

CHAPTER 6

SIMILAR EXPRESSION SUBSTITUTION

In this chapter the researcher will describe and analyze the third category namely Similar Expression Substitution. As in the previous chapters, the chapter will end with a summary and quantification of the data into percentages and frequency counts. The chapter will be arranged in the following way:

- 6.1 Similar Expression Substitution
- 6.2 Features of Similar Expression Substitution
- 6.3 Summary of Similar Expression Substitution

6.1 Similar Expression Substitution

This category refers to the substitution of native expressions with non-native expressions. Occasionally, a native word was also substituted with a non-native expression, as in the case of the usage of 'a modern people'. Most of these were colloquial expressions, or expressions used only in spoken discourse.

6.1.1 a friend of yours - your friend

ME speakers prefer to use the non-native expression 'friend of yours' to the more native 'your friend'. An example of this non-native expression was uttered by the researcher's daughter as shown below:

'A friend of yours called last night, and said her name was Usha.'

6.1.2 ample of time /on a certain time basis-within a limited time

In the following sentence seen in the examination script of a student, there

seems to be two examples of Similar Expression Substitution:

'In school the skills are taught and practiced **on a certain time basis** but at home parents can spend **ample of time** to enhance and increase the level of reading by maintaining their momentum.'

The first example, 'on a certain time basis' is not an accurate description of what was intended by the writer. He or she probably meant 'within a limited time' because the second part of the sentence talks about 'ample' time that is spent at home with parents. The second example is 'ample of time' which seems to be a substitution for 'ample time'.

6.1.3 a modern people – modernized

The following expression was heard during a panel discussion among students: 'We the tribesmen want to be **a modern people**.'

The words in bold appear to be non-native in usage, and a native speaker may have used the word 'modernized' instead.

6.1.4 anybody of us - any of us

The following comment was made during a Toastmaster's meeting:

'I don't think **anybody of us** feel that quality is not important.'

The expression 'anybody of us' is a non-native substitution for the native expression 'any of us'.

6.1.5 be an audience-to attend

In the following sentence, the non-native expression 'to be an audience' seems to be a substitute for the more native equivalents 'to be present' or 'to attend':

'...important occasion for you to **be an audience**.'

6.1.6 bring effectiveness

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

'Of course if we relay a true story it will definitely **bring effectiveness.**'

In a native sense, one cannot 'bring effectiveness' but one can be 'be effective'. In addition to this non-native expression, the word 'relay' could be considered to be an example of 'Similar Word Substitution'(see 'Similar Word Substitution').

6.1.7 call it off here - call it a day

The above comment 'So we call it off here' was heard at the close of a Toastmasters' meeting. The speaker was the Club President and he actually meant 'call it a day'. Both expressions appear similar on the surface but have very different meanings. When one 'calls off' something, one cancels it. On the other hand the expression, 'let's call it a day' is a polite closing expression at the end of any social function.

6.1.8 class by class

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

'If they have gone **class by class** stealing, then it is serious.'

A native speaker would probably have said 'from class to class' rather than 'class by class.'

6.1.9 comes to minimum way of collecting things

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

'Going from door-to-door **comes to minimum way of collecting things.**'

The topic of the discussion was the various ways in which funds could be

raised to help some fire victims. The expression 'comes to minimum way' is non-native in the above context. The native sense being conveyed is 'is an ineffective way as it results in a small amount being collected'. This non-native expression could be categorized under Similar Expression Substitution.

6.1.10 come to an end

During the closing ceremony of a conference, official concerned made the following statement:

'I declare that this conference **come to an end**.'

The expression 'come to an end' appears non-native in the above context. A native speaker would have said: 'I declare this conference **officially closed**.'

6.1.11 Days by days were gone

The following sentence seen in an Interactive Journal seems to contain a non-native expression:

'**Days by days were gone** with a lot of works to be done.'

A native speaker may say: '**Day after day** there is more and more work to be completed.'

6.1.12 each individual of you

At a Toastmaster's meeting the following comment was made:

'There is a lot of things to learn from **each individual of you**.'

A native speaker would have said 'from each one of you' rather than the

non-native expression 'from each individual of you.'

6.1.13 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 above expression is non-native for two reasons. Firstly a native speaker would have said: 'educate them on the right lifestyle.' The use of 'way' is clearly redundant here. Secondly, the omission of 'on' is an example of Ellipsis(see 'Ellipsis').

6.1.14 environment conservancy

In the Annual Report of a Sai Baba centre, the non-native expression 'environment conservancy' was used instead of the native version, namely 'environmental conservation.'

6.1.15 first voice-first person basis

In the field of English literature, when we write on a 'first person basis', we use the pronoun 'I' and narrate the events in a story through the eyes of an eye witness or even a character in the story. In grammar, 'I' constitutes the first person singular pronoun while 'we', the first person plural pronoun.

At a Toastmaster's meeting a speaker was referring to how another speaker had used personal testimony effectively:

'I think when we speak in **first voice**, we sound more convincing.'(first person)

It was obvious that the speaker had actually meant to use the native

expression 'on a first person basis' but had substituted this expression with a non-native version: 'first voice'.

6.1.16 get residents to be informed

The following sentence was heard during an Oral Interaction Test:

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

The passive form in the above sentence seems to be non-native. A native equivalent would be the active form, namely 'inform the residents'. In addition, 'put time-table' appears non-native as well. A native speaker would say 'arrange a time-table'.

6.1.17 go finish - be filled

At a Toastmaster's meeting, the following comment was made:

'We have many speaker slots that will **go finish** very fast.'

The speaker meant that there were slots available for 'assignment speeches' which are prepared speeches which follow certain speakers' manuals. Here the expression 'go finish' is non-native. A native expression which could be used here would be 'be filled'.

6.1.18 Going for one-two - Going one, going two

The expression 'going one, going two' is a conventional one used by auctioneers when someone is the last bidder for an item, and a sale is about to be made. In the ME version, the expression has been substituted with 'going for one-two.'

6.1.19 hand in glove - hand in hand

In native usage when one works 'hand in glove' with someone, one works closely with that person, especially in a secret and/or illegal way. This does not appear to be the intended meaning in the sentence below, which was heard during a Sai Baba ladies' fellowship camp:

'Many of the wanita co-ordinators have been working **hand in glove** with Sister Maya.'

A native speaker would have said 'working hand in hand with....' and not 'working hand in glove with....' From a native viewpoint, the idiomatic expression 'hand in glove' seems to have been used non-natively by the speaker.

6.1.20 have an eye on

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

'I'm sure the teachers who live in the compound can **have an eye on** the security guard.'

A native speaker would have said 'can keep an eye on the security guard' rather than 'have an eye on the security guard.'

6.3.21 highly placed - highly-respected

The following sentence was seen in an English Language Oral Interaction Test situation:

'All the delegates are **highly-placed** professors.'

The expression 'highly-placed' is a non-native one. In native usage, one can be 'highly successful', 'highly skilled', 'highly intelligent', 'highly competitive', 'highly critical', 'highly sensitive', 'highly trained', 'highly educated' or 'highly developed.' However one cannot be 'highly placed'. The

writer probably meant 'highly-respected' professors.

6.1.22 in respect of - with respect to

In this example, the expression 'with respect to' seems to have been substituted with the expression 'in respect of' in the following sentence recorded from the Business news:

'PLUS' valuation **in respect of** its listing would be adversely affected.'

One says 'with respect to' to indicate what something relates to, while 'in respect of' seems to be a non-native form that is not listed in the dictionaries.

6.1.23 it is not reached - it does not reach

At a recent ladies' seminar organized by the Sai Baba organization, the following comment was heard:

'We cannot give directives at centre level because half the time **it is not reached.**'

This seems to be a passive truncated form of the original message - 'because half the time it does not reach the target group, namely the ladies at the centres'. This could be considered an example of a Similar Expression Substitution.

6.1.24 just as - in line with

At the end of all Toastmaster's meetings, it is the tradition for the President to invite guests to comment on the meeting which has been just been held. At such an occasion, the following sentence was said:

'**Just as** tradition, shall we ask our guest to give her comments?'

The speaker who used the non-native expression 'just as tradition' probably meant to say the more native expression 'in line with tradition'.

6.1.25 to keep them - to enable them to remain

In the following comment made in a Business news article, the writer has used the word 'keep' in a non-native sense:

'Their value-added services and network coverage would continue **to keep them** leaders in the post-pay segment this year.'

When the writer uses 'keep' it appears as though there is an external agent that 'keeps' them in the leadership position. In actual fact, there is no external agent but merely internal factors such as 'value-added services' and 'network coverage' that have enabled them to remain as leaders.

Hence the writer probably meant 'to enable them to remain as leaders' rather than 'to keep them as leaders.' This may be regarded as an example of Similar Expression Substitution.

6.1.26 land up-end up

In the following sentence, the native expression 'end up' has been substituted with the non-native expression 'land up':

'Am I going to **land up** with married life without a career?

The expression 'land up' can collocate with a more concrete subject such as in the phrase 'land up with someone rich'. However, in the above context, it is a non-native substitution of 'end up'.

6.1.27 last of all - first of all

At a Toastmasters' meeting, a speaker known as a 'general evaluator'

made the following comment at the end of his speech:

'Last of all, it's very important to give praise.'

This expression seems to be similar to another expression in native English:

'first of all'. The speaker may have meant to say, 'lastly' but created a non-native expression similar to 'first of all'- 'last of all.'

6.1.28 in my tiresome and compact mind

In the sentence below, which was seen in the Interactive Journal of an undergraduate, the expression 'tiresome and compact' has been used as a substitute for 'tired and confused' which sounds somewhat similar:

'When I flashback the days that had gone and the memories still linger fresh in my tiresome and compact mind.'

6.1.29 in the long term - in the long run

The non-native expression 'in the long term' was recorded from a Business news article. It seems to be synonymous with the native expression 'in the long run'.

6.1.30 looking to their jobs

An example of a non-native expression was heard during a discussion in a class in which the students played the roles of employees and management of a company:

'Are you making sure that your people are looking to their job?'

This question was posed by the manager of a company to his supervisor. A native speaker would have said: 'Are you making sure that your people are handling their jobs well?' Hence this could be considered an example of Similar Expression Substitution.

6.1.31 make sure the effectiveness

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

'To **make sure the effectiveness** of the tuition classes, the government also have to play their roles.'

This expression is non-native as a native speaker may have said 'to ensure the effectiveness'. In addition, the use of 'their' as a pronoun reference for 'government' is also non-native. A native equivalent would be 'its'.

6.1.32 must involve all the year

The following comments were recorded during an Oral Interaction Test for the undergraduates:

'Other activities must entertain the students. These activities **must involve all the year.**'

The expression 'must involve all the year' appears to be non-native. The speaker meant to say 'must involve the students throughout the year'. In addition, the use of 'entertain' for 'activities' is also non-native and has been categorized as 'Variation of Reciprocals'(see 'Variation of Reciprocals').

6.1.33 on and on

The following comment was heard during an Oral Interaction Test:

'It can less the pollution that has been endangering our country **on and on.**'

The expression 'on and on' is a non-native expression. A native equivalent would probably be: 'for so long'.

6.1.34 On another hand

In the following sentence seen in a student's exam script, the expression 'on another hand' seems to have been used instead of the more native expression 'on the other hand':

'On another hand, I feel that using newspaper is important because the students should be aware with the felonies that happen in our country.'

Before the above sentence, the student was commenting on the need for adult guidance when exposing primary school students to some of the material in newspapers.

6.1.35 on balance-on further consideration

In the following sentence taken from a Business news article, the non-native expression 'on balance' has been used instead of 'on further consideration':

'On balance, it would appear that the deal is negative to UEM.'

6.1.36 one other

The following comment contains a non-native expression:

'Let me bring **one other** factor as well.'

A native speaker would have said 'another factor' rather than 'one other factor'.

6.1.37 on top one/down one -one on top/one below

The following question contains two examples of Similar Expression Substitution, both of which are in bold:

'Do you want the **on top one** or the **down one**?'

The ME speaker was asking whether the listener wanted to choose the item which was on the upper shelf or the one below. For ME speakers these two non-native expressions would be often used to substitute the native equivalents namely, 'one on top' and 'one (down) below'.

6.1.38 one-on-one - one off

In this example of Similar Expression Substitution, the ME expression 'one-on-one', is used instead of the native equivalent 'one off' as shown below:

'You do it on a **one-on-one** basis.'

The equivalent native expression could be 'one-off', meaning 'made or done once only'(OALD, 1974).

6.1.39 people of the public

An example of a Similar Expression Substitution is 'people of the public' - an expression which was seen in a student's Interactive Journal. It was also heard during a panel discussion among students who were role-players:

'This discussion has sparked discussions, recommendations and measures from **people of the public**.'

While a native writer would use 'members of the public', the words 'people of the public' is a non-native equivalent conveying the same meaning. In addition, the above sentence contains two more examples of non-native lexis.

The first is the Non-juxtaposed Reduplication of 'discussion'(see 'Non-juxtaposed Reduplication'). The second is the usage of 'measures' which does not collocate with the rest of the sentence. The word 'measures' does not collocate with 'sparked'. In addition, in a real-life situation, members of the public can only make suggestions, and not take measures.

6.1.40 poverty-hit - poverty-stricken

In a Sai Baba newsletter, a young writer created the non-native expression '**poverty-hit**', when she was commenting on some community work being carried out by some youths:

'Some also participate in community activities at Bukit Tagar - extending support of various kinds to the much **poverty-hit** community there.'

The native equivalent for this expression would probably be 'poverty-stricken' which according to OALD(2000) means 'very poor with very little money.'

6.1.41 puts me into bored situation

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

'Because of the same way of learning reading it makes me stucked in the same way of reading, which **puts me in a bored situation.**'

The above sentence contains a number of non-native features. The expression 'puts me in a bored situation' is non-native, as a native speaker would have said: '...which bores me.'

Another non-native feature is the word 'stucked' which could be considered an example of Derivational Variation(see 'Derivational Variation'). There is also Non-juxtaposed Reduplication of the expression 'the same way of'(see 'Non-juxtaposed Reduplication').

6.1.42 putting in perspectively

The following comment was heard during an Oral Interaction :

'I think all of us are **putting in perspectively** to solve the problems.'

The expression 'putting in perspectively' appears to be non-native in the

above context. The speaker probably meant to say 'putting our heads together'.

6.1.43 Rather than that

In the following sentence read in the exam script of a student, there seems to be two types of non-native usage:

'Rather than that the school also should invite a presentation from your company to give a talk to the students about the importance of reading newspapers.'

Before this sentence, the student was writing about the probable things that the school authorities could do to increase the use of newspapers by the staff and students.

Hence, the student probably meant to write 'representative' instead of 'presentative'(see 'Similar Word Substitution'). In addition 'rather than that' seems to be a Similar Expression Substitution for 'other than that'.

6.1.44 sexual lessons - sex education classes

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

'...and also at what level we can introduce **sexual lessons**.'

The group involved in the discussion was discussing the advantages of introducing sex education as a subject into the school curriculum. The use of 'sexual lessons' is non-native as the speaker probably meant 'sex education class.'

6.1.45 shortly said - in brief

In the following sentence seen in the Interactive Journal of an in-service teacher, the non-native expression 'shortly said' was used:

`Shortly said, I was more of casual rather than being too formal.'

The writer probably meant 'in brief' when she wrote 'shortly said'.

6.1.46 somehow rather/some way or other - somehow or other

The native expression 'somehow or other' seems to have been modified to non-native versions and there are two examples of non-native substitutes for it. The first example was seen in the Interactive Journal of an undergraduate, where it was converted to the non-native version:

'somehow rather' as seen in the following sentence: '

Somehow rather I have overcome that.'

The second substitute for 'somehow or other' was seen in the Interactive Journal of another undergraduate:

'I realize that life goes on and **some way or another** will help you eventually.'

In the above two examples the ME users have a tendency to adapt native expressions by omitting and adding words to the native expression to create non-native versions that sound like the original native expression, yet differ from it. In the first example, the word 'overcome' seems to be an example of Derivational Variation (see 'Derivational Variation').

6.1.47 sort of have been grown up

'Many of them **sort of have been grown up**.'

The above sentence was heard during a radio interview. A native speaker would probably have said: 'Many of them grown up

6.1.48 Special Head of Police Crime

During an Oral interaction Test, the following mixed-up expression was used by one of the students: 'Maybe talks to Special Head of Police

Crime....' The native equivalent would be 'Head of Special Crime Division in the Police Department'. The ME version appears to make the police appear as criminals!

6.1.49 suit best - best suited

In the following ME sentence, the native expression 'best-suited' has been changed to 'suit best':

'The majority of the class felt that I was **suit best** as a floral.'

A native speaker would have said 'best-suited' rather than 'suit best'.

6.1.50 taken his oath before the teachers' code of ethics

In the Interactive Journal of an undergraduate who is also a Primary school teacher, the following sentence was seen:

'I am a qualified trained teacher who has **taken his oath before the teachers' code of ethics.**'

In the above sentence, the expression in bold is non-native. The native expression would be 'taken his oath of office' and it would also be considered too formal in this context. Perhaps a more native equivalent would be 'who has made his pledge by the teachers' code of ethics'.

In addition to this non-native usage, the word 'qualified' is synonymous with 'trained' in this sentence. A native user would have omitted one of these two words(see 'Redundant Synonyms').

6.1.51 thanks very much - thank you very much

ME speakers have a tendency to take lexical items from 'thank you very much' and 'thanks a lot' and form a non-native expression: 'thanks very

much'. This expression was heard in a telephone conversation recently.

6.1.52 the benefit of them

The following sentence was heard during an Oral Interaction Test session for the undergraduates:

'They will definitely come as they know it is for **the benefit of them.**'

The expression 'for the benefit of them' appears to be non-native here. A native speaker would probably say 'for their own benefit'.

6.1.53 they got their

In a sentence recorded at an impromptu speech session at a Toastmaster's meeting the following non-native expression was recorded:

'Every fruit **they got their** own nutritional value.'

Though there is a subject-verb agreement error in the use of 'they' and 'their' for the subject 'every fruit', the words in bold are Similar Expression Substitution. A native speaker would have said: 'Every fruit **has its own** nutritional value.'

6.1.54 to and back

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

'They should take turns to fetch their children **to and back** from school.'

The expression 'to and back' is non-native. A native speaker would have probably said 'back and forth'.

6.1.55 to which we can excel

The following comment was heard during a class discussion:

'...or friends **to which we can excel** together.'

A native speaker would have said '...or friends with whom we must excel together.'

6.1.56 track back - back track

The following sentence was heard during a Toastmaster's AGM:

'We will **track back** a little.'

The expression 'track back' is a non-native one. The speaker meant 'back track' which means 'to change an earlier opinion, statement or promise because of pressure from somebody or something'. He merely reversed the order of the two words, but meant 'back track'.

6.1.57 whatever nots-whatnot

At a recent conference, a presenter used the non-native expression 'whatever nots' as shown in the sentence below:

'Mandi bunga, **whatever nots**.'

She was referring to socio-cultural practices such as 'Mandi Bunga' or 'Flower Bath' and other forms of traditional medicine in Malaysia, which the indigenous Malays resort to in order to cure mental retardation or any other forms of mental illness. The native equivalent could have been 'and whatnot'. According to OALD (2000) 'whatnot' is a lexical item which is used when you are referring to something but are not being exact and do not mention its name as shown in the following example:

'They make toys and **whatnot**.'

This may be compared to the Australasian 'thingy' which is a non-native word in Australasian English used to describe something which a speaker does not know how to name.

6.1.58 wee hours of the dawn

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

'I was up until the **wee hours of the dawn** this morning.'

The expression 'wee hours of the dawn' is non-native. The equivalent native expression would be 'wee hours of the morning.' Hence this can be categorized as Similar Expression Substitution.

6.1.59 who all

The following question was heard during a telephone conversation:

'You know **who all** will be coming, don't you?'

The expression 'who all' is non-native, as a native speaker would have merely said 'who'.

6.1.60 will bring up the point

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

'This **will bring up the point** that students will cheat.'

The expression 'will bring up the point' is non-native in the above sentence.

A native speaker would say, 'This reminds me....'.

6.1.61 worse still

'Worse still, some may even use words which are directly translated from their mother tongue in their essay.'

In the above sentence, seen in the Interactive Journal of a student, the expression 'worse still' appears to be non-native. A native speaker would have used the word 'To make matters worse'.

6.2 Features of Similar Expression Substitution

This sub-category borders on lexico-syntactic variation rather than lexico-semantic variation. In the following pages the researcher will briefly describe some of the features of this category.

6.2.1 Lexical Redundancy

The general feature of this sub-category is that the non-native expressions are longer than the native ones. ME users tend to use more words in expressing themselves than native speakers. For example, an ME user would say 'a friend of yours' while a native speaker would merely say, 'your friend'. Hence, a common feature of Similar Expression Substitution is the ME tendency to insert extra words such as a redundant preposition into native expressions, as shown in the examples in Table 6.1 below:

Table 6.1

Redundant Prepositions in Similar Expression Substitutions

Non-native Expressions	Native Versions
A friend of yours	your friend
Ample of time	ample time
Puts me into bored situation	bores me
Going for one-two	going one, going two
Looking to their jobs	handling their jobs well
Will bring up the point	remind

In the above examples the native expressions are more concise, meaning using fewer words than the non-native ones.

6.2.2 Lexical Substitution

Another ME tendency is for 'Lexical Substitution' or the changing of fixed expressions in native English by substituting certain words with near-synonyms or similar-sounding words as shown in Table 6.2 below:

Table 6.2

Lexical Substitution in Similar Expression Substitution

NON-NATIVE EXPRESSIONS	NATIVE VERSIONS
each individual of you	Each of one of you
environment conservancy	Environmental conservation
have an eye on	Keep an eye on
highly-placed	Highly respected
in the long term	In the long run
land up	End up
on another hand	On the other hand
people of the public	Members of the public
poverty-hit	Poverty-stricken
rather than that	Other than that
shortly said	In short
somehow rather	Somehow or other
wee hours of the dawn	Wee hours of the morning

Another tendency of ME users is to substitute native prepositions with non-native ones as shown in Table 6.3 below:

Table 6.3

Preposition Substitutions in Similar Expression Substitutions

NON-NATIVE EXPRESSIONS	NATIVE VERSIONS
on a certain time basis	Within a certain time
class by class	From class to class
in respect of	With respect to
the benefit of them	For their own benefit
to and back	Back and forth

6.2.3 Lexical Reversal

The example of 'to and back' for the native 'back and forth' reflects the tendency in ME to reverse the order of certain words. This is also reflected in the non-native use of 'suit best', 'track back' and 'on top one'/'down one' in the following sentences:

'We will **track back** a little'.(backtrack)

'The majority of the class felt that I was **suit best as** a floral.' (best-suited)

'Do you want the **on top one** or the **down one**?'(one on top/one down below)

This feature has been termed 'Lexical Reversal' by the present researcher.

6.2.4 Semantic Distortions

Some of the non-native expressions seem to contain semantic distortions that may lead to misunderstandings. Examples of these are shown in Table 6.4 below:

Table 6.4

Semantic Distortions in Similar Expression Substitutions

NON-NATIVE EXPRESSIONS	NATIVE VERSIONS
Sexual lessons	Sex education lessons
special Head of Police Crime	Head of Special Crime
	Division in the Police
to work hand-in glove	To work hand-in-hand
in my tiresome and compact mind	In my tired and confused
	Mind

The first example was heard during an Oral Interaction Test: '...and also at what level we can introduce **sexual lessons**.' The student was actually talking about introducing sex education classes in schools and was not talking about lessons on how to be sexual!

The second example was also heard during an Oral Test:

'Maybe talks to **Special Head of Police Crime....**'

The student meant 'Head of Special Crime Division in the Police Department'. The ME version seems to make the police themselves appear as the criminals, led by a 'Special Head'!

The third example was heard at a ladies' fellowship camp organized by the Sai Baba Organization: 'Many of the wanita co-ordinators have been working **hand-in -glove** with Sister Maya.'

In native usage when one works 'hand-in-glove' with someone, one works closely with that person, especially in a secret or illegal way (OALD,2000). This does not appear to be the intended meaning in the sentence above since it was heard at a spiritual camp where one would not expect any secret or illegal activities! The speaker probably meant 'hand-in-hand' as 'Sister Maya' was a regional co-ordinator who worked closely with the coordinators of women's activities in the Sai Baba centres.

The fourth example was seen in the Interactive Journal of a student:

'When I flashback the days that had gone and the memories still linger fresh in my **tiresome and compact** mind.'

The word 'tiresome' means 'sickening and irritating'. This seems illogical as nobody would describe himself or herself as 'sickening and irritating'! In addition, the word 'compact' does not collocate with 'mind' unless the student meant 'small-minded!' The student was actually commenting on her tired and confused state of mind, after the mental strain of attending lectures and completing assignments throughout the semester.

Here it is not surprising that two important features of Similar Expression

Substitution, namely Lexical Redundancy and Lexical Substitution are already present in the main Lexico-semantic categories in this study, namely as 'Lexico-semantic Redundancy' and 'Lexico-semantic Substitution'. Indeed, these two features of ME usage have been seen to be a common trend throughout this study.

6.3 Summary of Similar Expression Substitution

Similar Expression Substitution, borders on lexico-syntactic variation rather than lexico-semantic variation. Similar Word Substitution has been further sub-categorized based on the lexico-semantic features of the substituted expression.

There are four types of Similar Expression Substitution, namely 'Lexical Redundancy', 'Lexical Substitution', 'Lexical Reversal', and 'Semantic Distortion'.

In the case of the first type, 'Lexical Redundancy', the non-native expressions are longer than the native ones. ME users tend to use more words in expressing themselves than native speakers. For example, an ME user would say 'a friend of yours' while a native speaker would merely say, 'your friend'.

Another form of 'Lexical Redundancy' is the tendency of ME users to substitute certain prepositions with others, such as 'class class' instead of 'from class to class' and 'respect' instead of 'with respect to'.

In the case of the second type, 'Lexical Substitution', fixed expressions in native English are changed by substituting certain words with near-synonyms such as 'each individual of you' instead of 'each of you' or similar-

sounding words such as 'environment conservancy' instead of 'environmental conservation'.

In the case of the third type, 'Lexical Reversal', there is a tendency in ME to reverse the order of certain fixed expressions such as the non-native expression 'to and back' for the native 'back and forth'. This is also reflected in the non-native use of 'suit best' for 'best-suited', 'track back' for 'backtrack' and 'on top one' for 'one on top'.

In the case of the fourth type of Similar Expression Substitution, 'Semantic Distortions', some of the non-native expressions seem to contain semantic distortions that may lead to misunderstandings. Examples of these are 'sexual lessons' instead of 'sex education lessons', 'Special Head of Police Crime' instead of 'Head of Special Crime Division in the Police', and 'to work hand-in-glove' instead of 'to work hand-in-hand'.

The first two are already features of two broad categories of Lexico-semantic Variation, namely 'Lexico-semantic Redundancy and Similar Expression Substitution', reflecting the pervasive presence of these two trends in this study. Similar Expression Substitution is an important category of ME as in this study there are 62 examples of Similar Expression Substitution.