CHAPTER - IV

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

1. **SUMMARY OF THE MAIN FINDINGS :**

This limited study of <u>some</u> and <u>any</u> in Indian English was undertaken with the intention of investigation how far the use of <u>some</u> and <u>any</u> in IE conforms to that of SE. The data we have used is <u>The Kolhapur Corpus of Indian English</u> comparable to its British and American counterparts. Since we had no access to computer facility at the time of investigation we have not been able to compare the behaviour of <u>some</u> and <u>any</u> in our Indian data with that of American and British English as they occur in the respective corpora. All that we have done is base our investigation of <u>some</u> and <u>any</u> on their usage in SE as described in the literature (See Chapter II). Again we have restricted to study to their occurrence in three syntax types. i.e. Negatives, Interrogatives and Conditionals. However, the role of presupposition/ implication in determining the choice of <u>some</u> or <u>any</u> has been taken into consideration. We have also explored the behaviour of <u>some</u> in the province of <u>any</u>. The following conclusions may be drawn from this limited study :

Only 4.4 percent of the NIC's in which <u>some</u> and <u>any</u> occur show some deviations in our data. In particular 28 sentences are syntactically unacceptable, whereas only 9 sentences show some semantic deviation. Therefore, it is clear that to the extent of 95.6 percent, the behaviour of <u>some</u> and <u>any</u> in IE conforms to that of SE.

Further the 28 sentences (described in the section on analysis) that show syntactic deviation are the result of violation of syntactic restrictions other than those pertaining to <u>some</u> and <u>any</u> only. In other words they violate, general rules of grammar like inversion, auxiliary insertion subject-verb concord etc.

The sentences that require larger contexts to support the choice of some/any are comparatively fewer in number. They are only 44 in all. However, they clearly indicate that presuppositions that determine the choice of <u>some</u> or <u>any</u> are supported in the discourse as whole; whereas implications are often clear from the isolated sentences themselves. For example universal negative sentences have the negative implication and negative rhetorical questions imply positive meaning and positive rhetorical questions imply negative meaning.

From Table No.2 and 3 it appears that <u>any</u> occurs more frequently in negative sentences than in interrogatives and conditionals. In our data <u>any</u> occurs in 591 sentences whereas in interrogative and conditionals it appears in 62 and 77 sentences respectively. The total number of <u>any</u> in NIC's is 730 i.e. N = 591, I = 62, C = 77.

Thus our major finding is that 95.6 % of the NIC's in our data conform to SE usage of <u>some</u> and <u>any</u>. This conclusion seems to be significant because our investigation is based on the data specifically meant for such studies. As Daswani (1978 : 126) points out, "before we can indentifying IE and describe its structure, it would be necessary to gather and examine a large amount of data, systematically collected from several varieties and levels of English spoken in India". Only, our data is written English data and, therefore, our findings will apply to written IE.

The use of determiners and quantifiers like <u>some</u> and <u>any</u> has often been considered to be a complex area of English usage. Even then we find that the behaviour of <u>some</u> and <u>any</u> in IE conforms to that of SE to the extent of 95.6 %. This shows that IE shares the common core of syntactic and semantic systems of SE in this area, thus supporting the claim that IE is 'a variety' of English.

2. PEDAGOGICAL IMPLICATIONS :

It appears from the findings that the syntactic and semantic restrictions on the use of some and any are largely observed in IE. However, the few cases of deviation (both syntactic and semantic) may not be dismissed casually.

The few deviant instances were observed to be the result of violating other syntactic rules though indirectly dependent on the use of some and any. As already mentioned some of the common areas of deviation are : (i) the obligatory inversion in the case of comphatic and quasi-negative constructions; (ii) the superfluity of the dummy auxiliary in non-inverted constructions; (iii) confusion between negation of NP and negation of VP.

It would appear then that these areas of English usage may not have received sufficient attention in the teaching and learning of English in India. Therefore, it seems that some more attention needs to be paid to the teaching and learning of these aspects of English usage.

3. TOPICS FOR FURTHER RESEARCH :

This study has been confined to the use of some and any in NIC's only, and the basis of the study was the rules of English usage although the data has been drawn

from a corpus of actual use in IE. There remains,
therefore, much to be done in the area of some and any.
The obvious areas are : (1) a study of some and any in
syntax types other than NIC's mainly the assertive (2)
the use of some and any in IE as compared to their
actual use in the British and American Corpora.