UNIVERSITY OF CAPE COAST

DATIVE ALTERNATION IN GHANAIAN AND BRITISH VARIETIES OF

ENGLISH

BY

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in English

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature ………………………   Date …..………………

Name: Doris Nyanta

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

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ABSTRACT

Despite the many studies on Ghanaian English, the structure of the verb phrase and, particularly, the relationship between the verb and its arguments have not featured prominently in these kinds of studies. Meanwhile, researchers in probabilistic linguistics who have shown some interest in non-native varieties of English have indicated that studies in dative alternation are crucial in affirming the validity and viability of a variety of English, as well as hold the key to the determination of specific varieties of English (Bresnan et al. 2007). This study thus focuses on the use of the dative alternation in Ghanaian English to determine the differences between the native British and non-native Ghanaian varieties. It also examines the contextual features which influence the dative choices. The corpus-based methodology is used to examine the lemmas of the verb *give* in dative alternation patterns in the International Corpus of English-Ghana (ICE-GH), and the Lancaster-Oslo/Bergen Corpus of British English (FLOB). The study reveals that the dative alternation of the forms of the verb *give* are manifested in both corpora, and the Ghanaian English dative alternation choices and their predictor variables are not considerably different from those of the British English. The study observes a common grounds of significance with regard to complexity at the levels of both few and lengthy, pronominality at the level of pronoun, definiteness at the level of definite, animacy at the level of animate, person at the levels of both local and non-local, number at the level of plural, and concreteness at the level of concrete. The implications of the findings are that the Ghanaian variety shares many resemblances than differences with the British English.

ACKNOWLEDGEMENTS

DEDICATION

To my beloved husband and children.

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LIST OF ACRONYMS

BNC	British National Corpus
BROWN	The Brown University Standard Corpus of American English
CLEC	Chinese Learner English Corpus
DA	dative alternation
DOC	double object construction
EFL	English as a foreign language
ENL	English native variety
ESL	English as a second language
FLOB	The Freiburg-Lancaster-Oslo/Bergen Corpus of British English
FROWN	The Freiburg- Brown University Standard Corpus of American English
GhE	Ghanaian English
ICE-GB	International Corpus of English of Great Britain
ICE-GH	International Corpus of English of Ghana
ICE-GH-W	International Corpus of English of Ghana Written
ICLE	International Corpus of Learner English
L1	First language or mother tongue
L2	Second language
LOB	The Lancaster-Oslo/Bergen Corpus of British English
LOCNESS	Louvain Corpus of Native English Essays
NNEs	non-native Englishes
NP	noun phrase
NSs	native speakers
POC	prepositional object construction

CHAPTER ONE

INTRODUCTION

Background of the Study

The English language until the last four centuries served the linguistic needs of about seven million native speakers in the British Isles. The language since then has witnessed an amazing geographical spread across the world, either through the settlement of native speakers around the globe, a phenomenon which led to the emergence of native varieties of English, or the colonization and scramble for territories of the world of which Britain was an active participant, which also led to the emergence of non-native varieties of English the world over (Kachru, 1996, 1997). It is common knowledge that in territories where British hegemony was established, the English language was introduced for all official transactions. English has now spread from its ancestral home of Britain, America, Canada, and has been planted in other territories like Ghana, Nigeria, and India.

The English language, which principally served the linguistic needs of native speakers, has not only spread across the world, but has gained the recognition of an international medium in lingua franca communications used at local, national, regional and international levels in different countries (Kirkpatrick, 2007). This means that it serves as a communicative tool for natives, non-natives, and also between native and non-native users of the language (Crystal, 1997; Graddol et al., 2007).

The consequence of this at present is that non-native speakers of English significantly outnumber native speakers because of the fast growing and changing environment (Kirkpatrick, ibid). English is learned as a second language, and spoken by a large number of people in the world, which implies an increase in the number of users of the language. In the countries where the English has spread, there have developed new varieties of English, which in some respect are similar to the native varieties, and also in some very significant ways different from the native varieties. Kachru (1997) estimates approximately two (2) billion people have knowledge of English, and many non-native varieties of English are gaining the status of recognized varieties of English, and has thus enhanced the development of new varieties of English the world over. These new varieties of English have attracted scholarly attention, some of whom have denied the existence of these new Englishes. Others have affirmed their existence (Owusu-Ansah, 1994; Mukherjee and Gries, 2004; Groves, 2009).

The history of English language in Ghana can be traced back to the colonial times. Even though the exact date when the English language was first heard or used in Ghana cannot be determined, Asenso (2013) reveals that the arrival of the first British in Ghana dates back to the 1550s. The people in contact creatively constructed an enabling code that allowed meaningful communication and interaction with each other. It is instructive to concede that even though there is no evidence showing that the medium of interaction during these first times was English, there is also no basis to doubt that. Eventually, English was used as a medium of communication between these two groups, coming from two worlds apart. Sackey (1997) also notes that, in

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spite of the fact that the British arrived in Ghana almost a hundred years after the entrance of the Portuguese, it is rather with the British that Ghana had its longest and continuing connection.

Odamtten (1978) revealed that the British colonial masters during their early days of colonization insisted on the use of English by the indigenes. They made belief the language was "heaven-sent" to help the indigenes develop both in faith and civilization. To this end, English was used as the sole medium of instruction in government as well as Wesleyan missionary schools in Ghana. It was also used as the language for conducting government business, and as the British government continued to spread its frontiers and influence into the middle belt and northern parts of the country, so did the speaking and writing of the English language spread. Over time, English was imposed as the official language of Ghana.

Asenso (2013) writes that the 'officialisation' of the language was made even more plausible through the work of missionaries who sought to spread the word of God through engaging the indigenes in biblical discussions. He notes further that the only medium for such discussions was obviously English. Schools were also built for the benefit of the indigenous people and English again served as the medium of interaction. Thus, as more and more schools were built to educate the indigenes, the English language, as a medium of interaction, also continued to spread in Ghana, culminating, eventually, in becoming the official language in Ghana. As recognised by Dolphyne (1995), the English language has come to stay as it is now used everywhere in Ghana; from courts, business, parliament, the media, and even in a number of churches in Ghanaian cities and other urban communities.

However, a number of studies point to the fact that not all English spoken in the aforementioned interactions and transactions meet the recognized standards of the language. Those that do are, however, referred to as educated Ghanaian English. Mahama (2012), in pointing out that not all types of English spoken in Ghana meet the standards as educated Ghanaian English provided a historical antecedent to educated Ghanaian English. He explains that the continuous contact with local languages, just as it is common with non-native English-speaking countries, usually led to the indigenization of the English language, culminating in the development of varieties of English that may be peculiar to the communities or societies where the indigenization occurred.

Scholars agree there are alternatives of English spoken in Ghana as the highly educated tend to speak and use the English language in a fashion that is different from how it is spoken by persons who have had no formal education. To this end, Sey (1973) posits there is a direct correlation between one's level of education and the type of English spoken by such a person. Although Mahama (2012) agrees with Sey (ibid) on the fact that a person's level of education influences the one's spoken English, he (Mahama) adds that irrespective of the level of education, however, there exist certain expressions and lexical items that are commonly used by Ghanaian speakers of all levels of education. It is these types of expressions that are generally referred to as Ghanaian English. Also, according to Anderson (2009), Dako (2001) provides a list of English and local lexical items that are used exclusively in Ghana and explains that in spite of the fact that these words may have homonyms that may be found in recognized dictionaries, ''their peculiar semantic and

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pragmatic extensions and restrictions mark them off as Ghanaian'' (Anderson, 2009. p. 27).

Many scholars have conducted a number of studies on the historical antecedents, influences and scope of these non-native Englishes used in the indigenous territories. In an effort to study and understand the different varieties of English, a lot of studies and publications have arisen. Scholars have designed models for the study of World Englishes as a result of the spread of English all over the world, especially among many non-native English-speaking populations, and found that indeed varieties of non-native Englishes actually exist and need to be studied. These scholars have established the internal validity and viability of those Englishes as varieties of the English language, and not to be recognized as deviations, mistakes or errors, but as a result of Nativisation of English on non-native soil.

In the view of Kachru (1992), the rapid spread of English worldwide as a language of communication and business, has undoubtedly stimulated interesting but controversial debate about the status of English in its varieties, which are commonly called World Englishes. Indeed, the English language has been nativized in different countries such as Ghana, India, Nigeria, and other countries including Singapore and Malaysia, which are referred to as the outer circle within Kachru's concentric model. The spread and indigenization of English all over the world has brought about a large non-native English speaking population. To consolidate this, various studies (Odamtten, 1978; Owusu–Ansah, 1992, 1994; Dolphyne, 1995; Sackey, 1997; Bobda, 1997; Bambgose, 1997; Banjo, 1997; Fellbaum, 2005; Bresnan, 2007; Bresnan et al., 2007; Anderson, 2009; Asenso, 2013) have made detailed investigations into

the sociolinguistics of the countries where the Englishes serve as medium of interaction and transaction. The thrust of most of those studies have been to establish the similarities and differences between the new Englishes and the native Englishes of Britain, America and Canada among others. Studies of the Englishes have further increased the tempo of debate, researches, and publications on the subject matter in recent times.

Ngula (2011) did a very interesting and insightful study on the use of the central modals in educated Ghanaian English. Ngula's investigation of this aspect of the verb phrase, and his findings on the creativity of the Ghanaian usage of those modal auxiliaries provide the initial fillip for this current study. While the role of the auxiliary within the verb phrase is a subject of continuing debate (Jackendoff, 1983), there is no doubt in the literature about the control the verb exerts on its arguments. The proposal can therefore be made about the capacity of the study of the verb and its arguments providing a much stronger index of the integrity and viability of any variety of the English Language.

Problem Statement

Research abounds in the area of non-native Englishes. Mention can be made of the *Sociolinguistics Journal, The Journal of World Englishes, The International Association of World Englishes, Applied Linguistic Journals* and other publications that are devoted to the publication of studies in World Englishes. Despite the many publications, there is still the lack of comprehensive grammars of non-native varieties of English, however, in Ghana, for example, there is a number of studies that have focused on some aspects of the Ghanaian variety. Owusu-Ansah (1994) used modality in

personal letters to study the Ghanaian English, Simo Bobda (2000) researched on pronunciation, Ngula (2010) focused on the central modal auxiliaries, Dako (2013) reviewed vocabulary, Akpanglo-Nartey (2012) studied phonology, all of the Ghanaian variety of English. Studies on the linguistic features of the Ghanaian English have noted creativity, innovations and multilingual identities transferred into the variety. This clearly shows the field is still wide open for research and investigation.

In spite of the large number of studies on Ghanaian English, the structure of the verb phrase and, particularly, the relationship between the verb and its arguments have not featured prominently in these kinds of studies. Meanwhile, researchers in probabilistic linguistics who have shown some interest in non-native varieties of English have indicated studies in dative alternation are crucial in affirming the validity and viability of a variety of English, as well as hold the key to the determination of specific varieties of English (Bresnan et al. 2007). It is for this reason many researchers are engaging in this kind of enquiry. The study of the dative alternation patterns of the Ghanaian English has the potential to help understand the nature of the Ghanaian variety of English, and how it properly relates to the British native variety, but unfortunately, it has not received much attention, although most studies have featured other non-native varieties of English in many contexts (Gries and Stefanowitsch, 2004a; Mukherjee and Hoffmann, 2006; Bresnan et al., 2007; Callies and Szczesniak, 2008). This knowledge gap in literature is what this study therefore seeks to fill. It emphases on the use of dative alternation in Ghanaian English to determine the varietal differences between the native British and non-native Ghanaian varieties.

Gries and Deshor (2010) note that there is the need to employ multi-factorial analysis in the assessment of the relationship that exists between the verb and its alternations, since such an approach will assess the factors that impact on the choices, and allow to validate the assertions about individual factors or general tendencies, and that is exactly what this study pursued to do. It uses the logistic regression analytical tool to examine the contextual features which impact the dative choices, rather than mere frequencies (that is the presence or absence, or overuse and underuse of certain features). These factors include length, pronominality, definiteness, person, accessibility, number, concreteness, and animacy, all of patient and recipient participants in the clausal process. This makes the approach to this study different and appropriate. Studies done in these areas have served to affirm the validity and viability of the varieties studied. It is against this background that this study is conducted to examine the dative alternation patterns that characterize the written educated Ghanaian English, and the factors that constrain the choices, to determine and clarify the legitimacy and viability of the Ghanaian English. This study is thus a definitive analysis of the nature of the Ghanaian English and how it relates to the native variety.

Purpose of the Study

This research seeks to determine the viability and validity of the Ghanaian variety of English. At the same time, it attempts to place the Ghanaian variety within a certain stage in Schneider's model or classification of post-colonial Englishes. Schneider (2007:30-31) underscores the propensity of linguistic structures to indicate the progress of a variety in his evolutionary

cycle, hence the use of the linguistic features of the dative alternation to ascertain the evolutionary status of the Ghanaian variety of English. In other words, this study strives to ascertain the stage in Schneider's model which the Ghanaian English has attained.

It as well investigates how the Ghanaian variety relates to the native variety. That is, how similar and/or different it is from the native variety. The contextual features that constrain the dative choices which this study strives to examine will further determine the relationship between the two varieties (Ghanaian and British).

To achieve these objectives, the study examines the dative alternation patterns that characterize written educated Ghanaian English, and also explores the contextual factors that constrain the choice of DA in macro-regional varieties of English on the educated Ghanaian variety of English. Consequently, the study sets the following research questions:

Research Questions

1. What dative alternation patterns respectively characterize educated Ghanaian, and British varieties of English?

2. Which contextual features constrain the choice of dative alternation patterns in the two varieties?

3. What is the statistical significance of the contextual features which respectively impact dative alternation structures in the British and Ghanaian varieties?

Significance of the Study

Despite the extensive literature on non-native Englishes and the growing awareness of the development of varieties of English in various societies and communities in Ghana (Dolphyne, 1995; Dako, 2001, 2002; Anderson, 2009), the dative alternation patterns of the educated Ghanaian English has not been subjected to investigations to arrive at outcomes that will allow researchers to establish the legitimacy and feasibility of the Ghanaian variety of English. This is the niche which this present study seeks to fill. This research is therefore timely and relevant, as the findings will serve many useful purposes.

First, the discoveries will reinforce the educated Ghanaian variety of English as indeed an acceptable variety, assimilated into the sociolinguistic setting of its society.

Also, this study will be a model for others to follow with further research. The indications that will emanate from this study will pave way for further comparisons of the dative alternations in other non-native English varieties. This will help to ascertain their similarities and differences, which will bring to light the variety specificities and the common grammar of non-native Englishes.

Additionally, the method of analysis can also be applied to other studies. It engages the corpus method of analysis for the linguistic inquiry, and is likely to sanction impartial conclusions, because corpus analysis uses actual patterns of language from various sources used in natural texts, so the results it yields is unbiased.

Some generalizations can therefore be made owing to the results this study yields. Also, the logistic regression statistical tool used can account for the implications of the predictor variables on the choice of dative alternation patterns in educated Ghanaian English. The findings from this empirical scientific study will thus be invaluable and will contribute to studies that investigate the relationship between the native and non-native varieties of English.

Finally, this study will further instigate enquiries into the Ghanaian English using the International Corpus of English (ICE-GH) corpus. This will help to probe the Ghanaian English on a large scale, to allow for important generalisations of its distinctiveness, by contributing to the study of dative alternation patterns in educated Ghanaian English. It is thus expected that the findings of the study will serve as a catalyst for future research on the subject.

Delimitation of the Study

The scope of the research is written educated Ghanaian English with specific reference to the use of dative alternation. From a corpus viewpoint, the study analyses the DA patterns (that is, the structure of the verb phrase and the relationship between the verb and its arguments in constructions) in the written component of both the ICE-GH and FLOB corpora. The study focuses on five (5) forms of the verb 'give' that participate in such alternations to constitute the data, bearing in mind that a sampled language may share resemblances of characteristics as the wider one to which the sample belongs (Hough, 1971 cited in Ngula, 2011). The study will as well focus on the contextual features that impact on the choice of dative alternation.

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Organization of the Study

This thesis is organized into five chapters with chapter 1 providing a brief account on the background of the study. It touches on the history of English language in Ghana and progresses to its status today. The statement of the problem, the objectives as well as the significance of study are spelt out. Chapter 2 presents a review of the relevant literature on educated Ghanaian English. It also explains the concept of non-native Englishes, nativisation and dative alternation, among others. The section discusses some theories of dative alternation patterns, and the concepts on which they are grounded, offering the broad context in which this study is situated. Chapter 3 explains the related contextual features the study engages. It highpoints the data, methods, processes involved in arriving at the results. Chapter 4 presents and discusses the results of the statistical analysis of the data extracted from the two corpora (FLOB and ICE-GH). Finally, Chapter 5 presents a summary of the key findings, conclusions drawn and recommendations of the study made.

Chapter Summary

This chapter situates the research within the context of the existence of non-native Englishes as a result of the spread of English around the globe. It gives an overview of the position of non-native Englishes and narrows it down to the Ghanaian variety of English. This is intended not only to contextualize English as an international language, but also to validate the acceptability of the non-native Englishes to which Ghana belongs. This implies that there are as much differences as there are similarities between the native and non-native

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varieties of English to allow the new English variety which is influenced by multiple environmental settings serve the linguistic needs of the new context to which it has been transplanted.

This study seeks to use dative alternation as a facility to establish the nature and stability of the Ghanaian English as a distinct variety in its own right. It examines the choice of dative alternation patterns that characterize the written educated Ghanaian English in the ICE-Ghana corpus. The contextual features that influence the choices are tested to show how they relate with the British native variety.

The motivation behind this research is to ascertain if the assertions of the presence of regional and social variations in the varieties of English in the literature have influence on the factors that come to play in the choice of dative alternation in the Ghanaian English.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

This section reviews both the theoretical and the conceptual framework that provide the broad context in which the study is situated. Specifically, it discusses concepts such as World Englishes, Nativisation, valency, verb alternations. Also, it looks at some empirical studies on dative alternations. While doing this, attention is paid to the deficiencies and strengths of the studies and at the same time demonstrates the point of convergence and divergence between such studies and the current study. Nativisation is the theory on which this study is built, but because of its close link to the idea of World Englishes, the researcher has prefixed the discussion of the theory with the concept of World Englishes.

World Englishes

The globalization of English has carried with it linguistic consequences of language idiosyncrasies which have resulted in the emergence and establishment of many new Englishes both international and intra national, hence the term 'World Englishes'. The term 'Englishes' suggests the plural sense of English which shows the varieties in the language at present, and also emphasizes that English now has no single basis of authority, prestige, and norm. In other words, the standards in one variety cannot be used to judge another variety.

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The term World Englishes originated from the quest to examine concepts of regional Englishes globally in 1978. The term was introduced by Braj Kachru and Larry E. Smith in 1985, in their editing of a professional journal. World Englishes comprise all the English varieties in the world that are born out of the spread of the language in 'new and unfamiliar contexts' (Kandiah, 1998, p.3.) in the sense of different environmental, cultural, linguistic, and social physiognomies. It includes all the many and different dialects of English spoken worldwide - British, American, Australian, New Zealander, Pakistani, Ghanaian, Indian, Nigerian, and Singaporean Englishes.

Crystal (1997) opines that the plural form 'Englishes' stresses the diversity found in the language today. Bolton (2002) relates the term to an umbrella beneath which many Englishes are found. He considers the term World Englishes as "an umbrella label referring to a wide range of differing approaches to the description and analysis of English(es) worldwide" (ibid p.240). These new varieties of English, spoken in countries within the outer circle, and sometimes the expanding circle, differ to some extent from native Englishes in terms of phonology, lexis, grammar, pragmatic and communication styles (Kachru, 1997; Kirkpatrick, 2007; Mckay, 2002). This may be as a result of what Erlings's (2005) claims to be English acquiring new names as it interacts with indigenous languages and cultures from different parts of the world. It is therefore a fallacy to assume that the English spoken by non-natives from a far off non-native setting will be identical with those spoken by the native speakers of Britain, America, Canada or New Zealand.

The study of World Englishes identifies varieties of English used in diverse sociolinguistic contexts globally. It also studies how sociolinguistic

histories, multicultural backgrounds and contexts of function impact on the use of English in different regions of the world.

Several overarching and dynamic models are used to account for the emergence of World Englishes by scholars like Kachru (1982; 1986), Bailey and Görlach (1982), Moag (1982), Schneider (2003), to mention but a few. These scholars describe the variations in English on the basis of the spread, the emergence, and the functions which the language serves its users in their respective settings. The studies further suggest that regardless of varying social, cultural, and demographic settings, new varieties of Englishes are formed through similar sets of stages. This understanding therefore supports the hypothetical underpinning of the study.

This study reviews the models postulated by Kachru (ibid), Moag (ibid) and Schneider (2007), but uses Schneiders as the theoretical framework to figure out how it applies to the variety of English spoken in Ghana.

Kachru's Three Circles

Kachru's concentric circles demonstrates how the English language spread from its original geographical environment of the British isle to new areas where it has acquired non-native speakers, and the various functions of English language in different regional and geographical contexts worldwide (Kachru, 1986; Holmes 2008; Ngula, 2011).

Kachru's concentric cycles.
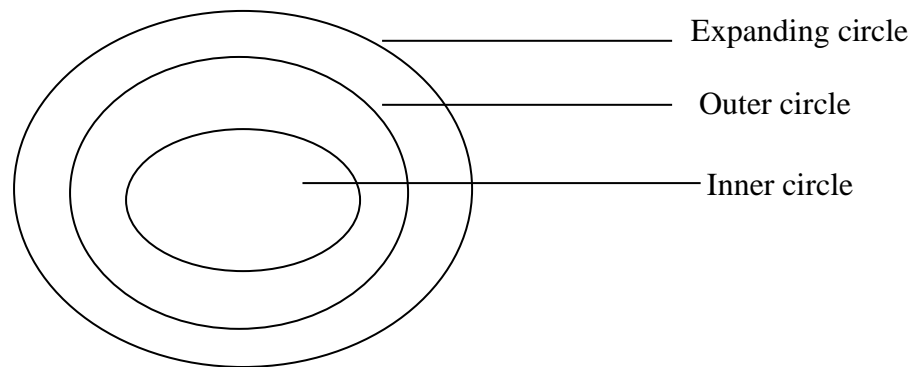
Figure 1: Kachru's Concentric Circles. Source: Kachru (1986)

The ''Inner circle" in Figure 1 represents countries such as Britain, America, Canada, Australia, and New Zealand where English is a mother tongue or native variety (ENL). The 'Outer circle' (ESL) includes countries like Ghana, Nigeria, India, Singapore, Kenya, and Malaysia, where English has been institutionalized and has thus become a second language. Generally, countries in the outer circle have some colonial ties with Britain; while the 'Expanding circle' (EFL) consists of countries like China, Korea etc. Whilst these countries typically do not have a strong colonial link with Britain, it has been noted that they are being gradually influenced by the English speaking West (particularly USA and UK) in areas like education, trade, media and science and technology (Kachru and Smith, 2008).

Kachru's model notes three stages involved in the emergence of a new variety of English. The first stage is typified by the non-recognition of the local variety. Local speakers make conscious efforts to imitate native speakers, and have contempt for speakers of the local variety. The second stage is characterized by the extensive spread of bilingualism in English. The local variety begins to gain recognition and is widely used by local speakers

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although it is not very much regarded, and still seen as inferior. At this point, a variety of competing norm orientations co-exists. There exist both 'overt' (native speaker) prestige and 'covert' (local) solidarity norms. The third stage is marked by the acceptance of the local variety as the norm and hence symbol of identity of local speakers. The new variety begins to obtain important intra-national functions and is taught within the indigenous socio-cultural context (Kachru, 1986; Kirkpatrick, 2007). Kachru reiterates that a lot of the Outer Circle institutionalized varieties of English in Africa, South Africa, Southeast Asia or Philippines have already gone somehow through these stages (Groves, 2009). One can say without fear of contradiction that Ghanaian English has also gone through the stages outlined in Kachru's model and can therefore be recognized as a variety of English.

Given that the Englishes used in various non-native settings are influenced phonologically, grammatically, lexically and pragmatically by the non-native speaker's first language structure, it is only typical that the English language results in varieties of English. Widdowson (1997) rightly asserts that the notion of 'one-world English' is not possible considering the nature of transmission.

Kachru's (1983) model has however been criticized. Tripathi (1998) has pointed out the absence of any means of differentiating varieties within a circle which makes it difficult to define the boundaries of the circles in absolute terms. He also notes that the model still prefers the English of the native speakers in the inner circle. Rajadurai (2005) similarly considers the model not sufficiently dynamic to reflect the reality of English use in the world because grey areas exist between the circles. The researcher thinks

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Kachru's model which is based on geography and genetics instead of the way speakers use English makes classifying some of the English users in the circles problematic (Jenkins 2003, p.17). Besides, the rapid growth of English has increased its status in the Expanding circle. English is not only learnt but more widely used in different settings.

It is interesting to notice that Kachru himself acknowledges that the concentric circles may be oversimplified (Kachru, 1985). He observes that the three categories represented may not necessarily be mutually exclusive as portrayed in his model and admits that several unclearly defined cases exist. Examples of such cases that are difficult to be classified under the three circles include South Africa and Jamaica. This makes credible Crystal's (1997) submission that it is inappropriate to define the boundaries of Kachru's concentric circles in absolute terms.

Further, Crystal (ibid) disagrees with the model's description of the Inner Circle, Outer Circle and Expanding Circle as 'norm-providing', norm-developing' and 'norm-dependent' respectively, stressing that the reality of international English use is not so clearly defined. This leads Crystal to wonder whether the Outer Circle looks to the Inner Circle norms or it creates its own norms. Norm development is also possible in the Expanding Circle. The discussions so far presupposes that, although Kachru's model is useful, it has its own weaknesses like any linguistic model.

Moag's Life Cycle of Non-native Englishes
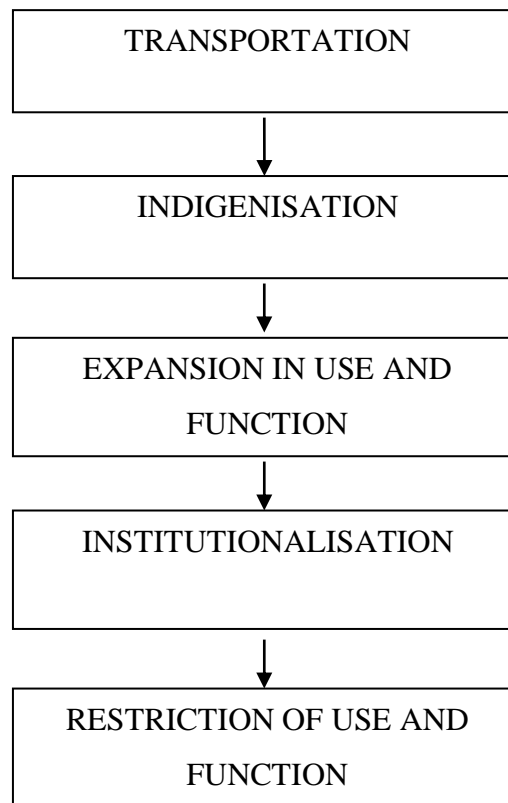
Figure 2: Moag's Life cycle. Source: Moag (1982)

Moag's (1982; 1992) Life Cycle of non-native Englishes is an elaboration of Kachru's taxonomy. Inspired by Hall's (1962) maiden explicit model on New Englishes which studied the cyclic evolution of pidgin languages, Moag modelled a five successive overlapping Life cycle of non-native Englishes. The five stages he accounts for in his model include, transportation, which marks the first stage when English is introduced, transported or transplanted into a new setting or environment of indigenes. The second stage, indigenization is characterized by the slow localization of the English language to create a new regional variety which is closely modeled to reflect the local culture and is different from the variety transported. It is an extended process of language alteration where an innovative, distinct English variety is molded. This new local variety at this stage becomes accepted, and

its usage in the media, education, and government commences. This marks the expansion in use and function which is the third stage, and it is patent by the advent of internal variation which manifest in a form of colloquial style. School children on their part begin to use the new variety during play. The fourth stage, institutionalization is marked by the use of the local variety as the school model which is taught by locally trained teachers. Local literature at this stage is written in the new English variety. The fifth stage which is restriction of use and function occurs when English is supplanted by a local official language. This constrains the use of English to only a small set of functions. Moag's Life cycle is suggestive that a new variety of English progresses from English as a foreign language (EFL) to English as a second language (ESL) prominence, and possibly reverts back to EFL status. This he attributes to post-independence promotion of local national languages in formal settings to the disadvantage of the English language. He however posits that all English varieties ultimately end up going through the first four stages, but not all experience the fifth stage.

Moag's Life cycle is akin to Kachru's concentric circles. The indigenization stage is similar to Kachru's nativisation stage, which covers the same grounds as the third and fourth stages in Moag's model. Moag's indigenization stage marks the phase where the new English variety begins to reflect the local culture, through the third stage which is expansion in use stage, where the new variety is used in many different situations for many purposes. There also develop other variations within the new variety. It continues to the fourth phase, which is institutionalization stage, where the

new variety is used as the new language learning model in schools, and also new local literature.

Schneider's Dynamic Evolutionary Cycle

Table 1-The Development Phases in Schneider's model

	Sociopolitical Background	Identify Construction	Sociolinguistic Conditions	Linguistic Effects	Examples
Phase 1 Foundation	Settling of group of English speakers (Settlers	Separate, distinct.	Marginal bilingualism in IDG strand	IDG –Some English pidgenization STL-Toponymic	
Phase 2 Exonormative Stabilization	Colonial establishment, English adopted for some spheres	Hybrid identity	Bilingualism spreads. Indigenous elite	IDG – British norm accepted but rarely achieved STL Borrowings from flora & fauna, culture & objects.	Fiji
Phase 3 Nativisation	Increasing independence	Local identities develop based on mixed- code	Widespread English acquisition; 'complaint tradition'	IDG – Variant forms & local accent stabilize STL – Heavy lexical borrowing	Malaysia, the Philippines, Kenya, Nigeria
Phase 4 Endonormative Stabilization	Independence	New local identity	Local variety of English recognized	Homogeneous local norms, codification	Singapore, South Africa, Jamaica
Phase 5 Differentiation	Political stability and self-dependence	Group-specific	Group-specific	Dialect birth	USA, Canada, Australia, New Zealand

Source: Adopted from Schneider (2007, p. 56)

Schneider (2003; 2007) proposes a framework that seeks to explain the advent and growth of 'Post-Colonial Englishes'. The model outlines the phases of progression which interlaces the settlers and indigenes English into a new variety. Five stages of speech community development processes are outlined in this model. Each stage distinguishes between the 'settler strand' (a group of English-speaking settlers) and the 'indigenous strand' (Groves, 2009).

The foundation stage, which is the first, marks English-speaking settlers coming into contact with the indigenous people, and thus introducing English to a new territory. There is usually limited and specialized cross-cultural communication at this stage leading to a marginal bilingualism in the indigenous strand. The settlers' strand on the other hand adopts names from the local language.

The exonormative stabilization stage marks English steadily conforming to non-local standards under foreign political dominance. English is used in domains such as education, administration and the legal system which leads to the spread of bilingualism among the local populace. This consequently gives birth to an 'indigenous elite' who attempt to adhere to the norms of the standard native English. Structural nativisation at this time begins to assert itself unnoticed; being as a result of both phonological and syntactic transfers. English develops local features. This witnesses the hybrid of identity in both the 'British-plus-local indigene' identity for the immigrants, and 'local indigene-plus-knowledge of English' identity among the local bilinguals. The ties of the 'settler strand' with the 'mother country' begin to weaken as the social gap between the two groups closes, leading to the 'indigenous strand'

call for independence. There is usually a large scale second language acquisition of English among the local residents which can lead to code-mixing. This becomes a form of unique identity, which later transforms into visible local 'linguistic idiosyncrasies'. Characteristic of this stage is the uncertainty of linguistic standards besides complaints of falling standards. Over a period of time, there arises the increasing readiness to accept localized forms.

Endonormative stabilization, the fourth stage is usually post-independence when the local character ristics of the English language become the norm. It allows the community to decide its own policies on language. The 'local idiosyncrasies' eliminate any stigma that may be subsisting; giving way to the acceptance and adoption of local norms that accentuate mutual territory, demonstrated in the advent of literature in the new variety of English. This stage is characterized by codification, and also the new variety gains formal recognition, yielding to the phrase 'the English spoken in 'X-place' or 'X-an English' (Groves, 2009: p. 65). Examples are Singapore, South Africa and Jamaica.

The fifth and final stage, differentiation, is marked by inner variation arising from new regional and/ or social dialects which reflect more strongly the social or regional identities of the nation. This contrast with the variation found in the earlier stages which were determined by levels of competence. Schneider reiterates that Post-Colonial Englishes portray a sequence of stages that characterize the identity rewriting and its accompanying linguistic changes that affect the two focal parties involved in a colonial-contact setting.

Schneider's taxonomy which is considered flexible and general to relate to all Post-colonial Englishes today, however, has all five phases being intuitive driven. This means the model does not define nor allow predictive power of the length of the phases.

All the three models explored in this study address the segments in the development of a new variety of English in Post-Colonial societies. They seem to agree that the English language which has come to be used in a new context and adapted in the new environment emerges as a new variety, although the stages in the development come in different names in their models. They see English introduced to natives of a non-English speaking territory, and over time, the English becomes altered or modified through contact with the local languages and cultures of the natives. Though this new variety of English which is formed is initially considered inferior, it is gradually widely used with time, eventually becoming institutionalized (Kirkpatrick, 2007). In other words, the three models discussed allude to shifting roles of native English speakers and a section of the indigenous people in the spheres English occupies and in the norm orientation for the emerging new localized English variety. In the case of linguistic structures and their developments, the transition involves initial lexical borrowing, which develops into innovative grammatical structures, growing into a continuous spread of the use of English in all spheres of life.

The three models also seem to agree that once a new variety of English is established, local varieties begin to emerge.

The relationship among the three models notwithstanding, they diverge on English reverting to become an EFL status.

Ghanaian English can be said to demonstrate the relevant aspects of the three models discussed above to qualify as a variety of English. All three models postulate that non-native Englishes with time move through the said cycle, become nativized and accepted as varieties themselves, unless some force or unexpected interventions occurred (Kachru, 1983). This leads to the question, what then are the determinants of a new English variety.

Kachru (ibid) reiterates the factors that influence nativisation as culture and language. Butler (1997) highlights five criteria for determining the existence of a new variety of English. These he identifies as accent, vocabulary, history, literary creativity and reference works. Joseph (1997) on his part submits that linguistic form, function and status are the three sets of factors that qualify a new variety as recognized. Studies in linguistic structures are therefore crucial to determining the viability and validity of a variety.

The choice of Schneider's dynamic evolutionary cycle of post-colonial Englishes as the model for the analysis of this study is informed by the sociolinguistic orientation of the model. It specifically accounts for the emergence and development of 'Post-Colonial Englishes' of which Ghanaian English is no exception. He maintains that Post-Colonial English "is understood as a sequence of characteristic stages of identity rewriting and associated linguistic changes affecting the [two main] parties involved in a colonial-contact setting" (2007, p. 29).

Also, Schneider's model allows one to study an English variety to determine if it can pass as a distinct full-fledged variety at par with other World Englishes. In other words, it allows one to test the linguistic structures which serve as indicators reflecting the progress in the evolutionary cycle of

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the variety under study. That is, in the case of this research, it helps to determine the evolutionary status of the Ghanaian variety because the model is based on speakers' identification with the language. Schneider's taxonomy is thus deemed very apt for this analysis.

The Concept of Nativisation

The term *nativisation* has been discussed by different authors using terms like 'acculturization' (Stanlaw, 1987), 'indigenization' (Schneider 2003, 2007; Richards 1989), or 'hybridization' of language in a non-native socio-cultural setting (Joseph, 1997). Kachru (1997:69) suggests that nativisation results from the "deep social penetration and extended range of functions of English in diverse sociolinguistic contexts". Torto (2013) on his part perceives nativization as a process by which a foreign language gains certain characteristics which originally were not present in the native language and therefore not used by native speakers. Both views expressed allude to the modification of English to fulfill the communicative needs of a people in context. Nevertheless, the term is usually used to describe the divergence of varieties of a language from a parent source. In the context of this study, the term 'nativization' would be used to describe the changes which English has undergone arising from its contact with various languages in different cultural and geographical settings. Nativization can thus be said to come about as a result of linguistic contact. The processes of nativization of English at various linguistic levels can be said to be responsible for the 'deviations' in the new varieties of English.

English language in Ghana, like any other non-native variety, according to studies in the literature deviates in terms of meaning (semantics), morph-syntactic structure, lexicon and phonological patterns from the native variety. This usually occurs in order to meet and serve the communicative needs of its people. What accounts for this is the modification of the iconic patterns (the distinctive features) of the native variety as well as the introduction of new linguistic structures into the native variety. Put differently, the native variety undergoes a process of nativization.

There is a growing body of literature focusing on the study of these varieties, raising various kinds of linguistic and sociolinguistic issues (Kachru, 1982; 1992; 1996). Ferguson (1975), Strevens (1992), Bamgbose (1982, 1997, 1998), among others, have stressed the necessity to study the forms and functions of the non-native varieties of English. The researcher thus deems it important to seek understanding of these deviations, as it raises such issues regarding nativization as the intelligibility of non-native Englishes (Nelson, 1982; Smith 1981), models of non-native varieties (Kachru 1982; Strevens, 1992), and normative literature. It is also necessary to study the subject because institutionalized non-native varieties of English have developed significantly in countries such as Ghana, Nigeria, Singapore and Hong Kong, where English has been adopted as the second, and usually official language across many levels within the countries. The varieties of English in these countries have become nativized at all linguistic levels to depict systematic changes in the formal features of these countries. This is as a result of using English within the new socio-cultural setting, contact with other languages, as well as the absence of native speakers of English.

This study argues alongside Kachru (1982, 1992), Owusu-Ansah (1992, 1994), Simo Bobda (1997), Bambgose (1997), and Ngula (2010) that the kind of English spoken in non-native countries are not deviants in the sense of being errors. Although they are different from the native Englishes, they are legitimate varieties in their own rights. The choice of this theory puts the study into a certain context by forming part of the group of studies that investigates English in non-native context. The only conclusion to draw from the arguments of these scholars is that non-native varieties of English are not to be frowned at because of their deviation from the norm (the native varieties), but should be accepted on the basis of mutual intelligibility, and the deviations seen as inevitable consequences of adaptation.

The choice of this theory guides the research questions in the sense that it looks at how the native and the non-native varieties under scrutiny relate to each other. It as well determines the kind of data to use, and there could not have been a better one fit for this study than the International Corpus of English of Ghana (hence ICE-GH), which uses naturally occurring English language of Ghanaian users of English in different settings. The data will help get a good idea of the kind of dative alternation choices Ghanaians make.

English as a global language

The nations and cultures of the people who use the English language generally influence the language. This has resulted in the emergence of different varieties of the English dialect, especially within countries where the language is used in commerce and business administration. English is now used extensively in doing business internationally. Crystal (2003) explains that

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English is considered a global language not because a great number of people from several countries (Examples of which include the United States, Britain, Canada, New Zealand, South Africa, as well as some Caribbean countries) use it as their mother tongue, but because the language has been adopted in other countries like Ghana, India, Singapore, Nigeria, and over seventy (70) other countries which have their own native languages as well. English is also an official language of the United Nations, and although there are other official languages like French, Spanish and Portuguese, English remains by far the language most frequently used.

In the section that follows, the conceptual framework is discussed with the various relevant sub-concepts that will enhance our understanding of the subject matter.

Valency of the verb

The term *valency* emanates from Chemistry, where it refers to the capacity of a chemical element to combine with a specific number of atoms of another element. In the field of linguistics, Tesniere (1959) is credited with using the term for the first time to denote the ability of words to get attached to other words. Tesniere (ibid) notes that the valency of a lexical item is its inherent relationality that allows it to govern a particular number of arguments of a particular type. He underscores the interrelatedness between the semantic agents and syntactic elements of a sentence and sticks to a semantic-based methodology to explain how verbs form relations. Van Valin and LaPolla (1997) draw a distinction between syntactic and semantic valence. In their view, the syntactic valence of the verb is the number of overt morpho-

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syntactically coded arguments it takes. One can talk about the semantic valence of the verb as well, where valence here refers to the number of semantic arguments that a particular verb can take. They explain that a sentence like 'It is raining' has a zero (0) semantic valence because the verb *to rain* has no semantic argument; however, all English clauses must have a subject, so the syntactic valence is one (1).

A verb's valency plays a central role in the structure of a sentence in that it is a precondition that has to be present to make a sentence meaningful. The study of the linguistic behavior of verbs at the syntax-semantic level has gained a lot of attention in recent times. The English verb lexicon is distinctive due to the ability of most verbs to take multiple argument structure options. Horbacausekiene and Petroniene (2013) in their analysis of English as a foreign language underscore the link between the development of the concept of valency to descriptive linguistics. They accentuate the immense significance of research on the patterns of verb valency in learning English as a second language from a syntactic point of view, reiterating the study of the complements of a verb combined in clauses help to improve the proficiency of learners by assisting them to put phrases and sentences together in a fluent manner.

Herbst (2010) however considers valency as a difficult aspect of English grammar to a lot of learners of the language since it frequently requires obtaining an idiosyncratic knowledge of the language.

Haspelmath and Müller-Bardey (2004) observe that although valency is characteristic of all the major word classes as well as some types of functional words (adpositions and auxillary verbs in particular), verbs exhibit

the most interesting and different valency patterns as well as the most interesting valency-changing operations. They contend that a verb's inherent relationality is semantically motivated. In other words, the meaning of a verb determines its relationship with other arguments in the sentence. The simple conclusion from the above discussion is that verb valency refers to the number of arguments that a verbal predicate controls. Allerton (1992) shares a similar view as he describes "the concept of verb valency as a foundation of describing on a more comprehensive basis the different potentials that individual verbs have for occurring in a variety of sentence structures". This is to say that different verbs can feature in different syntactic structures. Brown and Miller (1991) on their part see verb valency as the capacity of a verb to take a specific number and type of arguments.

Allerton (2005) later reviews his stance on verb valency modifying his initial definition of the subject. He comes to perceive valency as the capacity with which a verb has for combining with particular patterns of other sentence constituents. This definition, which is an improvement upon the initial one, encapsulates the idea that verbs can be divided into classes based on their valency (i.e. the number of arguments they can take). In some languages, these classes may have distinctive morpho-syntactic characteristics, such as unique case marking patterns, or restrictions on tense/aspect marking. Valency thus determines the number, form and meaning of complements, which are essential thematic roles necessary to render a sentence grammatical or otherwise.

Although verb valency is related to verb transitivity, a distinction can be drawn between the two in that, whereas the latter considers the arguments

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of the verbal predicate (that is, the internal arguments), the former includes the external arguments (subject).

The concept of verb valency is typically concerned with verbs as lexical elements which primarily determine the number of dependent elements of a sentence structure, and consequently sanction the semantics of a sentence. It can thus be considered as both the capacity of a verb to admit particular functional elements (direct object, indirect object, object of a preposition, object complement, subject complement), as well as the number of structural elements (noun phrase, nominal phrase, adjective phrase, adverb phrase) it admits in a sentence structure.

Haspelmath and Müller-Bardey (2004) argue that the semantic roles verb valency fulfils do not wholly determine their patterns, so valency is usually regarded as a syntactic concept that characterize verb arguments with such grammatical relations as subject, direct object, indirect object etc. This can be illustrated in the example below:

1. Mercy likes Mary.

The English verb 'likes' takes two arguments in its valence pattern because it describes a situation that involves two elements as participants. Semantically speaking, participants are usually characterized by the semantic roles they fulfill, e.g. experience and stimulus as in the above example. However, a verb's valence pattern is not completely determined by the semantic roles its participants play in the situation in question as participants with identical semantic roles may show up as different types of arguments, as in:

2. Mercy likes Mary (experiencer and stimulus) versus

3. Mary pleases Mercy (stimulus and experiencer)

On the contrary, participants with different semantic roles may show up as the same type of arguments as in:

4. Mercy likes Mary (experiencer – stimulus) versus

5. Mercy betrays Mary (agent – patient)

Mercy and Mary in example 4 play the sematic roles of experiencer and stimulus respectively, because the verb *likes* has an emotive process, whereas in the example 5, Mercy and Mary play the respective sematic roles of agent and patient because *betrays* is a material process.

This approach of verb analysis is very relevant to this study because it is finer tuned and more powerful than Quirk et al. The examples 4 & 5 will be analysed as subject, verb, object in Quirk et al. (1985), so they will be identical structures, but in the valency approach Mercy in eg5 is an agent and Mary a patient. It therefore allows to give a better account of how these verbs enter into alternation.

Huddleston and Pullum (2005) note that valency plays a significant role in English in that it helps understand what the conceptual content of a clause is, since it is a prerequisite for the valency requirements of the main verb of the clause to be met in order to make a clause meaningful. This is enough reason why strings of words like:

6. Lucy said.

7. Gabriel wants.

cannot be clauses. It is because the valency requirements of the verbs *said* and *wants* have not been met since they are both missing one of their arguments.

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Types of verb valency

It is imperative to explore the concept of verb transitivity as an aid to categorize verb valency. As advanced by Carter and McCarthy (2007), verb transitivity denotes verb complementation by such sentence elements as noun phrases, prepositional phrases, adjectives, or clauses that function in the slots of either objects or complements in a sentence. Transitivity in the view of traditional grammar is associated with the number of syntactic arguments of a verb. In keeping with the transitivity-based approach to verb valency, it is feasible that a verb realized in different ways in a sentence can have varying valency. In a similar vein, a verb can have an intransitive valency pattern in a sentence. Example:

8. Jesus wept.

9. Jude came.

This is also known as mono-valent valency class, which admits verbs like *die*, *wither*, *walk*, *run*, *drown*, etc. in such slots.

Valency can as well have a transitive pattern as in:

10. Paul bought a car.

11. Peter saw the car.

This is categorized under divalent class as it entails two arguments. It is very typical that the arguments of divalent verbs have the grammatical functions of subject and direct object. Some other examples of the divalent verbs include *love, hate, kiss, beat, break, see, annoy*, etc. But, the fact that the grammatical function is the same for the two sentences does not entail that the semantic roles the verbs assign to their respective arguments are the same. The semantic roles are determined by the nature of the event that the verb denotes,

and not by the syntactic properties of the verbs. In example 10, the verb *bought* assigns the semantic roles agent and patient to its arguments, Paul and car respectively; whereas in example 11, the verb 'saw' assigns the semantic roles experiencer-patient to the arguments 'Peter' and 'car' respectively.

A distinctive valency pattern can also be mentioned as in:

12. He bought her a car.

13. He gave the parcel to his wife.

This constitutes the third-class valency which is the tri-valent class. As the name implies, it takes three arguments. Some other verbs like *give, send, put, cover, deny* are examples of this third class of valency. Generally, the arguments of tri-valent verbs have the grammatical functions of subject, indirect object and direct object, as in example 12 although the case might be different in some instances as in 13 which is subject, direct object and prepositional object. The semantic roles of 12 and 13 are agent-recipient/benefactor-patient and agent-patient-benefactor respectively. These flexible classifications notwithstanding, verbs can either add or drop an object to transform from being transitive to intransitive, or vice versa. Those are more complex valency patterns as exemplified in the examples:

14. He ate the food – transitive

15. He ate – intransitive

The verb in example 15 has undergone an object deletion transformation.

Additionally, Biber and Conrad, (2006), and Carter and McCarthy (2007) distinguish two types of verb valency, namely the complex transitive and copular transitive patterns, which arise as other verb dependent elements are introduced into a sentence structure. Complex transitivity as a valency

pattern is characterized by a subject, verb, direct argument and an obligatory adverbial or argument predicate as demonstrated in the example:

16. The nurse regarded her services beneficial to the nation at large.

'The nurse regarded' is followed by a direct argument (her services) and an argument predicate (beneficial to the nation at large).

Nonetheless, verbs have the potential to change their sentence structure without altering meaning as demonstrated in:

17. Mary will keep up a correspondence with Eugene.

18. They will keep up a correspondence.

Sometimes, the flexibility of verb valency patterns makes it difficult to define its characteristics as well as linguistic nature. According to Levin (2013), any attempt to characterize valency patterns within and across languages confronts the phenomenon of verb or valency classes. That is sets of semantically related verbs sharing a range of linguistic properties, such as the possible realization of their arguments and the particular interpretation associated with each possible argument realization. This goes to buttress Goddard's (2011) assertion that a lot of valency and alternation phenomena are highly language-specific.

To conclude, this sub-section has discussed the concept of verb valency. It has demonstrated that verb classes of a language like English are described on the basis of the number of arguments they take. It has also highlighted the fact that valency changing devices in a language can alter the number of arguments in the clause by either adding or reducing the number of arguments.

Verb Classification and Alternation

Studies in linguistics have revealed that verbs fall into distinctive classes according to their syntactic and semantic properties (Jackendoff, 1990; Hale and Keyser, 2002; Levin, 1993). Verbs which share similar meaning and components tend to behave in a similar way with relations to sub-categorization and can therefore belong to a common linguistically coherent class. An example can be given of verbs which share the same meaning components of motion (e.g. walk, run and fly). Verb classification thus provide a generalised idea of syntactic and semantic properties of verbs. Kipper et al. (2000) opine that although the correlation between the syntax and semantics of verbs is not a perfect one, and the verb classes do provide means for full semantic inference, their predictive power is nonetheless considerable. Verb classification helps to reduce redundancy in the lexicon and also helps to fill gaps in lexical knowledge. This helps to infer the semantics of a word from its syntactic behavior and the syntax of a word on the basis of its semantic behavior.

Several studies have over the years grouped verbs into semantic classes on the basis of their regular alternating behavior under the assumption that this phenomenon can be better accounted for as semantically-driven, rather than as an idiosyncrasy (Levin and Rappaport, 2005). Some available studies done on the English language include WordNet (Miller and Fellbaum, 1998), VerbNet (Kipper-Schuler, 2005), FrameNet (Fillmore et al., 2003), Levin (1993), to cite the most prominent examples. The first large scale classification of this sort has been the one proposed by Levin (1993), which identified seventy-nine (79) argumental alternations involving nominal and prepositional phrases on the

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basis of which he classified 3024 English verbal lemmas (4186 verbal senses) into 57 broad semantic classes and 192 fine-grained classes. Levin's (ibid) taxonomy provides the most employed classification of verb classes in Natural Language Processing (NLP). His classes are based on the ability of a verb to feature in specific diathesis alternations, that is, different syntactic frames which are meaning retentive.

Many studies of the English verb lexicon have concentrated on the availability of a range of argument alternations (Levin, 1993) – alternate realizations of the argument structure. Levin (ibid) observes alternations have different manifestations, which include transitivity alternations, oblique subject alternations, passive alternations, reflexive diathesis alternations, alternations involving arguments within the verb phrase, alternations involving post-verbal subjects, 'other' cognate constructions such as object constructions, resultative constructions (Quirk et al., 1985). Several scholars agree that alternations could be perceived as a way to express a semantic or pragmatic contrast (Beavers, 2006; Lenci, 2008).

Theoretical Discussions on Verb Alternations

Language acquisition is probabilistic, that is, it offers a range of choices to users, which become indicative of the choice of a variety that is being used. It is for this reason that a theoretical discussion on verb alternation is done. The present research studies verb alternation and how it offers choices to language users, and such elements as inform the choices, so the pattern of choices made become indicate of the particular variety of English language.

Verb alternation has been studied by a number of scholars within the linguistic circles (e.g. Hale and Keyser, 1987; Wierzbicka, 1988; Levin, 1993; Goldberg, 1995). Honrubia (2008: p. 37) asserts that "verb alternations are syntactic structures that interrelate using a significant opposition". This refers to the different associations that can occur between the semantic roles of the arguments a verb needs and the syntactic functions they carry out. In other words, it refers to the argument structure alternations a given verb can take depending on its usage and that which its grammatical relations between arguments allow. To substantiate this claim, the examples below are provided.

19. I gave Mary a bag.

20. I gave a bag to Mary.

The two sentences above can be said to be semantically similar but syntactically different. The first, a double object dative, expresses both the recipient and the theme roles respectively of the verb 'gave'. However, in the second, a prepositional object dative assigns the theta role to 'Mary' who is still the recipient (Haegeman, 1994). This corroborates Hale and Keyser's (1985) assertion that the linguistic mechanism responsible for transitivity alternations is the interaction of both cases in the theta-theories. In the government and binding theory, the theta criterion states that in any grammatical sentence, each argument must be assigned to one theta role and each theta role must be realized by an argument. Consequently, in a grammatical sentence, all predicate meaning verbs have a thematic structure. This means that thematic roles or theta roles describe the relation between predicates and their arguments. As a result, arguments stand in different semantic relationships with the verb. This is of relevance for the Ghanaian

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English under scrutiny in this study in the sense that the study analyses the roles assigned the arguments in the data of analysis.

Jones and Coates (1999) investigates verb classes and alternations across four languages; Bangla, German, English and Korean, which draws on Levin's (1993) categorization of verbs. The work is an extension of Levin's study in that it adapts his typology of verb alternations to study the four languages afore-mentioned. The findings indicate that alternations actually vary from language to language. This is confirmed in a study by Anyanwu (2012) which investigated verb alternations in Ibibio language. The preoccupation of the study was to provide a descriptive analysis of the use of causative (verbs like *make, cause, allow*, which indicate that a subject/agent/force causes some entity to do or become something, or causes a change in the state of a non-voluntary event) and anti-causative verbs (intransitive verbs which show an event affecting its subject, while giving no semantic or syntactic indication of the cause of the event) in Ibibio, drawing on Haspelmath's (1993) categorization of verbs. The study indicates that in Ibibio, anti-causative verb morphology can be expressed through a direct (morphological) alternation and an indirect (lexical) alternation. Generally, comparative studies of L1 (first/native language) and L2 (second language) point out the influence of the former on the latter and the transfer of L1 linguistic features into L2. The assumption then is that the verb alternations that are typical of the Ibibio language will impact on speakers of English who have the Ibibio language as their L1 or native language.

Honrubia (2008) argues that alternations in the argument structure show systematic nexus between semantics and syntax in terms of the syntactic

organization of the argument structure. Thus, both Levin and Honrubia seem to have a common opinion. However, any analysis of the English verb alternation must address the question of what motivates these alternations, particularly as it is not found in all languages. Specifically, it should interrogate the contextual features which constrain the choices of verb alternation patterns favoured by speakers of a specific variety of English.

The discussion brings to light that alternations in argument structure facilitate the categorization of verbs into different classes, in that, certain syntactic and/or semantic attributes are shared by all the verbs that follow a particular alternation. These alternations are representations of the different syntactic possibilities a verb has of expressing its arguments without altering/affecting the basic meaning components, and therefore, the semantic class the verbs belong. Levin (1993) adds that verbs that allow similar alternations often have similar semantics, a view which is shared by many. This suggests that alternations are reflections of our cognitive representation of verbs.

Dative Alternation

People constantly make choices in their language productions. They decide on the different lexical items and syntactic consciousness to convey their messages. These choices in the use of language (phonological, lexical, syntactic) show prevalent effects of linguistic probabilities (Bresnan el al., 2007). The English language offers two ways of expressing the dative construction, which is referred to as dative alternation (DA) in the literature. This alternation has been given much attention in the literature and many

alternative names are used to describe its dynamics. One of its syntactic variant is called di-transitive, dative or double object construction and the other prepositional dative or object construction. The dative alternation is the variable choice between a double object and a prepositional object construction that occurs with some common verbs such as *give* in English. This is exemplified by Bresnan and Hay (2008) in the following example:

21. Who gave you that wonderful watch? (Double object construction)

22. Who gave that wonderful watch to you? (Prepositional (to) object construction.

The verb *gave* thus appears in two related structures in which it takes two complements.

Although researchers (Pinker 1989; Levin 1993) argue that alternative forms often have different semantics which is often clarified in terms of the principle of contrast, most studies (Bresnan and Nikitina, 2009; Fellbaum, 2005; Bresnan, 2007; Bresnan et al., 2007) aver that subtle intuitions of fine-grained lexical semantic differences between these constructions have turned out to be inconsistent and unreliable, hence the prepositional object and double object constructions have overlapping meanings which allow the two to be used as alternative expressions or close paraphrases. Krifka (2003) exemplifies the explanation on the DA more vividly in the examples below:

23. Ann gave Beth the car – DO construction.

    NP0   NP1   NP2

24. Ann gave the car to Beth – PO construction

    NP0   NP2   NP1

Krifka (ibid) explains that NP0 instigates the action, NP2 is an argument that is moved or changes possession, and NP1 is the recipient or the goal of the action.

Many scholars have explained the dative alternation using different approaches but for the purpose of this study, three views are considered: the monosemy view, the polysemy view, and the information structure view.

The Monosemy View / Single Meaning Approach

This view holds that both the DOC and POC have the same meaning. Scholars like Larson (1988), Butt et al. (1997) claim the two constructions are related to each other by syntactic derivation which is not sensitive to the meaning of the verbs in the constructions. In other words, both variants have a common meaning entailed in two argument realizations. Studies have diverging opinions on this view/approach. Larson (ibid) for example is of the opinion that the POC is fundamental and the DOC derived, but Aoun and Li (1989) in a later study disagree with him, claiming that the DOC is rather the basic, and the POC derived. Butt et al. (ibid), on the other hand have a non-derivational view which claims that one and the same thematic structure is realized by two different syntactic patterns. This is explained in the example by Krifka (2003):

Thematic information: give (AGENT THEME GOAL)

Syntactic realization: (i) give [Beth] Obj. goal [the car] Obj. theme

(ii) give [the car] Obj. theme [to Beth] Obj. goal

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The Polysemy View / Multiple Meaning Approach

This view holds that there exists semantic variance between the two related constructions of the dative alternation. According to this view, the double object construction indicates a caused possession triggering a recipient to possess an entity, whereas the *to* prepositional object states a caused motion. This Krifka (ibid) demonstrates in the example:

25. Ann gave Mary a letter.

which means that 'Ann caused Mary to have the letter'. This means there is a change of possession between the arguments (Ann and Mary). On the other hand, in an example that uses the *to* preposition object construction like,

26. Ann gave the letter to Mary.

It is realized that 'Ann caused the letter to go to Mary'. Although the meanings expressed in both constructions are closely related, they convey different meanings. The polysemy view holds that the meaning of the verb is imperative to the syntactic environment in which it occurs, as certain verbs might permit the use of either of the structures of the dative construction due to the particular semantic requirement of the verb in question, and not the two. Put differently, this approach assumes a non-derivational relation between the two variants, claiming that each variant has its own distinct meaning, although it is not always truth-semantically distinguishable, and that each leads to an own argument realization (Pinker, 1989; Krifka, 1999, 2003; Hale and Keyser, 2002).

The Information Structure View

This view maintains that DA is not about subtle meaning differences but differences in the information structure of the arguments. It asserts that the DA allows shifting focused or heavy constituents to the right, thereby satisfying a general purposeful propensity for such components. It attributes the choice of either DOC or POC of the DA to such contextual or processing factors as, animacy, definiteness, complexity, pronominality, and morpho-phonological constraints. A consideration of the following examples from Krifka (ibid) throws more light on this view.

27. 'Beth gave him the book' (DOC) will be preferred over 'Beth gave the book to him' (POC) on the basis that the indirect argument *him* which is the recipient is less wordy and thus not heavy, and also given, as compared to the direct argument *the book.*

In a similar vein,

28. 'He gave the meal to the hungry boys who have come home on vacation' (POC) will be preferred over 'He gave the hungry boys who have come home on vacation the meal' (DOC).

This third view can be said to be somewhat compatible with the monosemy/single meaning approach, in that if the two structures have a common meaning, then the information structure preferences will be resorted to as factors to aid the choice of one variant over the other. With regard to the polysemy view, the information structure decides which of the two variants of the DA should be used in a particular context based on the truth-conditional meaning differences.

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Considering that the DOC and POC allow for different information structures, it can be concluded that the information structure is crucial to determining the choice of either DOC or POC for verbs like *give*. The information structure gives the indication of what choices will be made between the POC and DOC.

Factors that constrain the dative alternation

The dative alternation can be said to be constrained by morphological, semantic and discourse features. Levin (1993) distinguishes alternating dative verbs which permit the two structural variants, and two other groups of non-alternating dative verbs, each of which allows one of the structural variants. Pinker (1989) asserts that the DA is liable to morphological and semantic constraints. It is morphologically constrained in that apart from a few exceptions, like *promise, offer or allow,* dative verbs tend to have native Germanic stems, while Latinate stress-final stems are not allowed. The semantic constraint is eminent in the fact that dative verbs according to Pinker (ibid) "must be capable of denoting prospective possession of the referent of the second object to be the referent of the first object" (p 48).

The immense significance of information structure to the DA as argument realization (Collins 1995; Biber et al., 1999; Arnold et al., 2000) cannot be overemphasized. One of the core factors that impact on post-verbal argument ordering as discussed by Wasow and Arnold (2003) is syntactic weight/complexity. Their idea is that many languages (e.g. English) have less complex constituents preceding more complex ones. The more complex arguments are positioned towards the end of the sentence, a principle known

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as the end weight principle. New information is also considered to occur in a more prominent position than that which is given (Collins, 1995). This is exemplified in the following examples:

29. Mary gave a book to John – Prepositional object construction (hence POC).

30. Mary gave John a book – Double object construction (DOC).

The theme in the POC as exemplified above typically contains new information, while the goal represents given information. This contrasts the DOC which has the recipient usually representing given information while the theme constitutes new information.

These factors and many more have been given considerable attention by many studies both in production and acquisition research. A plethora of studies of English reveals that both grammatical and discourse properties of the recipient and theme have a quantifiable influence on dative syntax (Collins, 1995; Synder, 2003; Gries, 2003).

Studies on the lexical constraint of the DA which linguists initially considered as intuition driven in the sense that the intuitions of linguists constituted the basis for such studies, can now be seen to have given way to the information structure as observed by scholars. Bresnan and Nikitina (2009) using World Wide Web give a probabilistic and gradient accounts of the DA, paying attention to the information structure aspects. They observe that "central evidential paradigms that have been used to support semantic explanations for the choice of dative constructions are not well founded empirically" (p. 5-11), but grounded on the intuitions of linguists. They contend that linguistic intuitions may often agree with those cited in the

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literature because constructed examples are perceived to be correct or otherwise. They continue that many examples appear as a violation to semantic constraints, but are conspicuously used by native speakers (NSs) and also appear grammatically plausible.

Bresnan et al. (2007) and Bresnan and Nikitina (2009) hold the view that violations of established semantic restrictions of the DA do not result in ungrammatical constructions, rather, they lead to implausible ones. Semantic approaches can thus not be said to sufficiently explain the verbs which permit or not permit the DA, the circumstances of change, the choice of a particular variant over another in a discourse context with alternating dative verbs which allow both structural variants. Both corpus-based and experimental studies of grammatical variation patterns in English have revealed that the choice of possible variant is largely determined by principles of information structure which reflect discourse constraints (Gries, 2003b).

The fact that many studies have explored the similarities and differences between the dative alternation in different varieties of English cannot be over emphasized. Mention can be made of comparisons of the dative alternation in speech and writing in Indian and British English, in speech of people from New Zealand and the USA, in American and British writings, in various experiments conducted with American and Australian participants, in different written categories in American and British English over time, and in speech and writings of American and African American English (Mukherjee and Hoffmann, 2006; Bresnan and Hay, 2008; Grimm and Bresnan, 2009; Bresnan and Ford, 2010; Wolk et al., 2011; and Kendall et al., 2011, respectively).

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Despite the abundant literature on the comparisons between the dative alternations in different varieties of English, there is no direct comparison between the British and Ghanaian English varieties. Also, there has not been enough empirical inquiry into the contextual features that influence the dative syntactic structures in Ghanaian English. The present study therefore seeks to provide multivariate analyses of the dative alternation in British, and Ghanaian varieties of English using logistic regression analytical tool.

Empirical Studies

This section of the review examines works related to the current research. It considers the methodologies employed by researchers in conducting their studies, mode of analyses and how distinctions are made in those studies.

Research in non-native Englishes (NNEs) abound, and has revealed empirical evidence that texts produced by the speakers differ from those by native speakers (NSs) in terms of certain words, phrases, or syntactic structures (Granger, 2004). Empirical inquiry however, has not received too much investigation on the effects contextual features exert on syntactic structures in Ghanaian English. For example, the dative alternation has not been explored. The present study thus conducts a multivariate study (examines the relationship among the multiple predictor variables) of the dative alternation in British and Ghanaian varieties of English.

Gries and Stefanowitsch (2004a) investigated pairs of semantically similar constructions, which included the dative constructions. Using their collostructional approach in a corpus-based study of the British component of

the International Corpus of English (ICE-GB), they studied a number of alternating ditransitive verbs which were ordered either towards the double object or the prepositional object construction. The findings indicate that analogous tests can be done for all verb types occurring at least once in either the double object or the prepositional object, and these verb lemmas can be ranked owing to the strength of their attraction or repulsion to the two dative constructions. The verbs that were most strongly attracted to the double object and the prepositional dative are listed in labels (1) and (2) respectively.

(1) *give, tell, show, offer, cost, teach, wish, ask, promise, deny, award, grant, drop,* etc..

(2) *bring, play, take, pass, make, sell, do, supply, read, feed, leave, keep, pay*, etc.,

Owing to the findings made, Gries and Stefenowitsch (ibid) suggest that the dative alternation have 'the di-valent attracting verbs of direct transfer, while the to-dative attracts verbs of transfer over distance. This seems to corroborate the assertion that the probability of using either of the two alternatives – the double object construction or the prepositional object dative – is associated with the verb and its semantic class (Lapata 1999; Gries 2005). The research is of immense significance in that it offers a satisfactory explanation of the nexus between verbs and constructions in an empirical corpus data.

Following the findings of many studies on dative alternations and the variants preferred by specific users of the English language, Bresnan et al. (2007) combined the features suggested in individual studies, such as, syntactic weight, animacy, definiteness, pronominality, (Arnold et al., 2000;

Wasow, 2002; Szmrescsanyi, 2004; Callies and Szczesniak, 2008), number, person (Aissen, 1999, 2003; Haspelmath, 2003), concreteness of theme, and five broad semantic classes of uses of verbs which participate in the DA, in a multivariate model. Almost all the fourteen features used in the Bresnan et al. (2007) study relate to the two arguments in the dative alternation: the recipient and the theme. However, some of the features are established only for one of the two arguments because the other argument is too bias to keep in regression models, since most themes are inanimate and non-local (3rd person), and most recipients are concrete. The fourteen features identified by Bresnan et al. (2007) were combined in multivariate regression models for a dataset extracted from the Switchboard corpus of spoken American English (Godfrey et al., 1992) of recorded telephone conversations. The results indicates that the effects of accessibility, animacy, definiteness, pronominality, and complexity are each a significant variable which has influence on the choice of dative construction. They also observe that even when all the fourteen variables are controlled simultaneously, the harmonic alignment effects (i.e. the induced partial ordering on the combination of features) of the double object dative or the prepositional dative are observed. The responses were modeled and found to be more probabilistic than has been widely recognized in theoretical linguistics. Again, with the aid of statistical techniques, Bresnan et al. (2007) analyze the multiple variable and develop a model capable of predicting the choice of dative structures with 94% accuracy, with the model additionally capable of resolving persistent questions about usage data. Their findings agree with findings on language production within controlled laboratory settings.

Theijssen (2010) adapts the same fourteen features in a study of the dative alternation using the ICE-GB corpus (Greenbaum, 1996), of spoken and written British English. The same patterns manifested in both studies: animate usually precedes inanimate; definite usually precedes indefinite; given usually precedes non-given; shorter usually precedes longer; pronoun usually precedes non-pronoun.

Bresnan (2007) undertakes a study to find out if syntactic knowledge is probabilistic. She uses observations from randomly sampled transcriptions of spoken dialogue passages in the dative corpus data extracted from the centers of five equal probability bins which ranged from very low to very high probability of being a prepositional dative. Sorting out items that could not be clearly classified from the lot, paraphrases of the sampled observations were constructed and the choices were alternated to constitute a questionnaire. Nineteen monolingual standard paid undergraduates who had not taken a course in syntax were given the same questionnaire arranged in exactly the same order, and subjects were required to assign scores totaling 100 points in all across the two alternatives based on their own judgment. The data which was analyzed using linear mixed effects regression model, revealed two findings: The first indicates that: the "soft" generalizations found in corpus studies of the dative alternation reappear in subjects' intuitions of grammaticality in context, and that language users have substantial knowledge on the basis of these generalizations of what others are going to say (i.e. the choice of syntactic structure to convey the message).

The second findings also reveals that: "rare constructions that have been considered ungrammatical by many linguistic theorists are judged natural

by speakers when the appropriate soft conditions are met. Intuitive contrasts in grammaticality that many linguists have reported seem to reflect probabilities rather than categorical constraints (Pinheiro and Bates 2000; Baayen, 2004; Bates and Sarkar, 2006 as cited in Bresnan (2007).

In a similar study, Bresnan et al. (2007) present a corpus and judgment study of the dative alternation. The research was grounded on the probabilistic linguistic framework which holds that linguistic factors with varying relative importance affect syntactic structure. Enthused with Bresnan et al., (ibid) kind of research, and using regression models, Bresnan et al. (2007) investigated the influence of these features in the choice of the two DA variants. They extended the multivariate features that are based on linguistic features to include extra linguistic factors likely to facilitate language variation and change (Kristiansen and Dirven, 2008; Geeraerts et al., 2010). They did a comparative study of British, American, and Australian speakers of English belonging to varied demographics. The results in both produced speech and judgments showed that the linguistic factors indicated a consistent pattern (harmonic alignment) across different varieties, age, groups, and genders; animate arguments usually precedes inanimate arguments, definite precede indefinite, shorter precede longer, and pronouns precede non-pronouns. The study as well discovered subtle distributional inconsistencies in the roles the linguistic factors played across the different groups of speakers.

Bresnan et al., (2007) predict that a statistical tool can very precisely forecast the syntactic choices of English speakers in the United States using the *give* type of verbs. They assert that using probability models of grammar discover consistent findings which assume grammar as being quantitative, and

acquired from contact with other speakers. Such a model they avow has the potential to predict syntactic variations across 'time and space' which were evident both in the use of distinct dialectal variations in progress, and also in subtle factors in changes over time found in speakers' preferences between equally well-formed variants. Bresnan and Hay (2008) in a follow-up to Bresnan et al. (ibid) study explore these forecasts comparing the expressions in the grammar of New Zealand and American Englishes which used the verb *give*. The results reveal that the sentence structures developed for American English generalized notably well with those of New Zealand, but for a subtle difference of speakers of the latter seeming more sensitive to the role of animacy. They further investigate the changes in the development of the language in New Zealand English over time, and discover that *give* expressions have generally shifted subtly. Grounded on these findings, they argue that the subtle variances in space and time underscores the gradient nature of grammar, and are steady with usage-based probabilistic syntactic models.

This corroborates Grimm and Bresnan's (2009) study of American and British writings between the 1960s and 90s which found that British writers in the 1990s were more prone to the use of personal pronoun as the second argument of a double object construction (e.g. Give the lady it) than American writers. The study also revealed that both British and American Englishes exhibited a growing propensity for the double object construction. The American data as well indicated that the effect of pronominality was resilient in the 1990s, but the opposite was the case for the same effect in the British data;

the effects of pronominality and theme were rather stronger in the 1960s than in the 90s.

Similar observations are made by Wolk et al., (2011), in a diachronic corpus-based study of the ARCHER (A Representative Corpus of Historical English Registers, Biber et al., 1994). The findings revealed that the length of the theme (as measured in characters) impacted strongly in American than in British English writings. Also, independent of the English variety, there were some changes over time as well: the double object construction has become the favoured choice, and the influences of animacy, and length of the recipient have both decreased. In addition to these observations, the double object constructions were found to be prominent in speech, while most writings featured more occurrences of prepositional object constructions. It can be deduced from the ongoing discussion that, just as Greogory (1967), and Biber (1985) assert, language is influenced both by linguistic and extralinguistic factors. The dative alternation from this perspective appears to be a sociolinguistic variable in that its outcome shows correlations with non-linguistic aspect of its realization (Labov, 1972; Wolfram, 1993).

Callies and Szczesniak's (2008), on their part examine the frequency of use of the two DA construction in the written production of NSs writings from the Louvain Corpus of Native English Essays (LOCNESS), and the writings of advanced German and Polish learners of English as a foreign language (EFL) taken from the International Corpus of Learner English (ICLE, Granger et al., 2002). They discover that the fundamental lexical constraints on DA verbs appear to be unproblematic for advanced learners.

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Information status and syntactic weight were observed to play a major role in the choice of either the DOC or the POC.

Manzanares and Lopez (2008) in a similar vein conducta corpus-based study to prove the role of item-based learning in English as a second language. Comparing the use of twelve (12) frequently occurring ditransitive verbs in the British National Corpus (BNC), and the Spanish component of the International Corpus of Learner English (ICLE), the results reveal that some verbs predominantly preferred double object construction over the prepositional object construction, and vice versa. Also, the thematic role of the recipient in the Spanish learner data is typically realized by a pronoun. This observation seems to validate Gries and Stefanowitch's (2004) findings in the analysis of ICE-GB as discussed earlier, and also endorses Tomasello's (2003) concept of constructional island. Manzanares and Lopez (ibid) therefore contend that language learners first mastered a particular form of the construction with pronouns, before they later extended it to proper nouns and other types of phrasal expressions.

Gu (2009) steers a study on Chinese learners' writings to discover the patterns of use of distrantive constructions in the Chinese Learner English Corpus (CLEC). He compares the data extracted from those of the native-speaker BROWN corpus using Golberg's Construction Grammar. The results which are analyzed from the perspectives of verb types, construction senses, and argument roles points out that there is overuse of the ditransitive constructions by Chinese learners with a lesser range of verb types, as compared to the native speakers. Furthermore, learners at different proficiency levels showed different features in the use of the ditransitive constructions, in

that the advanced learners displayed mastery of the ditransitive constructions. Gu's study however focused only on the double object construction without any mention of the prepositional object construction, and dative alternation in general, which may be an inadequacy. Also, the analysis was primarily based on the Construction Grammar approach, without much attention to the other aspects of usage-based model of language acquisition.

Bresnan and Ford (2010) employ psycholinguistic experiments in a judgement study and find differences in the effect of argument length between American and Australian English. They opine that when the recipient increase in length relative to the theme, the Australian participants favoured the prepositional dative more than the US participants, and when the theme increased in length in prepositional datives, the US participants showed a more rapid slowing down in reaction time than the Australians. Bresnan and Ford, thus, suggested that the Australians might have a stronger preference for the prepositional dative than the US participants.

Mukherjee et al. (2014) study cross-varietal differences and similarities in South Asian Englishes and British English at the level of verb complementation. They explore the DA and its passivised constructions using *give*. As typical of previous studies, they paid attention to the factors that exert influence on the DA in seven South Asian varieties of English: Bangladeshi, Indian, Maldivian, Nepalese, Pakistani and Sri Lankan Englishes, while British English served as the reference variety. They annotated the patterns of *give* according to the parameters: potential predictors of the dative alternation, syntactic pattern and semantic class of *give*: syntactic complexity, animacy, discourse accessibility and pronominality of constituents. Using conditional

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inference trees and a random-forest analysis, the choices of complementation patterns were statistically modeled. The results indicated that many of the predictors found to be of relevance in British English were manifested also in the South Asian varieties too. The syntactic pattern of *give* was uniformly influenced by the predictors: pronominality of recipient, length of recipient, semantic class of *give* and length of patient, a result which is very compatible with earlier studies (Hawkins, 1994; Gries, 2003b). This presupposes that the stability of the order across varieties of English requires a more "fine-gained" gradation of linguistic forms and structures at the lexis- grammar level as indications of structural nativisation.

The above discoveries corroborate the findings of Jäschke and Plag (2016) in a research which tested the different influential factors of the DA in native English for the choice of dative alternation on advanced German learners of English. The study which adapted Bresnan and Ford's (2010) sentence rating specifically selected the test items to ensure that all relevant factors were tested. The results showed that L2 learners are influenced by the same determinants as L1 speakers, but to a lesser degree. A comparison of the L1 and L2 speakers' English indicate that German L2 speakers have a greater inclination for the POC dative than native speakers, an effect which they interpreted as a processing effect. Perhaps, this might be due to the influence of the L1 on the L2 as studies argue that the L1 might impact on the L2 due to language transfer.

Given the results of previous research, it is expected that similar general patterns in the roles that the features play in the two varieties would be found, but with subtle distributional differences. British English was the origin

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of Ghanaian English at a time in history. Ghanaian English emerged after the arrival of the British in the early seventeenth century, when Ghana, the then Gold Coast, was colonized. It is therefore to be expected that there will be differences between British and Ghanaian English due to the permeating cultural influences typical of current Ghanaian society. This study focuses on Ghanaians' production choices as a way to explore what makes them sensitive to linguistic probabilities of syntactic construction. Factors that guide Ghanaians' production of the dative alternation in English are looked at.

Chapter Summary

This chapter offers an exhaustive outline of the theoretical framework within which this study is situated. The constructions and linguistic details of the dative alternation are discussed. It further gives an overview of existing literature together with empirical researches on the topic. It focuses on the strengths and inadequacies of the studies and at the same time establishes the points of convergences and divergences of such studies and this research work.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter discusses the methodology engaged in this research work. It seeks to highlight the data, methods, and processes involved in arriving at the findings made and the conclusions drawn. It highlights the design used to extract the dataset from the two corpora (i.e. FLOB and ICE-GH) and the procedures employed in the data analysis and interpretation. It focuses on discovering the DA patterns that characterize the British and written educated Ghanaian English, and also thoroughly test the predictor variables that influence the choice of DA on the Ghanaian and British varieties. Using logistic regression analysis, this study finds out which contextual features constrain the choice favoured by the two varieties of English.

Corpus Linguistics as a Methodology

The term *corpus* (plural *corpora*) is derived from the Latin word *corpus* which means *body*. Leech (1992) defines corpus in the arena of modern linguistics as a body of naturally occurring language which is generally assembled with particular purposes in mind, and is often assembled to represent some language or text type. Sinclair (1991) also believes that a corpus is a collection of pieces of selected language that are ordered according to explicit linguistic criteria in order to be used as a sample of the language.

Corpus linguistics can therefore be considered as the analysis of naturally occurring language on the basis of computerized corpora. It is the compilation and analysis of corpora of both written and spoken text types

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which are accumulated in scientific manner and made available in machine-readable form, and represents a particular variety of a language. The analysis is usually carried out using a specialized software with the aid of a computer, and takes into consideration the frequency of the phenomena investigated.

Corpus linguistics, despite diverging opinions, is assumed a methodology (McEnery et al., 2006) rather than a branch of linguistics (Tognini-Bonelli, 2004), because it is not restricted to a particular aspect of language use. It is rather employed to explore almost any area of linguistic research (Leech, 1992; Hunston, 2002; Biber et al., 1999).

The corpus methodology is considered to have the potential to produce very exciting, vital, and often astounding intuitions about language. This explains why it has become one of the most wide-spread methods of linguistic investigation in recent times. Also, the fact that corpus-based research is primarily constructed on authentic language in real contexts makes it effective, hence providing a more concrete description of language. Bresnan et al., (2007) note that models that make it possible to solve problems otherwise considered difficult develop from the proper use of corpora. They exemplify this assertion in their use of modern statistical theory and modelling techniques to predict the preferred dative construction against the background of many possible contributing factors. Bresnan and Ford (2010) in a later study avowed that the corpus model of Bresnan et al., (ibid) does not only offer a solution to a linguistic problem, but lends itself to further investigate the judgements of language.

The significance of investigating language with the aid of a corpus in this study cannot be overestimated, in the sense that, it helps to investigate the

actual patterns of language as used in natural texts. In other words, it allowed to study an experiential language in its natural sense rather than the intuitions of the researcher (Gries, 2003a).

Also, it enables the researcher to utilize a principled collection of natural texts as the basis for analysis. A dataset which is a fair representation of the Ghanaian and British varieties of the English is used for the analysis, which is very useful because it allows to investigate data even when the structures of interest are rare. This makes it possible to draw some generalizations in connection with the varieties under study (Lapata and Brew 2004).

Furthermore, the extensive use of computers for analysis made it simpler to sample out the use of the verbs under study (node verbs), which are *give, gave, gives, giving and given*, and also, helped to minimize mistakes. The study employs quantitative techniques like descriptive and inferential statistics in the analyses.

The study uses the AntConc Toolkit by Laurence Anthony as its analytical software. The AntConc which is a free multi-purpose corpus analytical tool kit is designed for specific use in the classroom. It has a powerful concordance, word and keyword frequency generators, tools for cluster and lexical bundle analysis, and a word distribution plot. It allows for both simple wildcard searches and powerful regular expression searches, and has an easy-to-use intuitive interface. It works with all languages. Its best design and easy to use corpus tools among other factors inform the researcher's choice of this software.

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Although the AntConc does not have all the tools and features of the popular commercial applications, it offers many of the essential tools needed for the analysis of corpora, with the added benefit of a natural interface, and a freeware license.

Corpora description

A comparative analysis of the Freiburg update of the Lancaster-Oslo/Bergen Corpus of British English (FLOB) corpus of British English, and the Ghanaian component of the International Corpus of English (ICE-GH) is carried out in this research.

The native corpus- FLOB Corpus

The Lancaster-Oslo/Bergen Corpus of British English (LOB) by Leech, et al. (1978) is the result of a collaborative work amongst the University of Lancaster, the University of Oslo, and the Norwegian Computing Centre for Humanities, Bergen, which was designed to closely match the Brown corpus both in size and composition. Owing to improved corpus representation of Englishes worldwide in the 1980s, a clearly diachronic element to the collection along the lines envisaged by Winthrop Nelson Francis and Henry Kucera was introduced in the 1990s. Born from this dynamism were the FLOB and FROWN corpora compiled at Freiburg University which are a representation of written British (1991) and American (1992) Englishes respectively. The FLOB is simply an update of the LOB corpus compiled thirty years later after the latter. The FLOB which was done to represent the language of the early 1990s, was aimed at providing a

valuable resource for studies of language change over time. It was also to uncover the mutual influence the British and American Englishes (BE <> AE) have had on each other. The FLOB is composed of about a million word sample of five hundred British English texts, with each containing about two thousand (2000) word tokens. The samples represent fifteen (15) different text categories. The different texts that make up the corpus were selected by stratified random sampling.

The variety corpus- ICE Ghana

The International Corpus of English (ICE) was fathered by Sidney Greenbaum and started in 1990. It is a set of compiled corpora which represent the English varieties of respective regions or nations around the world. The project which is still ongoing has the primary aim of collecting materials for comparative studies of English worldwide. Presently, over twenty countries where English is either the first, second or official language are included in the project. The ICE Ghana (ICE-GH) corpus like the other ICE corpora consists of one million words of spoken (60%) and written (40%) English produced after 1989. Following the sampling methodology used for the Brown and LOB corpora, the corpus contains a million words from 500 texts of about 2000 words. The ICE-GH can be said to represent the educated Ghanaian variety of English because per the design of the ICE project, the authors and speakers of the texts should be ones educated through the medium of English and were either born in the country in whose corpus they are included, or moved there at an early age, and received their education through the medium of English in

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the country concerned. Due to the newness of the ICE-GH, it has not featured in many researches.

The choice of these two corpora for analysis among other things is motivated by the quest to investigate the Ghanaian variety of English to ascertain the extent to which it diverges from the native British English. Apart from Ghana's colonial past being one of the reasons for choosing the British variety of English, the availability of the FLOB corpus makes it very convenient to work with. The FLOB in comparison to other accessible corpora of British English can be considered a recent material or body of language, and can thus represent English that is currently in use in Britain (Hundt, 1998). The ICE-GH at present can be said to be the only existing corpus of Ghanaian English so far completed. It, therefore, provides a more suitable database for comparison which may help resolve some of the variations in the use of the English language (De Cuypere and Verbeke, 2013). Its recency also proved to be a useful tool for Ghanaian English users' analysis because it can represent the English that is currently spoken in Ghana.

Also, the corpora under scrutiny provide a valuable uncompromised data that make it possible to investigate the incidence of expressions with the aid of multivariate statistical analytical tools. It brings to the fore the use of some sentence structures, their relative number of occurrences, as well as their contexts (syntactic, semantic, or social) of use (Gries, 2003; Szmrecsányi, 2004; Wasow and Arnold, 2005; Roland et al., 2006; Bresnan, 2007; Bresnan et al., 2007).

Correspondingly, since the language users in both corpora represent different proficiency levels, and the corpora embody different genres (see

Table 11 in the appendices), it gives a true reflection of the proficiency levels on dative constructions.

Lastly, the million-word FLOB, and ICE-GH corpora are likely to be sufficient to yield the needed results for this study which is interested in grammar. The use of written language by both native and second language speakers of English being the focal attention of this study is limited only to the written part of the two corpora. The data of the FLOB was reduced to 40% to make it comparable to the ICE-GH.

Data Sample

The nodes of one of the sixty-eight verbs that are identified to participate in dative alternation in British English (Wolk et al., 2011; Theijssen 2010), is selected for this study. The verb *give* which is observed to occur the most times in the dative alternation as sampled from the ICE-Great Britain corpus is chosen and studied together with its other forms. This verb is purposefully chosen because unlike some other dative verbs (push, bring), all the forms of *give* are used in both corpora. It thus allowed for the sampling of as many constructions as possible in order to get the best results. The forms of the verb *give* (i.e. give, gives, gave, given and giving) were thus sought for in all possible occurrence.

Since both corpora are not annotated, a manual search of both corpora for the target items which are the forms of the verb *give* is conducted and their instances of occurrences noted. The collocates of the target items are also sought out. That is, the string of words (words or phrases) which co-occur with the node verbs. This is done to ascertain the nature of the constructions.

A collocate span of 2:4 (meaning two words before and after the node verb) is used. This helped to fish out the instances of use of the target words.

The corpus search which yielded all occurrences of the target verbs in all their possible forms are filtered manually in terms of the dative constructions needed. As a matter of fact, both corpora yielded a large results but not all were actually instances of dative construction. That is, the double object construction which featured an immediate post verbal indirect argument, followed by a direct argument and could therefore be retained in the search, and the prepositional object construction which featured an immediate direct argument followed by a *to* prepositional object. The relative frequencies of the patterns of DA were noted.

This is considered very important because as Huston (2002) postulates, information about frequency is informative when it is comparative and that happens to be the focal point of this study. The information about the frequency of occurrences of the DA patterns enabled the comparison between the two corpora (FLOB and ICE-GH). The POCs were limited to those whose semantic roles are in conformity with the recipient typical of indirect arguments. All other cases that deviated from this standard were overlooked since they did not allow for alternations (Ozòn, 2009).

The first task, which is to find in the two corpora all the dative constructions was overcome by means of lexical searches. In order to be sure of the results yielded, instances of occurrences of the target verbs are painstakingly studied to confirm if indeed they are of dative construction usages. This was to ensure the accuracy of the results. After the data was manually scanned to exclude the results which did not fit the structures being

searched for, a dataset of about 238 with 179 (75%) DOC and 59 (25%) POC

constructions, and 561 sentences with 429 (76%) and 132 (24%) was gathered

from the ICE-GH and FLOB corpora respectively.

Adapting Theijssen's (2008) taxonomy, the following cases of use of the

target verb were deemed ineligible and were therefore excluded.

i. Double object constructions with benefactor indirect object were

excluded because their prepositional paraphrases used the

preposition *for* rather than *to*. Simply put, constructions that used

any preposition other than *to* are excluded. For example:

31. Who loved me and gave Himself for me. <ICE-GH: W2B-005#78:1>

ii. To prepositional constructions with a locative *to*-prepositional phrase

were also excepted because the DOC paraphrase necessarily gives

the location an animate meaning so it does not have a credible

DOC alternative construction. Example:

32. She stopped hoping against hopeless hope and gave herself to fate.

<ICE-GH: W2F-016#64:1>

iii. Constructions with the order V-PP-NP were excluded

33. The Indians of South America gave to the Spanish conqueror Francisco

Pizarro a gift. <ICE-GH: W2B-010#18:1>

Having eliminated the cases of use of such sentences as listed above, the

legible ones are prepared for the next phase of the analysis.

Coding

The dative constructions were manually annotated for the eight

predictor variables following Bresnan et al., (2007), and Bresnan and Ford

(2010). They include the verb used in the dative construction and its sense of use in the particular construction. The other variables which include complexity/length, pronominality, definiteness, person, accessibility, animacy, and number, which directly affect the two post verbal arguments (the recipient and theme) involved are presented in the table below (see Table 2). The data is thence saved in Microsoft Excel tables and used for further analyses.

Table 2- Intralinguistic Variables Used in the Study

Recipient
Syntactic complexity/weight
Few vs. Lengthy
Pronominality
Pronoun vs. Nominal(NP)
Definiteness
Definite vs. Indefinite
Animacy
Animate vs. Inanimate
Accessibility
Given vs Not given
Person
Local vs. Non-local
Number
Singular vs Plural

Source: Author's Construct, (2017)

Verb: Levin (1993) observe that the dative alternation is syntax governed, in that, only certain verbs can engage in alternative constructions and still maintain their semantic equivalence. Using the parsed sample of the Switchboard corpus obtainable in the Penn Treebank and the TGREP query (Marcus et al., 1993 in Bresnan and Ford 2010), Bresnan et al., (*ibid*) gather thirty-eight alternating verbs from sampling out the dative constructions, one example of which is the verb *give*. The forms of *give* used in various constructions in both corpora are sampled out and examined paying attention to those that are of dative constructions.

Studies in the literature postulate the semantic characteristics of certain alternating verbs are supposed to favour either the double object construction (DOC) or the prepositional construction (POC) so the constructions are carefully scrutinized to ensure they are of dative alternation usages. Some

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authors (Pinker 1989; Levin 1993) relate this effect to the semantic compatibility between the verb in question and the meaning associated with the particular construction in which it is used (since not all linguists accept the idea that the *to*-construction and the DOC have specific semantics of their own; this is discussed in the theoretical introduction to the dative alternation).

Verb Sense: The circumstantial construal of a sentence verb denotes its sense. Simply put, verb sense pays attention to the verb and its semantic class of use. According to Bresnan and Ford (ibid), the sense of use of a dative verb is predictive of the choice of dative construction. For example, *give* may be used in a concrete transfer sense (as in: *Give someone a pen*) or in a more abstract sense (as in: *Give advice*). The node verbs are thus studied for their sense of use.

Relative Syntactic Complexity/Weight: Arnold et al. (2000) opine that the relative syntactic complexity of complements is an important predictor of word order. That is to say the word order and construction type is influenced by the relative syntactic difficulty of complements. It is well admitted that due to the principle of end weight (Kendall et al., 2011), longer constituents are often placed towards the end of the sentence. By implication, a lengthy theme is assumed to prefer a double object construction since the shorter recipient is placed in post verbal position, followed by the lengthy theme component. A lengthy recipient on the other hand, usually indulges the prepositional object construction, since that permits their placement in clause-final position with the preposition *to* (Collins 1995; Biber and Conrad, 2006). The post-verbal arguments are consequently examined for complexity or otherwise.

The difference in length between recipient and theme is calculated as the difference between the natural length of the number of words of the recipient and the natural length of the number of words of the theme. In other words, the length of the words of both the recipient and theme is a measure of their complexity (Arnold et al., 2000; Wasow, 2002; Szmrecsa´nyi, 2004, Bresnan and Ford (2010).

Pronominality: The post-verbal arguments are coded for pronominality since it is common knowledge that pronominal objects tend to occur before nominal ones. This means that the double object construction is to be expected in an instance when the recipient is expressed as a pronominal argument and the theme an NP headed by a noun. On the other hand, if the theme is a pronoun (Linda gave it to him), the prepositional object construction is likely to be preferred (Bresnan and Nikitina, 2009). This helped to distinguish phrases that are headed by personal (including *it, them,* and *generic you*), demonstrative and reflexive pronouns from those headed by non-pronouns such as nouns and gerunds. It is expected that pronominal themes and recipients will precede nominal recipients or themes. Pronouns included personal, reflexive as well as demonstrative pronouns.

Definiteness: Pronouns and noun phrases that contain the definite article (*the*) are coded as definite. Certainly, noun phrases introduced by a definite article are considered definite although that is not the only case. Proper nouns as well as some pronouns such as (demonstratives, possessives, reciprocals reflexives and personal pronouns) are marked definite (Bresnan and Ford, 2010). The

objects considered indefinite are those usually prefaced by indefinite article and also, those headed by either the pronoun *one* or by an indefinite pronoun.

As Collins (1995) proposes, recipients are mostly definite in either of the dative constructions. It is anticipated that a definite theme favours the POC, whereas a definite recipient chooses the DOC. The NP is coded indefinite if its recipient and theme phrase placement in the context suggest an existential interpretation rather than a list or deictic reading.

Animacy: The data is coded for being either animate or inanimate. Humans, animals and organizations/institutions that denote a group of people, and which are represented by means of noun phrases or pronouns are considered animate. All others are considered inanimate. The recipient argument in either the DOC or POC in a '*giving'* construction is most often an animate being although it is observed that inanimate recipients usually prefer the prepositional construction, a view which is buttressed by Bresnan and Ford (2010).

Accessibility: A noun phrase is deemed *given* if the NP or its referent is named in the previous line of the discourse of the text or passage. The NPs in all other instances apart from these are considered *not given*.

Person: Person is coded as *local* if the recipient argument is a personal pronoun in the first and second person, (i.e. me, you and us) and all others *non-local*.

Number: Number is coded as singular or plural depending on the presence or otherwise of a plural marker. For unclear cases (such as, *you*), the context is

used to determine the number. *Singula*r recipients were expected to precede plural themes.

The Chi-Square Distribution

The chi-square square test is engaged in this investigation to test the probability of independence of the distribution of the data. That is, the independence of the double object and the prepositional object constructions. It is used to determine the likely dependence of the observed values of the DOC and the POC.

The chi-square test is chosen because it measures how well the observed values of distribution of the data fits with the distribution that is expected if the variables are independent. This test allows the researcher to ascertain how likely the DOC and POC are independent. Put differently, the chi square analytical tool is used to test the probability of independence of the distribution of the DOCs and POCs.

For a more accurate and better test of the individual predictors of both the double object construction and the prepositional object construction, the logistic regression is employed.

Logistic Regression

The study engaged the logistic regression analytical tool to assess the effects of the predictor variables on the choice of dative structure.

This research uses inferential statistics because it helps to make inferences from the data, test the hypothesis, and measure the effect as well

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describe the associations or relationships within the data. This helps extract from the raw information the accurate estimations.

Chapter Summary

This section explains the contextual variables this study engages. It also highlights the methodology employed in extracting the dataset from the FLOB and the written segment of the ICE-GH corpus, as well as the processes involved in arriving at the findings.

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CHAPTER FOUR

ANALYSES AND DISCUSSIONS

Introduction

This chapter brings to light the quantitative techniques like the descriptive and inferential statistics engaged in the analyses, and the results gathered. The study accounts for the dative alternation usages of the five (5) forms of the verb *give* as sampled from the ICE-GH and FLOB corpora, and also notes their frequency distributions. A probe of the occurrences of the experiential predictors is also carried out to ascertain if both varieties are affected by the predictor variables under study. This having been done, a statistical analysis is executed to high spot the significance or otherwise of each of the predictor variables, and the dative structures they impact.

The Syntactic structure of the Dative Alternation

The dative alternation, which is shown in the literature to manifest in one of two syntactic structural ways (DOC, POC) as in a plethora of studies in the literature can be said to be typical of the Ghanaian English. Indeed, studies (e.g. Lapata 1999, Arnold et al., 2000) have shown that although the DA allows two structural syntactic variants, semantically, they are equivalent. This is demonstrated in the variety English under study in the following examples:

34. Did my mom give you my picture? <ICE-GH: W1B-010#159:6>

35. Do you give scholarship to needy students who want to enroll? – <ICE-GH: W1C-019#38:6>

The first example realizes the recipient and theme in a *giving* event both occupying the post verbal position. This is typified in the DOC pattern:

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Subject Verb Object (recipient) Object (theme)

The second construction exemplifies the recipient and theme, but it is realized in a different way. The recipient takes a more prominent position, and is introduced by *to.* The ordering below illustrates the POC:

Subject Verb Object (theme) Preposition object (i.e. *to* prepositional object-recipient).

The occurrence of dative alternation choices in the Educated Ghanaian English is indicative of the variety being valid, despite its grapple with the constraints of multiple languages, environmental, and linguistic influences, and also the constraints of universal grammar. This observation ties in with Ngula (2011) that the Educated Ghanaian English is creative in its own contexts.

This finding also confirms that *give* and its other forms (gave, gives, given, giving) alternate between the two dative constructions which is evidence that the Ghanaian variety, like the native one, exhibits knowledge of such verb-specific construction alternations.

The frequency distribution of the forms of *give* in ICE-GH (WRITTEN) AND FLOB

The variety corpus like the native one displays all the forms of *give* (give, gives, gave, giving, and given) in various dative alternation constructions. This means verb specific construction alternations are present in the Ghanaian English variety just like in the native variety. According to Schneider (2003, 2007), for a variety of English to display such dynamism means that variety can be placed at the endonormative stage of the country in

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question. The frequency distribution of the lemmas of the verb *give* as detailed in the data is spelt out to determine the most and least occurring verbs. This is shown in Tables 3 and 4 below for the variety and native corpora respectively.

Table 3- Frequency Distribution of the Forms of "Give" in ICE-GH

ICE-GH	DOC	POC	TOTAL	PERCENTAGE (%)
GAVE	35	9	44	19
GIVE	101	30	131	55
GIVEN	11	10	21	9
GIVES	21	5	26	11
GIVING	10	4	14	6
TOTAL	178	58	236	100

Source: Author's Results, (2017)

Table 4- Frequency Distribution of the Forms "Give" in FLOB

FLOB	DOC	POC	TOTAL	PERCENTAGE (%)
GAVE	134	33	167	30
GIVE	177	51	228	41
GIVEN	38	8	46	8
GIVES	31	14	45	8
GIVING	49	23	72	13
TOTAL	429	129	558	100

Source: Author's Results, (2017)

The frequency distribution of the use of the forms of *give* are uneven with the dataset under scrutiny. The data obtained from the variety corpus discovers the frequency of use of the lemmas of *give* as GIVE, GAVE, GIVES, GIVEN, and GIVING, whereas the native variety realises GIVE, GAVE, GIVING, GIVEN and GIVES. In other words, the frequency

distributions show that *give* recorded the highest number of use of 55%, and 41%, with *gave* recording 19%, and 30% as the next most used in ICE-GH (W) and FLOB respectively. It is interesting to note that the order of use does not continue to be consistent with the lemmas in the dataset. It is observed that whereas *gives* and *given* recorded 11% and 9% respectively, with *giving* recording the least use of 6% in the ICE-GH (W), FLOB on the other hand noted *giving* as recording 13% as third most used, with *gives*, and *given* detailing equal distributions of 8% each of use. This goes to say that both the British and Ghanaian varieties of English have *give* as the most occurring verb. This agrees with the study of Bresnan et al., (2007) which records 57% use of *give* as reviewed in the literature. It is clear there are differences in the occurrence in distribution of the DOC and POC, but it has to be submitted to the inferential statistics to validate the differences. It is for this reason that the researcher does a bivariate analysis.

Bivariate Analysis of the Variety and Reference Dataset

Owing to both constructions having the same participants (recipient and theme) in the *giving* event realized in different ways, an examination of the preferred dative choices in the dataset became imperative in order to answer the first research question which seeks to find out the predominant DA pattern in the Ghanaian English. There is also the attempt to ascertain if the predictor variables that influence the choice of orderings of either of the alternate variants are the same for both corpora.

The written educated Ghanaian English data has 236 dative sentence samples, as against 558 dative sentences in the British English. A careful

scrutiny of the dataset reveals 178(75%) sentences are double object sentence realizations, and 58(25%) are *to*-prepositional object sentences in the variety data, whereas the native data notes 427(77%) double object sentences, and 131(23%) prepositional object constructions. This confirms the hypothesis that the DOC in the written educated Ghanaian English in that respect is similar to the native variety. The prominence of the DOC as the preferred choice in both corpora is very conspicuous looking at the results yielded in the dataset. The proportions which represent the two varieties of English under scrutiny are presented in the Table 5 below.

Table 5-Frequency of Occurrence of both Varieties

DATIVE SENTENCES	ICE-GH	FLOB
DOC	178(75%)	427(77%)
POC	58(25%)	131(23%)
TOTAL	236(100%)	558(100%)

Source: Author's Results, (2017)

It is noticed from the table that the English language users of the two varieties being studied tend more strongly towards using the forms of *give* in DOC than they do in POC. The preponderant outcome for DOC in both corpora confirms Gries and Stefanowitsch's (2004) corpus-based study of the British component of the International Corpus of English (ICE-GB). The study which explores couples of like semantic structures, as well as the English dative alternation studies a variety of alternating ditransitive verbs with particular focus on the collation towards either the double object structure or the *to*-dative structure. They discover that *give* significantly prefers the DOC to the POC.

In like manner, the outcome of the results is comparable to Qi XU's (2007) corpus based-study of the alternating ditransitive verb *tell* in native and Chinese learner English corpora. The study which uses the written sub-corpus of ICE-GB (the British component of International Corpus of English) and CLEC (the Chinese Learner English Corpus) finds that like *give*, *tell* overwhelmingly appeared in DOC more than POC in both corpora. Bresnan and Ford (2010) make a similar observation in their study of the dative alternation in American and Australian varieties of English.

This discovery however contrasts Mukherjee and Hoffmann's (2006) study of the dative alternation in the Indian component of the International Corpus of English (ICE), which reveals the prepositional object construction as the preferred choice. Although India has a similar colonial past like Ghana, the Indian variety unlike the Ghanaian variety is not evolving in the same way as that of the British.

Since absolute numbers cannot allow for generalizations that the DOCs outnumber the POCs hence the former is the preferred choice, the figures realized are subjected further to an inferential statistical analysis to affirm the discoveries or otherwise.

Statistical Analysis of the Independent Variables

To test for the relationship between language users' choice of DOC and POC, the dataset sampled is analysed using the Chi-Square statistical tool.

The null and alternative hypotheses underpinning the study are: H_0: There is equal preference of Double Object Construction to Prepositional Object Construction in educated Ghanaian English.

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H_1: Double Object Construction is preferred to Prepositional Object Construction in educated Ghanaian English.

The significance level or alpha value is stated as 0.05 which represents 95% certainty to either reject or accept the null hypothesis.

The degrees of freedom is calculated as: df = (rows-1) (column-1)

df = 1

Using the alpha and degree of freedom, we search a critical value in the chi-square table, which reads 3.84.

So if X^2 value is greater than 3.84 as indicated in table 2 in the appendices, we reject the null hypothesis.

The results of the chi-square is obtained as 61.02 to 2 decimal places for the ICE-GH, and 157.02 to 2 decimal places for the FLOB respectively. That is, $X^2 = 61.02$ for ICE-GH and $X^2 = 157.02$ for FLOB.

The null hypothesis is thus rejected and the conclusion drawn is that Double Object Construction is preferred to Prepositional Object Construction in both corpora.

Quite apart from this observation, a plethora of studies (Collins, 1995; Lapata, 1999; Arnold et al., 2000) have revealed that some other contextual variables also determine the word order of the dative construction. That is, the choice between the alternative dative constructions. The motivations behind the choices are thus further examined. Readings (e.g. Thompson, 1990; Hawkins, 1994; Wasow, 2002; Synder, 2003; Gries, 2005; Bresnan et al., 2007) have shown that the choice of either of the two dative variants depends

on multiple, and at times conflicting properties. These predictors include complexity, pronominality, definiteness, animacy, accessibility, person, number, and concreteness, all of recipient or referent and theme.

To illustrate how these predictors influence the choice of dative structure, a bivariate comparison of the proportions of the predictor variables is carried out for both corpora (ICE-GH and FLOB respectively).

Test of the predictor variables of the Dative alternation on the dataset

It is established in the literature that some factors affect the choice of DA. As a result, the dataset is subjected to the test of the influence of these predicator variables. This is done in order to establish the validity or otherwise of the assertions, and to answer the second research question which probes the contextual features which constrain the choice of dative alternation patterns in the two varieties.

A bivariate comparison of the predictor variables paying attention to their percentage impacts is done to uncover the level of influence a particular variable exerts on a dative choice. Tables 13 and 14 in the appendices detail the comparison of the contextual features of ICE-GH and FLOB respectively.

The verb and verb sense

The verb *give* and its forms are used in dative constructions in both the variety and native corpora. The dataset exemplify instances of the verb where the sense is that of concrete transfer of possession, abstract transfer of possession, communication of information, future transfer, and prevention of possession. These are exemplified in the examples below:

Concrete transfer of possession

36. You gave me brochures and booklet which was of help. <ICE-GH: W1C-020#130:23>

37. Kosi came and gave me a nylon bag. <ICE-GH: W1B-009#13:1>

Abstract transfer of possession

38. It gives me much pleasure and I hope one day I would be privileged to step into your house in Heidelberg. <ICE-GH: W1B-011#62:3>

39. He first gave the glory to God and thanked the prayer warriors who prayed selflessly in their support. <ICE-GH: W2F-008#144:1>

Communication of information

40. Notwithstanding the reason for having more than one phone, it gives us a glimpse of their occupation or economic position in society considering the cost of keeping the various phones active. <ICE-GH: W1A-008#54:2>

41. A visit to TET Glass Beads Industry, a bead-making factory at Ogbojo near Madina, a suburb of Accra, gave our team first-hand information on how beads were processed, especially the glass beads. <ICE-GH:W2D-011#6:1>

42. I shall check on Huey today and give him your message<ICE-GH: W1B-010#144:5>

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Future transfer

43. Another functionalist view is that religion gives consolation to its members. <ICE-GH: W1A-020#28:1>

44. In addition to providing us with energy to live, fat in food gives satiety to food so that we can eat enough to meet our nutrient needs. <ICE-GH: W2B-024#84:3>

45. Please give my love to Francis. <ICE-GH: W1B-030#31:3>

Prevention of possession

46. Political parties and other agents to be vocal against violence no matter who originates it while no political party shall give indulgence to any violent activity of any kind in order to demonstrate party strength and supremacy. ICE-GH: W2E-008#36:1>

47. In the end he acknowledges that the attempt is futile because the sun cannot give the body life. <ICE-GH: W1A-013#21:1>

It is observed that the referent NPs used in DA constructions share such properties as complexity, pronominality, definiteness, animacy, accessibility, person, number and concreteness.

Complexity of recipient and theme

The length of the words of both the recipient and theme is used to measure their complexity. Per what the analysis reveals, it is conspicuous that short or less complex recipient arguments prefer DOC whereas long or complex recipient arguments favour POC in both corpora. These findings

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agree with Arnold et al., (2000) and Callies and Szczesniak's (2008) on the grounds that the relative length of the recipient and theme are significant determinants of the dative construction. This further validates Quirk et al. (1985) "end-weight" principle which asserts that in English and other languages, there is the propensity for long and complex grammatical units to appear later rather than earlier in the construction. Tanaka (1987) confirms this also in his study of Japanese learners, as he notices that the learners preferred a "light-before-heavy" ordering of post verbal constituents. A view which Van der Beek (2004) also shares.

Generally, recipient NPs that are less complex are used in DOC constructions in ICE-GH, with the data yielding as much as 92% of such instantiations.

48. Seeing this, I forced myself to consciousness, and still lying on the ground I gave the dog an Azumah Nelson zoom zoom blow on the face and it let lose my left arm. <ICE-GH:W2B-028#49:1> (DOC)

49. Farmers therefore give their eggs to their healthy and promising hens to hatch. <ICE-GH: W2B-020#41:1> (POC)

The case is not different with the native corpus. Recipient NPs which are less complex or shorter engage the DOC structure, whereas recipient NPs which are complex or longer in comparison to their themes employ the POC structure.

50. P27 147 The land belonged to my husband's great-uncle and he *P27 148* gave it to the chapel to please his father who heard Mr. Wesley *P27 149* preach several times.

51. A26 77 At least this last appointment may give some comfort to the *A26 78* beleaguered Glaswegian general director at Covent Garden, Jeremy *A26 79* Isaacs.

The native British sample records 77% DOC as oppose to 23% POC generally.

It is also found that some structures in the variety data though has less complex recipient NPs use the POC. However, there are just a few of such constructions as only 8% of such is verified. An example includes,

52. He *gave* the blade to her and she did the same. <ICE-GH: W2F-016#107:1>

Pronominality of recipient and theme

The recipient and theme are coded to reflect their being a pronoun or noun phrase. The DAs in the dataset depict clearly that pronominal arguments precede nominal ones in the constructions. That is to say that referents expressed in a pronominal argument has the tendency to yield a DOC. On the other hand, if the theme NP is realized as a pronominal and the referent NP expressed as nominal, the POC is the likely choice. The recipients which generally are animate are found to be expressed more frequently in a pronoun than a noun phrase confirming Levin's (2008) findings. The pronominal NPs in the dataset comprised personal, reflexive, reciprocal, demonstrative, possessive, and indefinite pronouns.

There is the prevalence of pronoun recipients typically used in DOC in both corpora. The variety corpus recorded about 94% of such instances,

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53. I shall check on Huey today and give him your message. <ICE-GH: W1B-010#144:5>

54. She even gave me a postcard to reply her. <ICE-GH: W1B-008#109:6> as against 6% occurrences which used pronoun recipient NPs in POC structures.

The native corpus also records 97% pronoun recipient NPs used in DOC with as little as 3% violating this principle.

Based on the results of high percentages of the pronoun recipients in the dataset, it can be deduced that the pronominal recipients favor DOC. Consequently, out of the 130 recipients that are pronominal in the ICE-GH, 122 are used in DOCs. This might probably be due to the less complex or wordy nature of the pronoun.

It is worth mentioning that the analysis reveals the POC are used in instances where the recipients are nominals. The dative constructions that use nominal recipients in DOCs also outnumber those that use nominal recipients in POCs. The percentages recorded are 53% and 47% respectively, a situation which is similar to that of the native data which details 56% and 44% correspondingly. These findings appear to disagree with the assertions Collins (1995), and Rappaport and Levin (2007) express that recipients expressed in either structural variant appear to be expressed more frequently by means of a pronoun than a full noun phrase.

Definiteness of recipient and theme

The recipient and theme are considered definite if they contained the definite article (the), had proper nouns or such pronouns as demonstratives,

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possessives, reciprocals, reflexives and personal pronouns. They are indefinite if they are prefaced by indefinite article or are headed by either the pronoun one or an indefinite pronoun. The argument NPs (recipient and theme) in the dataset under study are considered definite when they are introduced by the definite article. Also, they are considered so if they are proper nouns, demonstrative pronouns, possessive pronouns, reciprocal pronouns, reflexive pronouns and personal pronouns apart from *you*.

The indefinite argument NPs are those initiated by an indefinite article, and also indefinite pronouns. Unlike the theme NP, the referent are mostly found to be definite which ties in with Collins (1995) observation that almost all recipient NPs in the DOC are definite.

On the whole, 81.5% DOCs and 18.5% POCs employ definite recipients in the variety corpus, whereas the native corpus notes 84% DOCs and 16% POCs respectively. These findings also agree with Bresnan et al., (2007) and Bresnan and Ford's (2010) contention that definite arguments occur before indefinite ones.

55. Only one, sir," John replied and gave him the letter. <ICE-GH: W2F-002#21:1>"

56. The immediate past Secretary of the Ghana Institute of Management and Public Administration (GIMPA), Mr. Kwame Adjei-Sefah, yesterday told the Fast Track High Court, Accra that the Governing Council of GIMPA could not give Dr. Stephen Adjei a letter of appointment as required by its establishment law. <ICE-GH:W2C-019#15:2>

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In the uncommon case of the indefinite recipient, the POC is preferred over the DOC. This is evident in the high percentages noted in such instances of occurrence in the dataset. The variety corpus typifies 42% DOCs and 58% POCs, while the native English details 45% and 55% respectively.

Animacy of the recipient and theme

The recipient and theme are animate if they referred to humans, animals and organizations or institutions that denote a group of people, and are represented by means of noun phrases or pronouns. All others are considered inanimate. The study notes both recipient and theme NPs have the propensity of either being animate or inanimate. The NPs are categorized animate if they refer to human beings or animals, either by representing it in a noun phrase or a pronoun. Aside from the classification entailed in the animate category, all other entities are considered inanimate.

The recipient argument in a giving situation is often an animate being which occupies the immediate post verbal position in the DOC and the prepositional object position in the POC. The study notes that whereas animate recipients favour DOCs, the inanimate recipients are skewed to the POC in the written educated Ghanaian English.

57. I will give her your address too. <ICE-GHW1B-008#107:6>

58. If it would not be a bother, I can get the message across to the friend to get in touch with you or I give you the address and you make the contact there. <ICE-GH:W1B-008#160:9>

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Animate recipients record 83% of use in DOC, whereas those of POC usage have 17% in the ICE-GH. In the FLOB, animate recipients engage 89% in DOC, and 11% use in POC. In the scarce instances of the inanimate recipient as accounted for in the variety corpus, the POC which is preferred over the DOC records 52% as against 48% of the DOC. This probably is owed to the fact that the recipient in a given situation is an animate being capable of accepting that which is being given. Most of the recipients in both dative constructions (DOC and POC) are animate arguments or are capable of performing an act of accepting or receiving something. The high percentage of animate arguments recorded for DOCs in this study confirms Quirk et al. (1972) contention that the double object construction is limited to instances where the indirect argument is animate and a possible possessor of the direct argument. A view which Goldsmith (1980) subscribes to. It also reaffirms Bresnan et al. (2007) claim that animate arguments occur before inanimate ones, and also recipient arguments are often animate as opposed to themes. Krifka (2001) also seems to agree with this stance as he opines that the first NP0 initiates the action, NP2 is an argument that is moved or changes possession and NP1 is the recipient or the goal of the action in a DOC. This may possibly explain why they are often referred to by means of personal pronouns.

The case was somewhat different with the native corpus. Although it also records 52% and 48%, the distribution is the other way round.

Accessibility of recipient and theme

A noun phrase is deemed *given* if the NP or its referent is named in the previous line of the discourse of the text or passage. The NPs in all other instances apart from these are considered *non-given*. The study establishes the newness of the argument NPs and discovers *given* information precedes new ones which confirms earlier contentions. The study records most of the recipient NPs in the DOC are *given* information, whereas those in the theme mostly establish new information.

59. Let me give you an example. <ICE-GH: W2F-007#158:1>

60. "If he gets the nod in the primaries, the party will give him the needed support to win the seat," Duncan said. <ICE-GH: W2C-008#69:4>

The dataset reveal huge disparities in recipient arguments which are *given* and those that are *non-given*, with the *given* recipients outnumbering those that are *non-given* by higher margins. Whereas the *given* recipient constructions account for 97% of the total structures, *non-given* recipient constructions have only 3% usage in the variety data which display such distribution as 75% and 25% *given* recipients in DOC and POC correspondingly. The native corpus on the other hand reveals 77% and 23% *given* recipients in DOC and POC in their respective cases of use. In the instance of *non-given* recipients, DOC records 83% though POC records 17%. The native counterpart however records 0%. A study of the dative constructions in both corpora brings to the fore Clark and Clark's (1980) assertion that constituent order is influenced by a principle requiring that *given* information precedes new information in a sentence (GfN-principle).

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Chang (2004) alike Callies and Szczesniak (2008) profess not to have found any such effect in their studies. Marefat (2005) in his study of Persian learners of English like this study, however, observe that *given* information preceeds new information.

Person of recipient and theme

Person is coded as *local* if the recipient argument is a personal pronoun in the first and second person, (i.e. me, you and us) and all others non-local. The study notes *local* NPs marked by the first and second person pronouns (me, you, and us) characterize the recipient hence reveal DOC, whereas *nonlocal* (all other personal pronouns and noun phrase) prefer POC. Recipient arguments which are personal pronouns in the first and second persons, (i.e. me, you and us) and for that matter local, which are used in POC constitute only 3% of the total arguments. The remaining 97% *local* recipient arguments are used in DOCs.

61. I would be very grateful if you give *me* the class schedules so I can inform my colleagues. <ICE-GH: W1C-017#180:35>

62. Is it okay if I give *you* the finished work on Friday? <ICE-GH: W1C-023#55:6>

The same high percentages are scored for the native data, although, the figures vary. The *nonlocal* recipients realize 63% and 71% use in DOC, and 37% and 29% in the POC in the variety and native dataset respectively. It can thence be asserted that DOC is preferred by both local and nonlocal recipients.

Number of recipient and theme

Number is coded as singular and plural depending on the presence or otherwise of a plural marker. For unclear cases (such as, you), the context is used to determine the number. Singular recipients are expected to precede plural themes. Apart from *you,* which needs additional context information to decipher its singular usage from a plural one, it is very simple to classify the NPs. They are marked singular or plural if grammatically they are so. Singular NPs are observed as skewed to DOC whilst plural NPs to POC.

63. Adam implied that if God had not given him any woman, he would not have been misled to eat the forbidden fruit. <ICE-GH: W2B-005#67:1>

64. God has given everybody a talent with which he can use to become the best of himself. <ICE-GH: W2D-017#1:1>

The study notes that singular recipients exceed plural ones, and in both cases the DOC is preferred. In other words, both singular and plural recipients show preference for the double object construction. In all, 80% singular recipients favour the DOC whilst 20% singular recipients use POC in both corpora. In the rare case of the plural recipient, the percentage distribution realized were 68%, and 69% in the DOC. The POC on the other hand noted 32%, 31% in the variety and native dataset respectively.

Concreteness of theme

The distinction of a theme as concrete or abstract is typified in the dataset by prototypical concrete or abstract NPs. Besides, argument NPs

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accessible to the senses are found in this category. All others are considered abstract. It is found that a concrete theme implies a concrete transfer of an object or handing over of a physical object. This analysis confirms Hollman's (2007) observation that instances of concrete transfer unlike abstract ones are usually constituted in a DOC rather than POC. This means the DOC is always the preferred choice.

65. Only one, sir," John replied and gave him the letter. <ICE-GH: W2F-002#21:1>"

The last but not least predictor variable also reveals huge disparities in the number of usages of the arguments and this is evident in the wide differences in the percentages. The concrete recipient arguments in DOC have 80% and 20% cases of use, and 84% and 16% cases of use in DOC and POC in the ICE-GH and FLOB respectively. In the unusual case of abstract recipient argument, the POC is often used. The cases of use of abstract recipients score 42% DOC, 58% POC and 35% DOC, 65% POC in the respective variety and native samples.

The results of the bivariate comparison confirm the researcher's general expectations: less wordy arguments, pronouns, definite, animate, given, local, singular and concrete recipients are most often realized in DOCs (i.e. double object constructions) whereas wordy, noun phrase (NP), indefinite, inanimate, not given, non-local, plural and abstract recipients realized mostly in POCs. The highest percentages for the predictor variables for the DOCs are found with given, few worded and concrete recipients. Conversely, *nonlocal, NP*, and *wordy recipients* were most often realized in POCs.

It is noticed from the ongoing bivariate comparison that, DOC is the favoured choice in all the predictor variables tested on both dataset. Suffice to say this could be as a result of the greater numbers of DOCs recorded in both corpora. This however does not nullify the relevance of the bivariate analysis. It is indicative that the English language users in the two varieties are skewed towards using the DOC than the POC.

All the eight contextual or predictor variables tested are discovered to influence the choice of DA, but to varying degrees. This leads to a further probe to find out to what degree or how significant these variables impact to the choice of either a DOC or POC, which answers the third and last research question.

Statistical Analysis of Predictor Variables

A logistic regression analytical test is carried out for all the 794 sentences in the dataset and below is the sample obtained from ICE Ghana.

Logistic Regression Analysis and its Interpretation of Data Output for ICE-Ghana

Two models are fitted for the data. The first logistic regression model (Full model) contains all the eight predictor variables: complexity, pronominality, definiteness, animacy, accessibility, person, number and concreteness. The second model (Reduced model) contains only those variables which are significant at 0.05 significance level. In this analysis, the *to* prepositional dative construction is taken as the reference category for the response variable.

Table 6 shows the full model with the predictors, estimates, standard error (SE), p-value, odds ratio (OR) and confidence interval (CI) of the odds ratio.

Interpretation of Data Output for ICE-GH

Table 6- Logistic Regression Analysis: Full Model showing the Predictors Estimates, Standard Error, P-Value, Odds Ratio and Confidence Interval (CI) of the Odds Ratio (ICE-GH)

Predictors	Level	Estimate	S.E	P-value	O.R	95% CI	
	Intercept	0.3254	0.3640	0.3713			
Complexity	Few	-2.8103	0.4581	<.0001	0.060	0.025	0.148
	Lengthy	1.1562	0.5052	0.0221	3.178	1.181	8.553
Pronominality	Pronoun	-3.0500	0.5154	<.0001	0.047	0.017	0.130
	NP	-0.4388	0.4127	0.2877	0.645	0.287	1.448
Definiteness	Definite	-1.8083	0.4070	<.0001	0.164	0.074	0.364
	Indefinite	0.0110	0.4968	0.9823	1.011	0.382	2.677
Animacy	Animate	-1.8966	0.4126	<.0001	0.150	0.067	0.337
	Inanimate	-0.2454	0.4611	0.5946	0.782	0.317	1.932
Accessibility	Given	-1.4357	0.3947	0.0003	0.238	0.110	0.516
	Non given	-1.9349	1.1543	0.0937	0.144	0.015	1.388
Person	Local	-3.6443	0.6910	<.0001	0.026	0.007	0.101
	Non-local	-0.8720	0.4015	0.0299	0.418	0.190	0.918
Number	Singular	-1.6872	0.4159	<.0001	0.185	0.082	0.418
	Plural	1.0726	0.4325	0.0131	0.342	0.147	0.799
Concreteness	Concrete	-1.7425	0.4044	<.0001	0.175	0.079	0.0387
	Abstract						

Source: Author's Results, (2017)

The significance of a predictor is determined by comparing the *p-value* of the predictor to 0.05. If the *p-value* of the predictor is found to be less than 0.05, we conclude that the predictor is significant. On the contrary, if the *p-value* of a predictor is equal or greater than 0.05, we conclude the predictor is insignificant.

Determining the significance levels of the eight predictor variables in Table 10 notes that almost all the predictors are significant with the exception of "pronominality at the level of NP", "definiteness at the level of indefinite", "animacy at the level of inanimate" and "accessibility at the level of not given" at confidence level of 95%. This means that all the other predictors at the various levels have influence in the choice of dative alternation of an English user apart from the above-mentioned ones which are found to be insignificant because their p-values are greater than 0.05.

These insignificant predictors are left out in the reduced model, retaining only the significant predictors as shown in Table 7.

Table 7-The Reduced Model of the Logistic Regression Analysis of ICE-GH

Predictors	Level	Estimate	S.E	P-value	O.R	95% CI	
Complexity	Few	-2.8103	0.4581	<.0001	0.060	0.025	0.148
	Lengthy	1.1562	0.5052	0.0221	3.178	1.181	8.553
Pronominality	Pronoun	-3.0500	0.5154	<.0001	0.047	0.017	0.130
Definiteness	Definite	-1.8083	0.4070	<.0001	0.164	0.074	0.364
Animacy	Animate	-1.8966	0.4126	<.0001	0.150	0.150	0.337
Accessibility	Given	-1.4357	0.3947	0.0003	0.238	0.110	0.516
	Local	-3.6443	0.6910	<.0001	0.026	0.007	0.101
Person	Non-local	-0.8720	0.4015	0.0299	0.418	0.190	0.918
Number	Singular	-1.6872	0.4159	<.0001	0.185	0.082	0.418
	Plural	1.0726	0.4325	0.0131	0.342	0.147	0.799
Concreteness	Concrete	-1.7425	0.4044	<.0001	0.175	0.079	0.387

Source: Author's Results, (2017)

Negative values under estimate indicate a preference for double object over prepositional construction. Positive values, on the other hand, indicate the speaker's preference for POC. The standard error (S.E) is an indication of the reliability of the mean (estimate). A small S.E is an indication that the sample (mean) estimate is a more accurate reflection of the actual data mean. From Table 11, all the S.E are small indicating that the sample for this analysis is a true reflection of the data it is taken from.

Explanation of the significant Predictors of ICE-Ghana

The logistic regression analysis observe that when the recipient referent is of "few" words, the speaker prefers DOC, with only 6% chance for POC. On the other hand, when the recipient referent is "lengthy", the speaker is three times likely to go for prepositional construction. With regard to the predictor variable 'pronominality', when the recipient argument is a "pronoun", there is preference for DOC with as low as a nearly 5% chance for POC. When the recipient NP is "definite" the speaker would like to use DOC with a probability of about 16% for POC. Double object construction is preferred by speakers when the predictor is "animate" under animacy with a 15% chance going for prepositional construction. DOC is the preferred choice when we have the following predictors: "accessibility" when the referent is *given* with 23% chance to choose POC, "person" both *local* and *nonlocal* settle for DOC, with 42% and 19% preference for POC respectively, "number" both *singular* and *plural* with 19% and 34% preference for POC correspondingly. Lastly, an L2 speaker is likely to go for double object

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construction when the referent is concrete under concreteness with only 18% chance for prepositional construction, all as shown on table 7.

Interpretation of Data Output for FLOB

Table 8- Logistic Regression Analysis: Full Model with the Predictors, Estimates, Standard Error, P-Value, Odds Ratio and Confidence Interval (CI) of the Odds Ratio (FLOB)

Predictors	Level	Estimate	S.E	P-value	O.R	95% CI	
	Intercept	-1.1492	0.0615	<.0001			
	Few	-2.0434	0.2384	<.0001	0.022	0.012	0.043
Complexity							
	Lengthy	3.3205	0.2794	<.0001	4.783	2.314	9.886
	Pronoun	-2.2446	0.3214	<.0001	0.018	0.008	0.041
Pronominality							
	NP	0.8843	0.1278	<.0001	0.419	0.253	0.692
	Definite	-0.5463	0.1365	<.0001	0.100	0.060	0.167
Definiteness							
	Indefinite	1.3445	0.1864	<.0001	0.663	0.372	1.183
	Animate	-0.8977	0.1629	<.0001	0.070	0.041	0.122
Animacy							
	Inanimate	1.0832	0.1512	<.0001	0.511	0.300	0.869
	Given	-0.0324	0.1150	0.7714	0.167	0.103	0.272
Accessibility							
	Non given						
Person	Local	-2.4707	0.5481	<.0001	0.015	0.004	0.050
	Non-local	0.2487	0.1153	0.0311	0.222	0.136	0.362
	Singular	-0.2437	0.1349	0.0708	0.135	0.081	0.226
Number							
	Plural	0.3462	0.1618	0.0324	0.244	0.142	0.422
Concreteness	Concrete	-0.5040	0.1318	0.0001	0.104	0.063	0.174
	Abstract						

Source: Author's Results, (2017)

Determining the significance levels of all the predictors in Table 8 observe that almost all the predictors are significant with the exception of "accessibility" and "number at the level of singular" at confidence level of 95%. The insignificant predictors are left out in the minimally adequate model shown on Table 9. The reduced model retains only the significant predictors. The reduced model presents the estimates, standard error, odds ratio, p-value for both the FLOB and ICE GHANA.

Table 9- Logistic Regression Analysis Showing the Reduced Model with the Estimates, Standard Error, Odds Ratio, P-Value (FLOB & ICE GHANA)

Predictor	Level	Estimate	S.E	P-value	O.R	95% CI	
	Intercept	-1.1280	0.0698	<.0001			
Complexity	Few	-2.0647	0.2381	<.0001	0.022	0.012	0.043
	Lengthy	3.2992	0.2782	<.0001	4.783	2.314	9.886
Pronominality	Pronoun	-2.2658	0.3194	<.0001	0.018	0.008	0.041
	NP	0.8631	0.1309	<.0001	0.419	0.253	0.692
Definiteness	Definite	-0.5675	0.1392	<.0001	0.100	0.060	0.167
	Indefinite	1.3233	0.1874	<.0001	0.663	0.372	1.183
Animacy	Animate	-0.9190	0.1646	<.0001	0.070	0.041	0.122
	Inanimate	1.0620	0.1533	<.0001	0.511	0.300	0.869
Person	Local	-2.4919	0.5427	<.0001	0.015	0.004	0.050
	Non-local	0.2274	0.1190	0.0311	0.222	0.136	0.362
Number	Plural	0.3250	0.1636	0.0324	0.244	0.142	0.422
Concreteness	Concrete	-0.5252	0.1347	<.0001	0.104	0.063	0.174

Source: Author's Results, (2017)

Explanation of the significant Predictors for FLOB

With the predictor complexity, when the words that represent the recipient are 'few', the speaker prefers the double object construction with only 2% chance for prepositional construction. On the other hand, when the words are 'lengthy', the speaker is 5 times likely to go for the prepositional construction. With regard, to predictor pronominality, when the recipient is a 'pronoun', there is preference for DOC with a nearly 2% chance for POC. Conversely, when the recipient is a noun phrase, there is a 42% chance for POC. Under definiteness, when the recipient is 'definite' the speaker chooses DOC with a probability of only 10% for POC. When the word is 'indefinite', there is a 66% chance for POC. Double object construction is preferred by speakers when the predictor is 'animate' under animacy with a 7% chance for POC. On the other hand, 'inanimate' records 51% for POC. Double object construction is preferred when the recipient is 'local' with nearly 2% chance for POC. With regard to person, 'non-local' recipient is 22% likely to go for POC. Under number, POC is preferred when it is 'plural'. Lastly, a native speaker is likely to settle for DOC when the recipient argument is 'concrete' with only 10% chance for POC as shown on Table 9.

Comparison between the FLOB (L1) and ICE-GHANA (L2)

In the reduced model comparing the two varieties, it is observed that complexity at the levels of both few and lengthy are significant in dative alternation for both ICE-Ghana and FLOB. Again, pronominality at the level of pronoun is also significant for both the L1 and L2 language users.

Definiteness at the level of definite, animacy at the level of animate, person at the levels of both local and non-local, number at the level of plural and concreteness at the level of concrete are all significant in dative alternation of both English as L1 and L2 speakers.

However, pronominality at the level of NP is significant in DA choices of L1 speakers but insignificant for L2 speakers. Also, definiteness at the level of indefinite and animacy at the level of inanimate are found to be significant only for L1 speakers. Accessibility at the level of *given* and *number* at the level of *singular* are significant in the dative alternations of L2 speakers but not L1.

What this means is that, with the predictor complexity at the level of few, both L1 and L2 speakers favour DOC and at the level of 'lengthy' both speakers (L1 and L2) choose POC. With regard to pronominality at the level of *pronoun*, both L1 and L2 speakers select DOC. Under definiteness at the level of definite, animacy at the level of animate, person at the level of local, and concreteness at the level of concrete, both L1 and L2 speakers choose DOC over POC.

Additionally, L1 speakers prefer POC with the predictors complexity at the level of *NP*, definiteness at the level of *indefinite*, and animacy at the level of *inanimate*. Under accessibility at the level of *given* and number at the level of *singular*, L2 speakers settle for DOC. Lastly, under person (nonlocal) and number (plural) L2 speakers desire DOC and L1 speakers prefer POC. This information is summarized in Table 10 below.

Table 10- Summary of the Comparison between L2 and L1 Speakers

Variable	ICE-GHANA (L2 Speaker)	FLOB (L1 Speaker)
Complexity (few)	DOC	DOC
Complexity (lengthy)	POC	POC
Pronominality (Pronoun)	DOC	DOC
Pronominality (NP)	_	POC
Definiteness (definite)	DOC	DOC
Definiteness (indefinite)	_	POC
Animacy (animate)	DOC	DOC
Animacy (inanimate)	_	POC
Accessibility (given)	DOC	_
Person (local)	DOC	DOC
Person (non-local)	DOC	POC
Number (singular)	DOC	_
Number (plural)	DOC	POC
Concreteness (concrete)	DOC	DOC

Source: Author's Results, (2017)

The difference between the proportions of dative alternations (DOC, POC) with respect to the two corpora is not significant ($X^2 = 0.11$, p-value = 0.74). Thus, it can be concluded that there is no significant difference in the choice of dative alternation with regard to the two corpora under scrutiny (ICE and FLOB).

This result ties in with Kendall et al. (2011) discovery in a corpus study of American and African American speech writing which reveal no differences between the dative alternations in the varieties under analysis.

Discussion of Findings

A detailed discussion of the findings of this study with particular reference to the goals which are to find answers to the set research questions is done in this segment.

In reaction to the first research question which probes the dative alternation patterns that characterize the British and Ghanaian varieties of English, the study detects that the double object construction typifies the dative alternation choices. It is worth mentioning that the number of double object construction samples far outstrip those of the *to* prepositional object constructions in the dataset, which in absolute numbers simply suggest that the DOC, which records 77% and 75% respectively in the British and Ghanaian varieties, has dominance in both varieties under study. The overwhelming preference for the DOC variant is demonstrated in the British English and echoed in the Ghanaian variety. It is important to indicate that in constructions which have both post verbal arguments (recipient and theme) of equal length, the DOC is still the obvious choice. This perhaps is evident of speakers' preferred choice of the variant, a reflection which corroborates Bresnan et al. (2007) observation in their study of American English telephone conversations which finds the dominant use of 79% double object constructions. Callies and Szczesniak (2008) also note in a study of Advanced German and Polish Learners of English (EFL) with the verb *tell* that the DOC is the

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overwhelming choice. In a like manner, Manzanares and López (2008) in their item-based learning of Spanish Learners of English (English as second language) note the prevalence of the double object construction which probably could be due to similar instances of representation of the verb. Manzanares and López (*ibid*) thus conclude that some verbs predominantly are allied with the DOC, whereas others are allied with the POC, which supports earlier views expressed by Levin (1993), and, Gries and Stefanowitsch (2004).

The dominance of the writers' choice of the DOC over the POC to a large extent is also inclined by the assumption of syntactic differences across time and space which are evident not only in the use of clear dialectal clear-cut changes in progress, but also in subtle factors like the relative importance of conditioning factors, and changes over time in speakers' preferences between equally well formed variants (Bresnan and Hay, 2008). If almost all possible variables appear to favor the DOC, then it is possibly the structure most dominantly preferred by the prevailing changes in grammar over time in speakers' preferences of the data under analysis- written language. Bresnan and Hay (ibid) who investigate changes in the development of the language in New Zealand and American English over time observe that the overall behavior of '*give*' phrases in New Zealand English "has subtly shifted". They contend "these subtle differences in space and time provide support for the gradient nature of grammar, and are consistent with usage-based probabilistic syntactic models" (p.2).

These differences in space and time validate the study conducted by Grimm and Bresnan (2009) on American and British writings between the 1960s and 90s. Although the American data discovered the resilient effect of

pronominality in the 1990s, the opposite was the case with the British data. The study finds the effects of pronominality and theme are stronger in the 1960s than in the 90s. However, the study discovers the likelihood for the DOC in both British and American English. Similar observations are made in a diachronic corpus study by Wolk et al. (2011). The study which is based on the ARCHER corpus (A Representative Corpus of Historical English Registers, Biber et al. 1994) reveals that the significance of the length of the theme is stronger in American than in British English writings. They also note that independent of language variety, there are some changes over time: the double object construction has become more popular. This surveillance however contrasts Bresnan et al. (2007) position that the DOC is seemingly considered more informal, and the POC more formal and organized because the DOC featured the most times in their study of oral English samples. As shown in the literature, the DOC is the prevalent choice possibly because it has now become the more popular choice. Consequently, the Ghanaian variety like the macro regional varieties of English, proportionately feature many DOCs than POCs, unlike for example, the Indian variety which is rather the other way round. A phenomenon which Muhkerjee and Hoffman (2006) postulate is because the Indian English has kept to the complementation pattern of the 19th century British English. If what Muhkerjee and Hoffman (ibid) assert is anything to go by, then it is important to indicate that the Ghanaian variety like the British native variety has undergone evolutionary change (Schneider 2007) owing to De Cuypere and Verbeke (2013) contention that the segment of ditransitive datives modestly fluctuates between 61% (1800-1849) and 70% (1900-1949).

There is enough reason to believe that the Ghanaian variety of English is at the Endonormative stage of Schneider's (2007) model, in the sense that it has evolved over the years into a stable variety of English. Although this research does not do a diachronic study, studies in the literature show that, Ghana like India inherited the English language from the colonial British around the same time at a point in history. And if the Indian variety has remained conservative, sticking to what it inherited from the British in the 19th century and is predominant with the POC over the DOC (Muhkerjee and Hoffman, ibid), then it goes to say that, the POC is possibly what was passed on from the British. The Ghanaian variety unlike the Indian has modified itself and moved away from the POC it inherited, and has evolved to a predominant usage of DOC over POC. This shows that the Ghanaian variety despite the cultural exchange that dominates the present society, is well established, in the sense that it has evolved and even evolved alongside the British (native) variety. This confirms the Ghanaian variety which has evolved and not stuck to the variety it received can be said to have become viable and stable. It has evolved into a somewhat different variant of English embedded in its own nation and culture, so it is valid or legitimate.

In pursuit for an answer to the second research question which assesses the contextual features which constrain the choice of dative alternation patterns favoured by the two varieties, the researcher infers from the analysis that all the predictor variables tested on the dataset (complexity, pronominality, definiteness, person, animacy, number, accessibility, and concreteness) impact both varieties under enquiry. The patterns in the dataset are in conformity not only with each other, but also with earlier studies too.

These patterns affirm language users are disposed to place phrases with particular features before those with other features. What typifies this phenomenon is that most often than not, shorter noun phrases precede longer ones, pronouns precede nominals, definite precede indefinite, animate precede inanimate, given precede not given, local precede non-local, singular precede plural, and concrete precede abstract.

Abstracting from the statistical results so far discussed, this study upholds the views shared by many a study (Collins 1995, Bresnan et al., 2007, Kendall et al., 2011) that the principle of end weight determines the choice of DA. It can be said that the choice of dative construction is grounded on the length or complexity of both the recipient and theme. This is confirmed in this study in that, shorter recipients are found to precede longer themes favoring double object constructions, whereas longer recipients are placed after shorter themes yielding prepositional object constructions. Simply put, more complex constituents are typically placed at the end of the sentence, and this undeniably has noticeable consequences for the choice of either syntactic variant. Heavy indirect recipient arguments stimulate the use of the POC, while short indirect recipient arguments elicit the DOC. This ties in with Arnold et al, (2000) who opine that the relative syntactic complexity of complements is an important predictor of word order.

The study also discovers that pronominal recipients very preferably favour the double object construction as established by studies in the literature (Collins, 1995; Levin and Rappaport, 2005; Bresnan and Nikitina, 2009). This is attributed to the precision of the pronoun. Pronominal recipients are scarcely found to occur in POC. Clearly, the phenomenon is related to such variables as

length, givenness, and definiteness. This is indicative in the prevalent use of personal pronouns in the pronominal category of this study. The personal pronoun which is mostly definite, and does not correspond to new information in the context of use is the preferred choice. It is common knowledge that old information usually precedes new, and that explains why the known referent of the pronoun occurs in immediate post verbal position before possibly the new theme.

Kendall et al. (2011) contend the principle of end weight which indicates that shorter constituents usually precede longer ones, can be said to be at play here, in the sense that, personal pronouns are limited in length, and are very often be shorter than the component detailing the theme in an event of giving. In a nut shell, the findings presuppose that the pronominal recipient is usually definite, given, and short, and therefore occurs before the longer and perhaps new theme. Quite apart from a pronoun being shorter as compared to its full lexical NP, it is also a reliable indicator that its referent is assumed accessible, therefore given. It is therefore envisaged the principle of givenness may account for the results realised for both definite and indefinite recipients as the two are thought of as being intertwined (Callies and Szczesniak, 2008). The distinction lies in the fact that definiteness makes reference to the status of the NP, whereas accessibility looks at whether the NP has earlier been mentioned in the discourse or not. The study therefore buys into Buysse's (2012) assertion that these factors put together may explain the immense occurrence of pronominal recipients in the DOC. This also agrees with Jäschke and Plag's (2016) assertion that the variables are intensely interrelated.

Bresnan and Nikitina (2009), and Grimm and Bresnan (2009) in a similar vein posit that a theme expressed as a nominal NP favour POC. The study showsthat the DOC is the favored choice in both the pronominal and nominal recipients.

Indeed, a definite constituent (i.e. a noun phrase preceded by such determiners as *the, that*, or a proper noun) is considered *given* as it is already known within its context of use. It is clear that the undeniable fact that constituents that are *given* precede new ones may account for the reason why definite recipients favor the double object construction. The *given* information in the DOC is the recipient noun phrase which immediately follows the verb with the new information taking a more prominent position than the *given* (Collins, 1995).

In line with Bresnan et al. (2007), animacy which is an inherent characteristic of the entity referred, is another important variable in both syntactic and morphological natural language analysis which influences the grammatical prominence accorded entities in a discourse. This study like earlier ones (Hollmann 2007, Bresnan and Ford 2010) detects animate indirect recipient arguments prefer the DOC, whereas inanimate recipients prefer the POC. This probably may explain the usual animate recipient following the verb directly with the inanimate theme taking the final position. This may be attributed to the fact that the recipient in a *given* situation is an animate being capable of accepting that which is being given. This, she thinks, might explain why most of the recipients in both dative constructions (DOC and POC) are animate arguments or beings capable of performing the act of accepting or receiving something. The high percentage of animate arguments recorded for

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DOCs confirms Goldsmith's (1980) assertion that the double object construction is limited to instances in which the indirect argument is animate and a possible possessor of the direct argument. This however contrasts Bresnan and Hay's (2008:p 202) finding in a study of *give* dative constructions in spoken New Zealand and US corpora that New Zealand English speakers are more likely to produce inanimate recipients in the double object construction (such as 'Who gave the school a distinctly scientific bias') than Americans, all else being equal.

The high percentages of *local* recipients recorded under the predictor variable "person" seeks to hammer home how interrelated the predictor variables are (Bresnan and Nikitina 2009). This is because, conventionally, *local* recipients can only be realized by pronouns, and this study has noted the high percentage of pronominal recipients. It is not surprising therefore that the *local* recipients detailed such high percentages, and are featured in DOC, with non-local recipients showing in POC.

Singular recipients exceed plural ones, and in both cases the DOC is preferred. In other words, both singular and plural recipients show preference for the DOC. In all, 80% singular recipients favour the DOC whilst 20% singular recipients use POC in both corpora. In the rare case of the plural recipient, the percentage distribution realized are 68%, 69% in the DOC, and POC notes 32%, 31% in the variety and native corpora respectively. In a nut shell, the researcher notes that all the predictor variables tested on the dataset (complexity, pronominality, definiteness, person, animacy, number, accessibility, and concreteness) are found to impact both varieties under scrutiny.

Comparing the statistical evidence of the two varieties, the difference between the proportions of dative construction with respect to the two corpora is not significant ($X^2 = 0.11$, p-value = 0.74). It can therefore be established that there is no significant difference in the predictors that determine the choice of dative construction with respect to the two corpora under scrutiny (ICE-GH and FLOB). In other words, the same predictors found to influence the British variety as well influence the Ghanaian variety.

This observation affirms Mukherjee et al. (2014) assertion that variety specificity engages only an insignificant role in molding the predictors of the dative alternation.

With regard to the third research question which looks at the significance of the tested contextual features to either of the dative structures, the study observes that there are varying degrees of importance at different levels of the predictor variables. Complexity at the levels of both few and lengthy are significant in the DA constructions of both varieties (ICE-Ghana and FLOB). Pronominality at the level of pronoun is also significant for both L1 and L2 dataset. In a similar vein, definiteness at the level of definite, animacy at the level of animate, person at the levels of both local and non-local, number at the level of plural and concreteness at the level of concrete are all significant in the dative alternations of both L1 and L2 speakers. Looking at the similarities in the contributions of these predictors on the dative choices of the two varieties, the researcher is quick to say that although the Ghanaian English has grown into a visibly different variant of English, rooted in its own nation and culture, it shares many similarities with the British native

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English. This may be because the Ghanaian variety emanates from the British English.

The resemblances in the contributions of the predictors to the two varieties notwithstanding, the researcher notes some differences in the significance of some of the variables which this study brings to the fore. Pronominality at the level of NP was found to be significant in dative alternation of L1 speakers but insignificant for L2 speakers. Also, definiteness at the level of indefinite and animacy at the level of inanimate are found to be significant only for L1 speakers. Accessibility at the level of given, and number at the level of singular are as well significant in dative alternations of L2 speakers but not L1. The observed differences in the influences of the predictors to the two varieties under scrutiny affirm Schneider's (2007) argument that though grammar tend to be relatively stable across varieties of English, it reveals the more opaque and subtle differences between varieties of English at the level of the underlying language structure, the lexis-grammar interface.

In addition, the relative contribution of these linguistic factors to the likelihood of the two constructions in the two varieties is further put to a probe. It reveals that with the predictor variable complexity at the level of few, both L1 and L2 speakers prefer double object construction (DOC). With regard to pronominality, at the level of pronoun L1 and L2 speakers prefer DOC. Under definiteness at the level of definite, animacy at the level of animate, person at the level of local, and concreteness at the level of concrete, both L1 and L2 speakers as well prefer DOC over POC.

The predictors' complexity at the level of lengthy, pronominality at the level of NP, definiteness at the level of indefinite, animacy at the level of inanimate, manifest L2 speakers' preference of POC over DOC. Under accessibility at the level of *given* and number at the level of *singular* L1 speakers prefer DOC. Lastly, under person (nonlocal) and number (plural) L2 speakers prefer DOC whereas L1 speakers prefer POC.

In summary, this chapter presents the results and discussions of the datasets on the subject of dative alternation in Ghanaian English. Relevant analyses are performed in arriving at the conclusions in the subsequent chapter. Content, inferential and comparative analyses are done on the ICE-GH and the FLOB. Statistical analysis is carried out to highlight the significance or otherwise of each of the predictor variables, and the dative structures they constrain. A discussion of the occurrences of the experiential predictors is also presented to find out if both varieties are affected by the predictors. As a result, the findings emerging from the analyses provide enough grounds to draw valid conclusion as presented in chapter five.

Chapter Summary

This chapter discusses the results of both the bivariate and the statistical analyses of the data. It as well deliberates the significant contextual features found to influence the dative choices and also situates the study at the Endonormative stage of Schneider's (2007) model.

CHAPTER FIVE

SUMMARY OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS

AND CONCLUSION

Introduction

This study investigates the data from the International Corpus of English-Ghana (ICE-GH), and the Lancaster-Oslo/Bergen Corpus of British English (FLOB) in order to find answers to the set research questions modelled in the maiden chapter. The results of the statistical analysis of the data are spelt out in this chapter. This segment presents the summary of key findings, implications of the findings, recommendations for further research and the conclusions drawn.

Summary of Key Findings of the Study

The study under review makes the following observations.

First of all, the research manifest the dative alternation use of the forms of the verb *give* (give, gave, giving, gives and given) in the written educated Ghanaian variety of English, like its British counterpart. Although Krifka (2003) asserts it is difficult for non-native speakers to understand the concept of use of syntactic patterns that exist in a language, it can be inferred from the results that Ghanaian users of English have grasped the concept of the use of the two syntactic patterns that exist in the use of dative alternation in English language. This observation supports the claims in the literature (from scholars such as Kachru, Owusu-Ansah and Ngula, etc.) that the Ghanaian variety of English like others in the outer circle (China, Nigeria, etc) of Kachru's classification, and the endonormative stage of Schneider's taxonomy is not

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unintelligent errors, but a somewhat different variant of English rooted in its own nation and culture, and can participate in dative alternation constructions just as those in the inner circle. The results also confirm earlier assertions that *give* and its other forms can participate in dative alternation.

Also, the verb lemmas exhibit varying frequencies of occurrence. The variety data (Ghanaian English) reveal *give* as having the most frequency of occurrence as also manifested in the British English. The Ghanaian variety records, *give* (55%), *gave* (19%), *gives* (11%), *given* (9%), and *giving* (6%), while the British variety note *give* (41%), *gave* (30%), *giving* (13%), *gives* (8%), *given* (8%).

In addition, the written educated Ghanaian English discovers language users overwhelming choice of the double object construction over the *to* prepositional object construction. This is observable in the frequency of occurrence of DOCs displayed. A careful scrutiny of the dataset discover 178(75%) sentences are double object construction realizations, and 58(25%) are *to*-prepositional object constructions in the variety data, whereas the native data details 427(77%) DOCs, and 131(23%) POCs. Inferring from the results realized, and others in the literature that assert that the verb *give* is skewed towards the double object than the prepositional object construction (Gries and Stefanowitsch, 2004), the researcher can support earlier established claims that there are not much cross varietal differences among the English varieties. It is as well enough evidence to hammer home the undeniable fact that the Ghanaian variety is dynamic not static like other post-colonial Englishes, like the Indian variety. Educated Ghanaian English over the years has evolved alongside the British native variety into a distinct variety of English with its

structure and form, and meets the status of Standard English because it fosters an internal standard of educated usage which has status and dynamic use of its own (Crystal 2003). This shows that the Ghanaian variety of English is well established and stable, rooted in its own nation and culture, which marks the endonormative stage of Schneider's model.

Another significant observation uncovered is that the predictors that influence the British English are also influential of the Ghanaian variety. It reveals the synthetic pattern of *give* and its other forms as evenly influenced by the predictor variables complexity, pronominality, definiteness, animacy, accessibility, person, number and concreteness. The patterns in the dataset typify shorter noun phrases precede longer ones, pronouns precede nominals, definite precede indefinite, animate precede inanimate, given precede not given, local precede non- local, singular precede plural, and concrete precede abstract. These patterns demonstrate a harmonic alignment which indicates that users of English tend to prefer phrases with certain characteristics over others with other characteristics as found in other studies in the literature. That is to say that, the pronoun for example, apart from being shorter as compared to its full lexical NP, is also a reliable indicator that its referent has earlier been mentioned and therefore assumed accessible, so given. This goes to suggest that the educated Ghanaian English undoubtedly can be likened to those of Britain and America, because it meets the communicative and communal needs of its users (Verna. 1982 cited in Ngula, 2010). The results confirms that indeed, the variety nurtures an inner standard of educated usage (Crystal, ibid).

Additionally, the study observe common grounds of significance with regard to complexity at the levels of both few and lengthy, pronominality at the level of pronoun, definiteness at the level of definite, animacy at the level of animate, person at the levels of both local and non-local, number at the level of plural and concreteness at the level of concrete. It is noted that all these predictors are statistically significant in the dative alternation patterns of both ICE-Ghana and FLOB.

Besides these comparable significant distributions between the varieties under scrutiny with respect to the relative contribution of the predictive features, pronominality at the level of NP is found to be significant in dative alternation of L1 speakers but inconsequential for L2 speakers. Likewise, definiteness at the level of indefinite, and animacy at the level of inanimate are established to be significant only for L1 speakers. Accessibility, and number at the levels of given, and singular respectively are noteworthy in dative alternation choices of the Ghanaian variety but not the British.

Finally, in occurrences where the recipient is less complex, pronoun, definite, animate, local, and concrete, both L1 and L2 speakers preferred DOC over POC. Quite aside from these, if the referent is given, non-local, singular, and plural, the constructions constrain double object choices in the ICE-GH corpus, whereas in the FLOB, given and singular recipients are not significant. Also, nominal, indefinite, inanimate, non-local, and plural recipients favour the *to*-prepositional object constructions in the FLOB, with only the lengthy recipient of ICE-GH yielding POC.

Conclusion

In conclusion, the dative alternations in the British and Ghanaian dataset studied exhibit many more similarities than differences. The Ghanaian English dative alternation choices and their predictor variables are not considerably different from those of the British English. It cannot be agreed less that this probably could be on account that speakers acquire their grammar partly based on their linguistic experiences. Although macro-regional varieties may drift apart in terms of differences due to separation, majority of the speakers are spontaneously likely to pick up their patterns and preferences inertly. This research study like Kendall et al. (2011) does not find too much significant differences between the dative alternation in written educated Ghanaian English, and the British variety. This ties in with the assertion that varieties of English largely seem to be homogenous and not influenced generally by intervarietal differences or structural nativisation specific to the second language variety under investigation. It also goes to affirm what Kachru (1986, p.13) reiterates, "There are more convergences than divergences between the diverse varieties of English; that is how an underlying Englishness is maintained in all these Englishes spoken around the world. If it were not so there would be serious problems in intelligibility between the speakers of various types of Englishes". However, the distributional differences detected in the analysis makes it even more thought-provoking as the Ghanaian English originated from the British variety, a reason for which one would have envisaged accounted for the probable many similarities between the two variants. The subtle differences in the significance of the contextual variables of the British and Ghanaian English is

believed to be on account that Ghana's multi-lingual setting has influenced the indigenization and nativisation processes of the language in order to serve the communication needs of its users. This perhaps has grown the Ghanaian English into a somewhat different variant of English rooted in its own nation and culture.

This observation of the differences between the two varieties under scrutiny affirm Schneider's (2007) contention that although grammar tends to be relatively stable across varieties of English, it reveals the more opaque and subtle differences between varieties of English at the level of the underlying language structure, the lexis-grammar interface.

Implications

The discovery of the capacity of the non-native (Ghanaian English) variety to participate in dative alternation in a like manner as the native (British) variety, and also the fact that the influence the predictor variables exert on the dative alternation in Ghanaian English is attuned with earlier studies implies that the Ghanaian variety shares many resemblances than differences with the British English. This affirms Kachru's (1982) assertion that "any two varieties of English would, to a very large extent, exhibit more similarities than differences" to retain global intelligibility.

The second implication of this study is that, the similarities of the two variety notwithstanding, the significance of the order among varieties of English demands a finer shift of linguistic structures at the lexico-grammar interface as indicators of structural nativisation. Generally, the same features

seemingly play a role in the dative alternation across different varieties of English, but their relative importance may vary.

Recommendations for Further Study

The outcome of this study is a lead way to explore many other areas of research. It is important to explore how the dative choice is steered in the spoken modality of the Ghanaian variety of English, which has not seen much research work done, nor could be covered in this study. This will allow to find out if the variables confirmed to be significant in this study have same or otherwise consequence on spoken language. It will be quite intriguing to investigate.

Also, the two modalities (spoken and written) could be probed in another study, testing for the contextual features proven significant in this study on the two to ascertain if both modalities are affected by the same predictor variables.

Based on the findings of the study, it is also recommended that this study be repeated as it represents only a first attempt in understanding the dative alternation in educated Ghanaian English and its variability within co-existing but socially distinct English variety. This work is therefore expected to stir further research on the subject of dative alternation.

Conclusions of the Study

This study seeks to establish the validity and viability of the Educated Ghanaian English. Using the preferred choices of the dative alternation patterns (two constructions which can both be realized in the events of *giving*:

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the double object, and the prepositional object constructions) of Ghanaian and British native users of English, it compares how the two users relate to each other. The claims in the literature that the patterns of dative alternation in varieties of English are influenced by the presence or otherwise of some contextual variables and have the capacity to affirm a variety of English instigates this research. In fact, it stirs the quest to investigate the Ghanaian English, given to its regional distinctions which distinguish it from other varieties, in order to confirm if it indeed can pass as a distinct variety. The study thus particularly seeks to explore the motivations behind users' choice of one variant over the other. It postulates that the Ghanaian English would be influenced by the same factors that are known to influence the British English. This research uses corpus approach to linguistic enquiry to examine the two constructions which although have the same participants (recipient and theme) in the *giving* event, are realized in different ways.

The study seeks to ascertain if the predictor variables that influence the choice of orderings of either of the two alternate variants are the same for both corpora. A corpus study is used to carry out this research because it allows to study actual language produced in reality by speakers and not samples borne out of intuitions as all intuitions might not correspond to linguistic reality.

Sentences sampled from the corpora are 236 and 558 from the variety and native corpora respectively, totaling seven hundred and ninety-four sentences. The data is purposefully sampled, and a statistical study of the empirical data is carried out. The study reveals statistical evidence for the significance of all the eight predictor variables tested. In other words, the predictors under study have the capacities to forecast the likelihood of the

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ordering of either of the alternate variants, although the significance vary from the British variety. This probably could be as a result that Ghanaian English is an institutionalized variety which has undergone nativisation to serve the communicative and communal needs of its users.

The outcome of this study supports the assertion that although the patterns of dative choices in varieties of English are influenced by some contextual features, the significance of the features may differ one variety of English from the other. This study has exemplified that the Educated Ghanaian English is not a collection of disparate deviated structures.

Also, it supports the view that Ghanaian English like those of the inner cycle is "norm developing", with particular reference to its cultural contexts, and is thus to be recognized as Standard English. A variety which has reached this level of autonomy to even change its structures and evolve cannot be thought of as being errors at all. It can definitely not pass for an unintelligent deviation either home or abroad (locally or internationally). The Ghanaian English like any other language has modified itself to the different socio-cultural and linguistic needs of its local people. It is an autonomous rule-governed system in its own right, and not collections of 'mistakes and errors' as a result of 'incomplete learning' Ghanaian English of course shares similar features with the native variety, but it is a system on its own (Anderson, 2009).

The maiden chapter of this study provides the general context within which the study was situated. It particularly focuses on the background of the study, the statement of the problem, aims of the study, research questions, and significance of the study and the delimitations of the study.

Next is the chapter two, which provides an extensive overview of the theoretical framework that offers the broad context in which the study is positioned. It as well offers a general information on the constructions and linguistic constituents of the dative alternation. It further makes available an overview of existing literature on the topic and discusses some empirical studies on dative alternation paying attention to the insufficiencies and strengths of the studies, while demonstrating the point of convergence and divergence between such studies and the current study.

The third chapter explicates the contextual variables this study engages. It highlights the methodology employed in extracting the dataset from the FLOB and the written segment of the ICE-GH corpus, as well as the processes involved in arriving at the findings.

The fourth chapter presents and discusses the results of both the bivariate and the statistical analyses of the data. The significant contextual features found to influence the dative choices seem to agree on a common core as those evident in existing literature: complexity, pronominality, definiteness, animacy, accessibility, person, number, and concreteness all of referent. The dative choices constrained by the predictors indicate that with the predictor variable complexity at the level of few, both L1 and L2 speakers prefer double object construction in much the same way as pronominality at the level of pronoun. As regards definiteness at the level of definite, animacy at the level of animate, person at the level of local, and concreteness at the level of concrete, both L1 and L2 speakers opt for DOC over POC. The predictors complexity at the level of lengthy, pronominality at the level of NP, definiteness at the level of indefinite, animacy at the level of inanimate,

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however manifested L2 speakers preference of POC over DOC. Under accessibility at the level of given and number at the level of singular, L1 speakers prefer DOC. Lastly, under person (nonlocal) and number (plural), L2 speakers prefer DOC and L1 speakers choose POC. The fifth and final chapter summarizes the outcome of the study drawing attention to the key findings, and implications of the study. Recommendations for further studies are also made.

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APPENDICES

Table 11- FLOB and ICE-GH Compared

VARIABLE	ICE-GH-W	FLOB
Size	400,000	1,000,000
Text type	WRITTEN	WRITTEN
Genre	Press (reportage, editorial, reviews), religion, skills (trades and hobbies), popular lore, belles letters, biography and essays, miscellaneous (government documents, foundation and industry reports, etc.), learned and scientific writings, fiction (general, mystery and detective, science, romance and love story, and humour.	Press (reportage, editorial, reviews), religion, skills (trades and hobbies), popular lore, belles letters, biography and essays, miscellaneous (government documents, foundation and industry reports, etc.), learned and scientific writings, fiction (general, mystery and detective, science, romance and love story, and humour.
Year of completion	2012	1991

Source: Author's Construct, (2017)

Table 12- Percentage Points of the Chi-Square Distribution

Percentage Points of the Chi-Square Distribution

Degrees of Freedom	Probability of a larger value of x^2								
	0.99	0.95	0.90	0.75	0.50	0.25	0.10	0.05	0.01
1	0.000	0.004	0.016	0.102	0.455	1.32	2.71	3.84	6.63
2	0.020	0.103	0.211	0.575	1.386	2.77	4.61	5.99	9.21
3	0.115	0.352	0.584	1.212	2.366	4.11	6.25	7.81	11.34
4	0.297	0.711	1.064	1.923	3.357	5.39	7.78	9.49	13.28
5	0.554	1.145	1.610	2.675	4.351	6.63	9.24	11.07	15.09
6	0.872	1.635	2.204	3.455	5.348	7.84	10.64	12.59	16.81
7	1.239	2.167	2.833	4.255	6.346	9.04	12.02	14.07	18.48
8	1.647	2.733	3.490	5.071	7.344	10.22	13.36	15.51	20.09
9	2.088	3.325	4.168	5.899	8.343	11.39	14.68	16.92	21.67
10	2.558	3.940	4.865	6.737	9.342	12.55	15.99	18.31	23.21

Table 13-Bivariate Results of Contextual Features of ICE-GH

Complexity of recipient	DOC	POC	TOTAL
Few	168(92%)	14(8%)	182(77%)
Lengthy	10(19%)	44(81%)	54(23%)
Pronominality of recipient			
Pronominal	122(94%)	8(6%)	130(55%)
Nominal	56(53%)	50(47%)	106(45%)
Definiteness of recipient			
Definite	163(81.5%)	37(18.5%)	200(85%)
Indefinite	15(42%)	21(58%)	36(15%)
Animacy of recipient			
Animate	154(83%)	32(17%)	186(79%)
Inanimate	24(48%)	26(52%)	50(21%)
Accessibility of recipient			
Given	173(75%)	57(25%)	230(97%)
Not Given	5(83%)	1(17%)	6(3%)
Person of recipient			
Local	83(97%)	3(3%)	86(36%)
Non-Local	95(63%)	55(37%)	150(64%)
Number of recipient			
Singular	121(80%)	31(20%)	152(64%)
Plural	57(68%)	27(32%)	84(36%)
Concreteness of recipient			
Concrete	165(80%)	40(20%)	205(87%)
Abstract	13(42%)	18(58%)	31(13%)

Source: Author's Construct, (2017)

Table 14-Bivariate Results of Contextual Features of FLOB

Complexity of recipient	DOC	POC	TOTAL
Few	414(96%)	17(4%)	431(77%)
Lengthy	13(10%)	114(90%)	127(23%)
Pronominality of recipient			
Pronominal	268(97%)	9(3%)	277(50%)
Nominal	159(56%)	122(44%)	281(50%)
Definiteness of recipient			
Definite	376(84%)	69(16%)	445(80%)
Indefinite	51(45%)	62(55%)	113(20%)
Animacy of recipient			
Animate	333(89%)	43(11%)	376(67%)
Inanimate	94(52%)	88(48%)	182(33%)
Accessibility of recipient			
Given	427(77%)	131(23%)	558(100%)
Not Given	0(0%)	0(0%)	0(0%)
Person of recipient			
Local	112(97%)	3(3%)	115(21%)
Non-Local	315(71%)	128(29%)	443(79%)
Number of recipient			
Singular	302(80%)	75(20%)	377(68%)
Plural	125(69%)	56(31%)	181(32%)
Concreteness of recipient			
Concrete	397(84%)	76(16%)	473(85%)
Abstract	30(35%)	55(65%)	85(15%)

Source: Author's Construct, (2017)