

“Don’t Think Twice, It’s All Right”

*A Corpus-Based Study on 3rd Person Singular Verb Inflection in Relation to
Emerging International Varieties of English*



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Abstract

In the general syllabus for English at upper-secondary level in Sweden, Skolverket (2012) provides no defined standard of English for teachers to use. Simultaneously, the term ‘correctness’ is posed as one of the requirements that students must accomplish in their upper-secondary English studies. What is inferred by correctness in this context? Can use of grammatical phenomena, such as the 3rd person zero variant (she think) be motivated as incorrect? This research project aimed to answer these questions by examining and discussing how students in the Uppsala Corpus of English inflect 3rd person singular verbs, and relating these results to the potential emergence of international varieties of English, such as English as a Lingua Franca and Euro-English. While the presented results did not show enough 3rd person zero use to motivate it as an inherent characteristic of English as a Lingua Franca, the large inconsistency of ‘correct’ 3rd person singular morpheme -s use accentuated the difficulty of mastering such a grammatical rule, even for highly competent Swedish students of English at Uppsala University. Based on the presented findings, the paper goes on to suggest an open communication between educators of English and their students about the constant interchangeability of English in a global context, in which linguistic correctness stemming from British and American English can no longer be seen as an absolute truth.

Keywords: 3rd person singular morpheme -s, 3rd person zero, English as a Lingua Franca, Euro-English

Table of Contents

1. Introduction	1
2. Theoretical Background	3
2.1. ‘Correctness’ in the Swedish Upper-Secondary Syllabus for English	3
2.2. ELF as a New Standard?	4
2.3. Euro-English as a New Standard?	4
2.4. Usage of the 3 rd Person Zero Variant in ELF Contexts	6
2.5. Perceptions of ‘Grammatically Erroneous’ Use of English	8
3. Aim and Research Question	9
4. Method	10
4.1. Materials	10
4.2. Participants	11
4.2.1. Participants of the She/He/It searches.	12
4.2.2. Participants of the manual examination process.	13
4.3. Data Collection	14
4.3.1. Data collection for the She/He/It searches.	15
4.3.2. Data collection for the manual examination process.	15
5. Results	16
5.1. Results of the She/He/It Searches	16
5.1.1. The case of main verbs.	16
5.1.2. The case of auxiliary verbs.	17
5.2. Results of the Manual Examination Process	18

5.2.1. 3rd person zero main verb variants.	19
5.2.2. 3rd person zero auxiliary verb variants.	20
6. Discussion	20
6.1. The She/He/It Searches Vis-à-vis the Manual Examination Process	21
6.2. Implications of Main and Auxiliary Verb Use	22
6.3. Implications of Plural / Singular Confusion	22
6.4. Implications of Context	23
6.5. Conclusions and Reflections	24
7. Limitations, Delimitations and Suggestions for Future Research	27
8. References	29
Table 1	32
Table 2	33
Table 3	33
Table 4	35

1. Introduction

The beginning of my interest in this research project can be traced all the way back to 2014, when an instructor of a linguistics course given at Högskolan i Gävle repeatedly expressed a frustration with their students for not knowing how to properly use the 3rd person singular morpheme -s (3PSM -s). In the same term, I attended the course World Varieties given by Marko Modiano, in which I was introduced to an entirely new concept, of English developing into a global language, and how that in turn would inevitably bring an entirely new definition of what English actually is in a global context.

When time came to begin my individual research project, my curiosity around the issues mentioned above remained unsated. When I began to gather some ideas on what topic to do my research project on, I quickly came across a paper by Cogo & Dewey (2012), in which they had found that 3rd person zero use (*she run* instead of *she runs*) is becoming widespread in English as a Lingua Franca (ELF) communication (p. 49). Finding this paper was like a dream come true for me, in that I realized that it might be possible to conduct research on two of my favorite topics, English Linguistics and ELF, at the same time.

In the course Sociolinguistics (and Education) given by Francis Hult last term (spring 2016) at Lund University, we thoroughly studied the Swedish upper-secondary syllabus for English, which is when I realized that it does not have a set, defined standard of English for teachers to work toward, and why this could be a huge problem (Skolverket, 2012). All of this combined, then, led me to the question of whether or not it could be possible to start thinking in terms of introducing an international variety of English as a standard in the syllabus. While a small, C-level research project such as this one would likely be unable to answer a question of that margin, I did deem it plausible to begin exploring if Swedish university students who had recently finished upper-secondary school could confirm or deny this claim of the 3rd person zero variant becoming widespread in ELF. Moreover, I quickly found out that the

debate of whether or not ELF could even be talked about as a standalone variety of English was an ongoing one (see Mortensen, 2013), which added further intricacy to my already multifaceted curiosity.

Based on the above, I formulated a dual aim for this research project. First, to critically appraise the lack of a defined standard of English in the general Swedish upper-secondary syllabus for English, and how this could impact implicit, grammatical references in the syllabus such as the word ‘correctness’. The purpose of doing so would be to help upper-secondary educators of English who struggle with understanding what all of this entails. Second, I wanted to contribute to the on-going debate of whether emerging international variants or standards of English, such as English as a Lingua Franca (ELF) or Euro-English, could possibly absorb and contain set grammatical characteristics such as the 3rd person zero variant.

I decided that the best way to achieve the dual aim formulated above would be to firstly discuss and problematize three major themes in the theoretical background; the Swedish upper-secondary syllabus for English, international varieties of English, and finally 3rd person singular verb inflection in ELF contexts. Then, to continue, I decided to collect my data through an examination of selected texts in the Uppsala Corpus of English, in which a larger search of the most common 3rd person denominators *she*, *he* and *it* would be conducted, followed by a thorough manual examination process of a smaller sample of texts. Finally, I wanted to engage in a discussion of a more philosophical nature based on my findings. The purpose of this discussion would be to offer some solutions and suggestions for teachers who are tasked with navigating the abstract syllabus while at the same time having to deal with the variable and instable nature of global English.

2. Theoretical Background

2.1. 'Correctness' in the Swedish Upper-Secondary Syllabus for English

In the general Swedish upper-secondary syllabus for English, the concept of linguistic accuracy is expressed in the following way, “[t]hrough teaching[,] students should [...] be given the opportunity to develop correctness in their use of language in speech and writing” (Skolverket, 2012, p. 1). Correctness, in this context, becomes an interpretable concept for people due to the fact that it can be one thing in one variety of English and something entirely different in another. This issue grows even more complex throughout the reading of the syllabus, as it becomes clear that no standard variation is mentioned in the entire document.

What is inferred by ‘correctness’ in this document, then? Harmer (2007) discusses a few different varieties as choices for teachers and learners, but quickly arrives at the conclusion that the only realistically available varieties in L2 ELT classrooms are British English (BrE) or American English (AmE), which, due to their scope and established reputation, are assumedly also the two options inferred by Skolverket (2012). While the conflicting characteristics of BrE and AmE alone make the syllabus problematic for teachers and learners to interpret, the growth of other potentially suitable varieties of English (see sections 2.2 and 2.3 on ELF and Euro-English respectively) for this purpose turns the process of interpretation into an even more intricate one. Additionally, Thagg Fisher (1985) mentions that BrE has been the variety of English that has been traditionally taught in Swedish schools and that the reasons for this choice were “[...] its high social pressure, its nonregional character, its international usefulness and its similarity with other major standards [...]” (p. 18). While BrE might no longer be the best representative for these factors (see i.e. Modiano (2006) and Modiano (2007)), no other variety seems like an obvious choice, either. Finally, as it stands, a teacher could, on these grounds, pick any variety of English to aim for in their teaching. In turn, this becomes a democratic issue as much as a linguistic one, in that students

all over Sweden are left treated differently in what type of education they receive, as well as in the demands of ‘correctness’ that they are required to meet.

2.2. ELF as a New Standard?

Jenkins, Cogo & Dewey (2011) present evidence that ELF usage involves persistent systematic use of certain forms (including using the 3rd person zero variant over the 3PSM -s) that are not used in native English; something that definitely speaks for ELF as an established variety of English. However, the fluidity of ELF, which can be defined as the fact that ELF speakers use one or another form at any given moment in their interaction (Seidlhofer, 2009), point toward the opposite. All in all, due to the context-heavy nature of ELF, in that its speakers show considerable linguistic variation in their communications for different purposes, Jenkins et al. (2011) arrive at the conclusion that they cannot support the nature of ELF as a group of varieties or a standalone variety of English. While this working definition effectively eliminates the possibility of ELF as a new ‘standard’ in syllabi for English per say, the following excerpt explains what Jenkins et al. (2011) do suggest in terms of thinking about how ELF could be used in ELT practices:

[...] developing an ELF perspective in pedagogy entails above all, at least for now, the generating of an understanding among learners and teachers of the inherent variability (even instability) of human language in general and English more specifically (p. 306)

Finally, Jenkins et al. (2011) bring to light the fact that there, to date, has been very little discussion about how ELF could be implemented in ELT practices; something that this research project, at least in part, addresses.

2.3. Euro-English as a New Standard?

The main motivation behind legitimizing Euro-English as a mainland European variety of English, Modiano (2006) explains, is twofold. The first motive is based on the fact

that the varieties of AmE and BrE are being mixed together by mainland European speakers. The second motive is described as the notion of European speakers interjecting transferred features from their L1s into their usage of English. On these grounds, Modiano (2006) advocates the establishing of Euro-English as a legitimate variety of English, expressed in the following way, “[i]nstead of stigmatizing such linguistic phenomena, it is suggested that communicatively expedient transference be seen as a resource that enriches the language” (p. 231). Finally, Modiano (2006) expresses the need to study the domains of grammar, pronunciation and lexis more strictly in order to decide whether or not the necessary codification of Euro-English will be possible in order to establish it as a standalone variety of English in the future.

In response to the possibility of the legitimization of Euro-English as an acknowledged variety of English, Mollin (2005) brings to light the fact that no study of Euro-English has attempted to put the concept “[...] into a larger framework of the institutionalization of non-native varieties, bringing together the analyses of function, form and attitudes” (p. 12) before hers. García (2009), in a review of Mollin’s (2005) study, discusses the finding that more people are negative (43.43%) than positive (33.10%) to the suggestion that “[s]chools should teach English not as the native speakers speak it but for efficient international communication” (García, 2009, p. 201) by pointing to the fact that the participants were exclusively lecturers at universities with an average age of 43, which can hardly be seen as a representative sample of all of Europe. Nevertheless, this finding is relevant to the trend or non-trend of Euro-English emerging as a variety of English for Europe.

The overall conclusion of Mollin’s (2005) study is that there is no, and can be no, legitimate variety of Euro-English in the EU. Modiano (2007) explains that this result “[...] can be read as a grand attempt to rally support for BrE as the champion exnormative standard for ELT across Europe” (p. 526). The consequence of this, Modiano (2007) discusses

furtherly, is that European people who are unable to express themselves in similar fashion to the way that native speakers do, will be at an inherent disadvantage. Finally, Modiano (2007) metaphorically illustrates a type of battlefield, with one side that sees deviation from standard English as something imperfect (Mollin (2005), along with general ‘traditionalists’ are placed here) and the opposite side that sees this type of deviation as an essential element of communication (lingua franca supporters, including Modiano himself, are placed here).

Conclusively, Euro-English does not yet seem to have been systematized to the point of being possible to operationalize as a variety of English in ELT syllabi. However, the idea, in similar fashion to that of ELF, of looking at English as something different than simply BrE or AmE, is highly relevant for teachers of English, especially those in Sweden that work with a syllabus that stresses no formal standard of English to aim for in their teaching.

2.4. Usage of the 3rd Person Zero Variant in ELF Contexts

Trudgill (2002) offers a twofold explanation of why the 3PSM –s can be seen as something of an anomaly in contemporary Standard English. First, of all present tense verb forms, the 3rd person singular one is alone in the receiving of a morphological affix. Second, in comparison to other languages, the 3rd person singular is the least likely of all present tense verb forms to be given an inflection at all. Considering this, Cogo & Dewey (2006) argue that a linguistic shift in ELF contexts, away from using the 3PSM -s, would improve the constancy of the language. Furthermore, the fact that all the present tense verb forms would then be unanimously morphologically unmarked would result in a more logically systematic language (Cogo & Dewey, 2006).

Finally, Trudgill (1986) notes that when dialects come in contact with each other, the most natural lexical feature will always become the dominantly used one in the end, something that Cogo & Dewey (2006) see as an argument for why it is most probable and

logical that the 3rd person zero variant will become a characteristic feature of ELF in the future.

In response to Cogo & Dewey (2006) among others, Mortensen (2013) critically appraises the claim that any linguistic feature, including the 3rd person zero variant, could be seen as characteristics of ELF. The reason that this type of claim is problematic is explained in three steps. First, Mortensen (2013) explains that the researchers who make this claim, come to this conclusion through hedging, showing a type of bias in their support of the characteristic. Second, two studies (see Björkman (2010) and Breiteneder (2009)) are introduced that contrast the findings of the zero variant as an intrinsic characteristic of ELF, which makes any type of generalization of the phenomenon questionable. Third, the process of introducing the 3rd person zero variant as a characteristic of ELF is argued to be impossible because it extricates ELF from other uses of English as an L1 such as in East Anglia, where use of the 3rd person zero variant is already an established standard (Thagg Fisher, 1985). Fourth and finally, the fluidity of ELF (see section 2.2) is said to solidify the problematic nature of talking about linguistic characteristics of ELF.

While sections 2.2 and 2.3 of this theoretical background on ELF and Euro-English arrive at similar conclusions as Mortensen (2003), the actual presence of frequent use of the 3rd person zero variant in some ELF settings is undeniable (Breiteneder, 2005; Cogo & Dewey, 2006; Cogo & Dewey, 2012; Sarı, Erişen, Ejder, & İnci, 2015; Thagg Fisher, 1985). Moreover, in regards to the second point, concerning the problematic nature of generalizing the 3rd person zero as a characteristic of ELF, the two studies (Björkman, 2010; Breiteneder, 2009) that are used as evidence for this claim are both based on participants of an above average proficiency of English. Using these studies to provide contrast to studies with participants of lower proficiency, then, reduces the legitimacy of the claim, in its unfair comparison of the participants. While the 3rd person zero variant perhaps cannot be talked

about as a characteristic of ELF or Euro-English, the question still remains: how should this phenomenon be talked about? What type of leniency should use of the 3rd person zero variant be given in settings where it is frequently used? Should it simply be discarded as an error or instead be implemented a modern component of international English (such as Euro-English, ELF or other emerging phenomena)? No previous studies seem to have the answer to these questions.

2.5. Perceptions of ‘Grammatically Erroneous’ Use of English

To finalize the theoretical background of this research project, examining how people actually react to and experience ‘grammatically erroneous’ (citation markers because erroneous use in this case refers to breaking away from the norms of standard English) use of English will be discussed. Thagg Fisher (1985) introduces this discussion by deliberating whether or not a construct such as he want is an error or not:

[...] claiming that a construction is an error presupposes the existence of a norm that it deviates from, and since there are several conflicting norms in English, the answer cannot be an unqualified “Yes” or “No” but must be formulated as follows: “He want is an error in terms of norm X”. Errors are norm-related. (p. 17)

Whereas this statement was relevant in 1985, now, more than 30 years later, where no clear norm, or standard can be identified in the Swedish upper-secondary syllabus for English (see section 2.1), the idea of errors as always being norm-related has become much more current and important.

The results of Thagg Fisher’s (1985) study showed that use of the 3PSM -s was one of the most frequent oral ‘errors’ in Swedish learners’ concord use. In relation to this, however, Hultfors (1986), in an attempt to rank the gravity of errors made by people with English as an L2 by asking native speakers to assess these, found that concord errors were seen as some of

the least grave errors. Furthermore, Mauranen (2006), in studying how university students misunderstood each other when using English (mostly ELF interaction) as their means of communication and what kind of measures they took to prevent these misunderstandings, found that no interactive grammatical correction occurred, only self-initiated ones. Finally, Mauranen (2006) found in the small sample of L2-L1 communication, that the L1 had no problem understanding the L2, despite some grammatical disparities.

Summarily, this section has presented two main ideas. First, that using the 3rd person zero variant in English cannot be talked about as an error, but as an error in terms of i.e. BrE and AmE. Second, that in both ELF and L2-L1 interaction, an overall lenient and non-disruptive attitude toward use of the 3rd person zero variant is displayed. Together, these two notions recapitulate well the reason why this research project is important. Initially, to further investigate whether or not use of the 3PSM -s is problematic for Swedish students, and subsequently, to continue the discussion of whether or not this necessarily needs to be seen as something problematic.

3. Aim and Research Question

The following formulated aim of this research project is based on a model provided by Booth, Colomb & Williams (2003) on how to motivate a research question (pp. 49-52).

I am studying first-term Swedish university students' morphological inflection or non-inflection of 3rd person singular verbs, because I want to find out to what degree the 3rd person zero variant is used over the 3PSM -s. Two reasons motivate my interest in this question. The first reason is to contribute to the field of ELF research, particularly to the on-going debate of the 3rd person zero variant being or not being a characteristic of ELF variants of English. The second reason focuses on the Swedish upper-secondary school system, particularly on the paradox that the general Swedish upper-secondary syllabus for English has no standard variety of English defined, yet advocates the abstract term 'correctness' as a requirement for

students. Furthermore, the question of whether certain non-normative grammatical features, particularly the 3rd person zero variant in this case, can inferably be motivated as acceptable grammatical features within this context or not.

In order to best meet these goals, the following research questions were formulated:

- To what degree do first-term Swedish students at Uppsala University use the 3rd person zero variant? How is this use manifested?
- Based on the summary of previous research in the theoretical background section, as well as the results of the first research question, can any inferences be made in relation to the word ‘correctness’ and the lack of a defined standard in the general Swedish upper-secondary syllabus for English? If so, what are they?

4. Method

4.1. Materials

The best suitable corpus to establish patterns of Swedish upper-secondary students’ use of the 3PSM -s was deemed to be the Uppsala Corpus of English (USE), compiled by Margareta Westergren Axelsson and Ylva Berglund at the Department of English, Uppsala University, 1999-2001. Westergren Axelsson (2000), in discussing the motives behind creating the USE corpus, mentions that “[...] perhaps the most important [aim] [...] is for the corpus to serve as an instrument for diagnosing the language difficulties [...] students experience [...]” (p. 155). Furthermore, in the manual of the corpus, its contents are described in the following way, “[t]he corpus consists of 1489 essays written by university students of English, the majority in their first term of full-time studies. [...] The total number of words is 1221265, which means an average essay length of 820 words. The most typical essay, from the first term, is somewhat shorter, averaging 777 words” (Westergren Axelsson, 2003, p. 3). Finally, the essays in the corpus are divided into separate .txt files.

In order to gain an understanding of upper-secondary students' use of the 3PSM -s, essays written by first-term university students were examined exclusively. This choice was based on the idea that these participants could provide the most relevant data for this research project, in that they were relatively unaffected by university studies, resulting in the knowledge provided by upper-secondary being displayed in the best possible way.

In using a corpus to collect and analyze data, the main methodology for this research project was corpus-linguistics. Gries (2009) explains that “[...] corpus-linguistic analyses are always based on the evaluation of some kind of frequencies” (p. 2). In adhering to this, the main focus in collecting the data was to look at how frequently ‘correct’ use of the 3PSM –s occurred and how frequently the 3rd person zero variant occurred. Moreover, these frequencies were then plotted in order to examine patterns and consistencies (i.e. if the same author randomly used the 3rd person zero variant or if patterns in their use could be identified). This was done in an attempt to examine if the 3rd person zero variant was being used mainly systematically or randomly. Based on the simple frequencies but also on the more complex patterns, certain inferences could then be applied in the discussion of the data. Gries (2009) finally comments on corpus-linguistics using their data to make inferences by mentioning that

[a]s a linguist, you don’t just want to talk about frequencies or distributional information, which is why corpus linguists must make a particular fundamental assumption or a conceptual leap, from frequencies to the things linguists are interested in, but frequencies is where it all starts (p. 3)

4.2. Participants

Because the USE corpus does not exclusively include essays written by first-term students, all essays that were not written in the first term were manually removed. This was done in two steps: first, by looking up and filtering out the essays to be excluded in the

included database spreadsheet for the corpus, and second, by manually removing the .txt files that had been filtered out.

Furthermore, all participants that did not have Swedish as their mother-tongue were excluded, going through the same process as was used when excluding all non-first-term essays. In the next step, all participants that had studied language at university level for more than 15 weeks were excluded, as well as all the participants that were over 25 years of age.

In terms of the participants' grades from upper-secondary school, Westergren Axelsson (2003) explains the following in the manual of the USE corpus:

A few, older students have grades from a system ranging across A, a, AB, Ba, B, B? (with A as the best, very unusual grade, and B? a bare pass).

Many have grades 5, 4 and 3 (5 being the best, and 3 or better the requirement for English at university level).

The most recent system comprises several programmes in English at upper-secondary level: a minimum, a standard and a supplementary course, each graded MVG, VG and G—excellent, pass with distinction, pass. G on the standard course is required for university studies. Single grades refer to the standard course, double grades to standard course/supplementary course. (p. 9)

Finally, the data of this corpus was collected during the years 1999–2001 (Westergren Axelsson, 2003, p. 3). As a result, this research project can only show how 3rd person singular use looked like during this period of time and does make the assumption that 3rd person singular use would look identical today.

4.2.1. Participants of the She/He/It searches. Out of the 440 total participants in the USE corpus as a whole, 213 remained after the above exclusion. Among the 213 participants, 146 were female and 67 were male, and the median age was 21 while the mean age was 21,539. Moreover, out of the 1489 total essays in the USE corpus, 662 remained.

Out of the 213 participants in the She/He/It searches, 141 had a standard course grade on the G-VG-MVG scale, 66 had a grade on the 1-5 scale, 4 had Finnish grades and 2 participants had no grade registered. Of the 141 participants with a G-VG-MVG grade, 2.84% (4 participants) had a grade of G, 40.43% (57) had a grade of VG and 56.74% (80) had a grade of MVG. Of the 66 participants with a 1-5 grade, 1.52% (1) had a grade of 2 (strangely enough, with 3 being the minimum requirement for English at university level), 31.82% (21) had a grade of 3, 43.94% (29) had a grade of 4 and 22.74% (15) had a grade of 5.

In order to get an idea of the average grade of the participants, G was converted to 3, VG was converted to 4 and MVG was converted to 5. All of the grades on the G-VG-MVG scale were then combined with the grades on the 1-5 scale, resulting in a total of 207 participants with a grade of 1-5 (filtering out the 4 participants with Finnish grades and the 2 participants who had not entered a grade). After this conversion, the average grade of these participants ended up being 4.33.

4.2.2. Participants of the manual examination process. Due to the already mentioned time constraints for this project, a manual examination of all 662 essays was deemed to be impossible. Because the participants had written up to 10 texts each, 1 of these texts was selected for manual examination. The motivation for this particular selection was twofold: first, to pick a text that was written as early on as possible in the students' education programmes and second, to pick a text that would contain a decent amount of verbs in the 3rd person form. As a result, the participants' text 'a2' was selected for manual examination, which was the second text that the students wrote in their first term. Additionally, this was one of two texts, together with "a4", that had the most hits in the She/He/It searches. Finally, this particular text was of argumentative nature, where the students were instructed to "[...] argue for or against a statement concerning a topical issue [...] [in a] [f]ormal style"

(Westergren Axelsson, 2003, p. 3). The first text, a1, was excluded because of the second motivation; it was a personal text that, as a result, contained mostly 1st person verb forms.

To limit the total number of texts even further, all participants with any sort of university experience were excluded (instead of the 15 weeks of language studies + any amount of other types of studies that were allowed in the She/He/It searches). After this process of delimitation, 91 participants with 91 unique texts remained.

Among the 91 participants that were left after this exclusion, 67 were female and 24 were male, and the median age was 20 while the mean age was 20,637. 77 had a standard course grade on the G-VG-MVG scale, 9 had a grade on the 1-5 scale, 4 had Finnish grades and 1 participant had no grade registered. Of the 77 participants with a G-VG-MVG grade, 2.6% (2 participants) had a grade of G, 46.75% (36) had a grade of VG and 50.65% (39) had a grade of MVG. Of the 9 participants with a 1-5 grade, 33.33% (3) had a grade of 3, 22.22% (2) had a grade of 4 and 44.44% (4) had a grade of 5.

In order to get an idea of the average grade of the participants, G was converted to 3, VG was converted to 4 and MVG was converted to 5. All of the grades on the G-VG-MVG scale were then combined with the grades on the 1-5 scale, resulting in a total of 86 participants with a grade of 1-5 (filtering out the 4 participants with Finnish grades and the 1 participant who had not entered a grade). After this conversion, the average grade of these participants ended up being 4.44.

4.3. Data Collection

In all the data collection of this essay, the verb *be* was excluded. This was done for three reasons. First, that unlike all other verbs, the 1st person form of *be* (*I am*) is inflected, which removes the unique nature of the 3PSM -s inflection. Second, that the amount of *is* and *was* present in the texts were expected to be large enough to negatively skew the totals of the

collected data. Third, that the actual counting of these instances would simply draw too much of this project's limited total time.

4.3.1. Data collection for the She/He/It searches. Using the corpus analysis software AntConc v 3.4.4, three concordance searches of the words She, He and It were conducted. These particular search terms were chosen because they were found to be the 3 most suitable denominators to 3rd person singular verb instances in English. The searches were then sorted using AntConc's Kwic Sort function, in which the results are arranged alphabetically by the word positioned to the right of the search word. Sorting the results in this way made it easy to skip all of the *she was... he was... it was...* results, for instance.

In the searches of *she*, *he* and *it*, each individual hit was examined: first, to identify if a verb followed the search term at all, and second, if this particular verb had been assigned the 3rd person singular function in the sentence. When a 3rd person zero variant was identified, this was marked in a word document as well as in an excel sheet, along with the identification number of the unique participant and essay. After this process, each 3rd person zero instance was examined individually by opening the respective .txt file and locating the instance. This was done to double check if each identified 3rd person zero variant actually had the function of 3rd person singular or not. After this final process, a small number of wrongfully identified instances were filtered out.

4.3.2. Data collection for the manual examination process. To collect the data in the manual examination process, each text was read through carefully in order to identify every verb written in the 3rd person. The verbs were counted by writing down a line for each one in a notebook by hand. Moreover, the 3rd person zero instances were written down as sentences in order to provide context to show in what ways they were actually being used. All of this was then entered into an excel sheet, along with the identification number of the unique participants and essays, to simplify the process of calculation later on.

5. Results

5.1. Results of the She/He/It Searches

After the She/He/It search process, the total number of 3rd person zero occurrences found was 51. Out of these, 40 (78%) were main verbs and 11 (22%) were auxiliary verbs. Moreover, the total amount of participants with 1 or more 3rd person zero occurrence was 32, or 15.02% (see Figure 1). These participants had a converted average grade of 4.18.

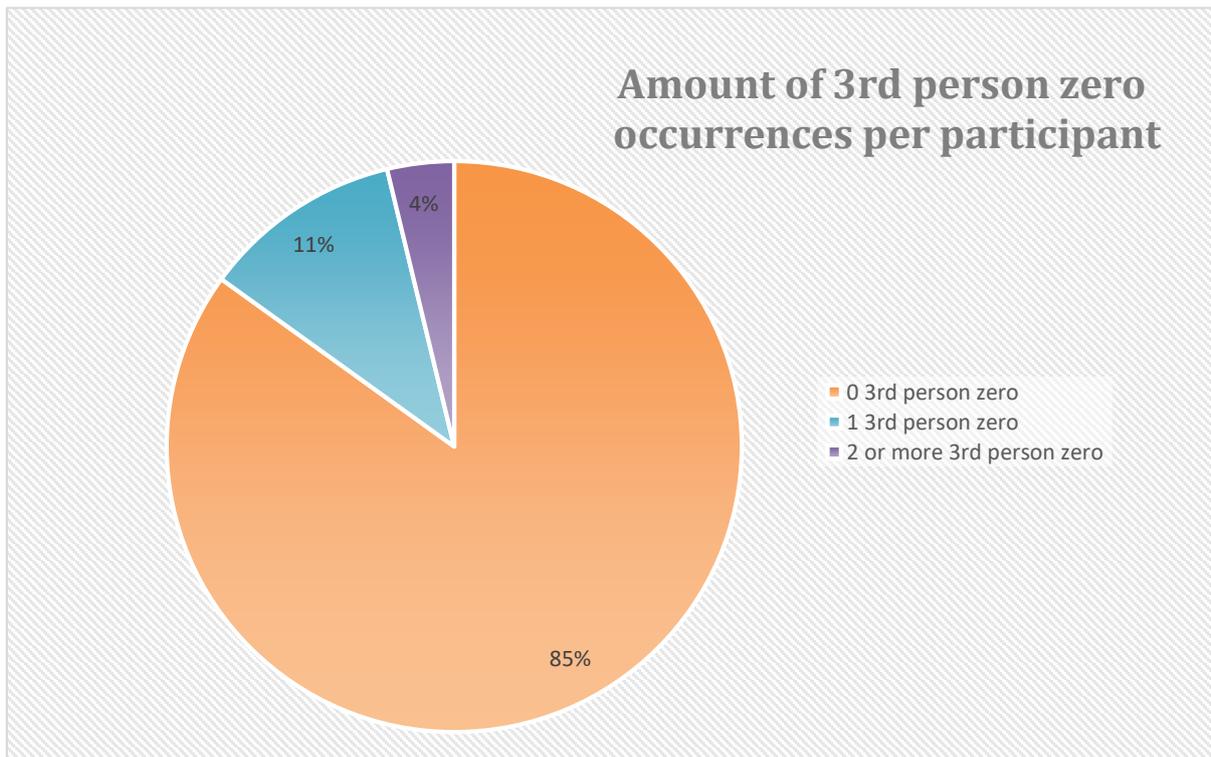


Figure 1. Amount of 3rd person zero occurrences per participant in the She/He/It searches.

5.1.1. The case of main verbs. A total of 40 unique 3rd person zero main verb occurrences were identified in the searches (see Table 1). The majority of these occurrences were correctly spelled, with two exceptions: "...however it also **coast**... [and] ...it **coast** money..." (Participant 0111). Moreover, out of the 25 unique participants who displayed use of the 3rd person zero variant in regards to main verbs, 7 of them showed repeated use (2 or more occurrences).

Participant 2072 (with an upper-secondary grade of VG) showed the most frequent use, with a total of 5 separate occurrences (see Table 1). When the text written by Participant 2072 was examined manually, 7 of the 34 total (20.59%) 3rd person singular main verbs were shown to be uninflected by the 3PSM -s. To illustrate Participant 2072's 3rd person singular use, the following example sentences were found to be most suitable (bold text = 3rd person zero, underlined text = 3PSM -s): “Gemmy **display** a personality of an abused and used man when he seeks love from the wrong kind of people” and “He undermines his own authority when he **defend** the bullies and blames him self for it” (Participant 2072). The 3rd person singular use in this case, is mixed, in that the 3rd person zero variant follows both a proper noun (Gemmy) as well as a regular pronoun (he). Additionally, when it appears without an explicit denominator (...and blames), the inflected form is used. Based on the above, the 3rd person singular use, in the case of participant 2072, seems wholly irregular; following no clear pattern.

5.1.2. The case of auxiliary verbs. A total of 11 unique 3rd person zero auxiliary verb occurrences were identified in the searches (see Table 2). After the exclusion of the verb *be*, only two auxiliary verb forms that could be inflected remained: *do* and *have*. The most frequent auxiliary verb used as 3rd person zero was *do* (10 occurrences, where 7 came in the form of *don't* and 3 in the form of *do*) followed by *have* (5 occurrences, all in the form of *have*). These 11 total occurrences were authored by 10 unique participants and out of these, only 1 showed repeated use (2 occurrences).

In order to best illustrate how auxiliary verbs were used in the 3rd person zero form, one text was randomly selected for examination (1026.a2), along with the text that had repeated use (3040.a2). The participant that had written the randomly selected text (1026.a2) ended up being 1026. After having gone through the text manually, a total of 6 auxiliary verbs in the 3rd person zero form (3 *have* and 3 *don't*) and 3 inflected ones (1 *has*, 1 *doesn't* and 1

does) were identified. In order to see if this participant only used auxiliary verbs in the 3rd person zero form, a manual reading where main verbs were examined was done as well. This reading had an instant 3rd person zero result, found in the title of the text: “<title> Who **own** the right to my death? </title>” (Participant 1026, text a2). In total, 9 out of 20 main verbs were found in the 3rd person zero form, showing large irregularity in this context as well. To summarize, this particular participant used the 3rd person zero form for auxiliary verbs twice as much as the inflected form, displaying an overwhelming tendency toward the former. This phenomenon transfers somewhat into main verb use as well, where 45% of the main verbs were written in the 3rd person zero form.

The second text that was selected based on identified repeated use was authored by participant 3040. After going through this text manually, the total number of already identified auxiliary verbs in the 3rd person zero form (2 *don't*) did not change and 0 inflected ones were identified. This text (3040.a2), compared to the first one (1026.a2), followed a regular pattern, of always choosing the 3rd person zero auxiliary verb form over the inflected one. To see if this consistency transferred over to the area of main verbs, these were examined manually as well. Here, 2 3rd person zero forms were identified, together with 3 inflected ones, showing that the 100% consistency did in fact not transfer over.

5.2. Results of the Manual Examination Process

After the manual examination process, the total number of 3rd person verbs found was 804. Out of these, 77 (9.58%) were of the 3rd person zero variant, while 727 (90.42%) were inflected by the 3PSM -s. Moreover, the total amount of participants with 1 or more 3rd person zero occurrence was 34, or 37.36%. 20 participants had only 1 occurrence, 4 participants had 2, 5 participants had 3, 1 participant had 4, 3 participants had 5 and finally, 1 participant had 15 (see Figure 2). Additionally, these participants had a converted average grade of 4.31. Finally, throughout this process, the amount of incorrect uses of the 3rd person singular verb

form in cases where they should have been in the plural form (i.e. *they runs*), was also counted. In the 91 texts, a total of 105 of these occurrences were found; 28 more than the total number of 3rd person zero occurrences.

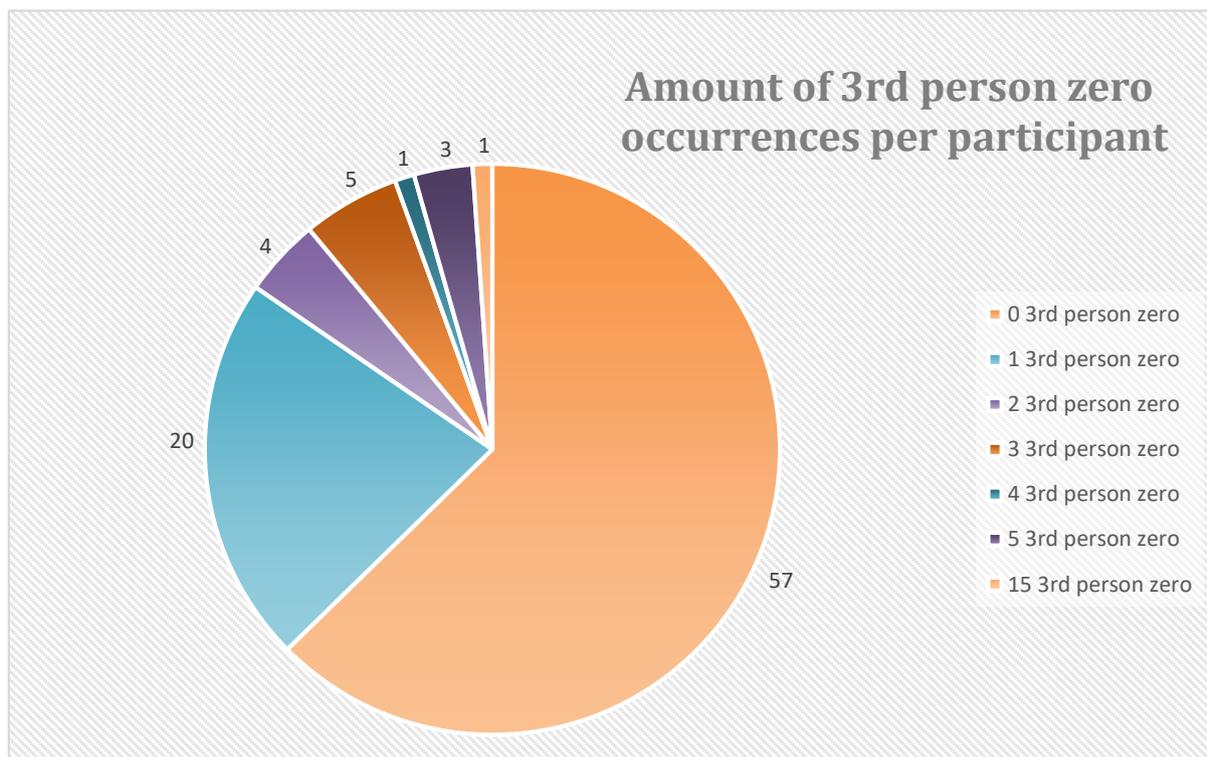


Figure 2. Amount of 3rd person zero occurrences per participant in the manual examination process.

5.2.1. 3rd person zero main verb variants. Out of the 77 identified 3rd person zero variants in the manual examination process, 53 (68.83%) were main verbs (see Table 3). In comparison to the She/He/It searches, 11 out of the 55 main verbs in the manual examination process had *she*, *he*, or *it* as denominators. The most common main verb was *have* when actually used as a main verb and not an auxiliary one, with a total of 6 occurrences. Moreover, the main verb *cost* had 3 separate occurrences, with 2 belonging to the same author. Finally, the verbs *exist*, *get*, *spend*, *think* and *want* all had 2 separate occurrences, with *want* being the only one where the 2 occurrences belonged to the same author.

5.2.2. 3rd person zero auxiliary verb variants. Out of the 77 identified 3rd person zero variants in the manual examination process, 24 (31.17%) were auxiliary verbs (see Table 4). In comparison to the She/He/It searches, only 5 out of the 24 auxiliary verbs in the manual examination process had *she*, *he*, or *it* as denominators. The most frequent auxiliary verb used as 3rd person zero was *have* (14 occurrences, all in the form of *have*) followed by *do* (10 occurrences, with 5 in the form of *don't* and 5 in the form of *do*, however 4 of the *do* forms were followed by the negation *not*).

6. Discussion

To summarize the main findings of this project, an absolute majority of the identified 3rd person verbs in the manual examination process, 727 out of 804 or 90.42%, were ‘correctly’ inflected by the 3PSM -s. This result is a stark contrast to Cogo & Dewey’s (2006) study, where only 165 out of their 276 identified 3rd person singular verbs (59.78%) were inflected by the 3PSM -s. This disparity could be explained in several ways. One explanation could be that the lower total number of identified 3rd person verbs in Cogo & Dewey’s (2006) study simply resulted in an incidental, context-based high number of 3rd person zero variants of the total, indicating a weak reliability of that study. Another explanation could be the contextual difference, of Cogo & Dewey’s (2006) material being collected mostly from informal speech-events, whereas the material used in this study is drawn from a corpus of formal academic written texts (elaborated further in section 6.4). Cogo & Dewey (2006) mention that their participants are all “[...] highly competent speakers of English, regarded here not as learners of English but as accomplished L2 users in their own right” (p. 63), an aspect that, while difficult to measure, should reflect a proficiency similar to that of the high upper-secondary English grades of the participants in this study. Finally, a last explanation could be that 3rd person zero use in ELF settings has grown immensely in popularity since the

material of this study was collected (1999-2001), until Cogo & Dewey's (2006) material was gathered in 2006.

In contrast to the above, a number that did stand out in the results of this study was the amount of participants that had at least 1 3rd person zero occurrence. In terms of the She/He/It searches, that number was 32 out of 213, or 15.02% and in the manual examination process, 34 out of 91, or 37.36%. While the majority of the total number of 3rd person singular verbs were 'correctly' inflected, then, a large number of the participants still struggled with consistency in their 3rd person use, in accordance with Breiteneder (2005), Cogo & Dewey (2006), Cogo & Dewey (2012), Sari et al. (2015) and Thagg Fisher (1985). This result can be seen as an indicator that the grammatical phenomenon of 3rd person verb inflection in English is far from consistently amalgamated, even by university students with an average grade of 4.18 / 4.31 from upper-secondary school, which in turn, as advocated by Cogo & Dewey (2006), hinders the constancy of the participants' English use.

6.1. The She/He/It Searches Vis-à-vis the Manual Examination Process

In comparison, the She/He/It searches were only able to identify 51 3rd person zero occurrences in a total of 662 texts, while in the manual examination process, 77 3rd person zero occurrences were found in a total of 91 texts. What this indicates is that 3rd person zero use becomes more frequent the less obvious the concord between the 3rd verb and its denominator is, either simply due to the complexity of the denominator, or that the syntactical distance between the denominator and the verb is large enough to cause confusion. In turn, this adds weight to the already heavy assumption that the 3rd person zero use found in this study is a consequence of a lack of knowledge or full attention of the participants, rather than an intentional choice, as promoted by Cogo & Dewey (2006) and Cogo & Dewey (2012). Furthermore, only 20.78%, or 16 of 77 verbs found in the manual examination process had

the denominator *she*, *he*, or *it*, something that can be seen as additional conformation for this phenomenon.

6.2. Implications of Main and Auxiliary Verb Use

In Cogo & Dewey's (2006) study, main verbs, to a much larger extent than auxiliary verbs (108 of the total 111 3rd person zero occurrences), were uninflected by the third person singular -s morpheme. Cogo & Dewey (2006) mean that the low amount of 3rd person zero auxiliary verbs found in their study can be explained by the fact that the 3PSM -s is more commonly used in ELF settings together with "[...] verbs that perform functions of tense and aspect [...]" (p. 83), while the 3rd person zero variant, then, is more commonly used together with semantic main verbs that serve a communicative function.

While the results of this study somewhat reflect this, where 93 of the total 128 3rd person zero occurrences were main verbs, the relative number of auxiliary verbs found in this study was still much higher. In both studies, the verb *be* was entirely excluded and regular auxiliary verbs as well as negations, such as *don't* and *haven't*, were both counted, and so neither of these two factors can be seen as explanations for the disparity. The main argument in Cogo & Dewey's (2006) study is that the 3rd person zero variant is being used intentionally by the participants to ease communication, a line of reasoning that the lack of 3rd person zero auxiliary verbs is supposed to strengthen. In the much larger amount of 3rd person zero auxiliary verbs found in this study, this line of reasoning cannot be replicated; instead, the 3rd person zero use seems to be more-so accidental than communicatively intentional, strengthened by the excerpts in sections 5.1.1 and 5.1.2.

6.3. Implications of Plural / Singular Confusion

As mentioned in the results section, a total of 105 occurrences of incorrect uses of the 3rd person singular verb form in cases where they should have been in the plural form (i.e. *they runs*) were found. Several texts present interesting examples that illustrate a potential

confusion of the singular and plural in the participants' 3rd person verb usage. In the first example, typical potential cases of potential plural / singular confusion are displayed: “[w]hat I don't like is the fact that the social service in many cases **don't** check [...]” (2071.a2) and “[n]obody [...] **don't** have [...]” (2071.a2). Here, a phenomenon that is representative for many 3rd person occurrences is well illustrated: the uncertainty of whether this is actually 3rd person zero use, or simply a confusion of the collective and indefinite pronouns “[...] the social service [and] [...] [n]obody” (2071.a2) as plural entities.

In another case (3040.a2), there is evidence for both pure 3rd person zero use and plural / singular confusion in the same text. Firstly, the former can be displayed in the following way, in an example where no potentially difficult collective or indefinite noun (the possibility) is present: “[n]o matter what country or religion, there always **have** to be the possibility to control your own life” (3040.a2). Secondly, the latter can be demonstrated as follows, in an example of the author clearly confusing the plural: “Abortions should of course never be considered as a contraceptive, but [they] **has** to be accepted to help out in certain situations” (3040. a2). While these examples provide no clarity in this question, they do highlight a recurring theme in the participants' 3rd person verb usage; an uncertainty of whether the verb's subject is a singular or plural entity.

6.4. Implications of Context

A definite factor in the results of this study that was difficult to measure was the impact of the context in which the participants produced their texts. First, all of the participants were studying an English course at one of the most prestigious universities in Sweden: Uppsala University. Second, the texts were generally encouraged to be written in a formal tone, especially the text ‘a2’ that was studied in the manual examination process. Third, these participants, much like most people in Sweden, were likely brought up with BrE or AmE as their standards, contexts wherein 3rd person zero use is regarded as an error.

Together, all of this will have greatly reduced the likeliness of the 3rd person zero variant being used; however, it is impossible to say by how much.

Another large contextual implication is that all of the examined texts were produced with the help of computerized word processors such as Microsoft Word. An inherent function of i.e. Microsoft Word is to assist with grammar and spelling by highlighting and correcting the more obvious instances, where for example, the 3PSM -s is omitted. An explanation of this could be related to the discussion in section 6.1, regarding the relatively low amount of occurrences found in direct contact with the archetypical 3rd person pronouns *she*, *he* and *it*. Inferably, this could be just because these were the types of occurrences that a word processor could assist in correcting.

6.5. Conclusions and Reflections

The purpose of this project going in was twofold. First, to provide a critical appraisal of the abstract concept of linguistic ‘correctness’ as an essential part of Skolverket’s (2012) syllabus for English at upper-secondary level in Sweden, by isolating and studying one particularly discussed grammatical phenomenon, namely the 3PSM -s. Second, to contribute to the on-going debate of whether emerging international variants or standards of English, such as ELF or Euro-English, could possibly absorb and contain set grammatical characteristics, such as the 3rd person zero variant.

In the theoretical background, neither ELF or Euro-English appeared to be currently plausible to define as individual standards of English, alongside e.g. BrE or AmE. However, while the former held true, such international variants were shown to be able to put into question the concept of linguistic correctness in the English language in a global context; what it is supposed to achieve, who it is for, and whether or not certain particular grammatical phenomena ease or hinder the core purpose of a global language, which is to enable wider communication. Moreover, in relation to this, several studies (see Mauranen (2006) and

Hultfors (1986)) showed that neither native or L2 speakers were generally bothered by or had difficulty understanding English that was not grammatically perfect; the perception of ‘erroneous’ use of the 3rd person singular subject-verb agreement being particularly lenient. Instead, ELF-speaker self-correction was found to be common, something that Mauranen (2006) saw as evidence for the need of grammatical accuracy being more-so about achieving mutual intelligibility than fluid communication.

The results of the manual examination process of this study showed that approximately one tenth (9.58%) of all 3rd person singular verbs used by the participants were uninflected by the 3PSM -s. Furthermore, a little more than one third (37.36%) of the participants left the -s morpheme out at least once. In respect to the context of this study, as discussed in section 6.4, these numbers would expectedly be higher in a less formal, non-computerized production setting. As for the question of whether or not the 3rd person zero variant can be seen as an inherent characteristic of ELF produced English, the answer in this particular study is no. Instead, the 3rd person zero use seems to be the consequence of two major aspects: a confusion of whether the subject in the subject-verb agreement is singular or plural, or due to a larger syntactic distance or complexity of the concord between the subject and the verb in a sentence.

In regards to the second research question of this study, certain inferences can be made. First, that in the manual examination process, 14 out of the 39 (35.9%) students that received the absolute highest grade (MVG or 5) in upper-secondary school, still struggled with consistently inflecting their 3rd person singular verbs ‘correctly’. Whether or not this means that their knowledge of how to use 3rd person singular verbs was incomplete, or that the 3rd person zero occurrences were there simply due to carelessness, is impossible to say for certain. However, the fact that such a large percentage of the total could get the highest grade despite this, could inferably be linked to the abstract term ‘correctness’ in the general Swedish

upper-secondary syllabus for English (which was the same phrasing in the syllabus used at the time, Lpf 94, as well). Second, as Thagg Fisher (1985) pointed out, the 3rd person zero variant is a norm-related error, applicable in a BrE or AmE context. Simultaneously, the general Swedish upper-secondary syllabus for English does not explicitly state a specific standard to use, something that can inferably be linked to the results of this study as well, of teachers not requiring the mastering of a BrE or AmE grammatical rule, such as the 3PSM -s, in their grading and assessing.

All in all, while the theoretical background of this study has brought to light the seemingly impossible task of establishing an emerging international or European form of English as a standalone variety to be used in official school systems, it has simultaneously been able to put into question the implicit assumption of BrE and AmE inherently holding that very position. In the general upper-secondary syllabus for English in Sweden, where the semantic, communicative aspects of English use are repeatedly highlighted as the most important ones, inconsistent use of the 3PSM -s seems to matter very little. Contrastively, to achieve mutual intelligibility in communication, L2 speakers of English seem to feel the need to self-correct in instances where they have made a grammatical error; an area in which inconsistent grammatical accuracy does become a personal issue. When connecting this discussion to the results of the manual examination process of this study, in which approximately 1 out of 10 verbs were found to be uninflected by the 3PSM -s, or one third of all participants struggled with amalgamated, consistent use of 3PSM -s, in terms of achieving a display of mutual intelligibility, this phenomenon is undeniably problematic.

The question that it all boils down to, then, is simultaneously a highly philosophical one as well as a practical one: would global communication in English benefit from, or be harmed by, an acceptance of grammatical phenomena such as the 3rd person zero variant? The question is philosophical in its duality, of either safe-guarding and preserving the language, or

welcoming the interchangeability and development of it. It is subsequently practical due to its scope, of such an acceptance needing to be generally and globally agreed upon, to have any effect at all. Naturally, a small research project such as this one could never answer this question on its own. What it can do, however, is to contribute with a tiny piece of the larger, intricate puzzle that is ELF research.

Finally, and conclusively, the results of this research project accentuate the importance of open communication between Swedish educators of English and their students. A communication that should involve the perception of English in a global context not as a static entity, but a dynamic one, as expressed by Jenkins et al. (2011) in section 2.2 of the theoretical background,

[...] developing an ELF perspective in pedagogy entails above all, at least for now, the generating of an understanding among learners and teachers of the inherent variability (even instability) of human language in general and English more specifically (p. 306)

In such a perception of English, the question of whether or not the 3rd person zero variant should be seen as an error or a feature of the language cannot be answered in a simple fashion. Instead, communication is advocated, in which the implications of using such a feature in contexts where it still impacts mutual intelligibility negatively is thoroughly discussed. While the results of the present study indicate the difficulty for teachers of simply allowing students to use a feature such as the 3rd person zero variant in educational contexts, a continuous critical and questioning perspective of such phenomena seems to be beneficial for everyone involved.

7. Limitations, Delimitations and Suggestions for Future Research

One of the most notable limitations when working with a pre-established corpus as a medium for collecting data, is that the project will inherently be directed by what type of

corpora are currently available. In the case of this project, with the aim to investigate how well Swedish people who had just completed upper-secondary school handled the 3PSM -, the best suitable existing corpus was the USE. The limitations of the USE corpus in particular have already been thoroughly discussed in the method as well as in the discussion section of the present study. The choice to use the USE corpus despite all of this, instead of collecting data manually, which could have theoretically been done by creating a new corpus, was a conscious choice of delimitation; to create a brand new corpus would be impossible in the space and time allocated for this project.

In order to conduct future research on the topic of the present study, then, a new corpus would preferably have to be produced. Ideally, this corpus would contain texts or informal speech produced by Swedish students who are currently in upper-secondary school or are studying their first-term at university, as in the present study. Comparisons with the results of this study could then be made, i.e. in terms of how informal speech would get more or less 3rd person zero variant hits compared to formally produced academic texts, or simply how use of the 3rd person zero variant has changed or developed over time.

Another limitation of this project, as already touched upon, was the allocated time. This resulted in a delimitation of what texts were manually examined, as explained in the method section. Ideally, the entire base of texts produced by first-term students that were present in the USE corpus would be manually gone through twice, and preferably by at least two different people. The reason for doing this would be to establish a larger amount of data and to ensure that 100% of all 3rd person zero occurrences were identified; two factors that would inevitably provide the project with even higher validity and reliability.

Another unexplored area to investigate in future research in relation to the present study would be Swedish upper-secondary teachers' attitudes toward implementing ELF or Euro-English as part of their pedagogy. More specifically, a future study could explore how

important it is for teachers to see their highest graded students master grammatical rules such as the 3PSM -s and finally, how they go about teaching such a rule.

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Table 1

Contextualized 3rd person zero main verb use found in the She/He/It searches

3rd person zero variant	Participant	Text	Grade
...however it also coast ...	0111	a2	mvg
...it coast money...	0111	a2	mvg
...we know that it exist rehabilitation...	0111	a2	mvg
...she consider him to be one of the...	0112	a4	vg
Some lines down she specify what behaviour she..	0112	a4	vg
...of the people she spite ...	0120	a4	vg
...she see her artist friend...	0120	a4	vg
She spite the people that...	0120	a4	vg
...it effect grown up as well...	0138	a3	3
Later she tell us...	0156	a4	3
...it encounter in our environment...	1014	a2	5
...how she look upon things...	1018	a4	mvg
...die if he want to...	1026	a2	mvg
...it always tend to be shorter...	1031	a1	vg
...give him what he want at the moment...	1036	a5	vg
...He/she later get children...	1058	a2	vg
...He also point out...	1062	a5	5
...it erase all class differences...	1062	a2	5
...I believe that he understand nothing...	1088	a5	vg
...it also give the parents...	1104	a3	3
...approach he/she think is necessary...	2047	a3	3
Then it depend on what...	2071	a1	3
...fact that he still miss ...	2072	a4	vg
...if he resist ...	2072	a4	vg
...when he defend the bullies...	2072	a4	vg
...where he get to feel...	2072	a4	vg
...first time he know that it...	2072	a4	vg
...that it exist some reasons...	3012	a2	vg
...because it taste better...	3068	a2	mvg
...people she know to ask...	4028	a4	vg
...she start calling...	4028	a4	vg
When she get a sweater from...	4028	a4	vg
...she rent a room...	4031	a4	vg
...by the way she defensivly react ...	5009	a4	mvg
...she discover her sexual nature	5009	a4	mvg
... and what she say ...	5009	a4	mvg
...looks like he have all the "phrenics and pathics...	0216	a4	3
...what she have to do...	0223	a4	4
...why do he have to live...	1026	a2	mvg
...sometimes it even have the opposite effect!	1056	a2	4

Table 2

Contextualized 3rd person zero auxiliary verb use found in the She/He/It searches

3rd person zero variant	Participant	Text	Grade
...that he don't belief...	0135	a2	3
...He just don't realize...	0177	a4	4
...he don't just submit...	0206	a4	vg
...that he really don't want...	1026	a2	mvg
...people he don't personally know...	1090	a3	4
...if it do not work...	2019	a2	4
...that she have ruined...	2056	a4	vg
...if he really don't want to...	3040	a2	mvg
...if she really don't want to...	3040	a2	mvg
...and it do rub off	4040	a2	vg
...and it do affect people...	5033	a3	vg

Table 3

Contextualized 3rd person zero main verb use found in the manual examination process

3rd person zero variant	Context	Participant	Grade
become	a third of the world's crop become	0104	mvg
show	research show that...	0104	mvg
strike	the first thing that strike me	0104	mvg
cost	of course it coast money	0111	mvg
cost	of course it coast money	0111	mvg
exist	it exist	0111	mvg
sit	a convicted felony ... sit a long time	0111	mvg
carry	the monarchy... carry	0121	vg
help	the company... help	0121	vg
represent	the monarchy... represent	0121	vg
think	person who think	0188	mvg
stay	a person... stay	0199	mvg
hold	tradition... hold the country	0206	vg
gown	experience... gown for	0209	3
have	stress that have to	0209	3
use	when society use	1018	mvg
distinguish	the law distinguish	1026	mvg
have	the doctor have to	1026	mvg
have	everybody have the right	1026	mvg
have	why do he have to	1026	mvg
own	who own the right	1026	mvg
promise	a person who promise	1026	mvg
report	a protocol that report	1026	mvg
want	if he want to	1026	mvg
want	who want to	1026	mvg
grow	when a person grow old	1055	vg
get	he/she later get children	1058	vg
restrain	it also... restrain them	1058	vg

Note: Table 3, part 1 of 2

3rd person zero variant	Context	Participant	Grade
cost	a packet of cigarettes cost	1094	vg
spend	a smoker spend	1094	vg
claim	the media, who claim	1099	9 (Finnish)
spend	a teacher spend	2019	4
know	a pre school kid... know	2049	vg
have	everyone have different opinions	2056	vg
feel	the teacher that feel happy	2057	4
prohibit	Sweden... prohibit	2065	g
get	the social service get to	2071	3
exist	it exist	3012	vg
buy	every country who buy gripen	3063	-
taste	it taste better	3068	mvg
impair	lack of sleep impair	4024	mvg
include	to read a book include	4040	vg
make	a book make you	4040	vg
radiate	a book radiate more	4040	vg
speak	evidence that speak for	4040	vg
think	the one who think	5004	vg
turn	the war... turn out	5004	vg
have	if she or he have disabilities	5007	g
need	medical illness that need	5007	g
suffer	if she or he... suffer	5007	g
limit	the... neutrality... limit him/her	5022	mvg
seem	there seem to be a	5026	mvg
keep	if one keep in mind	5030	mvg

Note: Table 3, part 2 of 2

Table 4*Contextualized 3rd person zero auxiliary verb use found in the manual examination process*

3rd person zero variant	Context	Participant	Grade
have	the question... have lately been	0111	mvg
have	it... have been	0113	vg
have	the expansion... have meant	0159	mvg
have	a child who have lost	0209	3
have	abortion... have been	1008	vg
have	if the doctor have consulted	1026	mvg
have	if he have said	1026	mvg
have	a person have told	1026	mvg
do	when a person don't want to	1026	mvg
do	that he ... don't want	1026	mvg
do	he really don't want to die	1026	mvg
do	if a child do not has	1058	vg
have	one of the... responses... have been	1081	mvg
do	to wear glasses... do not give	1103	mvg
do	if it do not work	2019	4
do	who really needs it and who don't	2071	3
do	Nobody... don't have	2071	3
do	the social service don't check	2071	3
have	the amount... have been	3063	-
have	South Africa... have already bought	3063	-
have	Austria have bought	3063	-
have	new material have been	3063	-
do	a world... do rub off	4040	vg
have	head of state... that have been	5030	mvg