

ABSTRACT

This study compared ways of expressing the relationships of cause, result, contrast and condition in Standard Jamaican English (SJE) and Jamaican Creole (JC), identified the SJE structures which a group of teachers-college students found difficult to produce and investigated the relationship between the reading comprehension of such structures on the one hand and their written production and certain non-linguistic variables on the other.

It was found that:

- a) three of the ten SJE test structures existed in the same form in JC, four did not exist and three existed with slight differences.
- b) subjects experienced difficulty in producing the seven SJE structures which deviated from JC practice
- c) generally, the comprehension and written production of the test structures correlated significantly although direct individual relationships only existed in the case of two structures.

- d) male subjects tended to perform slightly better than their female counterparts.
- e) the comprehension of the test structures varied significantly with subjects' Place of Upbringing and School Background, but not with other environmental factors.
- f) performance in comprehension did not differ significantly with subjects' general academic achievement although subjects with the lowest level of academic achievement consistently obtained the lowest scores.
- g) although the differences among Course Groups were not statistically significant, the Preliminary Group consistently scored the lowest, while the Diploma Group tended to perform slightly better than the Certificate Group.
- h) of the linguistic variables studied, Controlled Production explained most of the variance in scores on Comprehension, while of the non-linguistic variables Place of Birth, Grade in English and Socio-economic Status were the significant contributors.

From these findings several conclusions were drawn including:

1. In this sample the JC was a source of interference in learning the structures used to express the relationships tested. However, the close relationship between the lexis of JC and that of SJE made it easier for subjects to understand the test structures than to produce them.
2. Certain social and environmental factors seemed to be important influences on the types of students who chose to enter teachers' college, the types who were selected and their performance in comprehension.

A programme for teaching one of the relationships was recommended.