AN ANALYSIS OF MORPHOSYNTACTIC FEATURES OF CHINESE ENGLISH USING MULTICOMPETENCE THEORY

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AN ANALYSIS OF MORPHOSYNTACTIC FEATURES OF CHINESE ENGLISH USING MULTICOMPETENCE THEORY

ABSTRACT

In recent years, with the development of education and the continuous introduction of new curriculum reforms in China, the subject of English has occupied an increasingly important position in the education and instruction of colleges and universities. There are thousands of ethnic Chinese Students (CE) from very different backgrounds. The present paper explores a study of CS with a particular interest in morphosyntactic features. This dissertation also reviews recent literature on CE and its contribution to the Expanding Circle of English. The study focuses on the usage of English amongst postgraduate international students from China at the Universiti Malaya in Kuala Lumpur, Malaysia. The data are collected through face-to-face and audio-call unstructured interviews and regular communication using online messaging apps. During interviews, participants are asked undesigned questions. The data have been closely analysed to determine its morphosyntactic features and shed light on Vivian Cook's multicompetence theory. The reasons behind these features' formation are discussed from five aspects 1) teaching material and teaching method, 2) Teacher's competence, 3) the absence of systematic learning, 4) Education environment 5) First language interference, based on the analysis and discussion. Limitations and recommendations for future research are discussed. Pedagogy implications are given by the research findings.

Keywords: Chinese English, morphosyntactic features, linguistic multicompetence

ANALISIS CIRI MORFORSINTAKTIK BAHASA INGGERIS CHINA MENGGUNAKAN TEORI PELBAGAI KOMPENTENSI

Dalam beberapa tahun kebelakangan ini, dengan perkembangan pendidikan dan pengenalan berterusan pembaharuan kurikulum baharu di China, subjek Bahasa Inggeris telah menduduki kedudukan yang semakin penting dalam pendidikan dan pengajaran di kolej dan universiti. Terdapat beribu-ribu pelajar etnik Cina (CE) dari latar belakang yang sangat berbeza. Kertas kerja ini meneroka kajian CS dengan minat khusus dalam ciri morfosintaktik. Disertasi ini juga meninjau literatur terkini tentang CE dan sumbangannya kepada Expanding Circle of English. Kajian ini memberi tumpuan kepada penggunaan bahasa Inggeris dalam kalangan pelajar antarabangsa pasca siswazah dari China di Universiti Malaya di Kuala Lumpur, Malaysia. Data dikumpul melalui temu bual tidak berstruktur bersemuka dan panggilan audio serta komunikasi biasa menggunakan aplikasi pemesejan dalam talian. Semasa temu bual, peserta ditanya soalan yang tidak direka bentuk. Data telah dianalisis dengan teliti untuk menentukan ciri morfosintaktiknya dan menjelaskan teori multikompetensi Vivian Cook. Sebab di sebalik pembentukan ciri ini dibincangkan dari lima aspek 1) bahan pengajaran dan kaedah pengajaran, 2) Kecekapan guru, 3) ketiadaan pembelajaran sistematik, 4) Persekitaran pendidikan 5) Gangguan bahasa pertama, berdasarkan analisis dan perbincangan. Had dan cadangan untuk penyelidikan masa depan dibincangkan. Implikasi pedagogi diberikan oleh dapatan kajian.

Kata kunci: Bahasa Inggeris Cina, ciri morfosyntactic, kebolehan berbilang bahasa.

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For examples:

L1   :   First language

L2   :   Second language

CS   :   Chinese students

CE   :   Chinese English

         :

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CHAPTER 1: INTRODUCTION

1.1   Introduction

China, one of the world's biggest population countries, sends millions of Chinese students to study overseas each year. Sure, Chinese students (CS) feel inferior in and out of class because their Chinese English (CE) is no longer a new topic Nuske (2018). Knowing CE features helps students correctly understand the existence of Chinese English (CE) and reduce their inferiority complex. This chapter discusses the problem statement by stating the significance of this study and identifying the gap in the study. The research purpose and questions are then introduced, and contextual information is given, such as the higher education in China and why Malaysia is chosen as one of the ideal spots for an overseas study journey. The limitations of this study are addressed at the end of this chapter.

1.2   Background of the study

Unlike Malaysia, China is a monolingual country since ordinary people have few opportunities to use English in their daily lives and workplaces. English is not taught and used as a second language but is learned as a foreign language in China. Few people use English daily except those who work in international or foreign-based corporations. It is an unassailable truth that Chinese L2 learners spend an unexpectedly long time in English learning. From grade 3 in primary school until university graduation. CSs usually have 13 years of English learning journey. CS who struggle to learn English and PhDs at the Universiti of Malaya may have some sense in common; they both have poor impressions of themselves concerning English.

Nowadays, the advertisement for speaking perfect English is ubiquitous in China. For decades, Chinese L2 learners of English have been instilled with the notion of perfect English, standard English, and native-like English. With the progress and the trend of

internationalization as the world's largest universal language, learning English from a young age (from the age of three) has become a rigid need and an irresistible trend. As a result, the segment of English education is more refined than the automotive market. Chinese parents pay for their children's English learning from their early childhood. For-profit English teaching institutions are selling this idea to make money, regardless of whether Chinese (Mandarin) is the first language of CE learners.

In China, for decades, especially the past ten years, English teaching has become an incomparable, massive, profitable, fast-money market for those stakeholders. CE learners are kept instilled in 'Perfect English', called standard English, one of the best-selling ideas from those for-profit English teaching individuals, companies, and institutions. With their incessant intentional negligence of the reality that Chinese is the first language, the vast number of CE learners is regarded as an unpredictable potentiality. It has driven those stakeholders to promote the notion of standard English regardless of the unique language background of CE users. However, CE users share certain linguistic features that are inevitable due to the interference of L1. Therefore, using Vivian Cook's framework to categorize the CE elements into the four scenarios he mentioned in his papers gives a clearer picture of these features. Thus, CE can be explained as a natural phenomenon or existence because it is nearly impossible for Chinese L2 users to erase Chinese concepts in their minds or brains. Hence, their English has interfered with CE morpho-syntactically, phonologically, and in other linguistic aspects.

1.3   Problem statement

This descriptive language research has been launched because the researcher noticed those Ph.D. peers feel inferior when they need help using English fluently and efficiently in academic communication. They did not realize that English is only a communication tool but nothing else. It cannot be denied that a Ph.D. is an essential requirement to

command English to a certain degree, but not all of them are English majors. Some Chinese international students need to be made aware of the existence of Chinese English.

In the context of rapid economic development, cultivating talents is always an important part of social construction, so it is essential to strengthening college and university education. Hence, due to various reasons, numerous CS are going overseas to study. Some of them might need to improve in English, and this causes them to struggle and have a poor impression of themselves concerning the English language.

English language proficiency is one of the essential requirements for studying abroad. Recognized English scores such as IELTS and TOEFL are needed for university application and academic performance. It serves as a lingua-franca in students' day-to-day life (Sawir, Marginson et al. 2012). Many Chinese international students with poor English proficiencies have experienced difficulties inside and outside the classroom during their overseas study. Challenges regarding the language barrier remain even though the vast majority of them spent a substantial amount of money learning English in China and overseas. However, the problem is that the English classes they attended in China are mostly examination-oriented and impractical for daily life communication purposes.

China keeps being the most significant international student output country. Hence, this unsolved language barrier for Chinese international students has been highlighted by many scholars in their studies and papers. Sherry, Thomas et al. (2009), Zhang and Mi (2010) stated that language barriers influence international students' academic progress and sometimes lead to cultural misunderstanding. For the abovementioned current issues that international students are facing, for the time being, knowing Chinese language features helps international CS avoid these inevitable mistakes, or to a certain degree,

lessen their frustration in English communication, and save their precious time and money from tedious language classes.

Furthermore, from a new perspective on morphosyntactic features, an explanation is given regarding how languages are combined in a brain as a multi-competence. To my knowledge, no researcher has explained CE features based on Vivian cook's theory. Categorizing these features with Vivian Cook's (Cook 1992) first concept scenario and fourth concept scenario in his multi-competence theory also helps students understand themselves better. The research results also have pedagogical methods for English teachers since it provides clues that teachers could emphasize to help advance CS' conversational skills. Therefore, teachers and coaches would assist Chinese international students to be more prepared for their abroad study.

1.4   Research purpose

Many international students, especially from China, are pursuing their doctoral degrees at the Universiti Malaya. Most of these Ph.D. students are teachers and lecturers in Chinese universities. They will return to China and resume their work at the same university after attending their doctoral course at Universiti Malaya. Therefore, these Ph.D. students represent a level of spoken English in China and thus show the benchmark of teachers in Chinese higher education institutions. A substantial number of studies have been done regarding features of Chinese English, such as syntactic features, phonological features, pragmatics features, and more. Previous studies are about the characteristics of Chinese English provided by people who live in China. Limited articles used data collected from the Chinese international student population, although it is a vast number. From this regard, this paper focuses on these doctorate postgraduate students at the Universiti Malaya as the target group to study English spoken by them.

There are conspicuous linguistic features of CE that belong to CE speakers only, and it is not shared by English speakers and speakers of other languages. However, no researcher has used Vivian Cook's four scenarios to measure the language property of Chinese L2 users of English. This research focuses on revealing the morphosyntactic features based on the Bassetti and Cook (2011) first and fourth scenarios of linguistic multi-competence among advanced degree candidates at the Universiti Malaya, which is a gap in the literature.

1.5   Research question

Chinese international students' discourse has remained unveiled to scholars, especially in the morphosyntactic aspect. To attain the research objectives, two research questions are set for this paper:

1. What are the morphosyntactic features of English spoken by Chinese postgraduate students at Universiti Malaya?

2. How do they fit into Vivian Cook's first and fourth scenarios of linguistic multi-competence?

To answer the first research question, interview transcription and online conversation data are used as data and analyzed thoroughly.

The second research question is based on the answer to the first research question. After the morphosyntactic features are addressed for the first research question, they will be categorized into the first and fourth scenarios of Vivian Cook's four scenarios (see section 2.6). B15ased on these results, last but not least, five possible reasons behind the formation of these features will be discussed based on the findings in the discussion chapter.

1.6 Contextual Information

The Chinese Ministry of Education report shows that China's international student studying abroad is growing. It was international students' most significant student output in 2017 (2018,March 30). It is a phenomenon that students from countries like Japan and Korea, which are expanding circle countries, prefer to study the English language in outer-circle countries like Singapore and South Africa (Coetzee-Van Rooy 2008, Kobayashi 2011). English has been spoken as a secondary language in South Asian countries because of British colonization.

1.6.1 Higher Education in China

The higher education institutions in China pay tremendous attention to their employees' publication index. China prefers Ph. D.s with overseas study experience.

The language field involves the level of intercultural communicative competence. Traveling to other countries is no longer something rare or worth admiring, as the world is becoming borderless and more transparent, and languages are also becoming borderless. People do not like to care about grammar, accent, or pronunciation if the meaning can be understood. Therefore, English teaching in colleges and universities must also pay attention to educational reforms. Society's demand for talent is constantly improving, and cross-cultural teaching of English in colleges and universities is inevitable. It is necessary to analyze the current education situation and adopt effective teaching strategies to improve English teaching quality and promote talent cultivation. 1.5.2 English teaching background in China.

From 1949 to the mid-1960s, due to the close relationship with the Soviet Union, the Chinese Mainland mainly used Russian as their first foreign language. Since the mid-1960s, English was chosen as the first foreign language. In 1978, especially after 1983, English (foreign language) was treated equally with other subjects in the college and

university entrance examinations. After the reform and opening, China has become more and more closely connected with the world. As a tool to communicate with the world, English has gradually been recognized and accepted by people and has begun to spread throughout the country. Almost all colleges and universities offer English courses as a guide. Chinese middle school courses, especially junior middle school education, basically take English as a compulsory course of foreign language teaching courses, and more than 90% of senior high school courses take English as a compulsory course. Except for English majors, in full-time ordinary universities, English is generally taken as a compulsory course, and other foreign languages are taken as optional courses.

The development of English learning in China for many years has made many CS suffer from the torture of English courses. Earlier, many people questioned whether the domestic English curriculum conforms to the learning style of contemporary students. It should be clear that domestic English education has always been a failure, which is a naked reality. Because of the national conditions and international relations, the problems left over by history are the main reasons, and the English curriculum is not designed for everyone but for a small number of the more intelligent and savvy learners. It is used for exam-oriented education to screen talents. English is one of the important issues that cannot be ignored in China's education field.

History has given us a good lesson, which has made us lack opportunities to communicate with foreign countries since the Qing Dynasty, leading to the backwardness of the whole country. From the early days of reform and opening, the country tried sending talented people abroad to learn the technical thinking of hope to cultivate talent resources. At that time, English had already occupied the dominant position in the world's communication language. We are very clear about this fact, so the talents needed for research must have the blessing of English to become better research talents and exchange

talents in various fields. Domestic resources were scarce at that time, and people who knew English were even rarer and more valuable. Naturally, in the case of scarce resources, ensuring the effectiveness of English learning was impossible. Memorizing words, learning grammar, speaking in English, and communicating became the biggest obstacles for student

1.6.2 Why Malaysia?

As Malaysia is one of the outer English-speaking countries, English has been used as a teaching medium in most higher education institutions in Malaysia until now. South Asia is a melting pot of culture and language. Malaysian Chinese ethnicity has the second largest population in Malaysia, born in a multi-lingual environment. Since Mandarin is the mother tongue for some Malaysian Chinese, their English should also share some features of China English to a certain degree. However, it is an entirely different story in China. An increasing number of university teachers in mainland China choose Malaysia to advance their studies because an overseas doctorate from a reputed higher institution helps them be promoted faster than their peers who hold Ph.D. from ordinary universities in China.

Shuai and Lang (2017) studied why international students choose Malaysia as their overseas studying destination. 65 international students from China participated in the survey. Students from China occupy 35.5% of the total number of international students. Overall, the Cost of tuition/fees, the academic reputation of the institution, a competitive program in comparison to those of other countries, lifestyle and culture, and a safe place to live are the top five reasons listed in their paper.

There is no shortage of advantages to studying in Malaysia. Malaysia is a low-cost, friendly living environment for many families who intend to arrange for their children to study abroad. Still, they fear they cannot afford the tuition and miscellaneous fees.

However, Malaysia belongs to the type with one of the lowest costs in all countries studying abroad. The expenses for studying abroad are two parts: tuition and living expenses. Malaysian universities are very friendly in this regard compared to the high cost of studying abroad in American and European countries in America and the UK. Malaysia's living consumption level is relatively low compared with that of developed countries in Europe and the United States. It is very suitable for students who want to study abroad at a lower price. In other words, the low consumption level which very suitable for working-class children.

Furthermore, the English environment for studying in Malaysia is good: the language environment can help students quickly master English conversation and listening ability and enhance English communication ability. The social environment is harmonious as well. Malaysia is a country with a high economic level and stable social development. Moreover, Good language environment. Malaysia is where immigrants from all ethnic groups and countries live together. English and Malay are popular in the country. Many people also speak Chinese and other languages of Southeast Asian countries. In this environment, it is very helpful for foreign students to learn the language. In particular, English is widely used in Malaysia, and many schools also teach in English. Many well-known universities in Malaysia are world-class institutions of higher learning like Universi Malaya, and the dual and triple courses offered by some other schools have also been widely recognized by the world.

Moreover, Malaysia also has a good environment for studying abroad: economically developed and politically stable. China-Malaysia relations are very friendly, and Malaysia has good public security with its beautiful scenery and beautiful environment, famous tourist attractions such as Langkawi, Rehang Island, Kuala Lumpur Twin Towers, the ancient city of Malacca, Genting Plateau, Cameron Plateau, etc. It is close to China,

and the eastern and western cultures converge, enabling students to adapt to the environment more quickly. The climate is pleasant, with an average annual temperature of 28 ° C-30 ° C. The climate is hot all year round, with seasonal rainy seasons. (Bin Basri 2015) mentioned the multicultural benefits and challenges for international students during their study in Malaysia.

1.7   Limitations

The limitation of this study would be that all the participants are Chinese PH.D. Graduate students from the Universiti Malaya in Kuala Lumpur, Malaysia, located in Southeast Asia. They were all born during1980s which means they started learning English in their junior high school at 14 years old.

CHAPTER 2: LITERATURE REVIEW

2.1   Introduction

Literature reviews help researchers understand their research topic's historical and current context. In this chapter, the previous studies of Chinese English features are stated. China English and Chinese English are discussed by scholars. There is a section on the morphosyntactic feature of Chinese English. Related terms such as tense and aspect in Mandarin, which help understand Chinese English's features, are also covered, together with other features of Chinese English. These prior studies and existing literature help the current study identify the gap. Examining prior literature and studies helps me identify gaps in knowledge where further research is needed. It also helps formulate relevant research objectives and research questions that contribute to the field. Furthermore, the well-informed literature review shows that the researcher is familiar with the field and has conducted a thorough investigation. In this regard, the literature review also enhances the credibility of the current study.

Furthermore, theoretical frameworks provided a conceptual structure for understanding data analysis. Literature allows researchers to draw upon or integrate these theories into their research. The four-scenario of two languages in one mind from (Bassetti and Cook 2011) is used as the theoretical framework for this study. The first and fourth scenarios are explained explicitly because they will be used in the data analysis. This theory provides the conceptual framework that will guide the second research question. Also, the critique of the theoretical theory is discussed at the end of this chapter.

2.2   China English and Chinese English

English spoken by Chinese international students is known as China English and Chinese English. As it is a strain of English, China English can be easily distinguished

from other varieties due to its typical pronunciation accent, intonation, word time lengths, sentence structure, and unique running fluency. English learners from Mainland China speak an evolving strain of Chinese English. Chinglish, China English, and CE are three different definitions. People tend to confuse them due to their high similarities. Eaves (2011) argued that the term China English is developing towards a new strain of English rather than an interlanguage Chinese learners speak, which she termed Chinese English, also called Chinglish. China is the biggest expanding circle country. China English is a new strain of English that follows the standard English but simultaneously holds on to Chinese cultural identity, history, and way of thinking (Zhang 2008, Zhang 2009). Chinese learners use it to communicate with native and non-native English speakers. It can be understood by people who speak other varieties of English even though it contains Chinese historical and cultural elements (Yun and Jia 2003, Bolton and Graddol 2012, Yun 2013).

2.3   Morphosyntactic Features of Chinese English

The following mentioned scholars and researchers reveal more morphosyntactic features of Chinese English. Liu, Xu et al. (2017) explore how adverbials (words or phrases that modify verbs, adjectives, or other adverbs by providing information about time, place, manner, etc.) and attributives (modifiers that describe nouns) are used differently in Chinese and English, and how these differences manifest when speakers switch between the two languages. Wang and Liu (2013) studied the syntactic variations in Chinese-English code-switching. They found that different dependency directions cause the word-order variation. All these research used qualitative methodology and revealed certain syntactic features of chinese language.

2.4   Other Features of Chinese English

China has its salient syntax features because it has so many idioms, and these idioms cannot follow English syntax. China English shares specific characteristics with Mandarin in syntax, such as in the active voice in English subject comes before predicate which is the same as in Mandarin. Other features such as syntactic, lexis, and discourse pragmatics, are also discussed in some articles. Previous studies of China English focus on grammatical features such as plurality, tense, and aspect.

China English has been nativized with major features similar to its source and other varieties, yet it is still developing to be used in the professional field (He 2017, Ma and Xu 2017). In his paper, Field Xu (2008) mentioned that one grammatical feature of China English is the adjacent default tense. By analysing transcription data from interviewing undergraduate and postgraduate students from a university in Beijing, he found that the informants may develop a new adjacent tense. Yao (2015) found that college students tend to make mistakes in plurality more frequently in speaking than in writing by comparing the informants' group speaking and writing tasks. Some features of plurality errors have also been drawn out in his research.

Nowadays, CE is a new variety accepted by Chinese learners. With time their perspectives changed, and they no longer insisted on learning about native speakers' pronunciation Fields, (He and Zhang 2010). China English possesses its unique phonological features. Chinese Pinyin mainly influences the China English pronunciation. Qian (2011) stated that the discovered phonological features do not represent all CE learners, as China has numerous dialects. Some CE learners' pronunciations are also influenced by their respective dialects. Other outstanding features are also discussed considerably by scholars from the mainland China (Yang and Dai 2011, Ai and You 2015, Wang, Ouyang et al. 2017).

2.5   Tense and Aspect in Mandarin

Mandarin Chinese tenses and aspects have drawn research attention in the last decade with the increasing popularity of Mandarin worldwide. Klein, Li et al. (2000) discussed the aspect used in Mandarin Chinese by discussing some aspectual particles such as *zhe, guo, le, zai etc.* Characterizing these particles has been a challenge in this field for decades. There are plenty of examples for different functions of Mandarin Chinese aspect markers compared to their respective English sentences, followed by explanations. Liu, Liu et al. (2011) discussed the Chinese tense from a language acquisition perspective using an iterative learning framework to improve learning as automatic generative work also contains tense. However, errors still happen even when using the Chinese-English parallel corpora automatic mechanism to generate reference tense for the Chinese verbs due to imperfect Chinese word segmentation. Furthermore, there is no adjective and adverb difference shown by word form. Tense and aspects are crucial to understanding of Chinese English features.

2.6   Theoretical framework

Cook (1992) defined the term '*multi-competence*' as introduced to describe 'the compound state of a mind with two grammars', contrasted with '*mono-competence*', the state of the mind with only one, evidence for multicompetence was also listed in the same paper. The main topic of multilingual competence research is to explore the relationship between two languages in the same brain. The research on natural acquisition order in early second language acquisition asserts that the relationship between second language and first language is separate, and the development of interlanguage has little to do with first language. However, Cook and other scholars believe that the two extremes of complete separation and integration between the first language and the second language are impossible. The relationship between the first language and the second language in the brain is an integration continuum. This kind of relationship refers to the

interconnectedness of different degrees and the interrelation of different language knowledge. For example, the syncretic continuum relationship may not be applicable to the whole language system. The first and second language words of bilinguals may be syncretized, but the pronunciation may be separated. This integrated and continuous relationship does not affect all people in the same way. It may vary from person to person, from time to time, and from stage to stage of second language development.

Then Bassetti and Cook (2011) google the word lunch in English and Italian. The concept labeled by the English word *lunch* then seems to refer to sandwiches and crisps, whereas the Italian word *pranzo* refers to a pasta dish and a main course such as fish or meat. Here the author mentioned that there is a new lunch term that L2 users have created for themselves that does not lie in-between the concepts in their two languages but is something of its own. It is not so heavy as English lunch or awful as Italian lunch but rather something new.

Bassetti and Cook (2011) have mentioned the four possible scenarios and explained them using four illustrated pictures. The four scenarios are 1) *The one-concept scenario*, 2) *The double-concepts scenario* 3) *The one-integrated-concept scenario*, and 4) *The original-concept scenario.*

'i) *The one-concept scenario. People do not think differently when they learn another language; the same concept is used across languages regardless of which they are speaking: the original, L1-related concept is used in both languages.*

ii) *The double-concepts scenario. L2 users switch concept according to the language they are speaking, using L1-related concepts when speaking the first language L2- related concepts when using the second. Their minds hold two sets of concepts, which come into play when required.*

iii) The one-integrated-concept scenario. Here the speakers adopt a single concept that integrates the L1-related concept and the L2-related concepts. Their thinking differs from monolingual native speakers of both languages.

iv) The original-concept scenario. The final logical possibility is that L2 users devise a new concept that is not so much intermediate between the L1-related and L2 concepts as something different.'

Figure 2.1: Concepts in L2 users

These four scenarios represent different outcomes of the relationship between L1 and L2 concepts. In the first scenario, the L2 concepts do not affect the user. In the second scenario, the user switches between L1 and L2 concepts. In the third scenario, the L1 and L2 concepts are merged, making it impossible for the L2 user to think like an L1 user regardless of the language used. All of these scenarios can be explained in terms of the relationship between the existing concepts in the mind, such as transferring, losing, and switching between concepts.

The four scenarios were first introduced in cognitive linguistics. Athanasopoulos (2009) and Athanasopoulos, Damjanovic et al. (2011) studied the cognitive representation of colour in bilinguals: The case of Greek blues and the case of Japanese blues. The result

for the Japanese research showed that English monolinguals tested with the identical stimuli did not show categorical perception under any condition. Japanese–English bilinguals displayed a cognitive pattern that was "in-between" the two monolingual groups, suggesting that knowledge of two languages with contrasting ways of parsing reality has profound consequences for cognition.

According to The one-concept scenario, people do not think differently when they learn another language; the same concept is used across languages regardless of which they are speaking: the original, L1-related concept is used in both languages. So a Greek person who has learnt English will still think of two colours equivalent to *ble* and *ghalazio* even when using the English word blue.

The fourth scenario, however, is different. It involves creating something that cannot be predicted from the relationship between L1 and L2. Something new has come into being, and this is an interesting problem for SLA research. We need to describe things that cannot be anticipated from the given, such as cases where 2+2=5. Measuring the L2 by the L1 of monolinguals gives an unfair result. Accounting for the joined L1 and L2 of the L2 user in terms of the combined L1 and L2 is also inadequate, as the unique constructs of the L2 user elude an analysis built only on the L1 and L2. Comparison is not enough.

Furthermore, Multi-competence (Cook and Wei 2016) concept prevailed in the linguistic area. Vivian Cook and Li Wei are experts in second language acquisition and the cognitive domain. Their discussions of bilingual and multilingualism argue that bilingualism results from language contact, which means two or more languages exist in the same brain. No two bilinguals use their languages precisely the same way all the time. The state of multicompetence, called bilingual or multilingual, is sensitive o birth order, gender, family structure, community structure, education, and many other aspects.

Yamaguchi (2020) showed in her research that meaning-carrying non-native forms regularly co-occur with their native counterparts and argues that expressivity belongs to the fourth stage of multi-competence. She also discussed implications of the study's findings for English language teaching in Japan, where educators have begun earnestly considering a pluralistic approach to the English language. However, there are no Chinese scholars who used Vivian Cook's first and fourth scenarios to categorize Chinese English speakers' English.   This study will particularly focus on the scenario 1 and 4 in data analysis to fill the gap.

2.7   Critiques of the theoretical framework

There are constant criticisms regarding Vivian Cook's multi-competence. Franceschini (2011) concluded that the main criticisms are of two kinds. The first pertains to the lack of social embodiment. Most studies of Vivian Cook's multilinguistic theory have only been carried out in a limited number of areas like Japan and French. One has to bear in mind that multicompetence was first born out of a psycholinguistic and more generativist perspective; with some enlargements in the course of its development, the traces of the mentalist view are still there. The second criticism is more fundamental and is convincingly exposed in Hall, Cheng et al. (2006). The position can be subsumed under the heading of "radical usage-based positions". He also mentioned the three assumptions in Cook's multicompetence, *(1) a view of L1 and L2 language knowledge as distinct systems; (2) the presumption of a qualitative distinction between multicompetence and monocompetence; and (3) the assumption of homo- geneity of language knowledge across speakers and contexts. He stated that the intent in his article is to redress these theoretical inadequacies by making a case for a usage-based view of multicompetence.* He stated that behind these assumptions, the monolingual speaker nevertheless reappears and is used, even involuntarily, as a valuable yardstick. He also elaborated on this point and argued that it is difficult to draw a clear distinction between multi competence and

monocompetence. Franceschini (2011) also stated that monolingual can be as dynamic and variable in his or her use of a language and can be in this theoretical sense also multicompetent in his or her own language, as a multilingual is. The two are just exploiting the inherent characteristic of language (variability) on the wider or smaller scale of languages they can use. Additionally, dynamism is not a characteristic inherent only in multilingualism - not only multilingual use is flexible and variable.

(Jordan 2022) posted his critique of Li Wei's paper, the cowriter of the book 'the Cambridge handbook of linguistic multicompetence' by Cook and Wei (2016). Wei (2018) explains that he's primarily concerned with the language practices of multilingual language users, and goes on to give samples of conversations between multilingual speakers. The analysis of the transcripts is perfunctory and provides little support for the assertion that the speakers are not "mixing languages", but rather using "New Chinglish" (Li 2016a), which includes ordinary English utterances are being re-appropriated with entirely different meanings for communication between Chinese users of English and creations of words and expressions that adhere broadly to the morphological rules of English but with Chinese twists and meanings. Jordan (2022) argued that examples in Wei (2018) article are intended to challenge the "myth of a pure form of a language" and to argue that talking about people having different languages must be replaced by an understanding of a more complex interweaving of languages and language varieties, where boundaries between languages and concepts such as native, foreign, indigenous, minority languages are "constantly reassessed and challenged". These continuous critiques of Vivian Cook's multicompetence theory prove that this theory is still being used by researchers, scholars, and linguists in their research.

CHAPTER 3: METHODOLOGY

3.1   Introduction

The methodology chapter is a critical aspect of any research study, and it presents an overview of the research methods utilized in the study. The chapter begins with an outline of the chosen research design and its rationale. The researcher then explains the study's participants, providing information on the criteria for selection, demographic data, and interview methods used. The selection criteria are crucial as they define the participants and help readers understand the scope of the study. A clear explanation of the research design is essential as it helps readers understand the framework used to analyze the data. The chapter further discusses the data collection instrument used in the study, including how it was developed and validated. The procedures implemented to conduct the research are also described, including how the data was collected and recorded. Lastly, the chapter addresses ethical considerations followed during the research process, such as informed consent, confidentiality, and data protection. Ethical considerations are vital in ensuring that the research is conducted responsibly and is trustworthy, and they also help protect the participants' rights. Overall, the methodology chapter provides a comprehensive understanding of the research methods used in the study and helps to establish the study's credibility and reliability.

3.2   Research Design

The research study employs a qualitative design that focuses on obtaining data through open-ended and conversational communication, which utilizes semi-structured individual interviews, as approach for data collection. The study also draws on Vivian's multi-competence field theory (Bassetti and Cook 2011) as the theoretical framework. The main objective of using this methodology is to provide in-depth answers to the research question one, and then categories all the features found in research question one to answer research question two.

A diverse sample of participants in age, occupation status, and geographic location was recruited. A total of 14 participants were interviewed to ensure that enough data were collected to answer the research questions while still being able to conduct a thorough analysis of the data. There are only 14 participants, and the sampling group seems less large than in other research studies.

An unstructured interview is a type of interview where the interviewer does not have a set list of questions to ask the participants. Instead, the interviewer asks open-ended questions and follows up with additional questions based on the candidate's responses. Also, depending on the candidate's faculty background, the interviewer may change the question and wording of questions to make the interview flow smoothly.

This method allows flexibility in adjusting the interview process based on the interviewees' responses. The researcher can clarify questions that are not well understood or misunderstood during the interview, ensuring the reliability of the study's methodology. However, scheduling interviews with busy Ph.D. students can be challenging, and the data analysis process can be time-consuming due to the complexity of analysing human language. Furthermore, since the researcher is responsible for selecting and interpreting the data, there is a risk of bias, potentially impacting the study's validity. Since all the participants are selected from the same university. Participants cannot be said are randomly selected, which can lead to a biased sample. Those who are more accessible or willing to participate may not reflect the characteristics of all Chinese English speakers' features.

Due to the global coronavirus outbreak, some participants could not physically attend the data collection process, resulting in their recordings being collected via voice calls. Some participants from China could not return to Malaysia due to the high cost of air travel and potential health risks. As a result, the research design has some limitations.

3.3   Research Setting

The research is carried out at University Malaya, which is a top university QS ranking 70 in the world. This research took time from September 2018 until April 2023, which is considered longer than expected because the pandemic brought the researcher too much pressure and some other personal reasons. Also, some participants returned to China during the research and failed to return to Malaysia due to Covid restrictions. This brought research difficulties in data collection.

3.4   Participants

The study chose PhD students from different faculties of this university to collect the appropriate data to fulfill the research questions. The restrictions of choosing participants are their age (aged 30-40) and IELTS score (5.5 above) to enhance the accuracy of the research result. The population of participants was firstly decided to 20 informants, owing to the Covid constraints that many Chinese students decided to return to China and the school campus also shutdown following the Covid prevention SOP. After transcribing all the recording, the researcher found that the 14 participants have provided considerate data for analysis.

The study included 14 participants who were all teachers or lecturers at various colleges and universities in Mainland China before pursuing their Ph.D. currently studying at Universiti Malaya. The participants, consisting of five males and nine females, were aged between 30 and 40. They began learning English at the age of 14, following the national English curriculum for the 1980s generation in China.

At Universiti Malaya, all applicants need to obtain at least band 5.0 in order to reach the prerequisite of the Ph.D. program. In this research all the participants are required to have an IELTS band score of at least 5.5 to ensure that they have adequate English language proficiency for academic and daily life communication purposes. This also

Participant code	Place of Origin	Regiolect (Regional dialect)	Age	Year of commencing learning English	Major in UM	Time in Malaysia	Other overseas studies Experience	IELTS result
M1	Henan	Yu	36	Since 14	Sport Science	1.5 years	None	5.5
M2	Jiangxi	Gan	35	Since 14	Educational Leadership	1 year	None	5.5 (obtained after recording)
M3	Hebei	Ji	34	Since 14	Educational Leadership	6 months	Emirates (3 years)	5.5
M4	Guangdong	Yue (Cantonese)	30	Since 14	History	5 years	Japan (5 years)	5.5
M5	Guizhou	Southeast	32	Since 14	Engineering	2 years	None	5.5
F1	Fujian	Min (Hokkien)	31	Since 14	Linguistics	2 years	None	6.0
F2	Henan	Yu	30	Since 14	Linguistics	1.5 years	None	6.5
F3	Inner Mongolia	Mandarin	29	Since 14	Linguistics	3 years	None	6.5
F4	Hebei	Mandarin	31	Since 14	Educational Psychology	2 years	Thailand (1 year)	5.5
F5	Sichuan	Southwest	34	Since 14	English Literature	2 years	None	5.5
F6	Sichuan	Southwest	29	Since 14	Business Administration	2 years	None	6.0
F7	Henan	Yu	30	Since 14	Music	1 year	None	5.5
F8	Sichuan	Chuan	29	Since 14	Economics	1.5 years	None	5.5
F9	Hebei	Ji	32	Since 14	English literature	2.5 years	None	7.0

Figure 3.1 Details of 14 Participants in Recording

secures the data because all the participants have relatively meeting requirement English proficiency. This study highlights the importance of English language proficiency in academic settings, particularly in Ph.D. programs where students are required to communicate effectively with peers and instructors. It also sheds light on the educational background and demographics of the participants, providing insights into the representation of Chinese educators pursuing higher education in foreign institutions.

The study was conducted by a master's student at Universiti Malaya, and the participants were all Ph.D. students from the same campus. Due to the independent nature of their thesis work, Ph.D. students were selected for convenience purposes, in contrast to undergraduate students who attend regular classes. However, some of the Ph.D. participants also had to balance their studies and work simultaneously. As it was not feasible to find all the Ph.D. participants from one faculty at the same time, the researcher had to seek consent from Ph.D. students from various faculties. Unfortunately, some students declined to participate due to their workload or shyness in speaking English. Ultimately, it took over three months to interview all the participants with the help of a network of friends.

After selecting the interview data, some new participants were needed since the data was not enough for analysis purposes. Therefore, some interviews were done online because of the pandemic that outbreak at the end of 2019.

Out of the 14 informants, only one, M2, works as administrative staff at a university, while the rest are teachers in colleges and universities, with F1 and F2 specifically teaching English. M3 spent three months in the Emirates before enrolling at Universiti Malaya, while M4 and F4 lived in Japan for five years and Thailand for one year, respectively.

3.5   Why PhDs?

As the people or groups who are involved in the study can have a significant impact on the research process and the findings of the study. The researcher carefully considers the research setting and decides how to select or manipulate it to ensure that it is appropriate for the research question and methodology. Focusing on PhD students improves the quality of higher education and enhances global competitiveness. Initiatives like Project 211(Figures 21 and 1 within the name 211 are from the abbreviation of the 21st century and approximately 100 universities, respectively. China now has more than 2,000 standard institutions of higher education, and about 6 percent of them are 211 Project institutions.); Project 985 (The number 985 has a special meaning in China. It originally referred to a project for building a world-class higher education system. It later became the shorthand expression for the nation's elite universities.), and China's double first-class university strategy has been implemented in China to develop world-class universities. As a result, Chinese universities are revising their faculty performance evaluation and promotion criteria, with a greater emphasis on research output (Dai, Ju et al. 2021).

3.6   Research Instrumentation

Research instrumentation is an essential component of the research process. Research instrumentation refers to the tools, techniques, and procedures used to collect and measure data in research studies. The choice of instrumentation is critical to the validity and reliability of research findings, and the types of research instrumentation can vary depending on the data collection type, the research design, and the research question. In this research, Semi-structured interview is employed as data collection method.

The semi-structured individuals were done both face-to-face and online. Semi-structured interviews are particularly well-suited for this type of research as they allow

participants to share their own perspectives and experiences in their own words. The goal of a semi-structured interview is to allow for flexibility and adaptability in the conversation that allows for both planned and spontaneous questions while also ensuring that certain key topics or questions are addressed. This approach will help to capture the features of their language by analyzing the transcription of their words to provide a deeper understanding of CE morphosyntactic features.

Random conversations between the researcher and participants on casual topics. These questions made students feel relaxed. The students are prompted based on general questions, including their hometown, studies, views of Malaysia, and views of Chinese English. Below are some of the question prompts that were used in the semi-structured interviews:

1. Would you mind if I asked your age?

2. What's your major?

3. How many years are you going to stay here?

4. How you find life right now in Malaysia? Any challenges?

5. Could you talk about your first image of Malaysia?

The interview method is commonly used to collect data on personal experiences, opinions, and attitudes. The facial expression can be seen during the interview since it is face-to-face, and the discussion would be more lively. It also allows the researcher to adjust the questions in the interview based on the participants' answers. However, the participants might not be so relaxed since the location is in the canteen and the library on the UM campus. These two spots are not quiet and isolated locations. The researcher recorded more than twenty audio clips and transcribed them systematically for data analysis.

In summary, the choice of instrumentation depends on the research question and the type of data being collected. Researchers must carefully select appropriate instruments and procedures to ensure the validity and reliability of their findings.

3.7   Data Collection procedure

The data collection process refers to the systematic gathering of information or data for research purposes. The process of data collection can involve a range of methods and techniques, depending on the research question and the type of data being collected.

Firstly, after defining the research question that the researcher is trying to address. The researcher developed a plan for how the data will be collected. This includes identifying the sample population, designing the data collection instruments, and determining the procedures for collecting and recording data. Semi-structured interview is decided to use as data collection instrumentation.

To ensure the accuracy and consistency of the data, the transcription of interviews and spontaneous daily conversations are treated as separate data types. For data collection, an unstructured one-to-one interview format was chosen. This decision was because although all participants are from Mainland China, they are mostly strangers as they come from different hometowns and study in different faculties. At the beginning of the interview, if the informant speaks Chinese, the conversation will be in Chinese. Gradually, English will be used as a communication medium to make the informant feel more relaxed. This method provides reliable data as the participants are given little or no preparation time, and their spontaneous feelings are reflected. This data is distinct from written tasks as it captures instantaneous responses.

After deciding the data collection instrument, the next step is recruiting participants. Depending on the chosen method, the researcher must recruit participants for the study.

This can involve identifying and contacting potential participants, obtaining their consent, and scheduling appointments for data collection. It proved that this is not an easy task to be completed. PhD students are busy with their own stuff, such as teaching, and also focus on their academic papers. The researcher's request has been rejected dozens of times in the UM central library and the faculty's canteen and also at the bus stop when the researcher tried to ask for an English interview regarding this study. The majority of Chinese PhDs on this campus seem too shy to talk in English, especially when they know the interview conversation will be recorded and analyzed. At a very moment, the research even doubted whether enough data would be collected for analysis purposes until she was invited to a Chinese PhD WeChat group. Through friends' friends, finally, in two rounds, the researcher found 21 participants who would be willing to join the interview session.

Collecting data is the stage after recruiting participants, which involves the actual process of collecting data, which can be done through the decided research instrumentations, semi-structured interviews. The researcher must follow the procedures outlined in the instrumentation plan to collect data consistently and systematically.

After collecting the data, the researcher must clean and organize it in preparation for analysis. This involves checking for linguistic features, coding responses, and entering data into a categorized table (Figure 4.1) created by the researcher. The researcher found that more participants and recordings are needed to find more features to answer the research questions. That's the reason for the second round of data collection. The second round of data collection just confronted the COVID-19 pandemic, and almost all participants returned to China. The interview could be done with no other means but online only.

The second round of data collection started by contacting participants via WeChat, requesting their consent for an online interview. All the participants interviewed in the

second data collection round were PhDs found in a Chinese UM PhDs WeChat group. The researcher was added to that group by a participant. Then, the research asked for volunteers who were willing to be the participants. Firstly, no one replied in that group; there was no way but to add each group member privately to ask for their permission. Finally, there were several Ph.D.s who confirmed they would love to join the interview and let the researcher record the interview.

However, Bublitz and Norrick (2011) emphasized that a small corpus represents specific contexts for careful qualitative analysis to identify a range of functions for a particular linguistic feature, which is adequate. Still, owing to the size of convenience sampling, and all the participants are from the same university, their IELTS test scores only range from 5.5-7.0; there might be potential biases of representativeness in the result of this study.

3.8   Data Analysis Procedure

To identify the morphosyntactic features from the data collected. Content analysis will be employed as a data analysis method. This method involves the systematic, objective, and quantitative description of the manifest content of communication. It can be used to analyze texts, media, or any other form of communication to identify patterns, biases, or specific characteristics. The data analysis process involves the following steps: transcription, data preparation, data exploration, data coding, data analysis, and data interpretation. Moreover, two English grammar books. They are 'Complete English Grammar Rules Herring (2016) and another English grammar book written by Zhang (2021). But this proves to be the first step for data analysis.

Transcribing the recorded interviews or conversations into written text. This may involve using transcription software or doing it manually. The researcher found a free website for transcription，which is done with relatively high accuracy.

The next step of the process is data cleaning and preparation. This involves organizing the transcribed data to make it suitable for analysis, at the same time removing filler words, deleting repetitions, and identifying and labelling key sentences in order to categorize them into different morphosyntactic features. First, 14 interviews were done to collect all those audio recordings. All participants who joined the interviews are postgraduate Chinese international students at the University of Malaya. Then, the researcher listened to the audio recordings at least three times for every word to transcribe them into word form with line numbers and page numbers for annotating purposes. The Chinese language is believed to have unique linguistic structures, distinguishable from other English varieties. All the transcriptions have been carefully examined and analysed word by word times to identify the morphosyntactic features in English used by these Chinese L2 learners.

Examining the coded data to identify their features. There are too many excerpts the researcher labelled for morphosyntactic features during the preparation stage. Just for research question one, there are more than 200 excerpts were labelled, and putting them into categorization proved to be tough. Morphological features such as plurality, tense, aspect, and word forms such as nominalization, adjectivization, and adverbialization are annotated and synthesized.

Interpretation is the next step to do, which is drawing conclusions from the data analysis based on the found morphosyntactic features. The specific methods used in transcription data analysis vary depending on the research question, the type of data collected, and the analytical approach taken. This step involves interpreting the results of

the analysis and reporting the findings in a clear and concise manner. The researcher interpreted the finding after every feature were introduced and excerpts and explanations were given. Then the researcher gives the conclusion to every feature mentioned.

All in all, text analysis is conducted word by word. First, 14 interviews were done to collect all those audio recordings. All participants who joined the interviews are postgraduate Chinese international students at the University of Malaya. Then, the researcher listened to the audio recordings at least three times for every word to transcribe them into word form with line numbers and page numbers for annotating purposes. All the transcriptions have been carefully examined and analyzed word by word times to identify the morphosyntactic features in English used by these Chinese L2 learners.; a further discussion will follow. However, the overall goal is to identify meaningful insights from the transcribed data.

3.9   Ethical Considerations

To address the ethical considerations aspect of this research effectively, All the participants were informed what the research was about and what they would be asked in the interview. Furthermore, the researcher also informed all voluntary participation respondents that they had the right to withdraw their interview voice recording at any time if they wished to do so.

In this regard, all the participants need to sign a consent letter prior to the interview. The content of the consent form involves sufficient information and assurances about taking part in the carried-out research to allow participants to understand the implications of participation and to reach a fully informed, considered, and freely given decision about whether or not to do so without the practice of any pressure or coercion.

The researcher also explains the aims and objectives of their study to all the participants before each interview with no deception or exaggeration. The communication between the researcher and interviewer is done with transparency. Moreover, since all the participants are from the same university, protecting the privacy and anonymity of these participants is a prerequisite to the researcher. All the primary data, such as voice recordings and transcriptions, are kept confidentially in the researcher's laptop with a passcode.

CHAPTER 4: DATA ANALYSIS

4.1 Introduction

To answer the research question one, all the interview were transcribed. The next step is to carefully examine and analyze all the transcriptions word by word to identify the morphosyntactic features in English used by these Chinese L2 learners. The Chinese language is believed to have unique linguistic structures, distinguishable from other English varieties.

To answer the research question two, Figure 4.1 is created based on Figure 2.1 from (Bassetti and Cook 2011). Follows with an explanation of Figure 4.1. Then, all the found morphosyntactic features will be categorized in scenario 1 and scenario 4 followed more examples and explanations given. Limitations and potential bias are also mentioned.

4.2 Morphosyntactic Features of Chinese English

QR1. What are the morphosyntactic features of English spoken by Chinese postgraduate students in Universiti Malaya?

Non-Nativelike interrogative sentence

CE is not of factual errors and stylistic shortcomings but non-native-like English. Chinese mother tongue interference among Mainland China L2 users results in non-nativelike expressions in their spoken and written content. Communication is happening everywhere; English communication is happening daily among Chinese international students at the Universiti Malaya. Asking questions is an essential part of our communication. The sentence structure of these expressions might conform to native English grammatical rules, but these expressions, either in formal or informal situations, are considered as unusual expressions.

Since it is an unstructured interview, questions asked by the researcher or participants are not designed but only follow the flow of the conversation, which means that 'No question' is deliberately planned or designed before the interview. Therefore, the authenticity of the research data could be guaranteed. The majority of the questions were posed by the researcher and some were formulated by the participants themselves follow the flow of conversations.

Four types of questions in English:

1. *Special question also called Wh- question* start with the interrogative adjectives what, when, where, who, and how.
   E.g.,

   What is the official language of Malaysia?

   When did Malaysia become independent?

   How to go Johor Bahru from Kuala Lumpur?

   Who is the prime minister of Malaysia?

   Where is the capital city Malaysia?

2. *General question (Polar questions)* also called *yes or no question* usually answer the question with yes or no.
   E.g.,

   Are you from Malaysia?

3. *Alternative question* usually gives two options to see which one is the fact.
   E.g.,

   Do you like to stay in China or Malaysia?

4. *Tag questions* (disjunctive questions) has two parts. The first part is declarative sentence.

   The second sentence is a short question.

   E.g.,

   You love Malaysia, don't you?

   Farah seems not happy with class, doesn't she?

Some questions in the data belong to these four types, but in a non-native-like word sequence, neither Chinese sequence nor English. Besides these four common question types, two types of unique interrogative sentences spoken by the researcher and participants in the data do not belong to these four types. The two unique types of interrogative sentences are declarative questions and negative declarative sentences.

The researcher first identifies these six types of interrogative sentences from data, then puts these questions into sections to categorize them by question types. An explanation of the uniqueness of these questions is given one by one. What follows are the explanations of examples from the data. Table 4.1 gives a clear picture of how these features are categorized with excerpts from the data.

Table 4.1: Morphosyntactic features of Chinese English and Excerpt numbers

Section	Morphosyntactic features		Excerpts
4.2.1	Declarative questions (1-13)	Affirmative declarative question	1-8
		Negative declarative question	9-13
4.2.2	'Wh' question (14-44)	What	14-20
		Why	21-28
		Which	29-32
		When	33-34
		How	35
		How many	36-40
		How much	41-42
		What time	43
		How Long	44
4.2.3	Polar question		45-54
4.2.4	Alternative question		55-57
4.2.5	Preposition		60-65
4.2.6	Declension (66-78)	Fail in nominalization	66-71
		Fail in verbalization	72-75
		Fail in adjectivization	76-78
4.2.7	Conjugation (79-87)	Singularity and plurality	79-82
		Comparative	83-87
4.2.8	Finite verbs		88-95
4.2.9	Nuance Expression		96-99

4.2.1 Declarative questions (Rising declaratives) Excerpt 1-13

Stivers (2010) and Prieto (2015) stated that a declarative question or rising declarative is also called a statement question. It is a declarative sentence that ends with an interrogative mark. It is spoken in a rising intonation at the end of a sentence. Declarative questions are commonly used in informal speech or conversation to express the speaker's surprise or ask for verification. The most likely response to a declarative question is agreement or confirmation. All the declarative questions are marked with interrogative marks in the audio recording transcriptions. Although the declarative sentence is in a question form, they are often answered with affirmative or confirmation. At the same time, declarative questions can be affirmative or negative. For example,

You are Malaysian? (Rising tone) Affirmative

You are not Malaysian? (Rising tone) Negative

In total, there are 13 declarative sentence excerpts which consist of eight affirmative declarative sentences and five negative declarative sentences. All the excerpts are listed below:

4.2.1.1 Affirmative declarative question (Excerpt 1-8)

Excerpt (1)

'R: So, *you spent one and a half year you got your band 5.5*?

P: Yeah, I spent 8 months'

(p1, line26)

'You spent one and a half year you got your band 5.5?' It is not a question for its declarative word sequence, it ends with a question mark because of its rising intonation in the conversation. The words are in statement order but was spoken in a rising intonation

because it expresses uncertainty, surprise, and double confirmation of previous information said by the participant. The participant is a full-time university teacher and has tons of administrative work to do (said by the participant) apart from teaching. Therefore, the participant obtained band 5.5 in such a short time is a piece of amazing news to the researcher.

Excerpt (2)

'R: *So, you didn't register yet?*

P: So, this is why I am looks a little worried about this

R: So you are planning to the next sem?

P: Yes.'

<div align="right">(P4, line 15)</div>

It is an incomplete interrogative sentence because there is no object for the verb phrase *planning to*. Finite auxiliary verb *are* with the present participle *planning* together to create the present continuous tense, there should be an object after the preposition *to* to complete the meaning of this sentence. Yet without the omitted object, the meaning could be inferred from the previous content and contextual information.

Excerpt (3)

'R: *You need to publish at least 2 papers?*

P: Yeah, I need at least 2 '

<div align="right">(p4, line 46)</div>

'You need to publish at least 2 papers?' It is an interrogative sentence that doesn't belong to the four question types mentioned at the beginning of Chapter 4. It is uttered in a flat intonation, but the speaker is clarifying the information and expecting confirmation from the participant.

Excerpt (4)

'R: do, do, do you know other fellows, any Chinese in Malaysia they are facing the same problem as you do?

P: I'm not sure yet.

R*: So far, you are the only one?*

P: Yeah because I'm the only, the only person, who filled the three requirements, as the close contact with someone ah some cases and then as an exposure, former exposure, and also the vaccinated person, you know, the checklist A,B,C. They have three criteria and the category of the Chinese to report to report them first, the embassy will see the checklist, A,B,C, category A,B,C. I fulfil the criteria of the three categories so they do not know how, they don't know how to decide my case, so they use this criteria to ask me to wait for IgG convert negative but actually it's impossible for me now.'

(p8, line 39)

'So far, you are the only one?' The researcher is surprised by the information from the participant. This participant is a Ph.D. student in UM who had been infected twice by covid 19 (different variants). For the time being, his IgG and IgM (antibodies) is still positive which means he could not get the green code from China government. Hence, he was told by the Chinese embassy that he couldn't go back to China for the time being until his IgG and IgM turns to negative. Unfortunately, his visa expired. He must drive to

Singapore once a month to change his single-entry visa. Therefore, the researcher was astonished by this message. She asked whether the participant was the only one who suffered from straying out of the mother country because of positive IgG.

Excerpt (5)

P: Yeah, so I think it can suits many different students' needs meet their different need, Yeah so in China that is quite different. usually for me or for the libraries in China I am just you know one zone just be quiet or the signs usually just be quiet.

R: It's all the same?'

<div align="right">(p12, line 9)</div>

It's all the same? It is a declarative question. It can be inferred from the content that this question doesn't function as an interrogative purpose but more like a declarative sentence. The speaker already understood what the participant stated in the conversation. The only way it is marked as an interrogative sentence is because of the speaker's intonation. In this informal conversation. This declarative question is just used for confirmation of the previous information. The participant just needs to answer yes or no.

Excerpt (6)

'P: P D. Proposal Defence. So, I'm, I'm working on it, maybe next semester, semester two I'm, I'm planning to do the PD. I've assigned my title to the supervisor, but I need to revise it to update it.

R: *So you're planning to do your proposal defence next sem?*

P: Yeah I plan to but I'm*, I'm not sure.*'

<div align="right">(p14, line 33)</div>

So you're planning to do your proposal defence next sem? This is also a declarative question asked for confirmation purposes. From content, it can be inferred that the participant said she *is planning* to do CD (Candidature Defense) next semester, *'working on it, maybe next semester.'* But it only restrains planning. Planning doesn't equal to reality or real happening. So, the participant adds in the following sentence she is planning, but *she is not sure* whether she will do the CD next semester. *So you're planning to do your proposal defense next sem?* It is in a declarative sentence structure but with rising intonation and a question mark. Hence, it serves as a confirmation purpose in this content. The research doesn't expect any other information just need a yes or no confirmation of the previous information.

Excerpt (7)

'P: Because I'm, I'm the only child in my family, my parents, they, they cannot speak English. So I *tried to* let them be there. They're not accustomed to it.

R: *They have travelled here before?'*

P: Yeah, travel here before but the language…….

(p15, line 45)

They have been travelled here before? From the phrase *tried to* it can be inferred that the participant's parents had come to Malaysia before. Therefore, the researcher clarified with the participant using a declarative question to confirm this information again only. This sentence also shows the researcher's surprise with the information that the participant's parents had been here before to accompany her.

Excerpt (8)

'P: it's just because I am applying the UM's Ph.D. degree so I have to get bank 5.5 in IELTS, so I come here and join the language courses, to improve my English language and wish to pass the IELTS test and get enough brand.

R: So, you didn't register yet?

P: So, this is why I am looks a little worried about this.'

So, you didn't register yet? It is a negative declarative question and doesn't belong to the four question types mentioned before. Furthermore, something wrong is here, although it complies with the English grammar. The researcher consulted an American and a British. Both said if related to the contextual information, they would say it as:

So, you haven't registered yet? Rather than, *So, you didn't register yet?*

4.2.1.2 Negative Declarative questions (Excerpt 9-13)

Excerpt (9)

'R: how many papers you need to publish?

P: I don't know

R: *you know nothing about your major?*'

'you know nothing about your major?'

The word '*nothing'* is a negation word itself. This sentence can be rewritten as '*you don't know anything about your major?'* It shows certainty that the researcher is aware

of that the participant may not know what much about the academic requirements since he is still at the IELTS test stage. But here the researcher uses declarative syntax to emphasize and show her surprise of this fact.

Excerpt (10)

'R: you even not registered for it?

P: I registered for it and I mean the UMCCD already registered it will be on this Friday and Saturday. Yeah, Yeah, but I haven't got my passport yet. so, I I, I think I will be postpone.'

(p6, line 38)

you even not registered for it?

This is a typical linguistic feature of Chinese English. In the English language, people usually say *not even* than *even not*. For example, *you didn't even register?* Therefore, *even not* is rarely used by English native speakers. It has the same emphatic effect in a sentence as *not even* do. It is a typical example of the new linguistic concept derived from Chinese and English. It is uttered descriptively rather than prescriptively, and it can be seen as a linguistic habitual behavior.

Excerpt (11)

'P: I'm preliminary stage and just reading my articles literature review to get a very to find out the research questions.

R*: So you haven't decided your topics?*'

(p13, line 30)

So you haven't decided your topics?' It can be seen as an example of the negative declarative sentence because the negation word *haven't.* the researcher deduced that the participant hasn't decided on the research topic because the participant said she is about to find out the research questions. However, after thinking it twice, it should be used in an inversion way which is to precede the negative auxiliary verb: *haven't you decided your topic yet*? It is a habitual linguistic feature because the researcher uses these kinds of questions in Chinese. Therefore, it is strongly influenced by the Chinese language, and it also can be regarded as mingling of Chinese and English.

Excerpt (12)

'P: No I resign, I quit my job.

R*: So you were not teaching in university?*

P: Colleague in Jiangsu province.'

<p align="right">(p14, line 12)</p>

So you were not teaching in university? It is a negative declarative question because of its sentence structure. It is in a declarative sentence order but ends with a rising tone. The question mark shows it is interrogative sentence. If invert the subject and the predicative verb, it would be changed to a declarative sentence. From the previous information

Excerpt (13)

'P: …… Because, yes I, I like library and I think studying at home the efficient studying at home is very low, and I'm trying to making progress, because I have three years back only three years left.

R: You can apply for extension, you have no idea about that?

P: No I have no idea about that. ah it has been a long time for me I am not speaking

English for long time actually okay, ……'

'You have no idea about that?' It is more like a direct translation from Chinese (你不知道吗？ Ni bu zhi dao ma?). It has nothing wrong with the syntax. The other way of saying this sentence would be: '*Don't you have any idea about that?'*. However, the latter one sounds like questioning people in an unpleasant way. 'you have no idea about that' is similar to the Chinese word order. Therefore, it can be considered as a mingle lingua of Chinese and English in speaker's mind.

Seldom papers have discussed declarative questions in Chinese English, although the declarative question is legit in English grammar. Major English grammar books either in Chinese or in English talk very little about declarative questions. Herring (2016) wrote one of his most welcomed grammar references for English learners, and in this book, he mentioned Declarative questions:

"Declarative questions are a bit of a unique bridge between declarative sentences and interrogative sentences. They are declarative, yet they end with a question mark; they are used primarily in spoken, informal English and generally have "yes" or "no" as possible responses.

These could technically be considered interrogative sentences because they ask a question and end with a question mark, but, because the actual form of the sentence does not change, they are still very like a declarative sentence. In spoken English, the only way they are marked as questions is by the speaker's intonation. However, a great many declarative questions were used in the interview conversations. Furthermore, the number of declarative questions were used is more than usual."

(P989)

Nevertheless, the affirmative declarative questions or negative declarative questions that are identified from the data are not merely because it is legit in English syntax. It is believed that the use of declarative question in these interviews is more

caused by the influence of the researcher and participants' mother tongue background. It could be seen as a language habitual behavior more than everyday declarative questions mentioned at the beginning of chapter 4. In Chinese, the declarative question and general question share the same sentence structure. General question, yes or no question, in Chinese doesn't precede the auxiliary verb. Take excerpt (7) for instance:

They have been travelled here before? (p15, line 45)

他们	之前	来	过	这里？
They	before	travelled	have been	here?
他们	之前	来	过	这里。
They	before	travelled	have been	here.

It can be found from this example sentence that not like in English, the formation of an interrogative sentence and declarative sentence in Chinese can be done without changing the word order. In Chinese, the declarative sentence and the general interrogative sentence only differentiates by the interrogative particle (吗)(Ross and Ma 2017) . Here in this example sentence, the researcher expresses her surprise by knowing that the participant's parents had been trying to stay here to accompany her since her parents were both retired. The rising intonation shows the surprising. At the very beginning stage of data analysis, the researcher thought that this kind of questions could be subcategorized under incomplete tag questions. However, the researcher no longer regarded them as incomplete tag questions after more than 10 declarative questions were identified in the interview data. It is a feature of Chinese English, and it is a unique existence among the Chinese L2 users of English. It could be seen as the influence of L1 Chinese, but at the same time, it is also a combination of the first (Chinese) and second

(English) language. It could also be seen as a rule of thumb because it is the combination of both languages. It has been practically used in Chinese L2 users of English in their daily communication and without their actual consciousness of its existence.

4.2.2 'Wh' questions (Excerpt 14-44)

In these unstructured interviews, there are a great many special interrogative sentences spotted in the data. They are sub-categorized according to variant interrogative words such as what, why, which, when, how, how many, how much, what time, how long, and who. Excerpts 14-20 are Excerpts for the interrogative adjective *what;* excerpts 21-28 are excerpts for the interrogative adjective *why;* excerpts 29-32 are for the interrogative adjective *when;* excerpts 33-34 are for the interrogative adjective *when*; excerpt 35 is for the interrogative adjective *how;* excerpts 36-40 are for the interrogative adjective *how many*; excerpts 41-42 are for the interrogative *how much*; excerpt 43 is for what time; excerpt 44 is for *how long*.

4.2.2.1 What (Excerpt 14-20)

Excerpt (14)

> R: What did you *do china for earn living.?*
>
> P: I'm a university teacher in Zhengzhou university.

<div align="right">(p1, line14,15)</div>

'What did you do china for earn living?' It is a 'Wh' question. China is a proper noun, which is a country, there should be a preposition *in* to modify the location in relation to *China*. *Earn someone's living* is a verb phrase; the preposition *for* is used to link the purpose of the verb phrase*, do something to earn one's living.* It is a direct translation

from Chinese to English. (zhao 找 earn, chi 吃 living). So that the speaker didn't take the preposition into consideration although it should be an infinitive *to earn sb's living*. Therefore, it shouldn't be regarded as a grammar mistake but would rather be a linguistic feature. Not only excerpt 14 and excerpt 15are examples of its kind. There are two verbs linking together without any preposition and infinitives. It is purely the Chinese way of linking verbs together.

Excerpt (15)

R: *your major, what you study after finish your test? Which faculty you will be in?*

P: Education

R: Then your Major?

P: I am studying I am focus on educational leadership.

(p4, line 30)

'What you study after finish your test' is a 'Wh' question. It starts with the interrogative word *what.* However, the rest of the interrogative part remains as declarative structure as *you study after finish your test?* From the text it can be inferred that the researcher intends to ask what the participant will study after completing the test or what major the participant is going to study after finishing the IELTS test. The preposition *after* needs a noun phrase *finishing your test* to be its object to complete the meaning of this sentence. It is also the same problem as mentioned in excerpt 14 that a linking verb should be there, or an infinitive or gerund should be used to distinguish predicative verb and non-predicate verb. Furthermore, the auxiliary verb is missed here. In English, auxiliary verb can be only missed when the subject or part of the subject is the answer to the Wh-question. Such

as 1) what came along with you? 2) which athlete won? 3) who cooked this Chinese dish? 4) whose car crashed? Apparently excerpt 15 is the above four kinds.

Both excerpts (14) and (15) have the same feature. Hu, Pan et al. (2001) made a careful study of all these criteria specially devised for Chinese and find that none of them can make a valid distinction between finiteness and non-finiteness to prove that there is no independent evidence to support such a distinction and concluded that it in fact does not exist in Chinese. Since Chinese does not have overt tense marking in morphology to systematically distinguish finiteness from non-finiteness, it is logical that the Chinese L2 users of English has this morphosyntactic feature that shows in excerpt (14) and (15).

Excerpt (16)

R: *you will stay here because you didn't join your course, so what you do?*

P: I first I will continue to learn English, improve my, for example my oral English, and listening speaking and writing and even include reading. And then I will try my best to prepare my research proposal, and and then I will have a chance find some time to see my supervisor, and communicate with he about topic about my paper.

(p2, line9)

'So what you do' is a Wh-question. It doesn't look like a grammatically question from word order although it ends with a question mark because the auxiliary verb *will* is missed here. Hence, it should be an interrogative sentence *so what will you do?* It can be found from the contextual information that the researcher was asking the participant what he would do this semester since he failed to join the research methodology course. This also could be thought as one of the researcher's linguistic behavioral features. The future tense auxiliary verb is missed here because of the mingling of Chinese and English language in researcher's mind.

The researcher asked participant Male 1, "So what you do?" it is a special interrogative sentence with interrogative adjective *what*, and its meaning can be quite ambiguous here, even related to the content. However, the Male 1 participant answered this question exactly what the researcher referred to. He explained to the researcher what he was going to do next since he couldn't join the research methodology course this semester. He was planning to do something else to pass the time, such as improving his English or approaching to his supervisor for thesis topic discussion. The researcher showed this interview transcript 3 times to local students and Chinese international students respectively to ask them whether they can get the meaning of this question. All CS made it right, but local Malay students failed to grasp the question's real intention. It might lead to ambiguity for local Malay students because of its unusual sentence structure. Nevertheless, it shows that the two interlocutors are sharing the same linguistic concept, or maybe same linguistic background-Mandarin.

Excerpt (17)

R: *What you think, what you like most here?*

P: I think I like the study environment in UM and the library is very convenient, and It's very pleasant for us to study. Such as almost in every desk there's a plunge for us to charge our computer or cell phone. And they are so sofas around here and what impress me most They are different areas such as blue green and maybe red, there is some signs about green area and green zone and then you can talk with minimum noise and then you can have some discussion with you friends.

(p11, line 43)

The italized sentence *'What you think, what you like most here?'* are two Wh-questions. The interrogative word *what* have been preceded in both questions. However,

the rest parts of the sentences remain declarative. Furthermore, the finite auxiliary verb *do* were missed here. It is the unique feature of CEinterrogate sentences found in this research. It has been neglected by the researcher herself even she uses the language every day.

Excerpt (18)

R: So what's your future plan I mean *have you planned how many years finish the study* and *when you go back to China?*

<div align="right">(p12, line 34, 35)</div>

'*have you planned how many years finish the study; when you go back to China?'* it is a typical linguistic feature of the Chinese English. It is directed translated from Chinese to English in speaker's mind word by word so that the preposition *to,* should be added to form an infinitive *to finish* to be the object of the main verb *plan.* However, only the interrogative word *when* is preceded in Chinese, but the rest part of the sentence remains declarative. Finite auxiliary verb *do* is missed here. It is the unique feature of CEinterrogate sentence. It can be seen as the mingling of the Chinese and English language in the speaker's mind. There is an interesting processing in the speaker's mind.

Excerpt (19)

P: ……, it's very fixed they just think that okay this this people he has a very beautiful accent.

R: *what means beautiful accent?*

<div align="right">(p20, line 42)</div>

what means beautiful accent' is not a natural or grammatical way of asking the usual question about the meaning of something. It initially reads like a grammatical mistake,

but people use it so often that it already gets into our minds. This made it is theoretically possible in a less usual sense of asking. The same expression would be such as how to say……. People use it too often in daily life rather than how should I say……. It has already been part of the language system in the speaker's mind，or we can say concept. The same expression also used by the participant F5,

P: yes um yes she said if she use English maybe I can't understand I they will they will use Chinese re repeat it so she, she use Chinese to communication with, with me and some CS then we can we can communicate more better and, and, better understand what means she said then we can write the paper.　(p30, line 26)

Here the participant F 5 intended to say that she understood what the supervisor said. However, participant F5 used the same expression as the researcher used in the interview questions. These shows Chinese L2 users of English somehow shares the same or similar features due to their common L1 language.

Excerpt (20)

R: Cultural centre. so so your major is what, piano or any dance, music?　(p28, line 30)

*your major is what piano or any dance, music?*It is typical in Chinese interrogative sentence structure.

你 的　专 业　是　什 么

your　　major　　is　　what？

The whole sentence is identical to Chinese word order. The English words are structured in Chinese structural order. As mentioned before, the order of phrases interrogative sentence in Mandarin is identical to the order of phrases in statements. Unlike English and many European languages, Mandarin questions are not characterized by a special question word order (Ross and Ma 2017). Below is the structure of interrogative sentence that dominates by the interrogative word 'what' and its answer.

What: Subj. + Verb + 什么(What) + (Noun)

这　　　是　　　什么？

Zhè　　shì　　shénme?

(this　　is　　what?)

What is this?

这　　　是　　　铅笔

Zhe　　shi　　qianbi

This　　is　　pencil.

From the example above, it can be found that excerpt 20 has exactly the same structure as the Chinese interrogative sentence has in this regard.

4.2.2.2　Why (Excerpt 21-28)

From excerpt 21 to excerpt 28 are questions leading by Why.

Excerpt (21)

R: *Why you came here*? I mean whether the *university ask you to came*?

... whether the university ask you to came?

The first question, '*Why you came here?*' is a special question. The interrogative adjective is preceded, but the auxiliary verb *did* is missed here. It is also a direct word to word translation from Chinese word order. The second question '*whether the university ask you to came?*' is an indirect question, past participle *came* is used after the preposition *to*. Due to the striking difference between Chinese and English word order and sentence structure, Chinese L2 users of English has their own structure of how prepositions are used.

Whether   the university   ask   you   to came?

Shi bu shi   xue xiao   rang   ni   lai de?

是不是   学校   让   你   来的？

There is no preposition between the two arguments 让 *ask* and 来 *come*. Therefore, this structure can be seen as a unique structure for Chinese L2 users of English. Hu, Pan et al. (2001) stated that there is no distinction between a finite and a non-finite verb in Chinese. Therefore, excerpt (21) has the same finite and non-finite verbs linking together with their base form rather than gerund or infinitive.

Excerpt (22)

R: *Why you feel it's difficult?* Whether it's the vocabulary or how to organize the words. Words, sentence. *Which part you feel it's difficult*?

" *Why you feel it's difficult?'* is a Wh- interrogative sentence. The interrogative word *why* has been preceded but the rest part of this sentence remains as declarative sentence structure. The finite auxiliary verb *do* is missed here. It can be only explained as person language usage trait. '*Which part you feel it's difficult*?' is also a Wh-question. The finite auxiliary verb is also

Excerpt (23)

R: Okay you mean *when you were China* before you came to Malaysia. *Why you think the British* or the American accent is quite important is it because the teachers or the friends?

'when you were China' In China, the preposition *in* is missed. Here the preposition in is to relate the location with China. The same structure is used in the excerpt 14. '*Why you think the British'* In the Wh-question the interrogative word why is preceded, still the finite auxiliary verb *do* is missed here.

Excerpt (24)

R: So it's the word order thing. you you feel my word sequence is easier to understand.

P: yeah yeah yeah and order is also important

R: *so why you feel their word order is difficult to understand.*

'so why you feel their word order is difficult to understand.' Here again the auxiliary verb is omitted by the speaker. This structure is a typical feature of the speaker's English.

The declarative form of this sentence is 'You feel their word order is difficult to understand'. It can be changed to an interrogative sentence with the interrogative word 'why', then it is 'Why do you feel their word order is difficult to understand? These examples can tell that the speaker's English already muddled as a whole concept. The sentence structure of both English and Chinese mingle together to form a new language concept.

Excerpt (25)

P: yeah they don't have the culture but sometimes you know for the simple and easy I think to to make your point clear to others I think it's also important.

R: Yes, this is fair enough, *why you make it so complicated.*

P: Yeah, yeah, correct right.

(p27, line 18)

'why you make it so complicated.' Is a Wh-interrogative sentence with the interrogative word *why*. The auxiliary verb *do/did* is missed here again. Again the

Excerpt (26)

R: …… *why you find it difficult.*

P: um, because, sometimes I, I can't understand the staff side the meaning maybe I misunderstand.

(p30, line 13)

why you find it difficult. It is a Wh question with question word *why*. The auxiliary verb *do* is missed here.

Excerpt (27)

R: then what, what kind of thing English you think is good?

P: like American's.

R: you just try to do something which is impossible. *why you put it so hard for yourself?*

why you put it so hard for yourself? It is a Wh question with question word *why.* The auxiliary verb *do* is missed here.

Excerpt (28)

R: Ok so *why you decided to come here to study*?

P: Because after I graduated from the university I find it's difficult to find a job so I want to study abroad.

why you decided to come here to study? Is a Wh-question, except the interrogative word *why i*s preceded, the auxiliary verb did is missed here. The rest part of the sentence remains declarative structure. It does not follow the Chinese language rules nor the English language.

Why: Subj. + 为什么(why) + Predicate ?

你.   为什么   学 中文?

Nǐ   wèishénme   xué Zhōngwén?

You   why.   learn Chinese?

Why do you learn Chinese?

All the except in this session have one structure in common, which is that all interrogative adjectives *why* have been preceded, whereas all the auxiliary verbs were absent. This reoccurrence structure proves a salient morphosyntactic feature in spoken English of Chinese learners.

4.2.2.3 Which (Excerpt 29-32)

Excerpt (29)

R: Which part you feel it's difficult? (p5, line 7)

Which part you feel

'Wh' question. The interrogative word *which part* shows it is a special interrogative sentence. But the rest part of this sentence remains as declarative word order ends with question mark. Finite auxiliary verb *do* is missing in this sentence and the former one. *it's* is used from the Chinese language perspective. The speaker's language concept is in a multi- model which means it is a whole concept. This whole concept adjusts or remodels itself time to time.

Excerpt (30)

R: OK. So, which part you stay in kl? off campus or in the campus? (p11, line 16)

which part you stay in kl?

off campus or in the campus?

'Wh' question. The interrogative phrase *which par*t is preceded, the rest part of the sentence remains declarative. Finite auxiliary verb *do* is missed here. It is the unique feature of CEinterrogate sentence. *Off campus or in the campu*s is an alternative question.

Excerpt (31)

R: Ok, let's come to your research, *which stage are you right now*? (p13, line 29)

which stage are you right now

This interrogative word, which is preceded, the finite auxiliary verb *are* is inverted with the subject. However, due to it is direct translation from Chinese in speaker mind. The preposition *at* is not there to related state of noun *stage*.

Excerpt (32)

R: Since you are the only Child and which province you came from? (p14, line 35)

which province you came from?

It is a run-on sentence. It is two sentences don't have obvious connections, but they are joint together with the cooperating conjunction *and*. The interrogative stands on its own. It is not reported speech but here the speaker still reported speech syntax. There is no finite auxiliary verb *do*.

Which: Subj. + Verb + 哪个 (+ Noun) ?

你　　要　　哪个?

Nǐ　　yào.　năge?

You　　want which one

Which one do you want?

All excerpts in this session share one feature in common. They all lack auxiliary verbs, whereas all the interrogative words *which* have been preceded. This is one of the most resilient morphosyntactic features found in these recordings.

4.2.2.4 When (Excerpt 33-34)

Excerpt (33)

R: Okay so *when is the wedding ceremony will you have?* (p16, line 15)

when is the wedding ceremony will you have?

Ambiguity might be raised here. This whole sentence is asking about time of the wedding ceremony, but the subordinate clause *will you have* should be expressed in a declarative sentence order.

Excerpt (34)

'*R: When you graduate from university?*

P: About 1.5 year.'

(p35, line 27)

When you graduate from the university? It is a W H question. However, the modal verb *will* is missed here. It can be seen from the textual information that the participant himself is still a postgraduate student in UM. Therefore, it should be as good in future tense that when the participant is going to graduate obtain his PhD degree.

When: Subj. ＋什么时候(When/What time) ＋ Predicate ?

    你　　 什么时候　 来 ？

    Nǐ.   shénme shíhou lái?

    You   when/what time come?

      When are you coming?

4.2.2.5 How (Excerpt 35)

Excerpt (35)

R: *How you feel* the life here? Have you joined your class? (p1, line 40)

How you feel

'Wh' question. It is a special question. The question words *how* is preceded, but the auxiliary verb *do* is missed. It seems that it is a declarative sentence if without the question word *how.* in other words, this sentence remains the Chinese interrogative word order but only precede the question word *how*.

How: Subj. + 怎么 + Verb (+ Obj.) ?

你　怎么 学习　中文？

Nǐ　zěnme xuéxí Zhōngwén?

You　how learn Chinese?

How do you learn Chinese?

4.2.2.6 How many (Excerpt 36-40)

Excerpt (36)

R: *How many papers you need to public?*

P: At least one in Scopus journal. (p1, line 38-39)

How many papers you need to public? Only the interrogative phrase how many is preceded. The rest part of sentence remains declarative sentence. The finite auxiliary verb is missed here.

Excerpt (37)

R: How many years *are you going to plan finish* here? (p1, line34)

are you going to plane finish

'Wh' question. *Be going to* is the semi auxiliary verb, plan is only the finite verb in this sentence. Therefore, A preposition *to* is missed here to form the infinitive *to finish,* which is the purpose of the verb *plan.* At the same time, the Prepositions are used to link the purpose in relation to *finish.*

Excerpt (38)

R: how many years are going to plan you study for you Ph.D.? (p4, line 37)

how many years are going to plan you study for you Ph.D.?

'Wh' question. *The interrogative phrase how many* shows that it is a special question. This sentence is structured somehow disorderly. The finite semi auxiliary verb *are going to* with based form finite verb *plan* create the predicate. The speaker intends to express how many years it will take for PhD study. the arrangement of this sentence is not in Chinese sequence nor English sequence. It is a unique expression unique from the language property of the speaker.

Excerpt (39)

how many papers you need to publish? (p6, line 30)

how many papers you need

'Wh' question. The interrogative phrase *how many* is preceded, the rest part of the sentence remains declarative. The finite auxiliary verb *do* is missed here. It is the unique feature of CEinterrogating sentences.

Excerpt (40)

R: So what's your future plan I mean *have you planned how many years finish the study*

have you planned how many years finish the study; when you go back

How many years finish the study, is a typical feature of the CEtranslation. It is directly translated from Chinese to English in the speaker's brain so that the preposition *to,* should be added to form an infinitive *to finish* to be the object of the main verb *plan.* 'Wh' question. Only the interrogative word *when* is preceded; the rest part of the sentence remains declarative. The finite auxiliary verb *do* is missed here. It is a unique feature of CEinterrogate sentences.

4.2.2.7   How much (Excerpt 41-42)

Excerpt (41)

R: How much you get you IELTS? (p35, line 9)

How much you get you IELTS

Interrogative phrase *how much* is preceded in this Wh-question. However, finite auxiliary *verb did* is missed here. Furthermore, IELTS is a noun, there should be a possessive determiner *your* to modify IELTS. There should be a preposition *in* to link your IELTS to the main part of the sentence *in your IELTS*. It will be *how much did you get in your IELTS?*

Excerpt (42)

R: After your study how much you can get? (p35, line 39)

After your study how much you can get?

This sentence shows the difference between Chinese and English syntax. Preposition phrases *after your study* should follow the verb *get* which it modifies. Again, the finite auxiliary verb is missed here.

4.2.2.8   What time (Excerpt 43)

Excerpt (43)

Thank you, I might need your help and let you know later. *So what time you come back to Malaysia after you get fully vaccinated after finish the second dose of vaccination?* (p18, line 15-16)

So what time you come back to Malaysia after you get fully vaccinated after finish the second dose of vaccination?

Wh- question. The finite auxiliary verb *will* is missed here although the interrogative phrase *what time* is preceded. The word finish is used as the object of the preposition *after*. In Chinese, the object of a preposition doesn't change the word form, such as gerund, or infinitives. Only the word sequence will be changed to show its function in the sentence.

E.g., 吃晚饭之后， after having dinner; 之后吃晚饭， having dinner later.

4.2.2.9   How long (Excerpt 44)

Excerpt (44)

R: Ok, how long you study for English, how long you get 6 band in IELTS? (p35, line 24)

how long you study for English?

how long you get 6 band in IELTS

The interrogative phrase *how long* is preceded; it is still in the simple present tense even though this sentence is asking for time duration. English grammar or native-like standard is not in consideration by the speaker. The second question is also asking about the time duration, but it is still in the simple present tense. Furthermore, both sentences are missing the finite auxiliary verb *have*. *'How long have you been studying English?'*

The formations of the questions in the Chinese language are quite different from the formations of questions in English. In English, the special interrogative sentence is also called Wh questions, because most of the question words begin with *Wh*. Such as Who, What, When, Which, and Where, are so-called commonly used question words. As can be seen from the above excerpts, many of the question words have preceded; however, the auxiliary verb or modal verb were missed. In Chinese, the Subject always precedes with an interrogative question:

Another thing that should be paid attention to is that the question words *who* and *where* didn't appear in all the excerpts. None of the excerpts has *who* and *where* in a sentence. The formation of Chinese and English questions with question words *who* and *where* are as below:

Where: Subj. + Verb + 哪里 / 哪儿 (where)?

你　　　在.　哪里？

Nǐ　　zài　　nǎlǐ?

You　are　　where

Where are you?

Who: Subj. + 是(Auxiliary Verb/are) + 谁(who) ?

你　是　谁?

Nǐ　shì shui?

(you　are　who?)

Who are you?

Subject question:

Who: 谁 (Who)+ Verb ?

谁 想 去?

Shéi xiǎng qù?

(who wants to go?)

Who wants to go?

All these interviews are not prepared in advance. That means all questions were asked following the flow of conversation. The reason that *where* and *who questions* didn't appear might be that the interviews focused more on participants' academic aspects. Hence, most of those questions focus on their studies and lives in Malaysia. Who and where questions *where* is used when referring to a place or location. (= I want to know the place); *who* is only used when referring to people. (= I want to know the person). Therefore, there is no third-person information was asked in the interview, and subject questions *who* haven't been used that much.

All the excerpts (14)-(44) in the session of Special Interrogative Sentences share three morphosyntactic features. These 30 examples of Wh-question can be categorized into three types based on these features. They are: 1) Interrogative adjectives preceded, but auxiliary verbs missed，2) Chinese expression，and 3) Dual finite verbs.

1) Interrogative adjectives are preceded, but auxiliary verbs are missed. The above excerpts show that the preponderance of special questions succeeded in preceding interrogation adjectives. However, In the excerpts, auxiliary verbs and modal verbs are frequently missed in authentic environment language use. The structure of missing auxiliary verbs accounted for the most considerable portion among these three types. Only interrogative adjectives are preceded, but the rest of these sentences remain in the declarative structure. Some are unique and distinct from both the Chinese language and English. It does not belong to the Chinese or English language, but instead, it is a hybrid of Chinese and English syntax; It can be regarded as a new language property or language concept that only belongs to English L2 users of Chinese.

2) Chinese expression. As it is written in the back of the oxford dictionary that '*The role of a descriptive dictionary is to record the existence and meaning of all words in a language and to clearly identify their status.*' The excerpts found from the data resource are how the language is used in natural-speaking discourse but not spoken based on the language's grammatical rules.

I labeled the unique existence of the Chinese and English languages used here is that because we are because such terms are labeled as grammatical mistakes in certain learners' perspectives. Even the Chinese people lack the awareness of their own language features' existence. If many people are using the same language, that means this language is already a variant in this world.

3) Dual finite verbs.

In the excerpt (15),

> R: *your major, what you study after finish your test? Which faculty you will be in?*

P: Education

R: Then your Major?

P: I am studying I am focus on educational leadership.

'What you study after finish your test' is a 'Wh' question. It starts with the interrogative word *what.* However, the rest of the interrogative part remains as declarative structure as *you study after finish your test?* From the text it can be inferred that the researcher intends to ask what the participant will study after completing the test or what major the participant is going to study after finishing the IELTS test. The preposition *after* needs a noun phrase *finishing your test* to be its object to complete the meaning of this sentence. It is also the same problem as mentioned in excerpt 14 that a linking verb should be there, or an infinitive or gerund should be used to distinguish predicative verb and non-predicate verb. Furthermore, the auxiliary verb is missed here. In English, auxiliary verb can be only missed when the subject or part of the subject is the answer to the Wh-question. Such as 1) what came along with you? 2) which athlete won? 3) who cooked this Chinese dish? 4) whose car crashed? Apparently excerpt 15 is the above four kinds.

Both excerpts (14) and (15) have the same feature. Hu, Pan et al. (2001) made a careful study of all these criteria specially devised for the Chinese and find that none of them can make a valid distinction between finiteness and non-finiteness to prove that there is no

independent evidence to support such a distinction and concluded that it in fact does not exist in Chinese. Since Chinese does not have overt tense marking in morphology to systematically distinguish finiteness from non-finiteness, it is logical that the Chinese L2 users of English has this morphosyntactic feature that shows in excerpt (14) and (15).

Another discovery from the data is that all the interrogative sentences in the present perfect tense seem to the strange thing is that almost all these present perfect tense general questions were in native-like English word order.

4.2.3   Polar questions (Excerpt 45-54)

Excerpts (45)-(55) are Polar questions. An explanation follows each excerpt, and an overall interpretation will be given after all the excerpts of Polar questions. Gunlogson (2002) used minimal-pair methodology exemplified examples to clearly explain the definition of declarative sentences. He also stated that declarative questions are subject to contextual restrictions that don not apply to their interrogative counterparts. For example, declarative questions are inappropriate when the questioner is supposed to be neutral or ignorant. Furthermore, declarative questions cannot be used "out of the blue" unlike interrogatives. The sentence must be felicitous and cannot be without any preceding discussion of persimmons. Otherwise, it will be an odd situation.

Excerpt (45)

R: The new course tomorrow, so *you are still allowed* to join them?

you are still allowed

(p1, line 44)

According to Gunlogson (2002) that the question should not be neutral or ignorant, here the question is neutral. Moreover, there is not enough permission, so it sounds not

felicitous in this situation. The speaker was verifying with the participant whether he is still allowed to join the course since it is already the fifth week in that semester. Hence, it is not a declarative sentence ends with a question mark. It should be a polar question which is asked in a declarative structure. The researcher doesn't have knowledge when the participant started his lecture, for this reason, it is just a normal polar question rather than declarative question.

Excerpt (46)

R: *You will stay* here?

'You will stay' It is a declarative structure that ends with a question mark, and it is spoken in a rising tone. It does not belong to the four questions mentioned at the beginning of this chapter. 'Will you stay here?' is the speaker's initial meaning to ask. However, due to certain reasons, it just came out as 'you will stay?' with a rising tone. It is regarded as a special feature of polar question that spoken by a Chinese L2 user of English.

Excerpt (47)

R: you are in your hometown ?

P: yes yes in my hometown.

Gunlogson (2002) stated that the question should not be neutral or ignorant. The researcher doesn't know whether the participant is in her hometown or elsewhere. She intended to ask the participant. Hence, it should be a general question but not declarative

question. This is not the natural way of asking a question, this is also not a declarative decorative question. The pronoun Subject you and finite auxiliary verb are should be inverted. The researcher is not sure about where the participant stays. Therefore, it should be regarded as a general question but not a declarative question. Are you in your hometown? The researcher is not surprised by where the participant stays

Excerpt (48)

R: …… They are different areas such as blue green and maybe red, there is some signs about green area and green zone and then you can talk with minimum noise and then you can have some discussion with you friends.

P: *You mean collaborative area*?

<div align="right">(p12, line 3)</div>

You mean collaborative area?

Gunlogson (2002) stated that the question should not be neutral or ignorant. The participant depicted one area of the UM library, *the green area or the green zone.* The participant was not sure whether it is the collaborative area. As a result, she asked whether it is the collaborative area. Suppose the sentence is declarative but ends with a question mark. In the Chinese language, the best way to distinguish whether it is an unnatural way of a general question or it is the declarative question is to translate it into Chinese. If the translated version is with the Chinese interrogative particle '吗'？

Do you mean collaborative?

Excerpt (49)

'R: You still have your research methodology?'

'You still '

Gunlogson (2002) stated that the question should not be neutral or ignorant. The researcher intended to ask *Do you still have your research methodology?* It is not a declarative question although it is in declarative structure and ends with question mark. Declarative questions can't be asked out of blue, that they should be the contextual information relating to the declarative question. Therefore, this excerpt is regarded as a polar question rather than a declarative question.

Excerpt (50)

So, so, is this interview or was your previous you intended to do maybe one year or a half before you contact with me?

Gunlogson (2002) stated that the question should not be neutral or ignorant. Therefore, the excerpt (50) should be a polar question instead of declarative question.

Excerpt (51)

P: *He is working there is he working there? or, uh is he a Chinese or a Malaysian?*

Gunlogson (2002) stated that the question should not be neutral or ignorant. Therefore, the excerpt (51) should be a polar question instead of declarative question.

Excerpt (52)

oh yeah you got the connection of the church that's why, I thought that part, so you are really a Christian right now

you are really a Christian right now?

<div align="right">(p23, line 16-17)</div>

Gunlogson (2002) stated that the question should not be neutral or ignorant. The researcher is not showing her surprise or astonishment. She just intended to ask a general question to the participant to clarify whether she is a Christian for the time being? Therefore, the excerpt (52) should be a polar question instead of declarative question.

Excerpt (53)

P: You mean the communication part with my supervisor?

<div align="right">(p23, line 48)</div>

You mean

Gunlogson (2002) stated that the question should not be neutral or ignorant. The participant here is not showing her surprising or astonishing. She is clarifying with the progress of the research. Therefore, it is just a general yes or no question. It shouldn't be identified as declarative question. This sentence is just not the natural way of asking question. Therefore, the excerpt (53) should be a polar question instead of declarative question.

Excerpt (54)

R: You started study here in September?

You started study

Gunlogson (2002) stated that the question should not be neutral or ignorant. This is a general interrogative question. However, it is in the declarative sentence word order.

But it is neutral and unbiased question asked about the commencement date of the new term. Therefore, it shouldn't be seen as a declarative question but a polar question.

General question is also called polar question, it needs need yes or no answer. In English, the auxiliary verb, such as, am, is, are, will, did, do, does need to be preceded. However, all the polar questions/ general questions in the excerpts fail to precede the auxiliary verbs. It can be seen as a unique type. And they are not declarative questions since Gunlogson (2002) stated that the question should not be neutral or ignorant.

4.2.4   Alternative question (Excerpt 55-57)

Excerpt (55)

R: you mean Chinese or other people? (p5, line 21)

you mean Chinese or other people?

First, it is not a declarative sentence although, although it is in a declarative structure and ends with a question mark. It is an alternative question. A declarative sentence follows with the yes or no answer. However, the answer to this question is either *Chinese or other people.* Therefore, it is not a natural way to ask the alternative question; it is the feature of CE interrogative questions.

Excerpt (56)

if you pass your IELTS, you need to get 5.5 or 6? (p6, line 10)

This sentence is not a natural or grammatical way of asking the alternative question. It is not a declarative sentence as well, although it seems to be. It is an alternative question. A declarative sentence follows with the yes or no answer. The answer to this question is 5.5 or 6. Here in this excerpt, it is more like an alternative question.

Excerpt (57)

He is working there. Is he working there? or, uh is he a Chinese or a Malaysian? (p19, line5)

This is precisely the Chinese expression mentioned before. The question intended to ask the nationality of the man but an article *a* is used here oddly.

4.1.5 Tag questions (Excerpt 58-59)

i. Excerpt (58)

R: Oh. You mean, I think I misunderstood you. *You mean you want to join the new semester, is it?* 2020, next semester?

(p2, line 2,3)

You mean you want to join the new semeste*r, is it?* There are two parts in this sentence. The first part is a declarative sentence, the second part is a tag question. Apparently *is it* is used here to form a tag question. But the adverted auxiliary verb here should be *don't* you?

ii. Excerpt (59)

R: *It is at third floor. Is it?*

(p12, line 5)

It is at third floor. Is it?

The tag question part is not the natural way or grammatical way. The tag question should be *isn't it*. According to English grammatical rule

Tag question has always been a problem for CS. CS do not use tag questions that often compare to other question types. It is because the tag question is a confusing zone for the Chinese L2 learners of English most of time. It is too different from tag question of the Chinese language, Mandarin. (Zhang 2010, Ai-li 2016) also mentioned that the types and causes of errors of the tag question. By analyzing these error sources, the learner can avoid and benefit from errors. Thus, they can understand tag questions better. that Tag verbs include mostly the declarative tags of dui,对,right; shi,是，yes; you,有，have; etc. and imperative tags of hao,好，ok; xing,行，ok; keyi,可以，ok; Some epistemic modals such as ying gai,应该，should; keneng，可能，could can; also be tag verbs, though in relatively b) independent prepositions

low frequency. From the cross-linguistic comparison, it is concluded that English tags might be harder for Chinese EFL learners to acquire than Chinese tags for English CFL learners due to the syntactic complexity of canonical tags and irregularity in formation in non-canonical tags.

4.2.5   Preposition (Excerpt 60-65)

A preposition is used to show a relationship between the noun, pronoun, or phrase in a sentence. They are used to connect people, objects, time, and locations. In English language,

Dependent prepositions are the prepositions that are naturally and frequently used with specific adjectives, verbs and nouns. Here are a couple of examples:

I'm *good at* cooking, but I'm pretty *bad at* baking.

Apparently, he's been *linked with* Manchester United.

Players need to have *respect for* their manager.

Independent prepositions can stand alone as a separate word in a prepositional phrase. These prepositions are simply separate words that stand in front of their objects.

Below are some excerpts of dependent prepositions found from the data.

Dependent preposition (Excerpt 60-62)

Excerpt (60)

e.g., P: I think is *influenced with* mother tongue, because Chinese people, China is very big, first, we have many kinds of mandarin in China, ……

In excerpt (60) above, *with* is a dependent preposition. That combination is what the participant uses to describe the possible influence that his mother tongue might exert on his English language. However, *influence by* is the combination we use to describe what kind of influence is exerted, but not the dependent preposition *with*. *'influenced'* used by M2 to express his English might be influenced by the L1 Chinese.

Excerpt (61)

P: The day I get back not depends me,

Herring (2016) stated that because there are no established rules or methods to determine which prepositions accompany which verbs, users have to settle on memorizing some of the most common verb + preposition combinations.

The preposition *on* is the dependent preposition that is used with a number of different verbs. The verb *depends* in excerpt (61) above, should combine with the dependent preposition *on* to make sense.

Excerpt (62)

You don't know the relationship of home and I need to *coordinate* all different kinds of people in my college, *but I have to deal a lot of trifles.*

(p5, line8-10)

Said in another way: dependent prepositions are prepositions that depend on or must follow a particular verb, noun, or adjective. when you use certain verbs, nouns, or adjectives, they are followed by a specific preposition (some use different prepositions for different meanings). Like what is mentioned by Herring (2016), the dependent preposition *with* here in excerpt (62) is the combination of the the verb *deal* and *collaborate. deal with* and *collaborate with* are commonly used expressions. In excerpt (60) to (62), dependent prepositions are missed or misused. Above are the excerpts of dependent prepositions. From excerpts (63) to (65) are prepositions in other situations.

Excerpt (63)

R: Have you been facing any obstacles in your study when you first *into* university?

(p11, line35)

The preposition 'into' is used as a verb in this sentence.

Both excepts (63) shares the same feature that preposition is used as verb.

Excerpt (64)

R: What did you do China for earn living?

In the excerpt (64) is an example of a lacking preposition of place *in*. As it has been explained in excerpt (14) that a preposition of place is missed here. *Chin* is a noun of place, therefore, a preposition is need here to connect the object *China* and the verb *do.*

Excerpt (65)

….Malaya so I *spent a lot time* spent half of year time to learn my English so I so my IELTS and get 5.5 level so I application this university…..

In excerpt (65), *a lot of* is a prepositional phrase. The noun *time* is the object of the preposition *of.* This is a commonly used prepositional phrase but still, the preposition *of* is missed.

Many learners find that using them properly can become a little tricky. In fact, even though articles and prepositions are the most used words in English, they're usually the last grammar aspect that speakers master, for the words are used in literally thousands of different ways.

4.2.6   Declension (Excerpt 66-78)

In linguistics, declension (verb: to decline) is the changing of the form of a word, generally to express its syntactic function in the sentence, by way of some inflection. Declensions may apply to nouns, pronouns, adjectives, adverbs, and articles to indicate number (e.g. singular, dual, plural), case (e.g. nominative case, accusative case, genitive case, dative case), gender (e.g. masculine, neuter, feminine), and a number of other grammatical categories. Meanwhile, the inflectional change of verbs is called conjugation. It will be mentioned later.

Excerpts (66) and (74) are showing other features of Chinese English. They all can be categorized under the term of declension. They are fail in nominalization; fail in verbalization ; and fail in adjectivization. Each excerpt is followed by an explanation.

a) Fail in nominalization (Excerpt 66-71)

Excerpt (66)

'when I finished my *register*.'

In excerpt (66), registration is the corresponding noun of the verb register. It should be a noun after the possessive adjective *my*.

Excerpt (67)

R: What's your future plan when *you after* graduation I mean what are you going to do *after graduate* here?

In excerpt (67), graduation is the corresponding noun of the verb graduate. The word *after* is a time preposition, it should follow by an object which is a noun or pronoun. However, neither noun form graduation nor gerund graduating is used.

In excerpt (66) and (67), *Register* and *graduate* were used as nouns in these two sentences.

Exverpt (68)

P: I think it's *pronounce*, Yeah, pronounce is a big issue, because some word I can pronounce in my way but everybody have their own word, so like some word maybe i…..

The first pronounce in excerpt (68) supposed to be the corresponding noun pronunciation.

Excerpt (69)

. Because, yes I, I like library and I think studying at home the *efficienct* studying at home is very low,….

Excerpt (70)

…..think there are in low *efficient* of their work….

It is so coincidence that both excerpts (69) and (70) fail to norminalize the adjective *effective. In other words,* the speaker fail to speak out corresponding noun for *effective which is effectiveness.*

Excerpt (71)

P: Actually, my *weak* is speaking, maybe reading or listening or writing is not a big problem to me, but speaking how to express my mind using English is very difficult to me, Yeah, so I am trying.

In excerpt (71) the speaker supposed to nominalize the adjective *weak.* The corresponding noun of weak is weakness which is quite common for university students.

b) *Fail in verbalization (Excerpt 72-75)*

'I *application* this university.' (p1, line 20,21)

In excerpt (72), the word *application* is the corresponding noun of the verb *apply*. However, the speaker fails to verbalize the noun *application*. In other words, this sentence uses the noun *application* as a verb.

Excerpt (73)

because just like you say I must fluently use it and no matter for my paper or journal I maybe *public* book and so on and get a lot of salary and step further promotion.

(p3, line 15,16)

Excerpt (74)

R: How many papers you need to public?

(p2, line 10)

The interesting thing is both in excerpt (73) and (74) the adjective *public* is used as verb. The verb *publish* is the corresponding verb of the adjective *public*. After the modal verb *maybe* it should be a base form verb. The speakers fail to verbalize it but using the adjective *public* instead.

Excerpt (75)

In excerpt (75), how to properly to express it right it's also not good for our Chinese people to *publication* to make some to make some dedication for the English journals or to publish some the publications I mean.'

(p27, line 6-8)

It is even more coincidence in the excerpt (75). Here the noun *publication* is the corresponding noun of the verb *publish*. However, just like what happened in excerpts (73) and (74), the noun publication is also used as the verb *publish*.

c) Fail in adjectivization (Excerpt 76-78)

Excerpt (76)

P: I will try my best match your activity. So *happiness* owned the kindness of friend just like you in abroad…..

<div align="right">(p3, line 8-10)</div>

In excerpt (76), happiness is the corresponding noun of happy, kindness is the corresponding noun of kind. So happy to own the kind friend like you abroad. The participant fails to adjectivize these two words: happiness and kindness.

Excerpt (77)

P: …so I just try my best to prepare reading, listening and my destination is to get the offer so for me my oral English or speaking is very poor is maybe *poverty*….

<div align="right">(p3, line 28-29)</div>

Here in excerpt (77) the poverty is the corresponding noun of adjective poor. However, it seems the participant get confused in the speaking.

Excerpt (78)

'we will burn out because of the we didn't handle the *properly* expression,'

In excerpt (78), *properly* is the corresponding adverb of proper. The noun phrase proper expression is said as *properly expression* which may lead to ambiguity.

Fail in nominalization, fail in verbalization, and fail in adjectivization are the main features in Chinese English. The reason that causes these features is explained in research question three.

4.2.7 Conjugation (Excerpt 79-96)

Conjugation in linguistics refers to verbal agreements, or concord is a morpho-syntactic construct in which properties of the subject and/or objects of a verb are indicated by the verb form. Verbs may inflect for grammatical categories such as person, number, gender, case, tense, aspect, mood, voice, possession, and definiteness.

In order to lay out all the excerpts clearly and logically, they are divided into several subcategories as below. The sequence is singularity and plurality; comparative, and verb agreement.

a) Singularity and plurality (Excerpt 79-82)

Ross and Ma (2017) stated that "Most nouns are common nouns. Their referents may be concrete (纸/紙 zhǐ 'paper,' 桌子 zhuōzi 'table,' 水 shuǐ 'water') or abstract (思想 sīxiǎng 'thought,' 原则/原則 yuánzé 'principle,' 自由 zìyóu 'freedom'). Mandarin makes no grammatical distinction between 'mass' and 'count' nouns.

Mandarin common nouns have a single, invariant form. They do not reflect number, and the same form of the noun is used whether the noun is singular or plural. When no number is used with a noun, the noun is understood to be neither singular nor plural, but simply unspecified for number. In addition, nouns"

"that occur without any modifiers or descriptions have a general rather than a specific reference. For example, 书/書 shū refers to 'book' in general and not to any specific book.

When it is necessary to indicate the number of a noun, the noun is modified by a number + classifier phrase. The classifier is required after the number. Number + noun without an intervening classifier is ungrammatical. Compare the following:"

Excerpt (79)

'some word maybe it's British'

In excerpt (79) the countable noun *word* is modified by a quantifier *some*. Therefore, it should be *some words* instead of *some word*.

Excerpt (80)

P: No, other people, I think Chinese we accept this, but other people maybe not, because I know some guys from *many country,* they can pronounce their English words very very stand up,

In excerpt (7o) the countable noun *country* is modified by a quantifier *many*. Therefore, it should be *many countries* instead of *many country*.

Excerpt (81)

Yeah I can share the candies to my friends. So it's really *a very happy memories* to me.

In excerpt (81), *memories* is the plural form of the countable noun momory. It is something that people remember. Therefore, the infinite article a is modifying the noun momery but not memories.

Excerpt (82)

P: Because in China there are *many university* it recommend you must Major same course, if you change another you just are not. I don't, I don't know this word,

In excerpt (82) the countable noun *university* is modified by a quantifier *many*. Therefore, it should be *many universities* instead of *many university*.

Singularity and plurality are also major features of Chinese English. It is a remarkable characteristic of Chinese English.

b) Comparative (Excerpt 83-87)

Excerpt (83)

because it is I am not qualified to this kind of university. I would find a more good job.

Excerpt (84)

I want express, that's first and then learn English *more* better or fluential,…

Excerpt (85)

then we can we can communicate *more better* and, and, better understand what means she said then we can write the paper

Excerpt (86)

P: but now I think use used to meeting it's o it's okay but I feel do things *more better*.

Excerpt (87)

P: um, mm, I think I think my English is not good and say Chinese is *more better* to mean the,

From excerpts (83)-(87) show the unique feature of CE which is the Salient comparative form. *More good* and *more better* has been used quite often by different participants.

4.2.8   Finite verbs (Excerpt 88-95)

Finite verbs are one of the trickiest parts for Chinese L2 learners of English. There have been so many cases. List below are the excerpts show this feature.

Excerpt (88)

I like the, the students I'm teaching very much because when we are interact,

Excerpt (89)

P: So, this is why I am looks a little worried about this.

Excerpt (90)

P: I am arrive in Malaysia in August so maybe it's 6 or 7 a weeks.

Excerpt (91)

P: I am studying I am focus on educational leadership.

Excerpt (92)

P: I am not wish to turn to negative, because this is antibodies to helpful for me to protect myself from second exposure re-exposure, you know, this is a good things i do not want them to be negative otherwise that means you dose the vaccine in vain, useless vaccine, you know?

A morphosyntactic feature is shown via Excerpts (88)-(92), which is the auxiliary verb *am* is used together with substantive verb to form predicate.

Excerpt (93)

P: Special pass can only *extend* for one month. but if you waiting for my IgG to convert negative it tooks many years no. because IgG in the antibody, after I post the vaccine also and then definitely it is hard for me to convert negative

Excerpt (94)

so, I I, I think I will be *postpone*.

The excerpts (93)-(94) reveal another feature, *be extended* and *be postponed* should be used here.

Excerpt (95)

R: How many years are you going to plan finish here?

Double finite verbs are shown in excerpt (95), both verbs *plan And finish are used here.*

It is an unstructured interview, so that all questions are not prepared in advance. It is a kind of instinct to say so. Descriptive method. Nevertheless, these impromptu questions clearly show that certain features can be found by categorizing them into question types. Use descriptive method mindfully as tools for language analysis is an ideal way to discover the features of CEspoken by Chinese international students. It is a practical way to Interpret people's language from a positive perspective, positive literacy lens rather than judging their language, and pronunciations, in short, my aim is to lay out a question to get started.

4.2.9   Nuance Expression (Excerpt 96-99)

Excerpt (96)

Tomorrow year, in 2020

Tomorrow year is an expression that the researcher first heard in English, it is a definitely unique expression made by this participant.

Excerpt (97)

No, I do not *use fly* to Singapore are you drive I drive to Johor Baru

In excerpt (97) that the participant intended to express that he would not fly to Singapore, however, he said he won't use fly to Singapore.

Excerpt (98)

we can meet in Refectory.

In excerpt (98) the word *refectory* is not a common word using in daily refers to restaurant or canteen.

Excerpt (99)

P: …to improve myself, after *I* three year study maybe I will want to find another job in university to be a lecturer and or a researcher.

In excerpt (99), the pronoun *I* is used as possessive adjective *my*.

To conclude, all the excerpts have been categorized in order to analyze their morphosyntactic features. Excerpts (1) –(59) show morphosyntactic features in English questions. Declarative interrogative questions have been used quite often in the interview. the main morphosyntactic feature of these questions is interrogative adjectives like What, How, When, Which Why have been preceded, but the auxiliary verbs were missed. The high-frequency usage of the declarative question indicates that the researcher has already formed her own language concept, which is either like a Chinese monolingual or an English native speaker.

In excerpts (60)-(65), the morphosyntactic feature of prepositions is explained. Dependent prepositions are missed and misused in these excerpts.

In excerpts (66)-(74), three subcategories of declension are explained. They fail in nominalization, fail in verbalization, and fail in adjectivization. Verbs can be used as nouns; adjectives can be used as verbs and nouns. These all happened in the excerpts.

Several subcategories of conjugation have been mentioned in excerpts (79)-(96). Singularity and plurality have been an eternal obstacle for Chinese L2 users of English. Comparative and finite verbs are also the pain.

4.3   The four scenarios of Vivian Cook's Multi-competence.

RQ2. How do they fit into Vivian Cook's first and fourth scenarios of linguistic multi-competence?

The second research question, 'How do they fit into Vivian Cook's first and fourth scenarios of linguistic multi-competence?' is addressed in this section. Based on Vivian cook's multi-competence's four scenarios introduced in section 2.6, I created Figure 4.1 which is about Chinese English learns multi-competence. From the multi-competence perspective, the goal of L2 learning is to attain high proficiency in the target language as a skilled L2 user and to become a unique individual whose mind differs from monolinguals in both languages.

From Figure 4.1, the four scenarios of Chinese English users are:

1.   The one-concept scenario97

The Chinese concept, L1-related concept is still used by Chinese English speakers although they are talking English. They use the same Chinese Concept no matter which language they are speaking.

2.   The double-concepts scenario.

Chinese English users switch concept according to the language they are uttering. They use Chinese related concepts when they speak Chinese and English concept when they speak English. The Chinese English users hold two sets of concepts and the respective one comes into play when required.

3.   The one-integrated-concept scenario.

Monolinguals	Concept	L2 users			Scenario
L1 Chinese concepts		L1 (Chinese) concept	L2 (English) concept	New concept	
Chinese concepts	**i.** Using **only** **L1** concepts	L1 (Chinese) concepts			1.The one-concept scenario
	i. **ii. Switching** between L1 and L2 concepts	L1 (Chinese) concept	L2 (English) concept		2.The double-concepts scenario
	iii. Integrating L1 and L2	Integrated both L1 related and L2 related concepts			3.The one-integrated-concept Scenario
	iv. Creating A **NEW** concept			New concepts	4.The Original-Concept scenario

Figure 4.1: Concepts in Chinese L2 user's mind

Here the Chinese English speakers opt a single concept that combine the Chinese concept and L2-related,English concepts. Their thinking is different from monolingual native speakers of both Chinese speakers and English speakers.

4. The original-concept scenario.

The final logical possibility is that L2 users devise a new concept that is not so much intermediate between the Chinese and English concepts as something different. It is nuance and cannot be prepare to both Chinese and English.

The main reason here Why only Scenarios 1 and 4 are used in this paper is that only scenarios 1 and 4 match the research data. It can be seen from Table 4.1 that Scenario 2 is more like code-switching because the users switch freely between concept L1 and concept L2. It is more common in bilingual countries and multilingual countries. On the other hand, Scenario 3 is more like highly proficient English users. It shows that the users in Scenario 3, which integrates concepts L1 and L2, are regarded as users with high proficiency. Users like this might have been bilinguals since early ages. There is no doubt that the participants in this research were not bilinguals from an early age because they all started their English education at the age of 13 or 14, which was the year of their junior secondary school.

Hence, scenarios 1 and 4 are more suitable for these participants' living and working environments. They were all born in China, raised in China where is a monolingual country. Only two of the participants lived in other countries before completing their postgraduate course at Universiti Malaya. Therefore, all the features found in research question one can be fit into scenarios 1 and 4. The following Table 4.2 explains which scenarios these features belong to.

4.3.1 First Scenario

Scenario 1 is seen as a low proficient, temporary stage of L2 users of English. During the interview, they still apply their L1 concept to their L2 concept.

Table 4.2: Morphosyntactic features of Chinese English and its scenarios

Scenarios	Sections	Morphosyntactic Features		Excerpts
1	4.2.5	Prepositions		60-65
	4.2.6	Declension 60-78	Fail in nominalization	66-71
			Fail in verbalization	72-75
			Fail in adjectivization	76-78
	4.2.7. a	Conjugation	Singularity and plurality	79-82
	4.2.8	Finite verbs		88-95
	4.2.9	Nuance expressions		96-99
4	4.2.1	Declarative questions 1-13	Affirmative declarative question	1-8
			Negative declarative question	9-13
	4.2.2	'Wh' question 14-44	What	14-20
			Why	21-28
			Which	29-32
			When	33-34
			How	35
			How many	36-40
			How much	41-42
			What time	43
			How long	44
	4.2.3	Polar question		45-54
	4.2.4	Alternative question		55-57
	4.2.7. b	Comparative		83-87

As it can be seen from table 4.2, morphosyntactic features like Declension, Conjugation, Finite verb and Nuance expressions are categorized under scenario 1. These kinds of features can be changed or adjusted through longer time of living in English speaking environment, bilingual or multilingual environment. In other words, language concepts can be changed through time. The researcher believes the scenarios are not fixed because people's language concepts keep changing. Take one example from section 4.2.4 Declension.

Excerpt (66)

'when I finished my *register*.'

The verb *register* here is used as a noun *registration.* This cant be seen as permanent feature because it can be fixed or changed itself overtime or by staying English speaking environment long enough.

4.3.2   Fourth Scenario

From Table 4.2, all types of questions and comparative are categorized under scenario 4. Since the researcher has been living overseas for years, there are still salient morphosyntactic features that can be found in her discourse. These kinds of features could be regarded as scenario 4. Through 20 years these features still exist, they can be regarded as lifelong features. For example, the question word order mentioned in sections 4.2.1-4.2.4 cannot be compare with either Chinese nor English. The unique word order stands on their own. Therefore, it is seen as under scenario 4. It is the unique expression created by Chinese English speakers with its own salient features different from both L1 and L2.

The limitation is that all the participants are willing to talk and join the interview which may represent they are more outgoing or less shy than who refused to join the interview. This might potentially impact the features found.

CHAPTER 5: DISCUSSION

5.1 Introduction

English will continue to be one of the leading global languages in the coming decades. This chapter discusses the reasons for the formation of Chinese English morphosyntactic features. Moreover, future English education in China and its implication for English pedagogy and direction based on the research findings is discussed too.

5.2 Reasons behind the formation of these features

This research question is addressed in this section. For a long time, in English teaching in China, there has always been a problem of valuing theory over practice and valuing examination over application. This problem has not been fundamentally solved either in China's higher education or basic education and has seriously affected all aspects of English teaching in China. Several reasons are believed to contribute to the formation of these features found in data analysis.

From what has been mentioned by the participants, lacking authenticity in teaching materials and teaching methods is believed to be one of the factors. Teachers' competence and living environment are also two main factors. The absence of systematic learning is also a contributing factor. Last but not least, Environment and first language interference can be ignored in forming these features. In the following paragraph, all these factors are discussed based on the findings of research question one.

5.2.1 Teaching material and teaching methods

Unfortunately, English textbooks for primary and secondary schools in China are generally lacking in practicality, authenticity, and sociality. After learning, students can rarely apply it to daily life, tourism, communication, and practical application. If you can't write business cards, greeting cards, posters, and application forms for studying abroad, it is difficult to read online English, newspaper English, and use English to make

speeches, debate, shop, travel and travel, museums, etc. This is because there is a lack of such things in the compilation and selection of teaching materials. The current English curriculum standards make up for this. For example, elective courses include: English grammar and rhetoric, primary English Chinese translation, English practical writing, English newspaper reading, English speech and debate, secretarial English, scientific English, social science English, primary tourism English, primary business English, computer English, English literature appreciation, English film and television appreciation, English drama and performance, and English song appreciation.

Our exam-oriented teaching focuses more on teaching students how to do questions skillfully and choose the answers during exams. Sometimes, too strict or uncommonly used grammar is contrary to oral expression. This teaching method results in everyone aiming to be a result-oriented student how to do well in the exam and gets high scores becoming the only rhythm in teaching content. The teaching focus has shifted from practical English to exam-oriented English for decades.

From the perspective of the evolution of English teaching methods in China in recent decades, although it has a strong modernity, it is often from one extreme to the other. Teaching English from the perspective of pure theory and exam-oriented education. For example, the original grammar-translation teaching method used the mother tongue to teach, rarely used the target language actively, and gave lengthy and detailed explanations for complex grammar problems. The teaching often focused on word form and word form changes. Just like Participant F4 mentioned in her answer:

'P: Yeah and I think what is more important in China when I was learning English I just learning by words by words but uh but we should use it right the the the language the the most important thing for language is to using it but uh but we just translate Chinese into English using words but we didn't learn exactly how to using the English phrase an English sentence.

The only way to practice is translation practice, with little or no attention to pronunciation.

Therefore, there are many shortcomings, such as over-reliance on the mother tongue, ignoring the teaching of listening and speaking, not paying attention to cultivating students' ability to communicate with the target language, and boring classroom teaching, which has become "dumb English". Later, it adopted listening and speaking, and communication methods paid great attention to the context of language teaching, the practicality, and authenticity of teaching content, and advocated that students should be the centre and the main body. Teachers should serve students, only guide, and be participants in teaching activities. Dilute grammar teaching, basically, do not do the translation. Therefore, although the advantages are obvious, they also lose the advantages of the grammar-translation teaching method: teaching grammar and translation ignores the fact that English is the second language in China. Because students are bound to encounter cultural differences, grammar, vocabulary, and other problems in Chinese-English translation in the process of learning English, this strange situation of "illiterate English" is caused. As mentioned above, "We speak English, but foreigners don't understand", this report is ironic. Now the country has issued a new English curriculum standard, which puts forward higher and newer requirements for teaching methods from the perspective of experience, practice, participation, cooperation and communication learning methods and task-based teaching methods advocated in the textbooks. Therefore, the communicative approach has not adapted to the requirements of the new textbook standards.

5.2.2 Teacher's competence

Participant F3 mentioned her experience when she went for an job interview for English teacher in China in 2016.

'I think sir the third, uh especially for our English majors they think that okay interview the first thing is that you the the first thing is that you should use your it should you is your English to to for to do an introduction and then if your accent is not that good or your oral English is not that good maybe you have already lost your job'

She explained, not like before, the university and college in China nowadays pay much attention on English teacher's competence. However, in 2000, domestic resources were scarce, and people who could speak English were more rare and valuable. As a result of this situation, under the circumstances of scarce resources, it was impossible to guarantee the effect of English learning. Memorizing words, learning grammar, speaking in English and communicating became the biggest obstacle for students. It was very different from nowadays if traced back to the year 2000. For now, the basic requirement for English teachers is that they should have a British or American accent. However, at that time in 2020, few teachers in China had standard pronunciation;

What's more, some teachers even with strong local accents. The level of teaching people is that level, which will naturally affect the acquisition mode of the receiver. But at that time, we paid more attention to how to understand English articles and academic papers.

5.2.3   The absence of systematic learning

The absence of systematic learning is also a contributing factor. English education in China is a very big problem, especially in children's education. The reason is that the school does not focus on students' pronunciation problems and only shows them cartoons.

As mentioned by participant F4 in the interview,

'but I think I think in China our primary school or the middle school we should to change our uh the, the how to say that the learning content right we should do practice more because the

communication part I think is okay because we are Chinese why we cannot why we cannot pronounce like Chinese right uh yeah uh if even if you go you can uh speak the fluence'.

She mentioned the shortage of systematic English learning in primary and secondary school in China. Although students can make all kinds of sounds when they are very young, or children can make all kinds of sounds when they are very young, and their tongue and teeth are very cooperative, when they grow up to a certain age, there is no sound in their life, and they are not practiced. This kind of pronunciation has not been formed as a habit. It will be very strange when you encounter it after a certain age. The tongue, teeth, and lips must cooperate with this pronunciation. In addition, there is no language environment around, so it is difficult to form a habit of this kind of pronunciation. What's worse, this kind of pronunciation has not been firmly taught but is a large class teaching system. Whether the students' tongues are in the exact position or not, and whether the pronunciation is correct or not, has not been carefully proofread, which leads to a very large number of students' pronunciations being inaccurate. Students cannot proofread themselves because they only hear the voice but can't see where the real person's tongue is. The 'th' pronunciation is the most direct problem.

5.2.4   Education environment

The environment is one of the leading factors for Chinese English features' formation. First, the setting level of teaching materials in these regions is relatively complex, and the teaching mode of natural adaptation will also change. Of course, the higher the difficulty coefficient of teaching materials, the greater the differentiation trend between the two levels. This is also due to the difficulty of teaching materials. Many students who learn well will naturally be excellent. Second, the public schools in these cities invest relatively good resources. A considerable number of international schools or elementary public schools will have regular foreign language teaching classes every week. Naturally, they will also set up some relevant English club activities. For example, the English debate

group. In this case, the chances of using English on campus will increase. Students from small cities to places such as Beijing and Shanghai will find that ordinary local students have good English skills, and this is only normal and cannot be an advantage.

At least speak out bravely. Practicality is more important. Pursuing pronunciation and grammar problems will keep students silent, so there is no way to talk about exercise. And there are many people who have made achievements from their expertise and interests. Moreover, with the rapid development of science and technology, the division of knowledge and technology is becoming increasingly sophisticated, and more specialized talents, especially creative talents, are needed. According to the survey of talents in education and other industries in China, creativity is generally lacking, and expertise and interest drive creativity. The traditional enrolment and examination system, especially in English, can no longer meet the needs of education, society, and future development and should be changed as soon as possible.

5.2.5   First Language Interference

First-language interference may have been an important factor in the formation of these morphosyntactic features. There are many excerpts that show the first language interference in data analysis, especially like singularity and plurality, tense, and comparatives.

Using a theoretical framework to describe the formation of all language concepts is very complicated. It is even more difficult to use one or a group of simple formulas to describe it because of its formation's mutual restriction and correlation. It is difficult to measure the problem since age, family situation, social background, education level, and genetic inheritance are all factors that cannot be ignored to determine the formation of personal language. The combination of personality, ability, willpower, perseverance, self-control, learning methods, and teacher factors makes the language formation process

seem very disordered. But every language contact will have an impact on the cognition of the original system thinking in the human brain. And if the experience is slightly different, the formation of personal language will be very different. And the language systems behind it will be more and more different. In mathematics, mathematicians call it chaos, which is a characteristic of complex systems. Although complex, the system changes dynamically with the influence of time or conditions and various factors; it has the characteristics of organizational adaptation and self-adjustment. Children are very sensitive to all sounds when they are young. But as people grow up, many voices that are not practiced by the outside world will disappear, and children will forget them.

5.3   Future English Education in China

The importance of English is one of the most important issues that cannot be ignored in China's education field. From the early stage of reform and opening up, the country, in order to cultivate talent resources, tried to send talented people abroad to learn the technical thinking of hope. At that time, English had already occupied the leading position in the world's communication language field. The educational institutes in China were very clear about this fact, so the talents needed for research must master English to become better research talents and exchange talents in various fields.

Recently, it was reported that Shanghai had canceled the primary school English test, and most people think that the proportion of English is beginning to decrease. But Shanghai implanted English teaching in early childhood more than 20 years ago, and it is the first city to have the most foreign guests. English is just a common life skill for them, so for the primary school students in Shanghai, the question of whether to take the English test does not matter at all. The students pay more attention to the Cambridge IELTS test. The English test in school education is not worth mentioning to many students who have been accustomed to use English since their childhood. This is the gap in urban resource

allocation. Poor information leads to poor cognition of a large number of people. It is only after many years of employment that people will find that English is a difficult problem that restricts their career advancement.

The Preponderance of native-like supporters among English learners. Granted, the for-profit English training institute instilled this notion into those learners' minds. Native-like standards it almost impossible for those who never live in English-speaking countries unless they spend incalculable time practicing. However, those fancy, misleading advertisement of native-like standard English makes it difficult for the public to distinguish fact from fiction.

5.4   Implication for English Pedagogy and Direction.

A new and more effective teaching method should be created according to the objectives and requirements of the new curriculum standards, combining the advantages of traditional grammar-translation and communicative teaching methods. For example, according to the requirements of the curriculum standards of listening, speaking, reading, and writing, we should integrate translation and grammar into teaching, solve the problems of cultural differences between China and the West, and the accuracy and standardization of language use in the process of learning English, so as to clear the obstacles for students to self-study and cultivate their good self-study ability. For example, advanced and centralized grammar learning is actually a teaching method that combines part of grammar knowledge with the whole so that students can systematically master the necessary grammar knowledge and skills and clear the learning obstacles. The centralized vocabulary learning method is more effective in enabling students to master a large number of English vocabulary in a short period of time, and is a successful example of a teaching method. In addition, the monotony of teaching means makes

teaching lose its practical effectiveness. For example, because English teaching is almost completely confined to the classroom, and the teaching conditions vary greatly between urban and rural areas across the country, there are few teaching methods, and it is difficult to be effective. For example, the use of multimedia, slides, projection, television, VCD, tape recorder, wall charts, physical models, simple strokes and other teaching resources and means vary greatly between urban and rural areas. Most schools in China do not have multimedia, projection and other teaching conditions. However, although the general teaching facilities are available, they lack complete supporting teaching materials and resources, such as VCD and TV, which are obviously insufficient in the development of teaching resources. There are not many supporting teaching facilities and textbooks available. The English teaching environment outside the classroom is even less, and there is almost no English context to practice and learn. Although English is not the second language of our country, can't all Chinese people understand the spelling and expression of Chinese and English by marking some necessary pictures and texts in public places, traffic roads and other places that everyone can touch? Doesn't it mean creating a language environment in both Chinese and English? It is meaningful not only for Chinese people to speak, but also for foreigners to come to China. Now many shopping malls, hotels and stations have some signs, but they are far from enough. However, in theory, many bilingual schools in China are not really bilingual schools, and it is difficult to implement bilingual education. But in terms of its practical effect, it is to create a small environment for students in English. With foreigners, The contact has aroused the curiosity and interest of the students, and the long-term contract has relieved the students' fear and fear of difficulties, making them adapt to foreign teachers' English teaching from passive to active, and gradually forming the habit of listening and speaking English. It can be seen that it is very important to create English context in and out of class. Of course, it is not entirely dependent on foreign teachers. For example, English speech,

debate, writing, translation, reading and other competitions are also good ways. In addition, it is also important to pay attention to practicality in the teaching process. For example, some commonly used English knowledge and skills must be taught and practiced in stages. Such as newspaper English, English songs, computer English, network English, English practical articles, English grammar, translation, etc. According to the fact that CElearners have access to English and applied English, reading and English translation account for 70%, listening for 15%, and writing for 15%. It can be seen that reading and translation account for the largest proportion. Of course, English listening, speaking, reading and writing are inextricably linked, but there are differences in students' knowledge and skills. Therefore, effective teaching and practice in stages is indispensable. For example, the teaching of reading should pay attention to the relationship between vocabulary, grammar, reading speed, understanding and quantity. Put understanding in the first place (i.e., the process of Chinese-English translation) to avoid making mistakes that are too small to be true.

CHAPTER 6: CONCLUSION

This descriptive language research has been launched because the researcher noticed certain Ph.D. peers at Universi Malaya feel inferior when they cannot use English fluently and efficiently in and out of class. This research focuses on revealing the morphosyntactic features based on Cook's first and fourth scenarios of linguistic multi-competence among advanced degree candidates at the Universiti Malaya which is a gap in the literature.

From what the participants have mentioned, it is believed that a lack of authenticity in teaching materials and methods is one of the factors. Teachers' competence and living environment are also two main factors. The absence of systematic learning is also a contributing factor. Lastly, environmental and first-language interference cannot be ignored in the formation of these features. The absence of systematic learning is also a contributing factor. Last but not least, Environment and first-language interference can be ignored in the formation of these features. In the following paragraph, all these factors are discussed based on the findings of research question one.

It cannot be denied that commanding English to a certain degree is an essential requirement to be a Ph.D., but not all of them are English majors. Some Chinese international students are not even aware of the existence of Chinese English. Further study may focus on self-confidence serve as one psychological factor on improving English performance among CS.

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