

CHAPTER 4 : RESULTS AND DISCUSSION

4.1 Introduction

The present study aims to investigate the pattern of language use among members of Sino-Malay mixed marriage families in selected domain analysis in order to investigate their language choice in daily use. The study also examines the perceptions of the children towards their parents' mother tongue and the perception of the parents to maintain their mother tongues among their children. The study hopes to find out whether this minority group is maintaining or slowly shifting away from their use of the mother tongues.

The first section of this chapter will present the participants' language profile followed by the findings of language use of participants in selected domains. Finally, the attitudes and perceptions of the participants towards their mother tongues will be presented. Frequency counts will be tabulated and the following abbreviations will be used in this chapter to refer to the three categories of participants in this study:

“**F**” refers to fathers,

“**M**” refers to mothers, and

“**C**” refers to the children of the Sino-Malay mixed marriage families.

4.2 Language of Participants

In this study the participants are from Sino-Malay mixed marriages. Parents in this study are made up of fathers who are Malays and mothers who are Chinese. Therefore, the basic assumption in this study is that the two mother tongues that can be found and /or used in these families are, namely, Malay which is the fathers' mother tongue and Mandarin or Chinese dialects as mother tongue(s) of the mothers' participants. In this study, the working term of “mother tongue” is used interchangeably with ethnic

language which is being used and passed on from one generation to the next generation. Conversely, the term of 'first language' is not refers as ethnic language of the participants but the languages that acquired through exposure since young over a long period.

According to Baskaran (2005) 'mother tongue' refers to languages or dialects are used among family members of same ethnics. She commented that in Malaysian linguistic situation, 'mother tongue' and dialects commonly known as language that reflects the ethnicity. For example, if a person is of Chinese origin, this person may belong to Cantonese, Hokkien, Teocheow, Hakka or one of other Chinese dialectal groups. In addition, she also mentioned that 'first language' normally is a language which the individual is exposed to since young which might not reflect their ethnic language or mother tongue. For example if the child is exposed to English- speaking family, this child tends to use English as his first language.

In this section, the study will look at the language that “F” participants, “M” participants and “C” participants indicate as their mother tongue and as their first language in the survey questions.

4.2.1 Language of the “F” Participants

In the survey, “F” participants were asked to indicate their mother tongue and their first language. The findings for “F” participants are presented in Figure 4.1 below.

All “F” participants who are the fathers in the study are Malays. The findings indicate that 100% of the “F” participants claimed Malay as their mother tongue (not shown in figure 4.1). This is to be expected since it is their ethnic language. On the other hand, they were also asked to indicate if they have any 'first language' which in this study

considered as a language that they were exposed to since young besides their own mother tongue. Figure 4.1 show that 62% of “F” participants (n=8) indicated only Malay as their first language while 19% (n=5) of “F” participants indicated that both English and Malay are their first languages meanwhile 13 % (n=2) of “F” participants indicated only English as their first language.

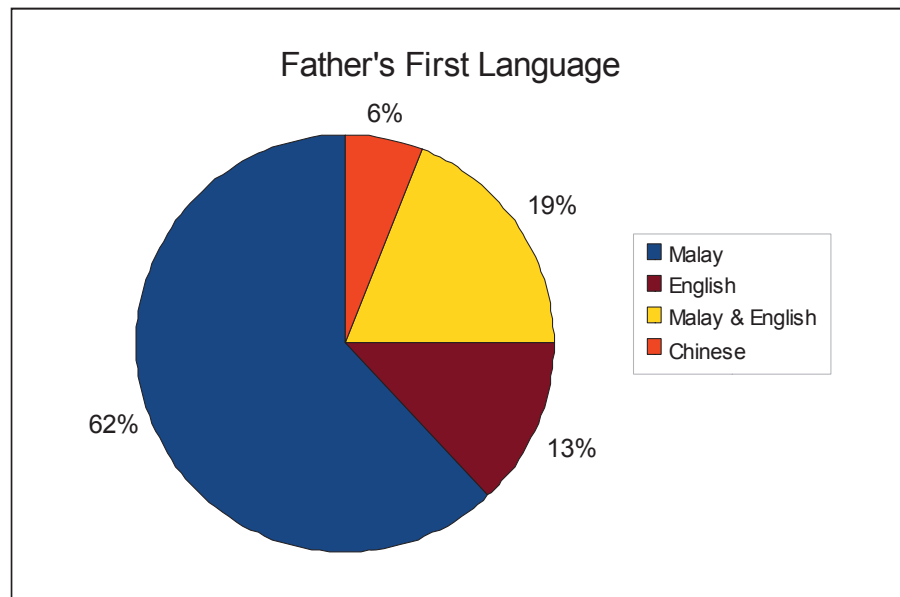


Figure 4.1 : First Language of "F" Participants

Interestingly, only one participant “F9” claimed Chinese language as a first language in the questionnaire. Based on an interview with this participant's daughter (C9), participant “C9” mentioned that “F9” grew up in Kota Bharu, Kelantan, and was immersed in the Chinese community when he was growing up. “F9” had attended a Chinese-medium primary school. Over the years, “F9” got married to a Chinese woman (“M9”) in this study who speaks both Mandarin and Cantonese as mother tongues.

In summary, the results show that the majority of “F” participants indicated Malay as their mother tongue and a majority of “F” participants are maintaining their mother tongue, Malay. Findings of each following section will be supported based on interview information in the later part.

4.2.2 Language of “M” Participants

Similarly, mothers or “M” participants in this study were asked about their mother tongue and first language. The following Figure 4.2 shows the findings of mother tongue and first language as reported by “M” participants.

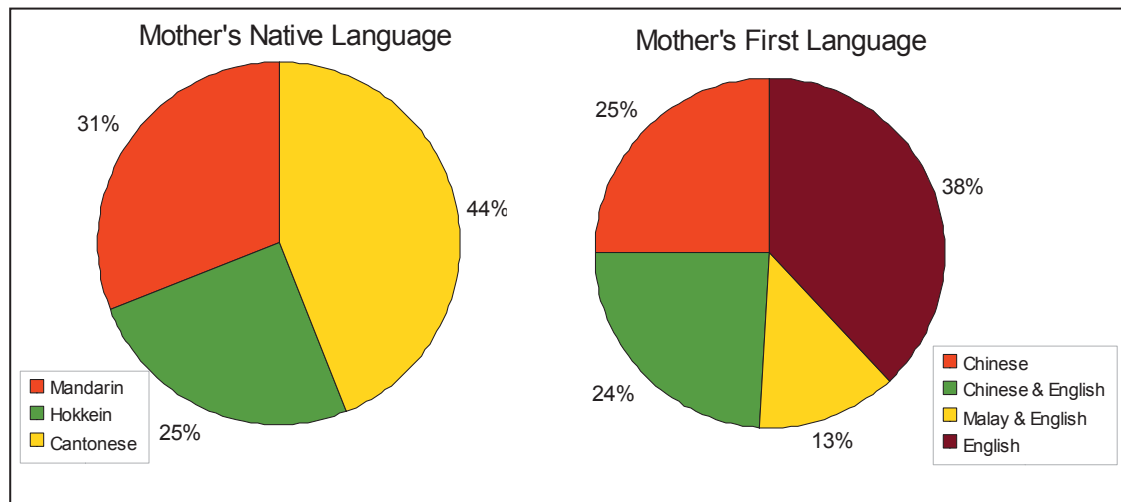


Figure 4.2 : Mother Tongue and First Language of “M” Participants

Figure 4.2 shows that “M” participants can be categorized in three main groups based on their mother tongues. Group 1 is made up of 44% (n=7) “M” participants who claimed that Cantonese as their mother tongue. Groups 2 and 3 are made up of 25% (n=4) of “M” participants who claimed Hokkien as their mother tongue and 31% (n=5) of “M” participants who claimed Mandarin as their mother tongue, respectively.

On the other hand, 24% of “M” participants claimed both Chinese and English as their first language. 13% “M” participants claimed that Malay and English as their first language. Overall, the findings show that majority of “M” participants (38%) claimed English as their first language.

4.2.3 Language of “C” Participants

“C” participants are the children of these Sino-Malay mixed marriages families. Since they are exposed to two or more languages that are the mother tongue and first language of their parents (F and M participants), they were asked what they considered as their first language. The following Figure 4.3 reports the findings of the “C” participants' first language(s).

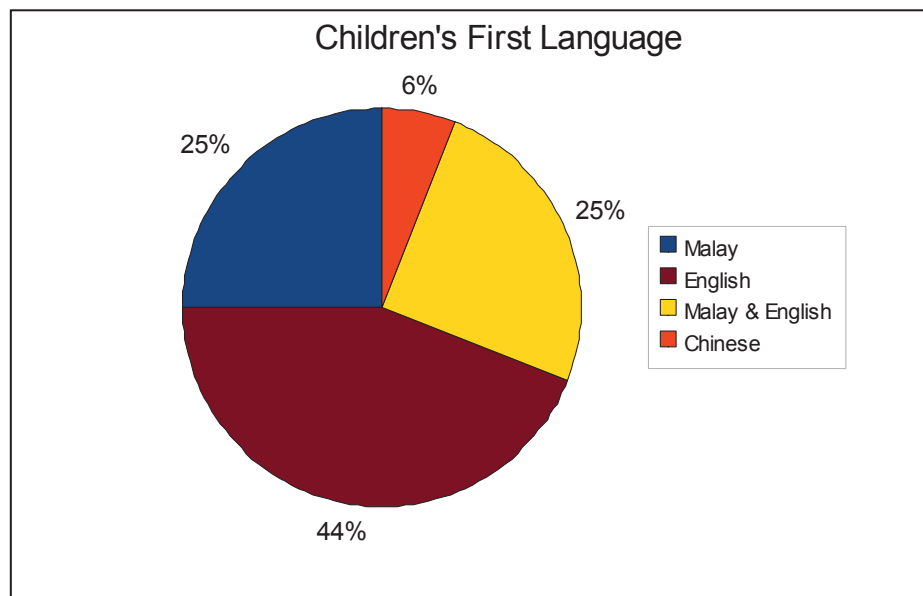


Figure 4.3: First Language of “C” Participants

When the “C” participants were asked to indicate their first language (L1) the findings reveal that the majority of the “C” participants (44% /n=7) indicate English as their first language, while 25% (n=4) of the “C” participants claimed Malay as their first language and another 25% (n=4) indicate both Malay and English as their first language. Only participant C9 indicated Mandarin as her first language. For this particular participant, the father and mother indicated Mandarin as their first language.

Overall, the results show that English seem to be chosen as their first language with the majority “C” participants. It could be that “M” participants can play an important role

to influence the “C” participants who have also chosen English as their first language. In any case, English is the chosen language to cut across all the different mother tongues of both parentages.

The following section looks closely at the proficiencies language of the “C” participants.

4.3 Language Proficiency of “C” Participants

In this section, a distinctive feature of this study is the attempt to present a detailed description of the “C” participants’ perception of their proficiency in Malay, Mandarin, Chinese dialects and English. The results are presented in Figure 4.4.

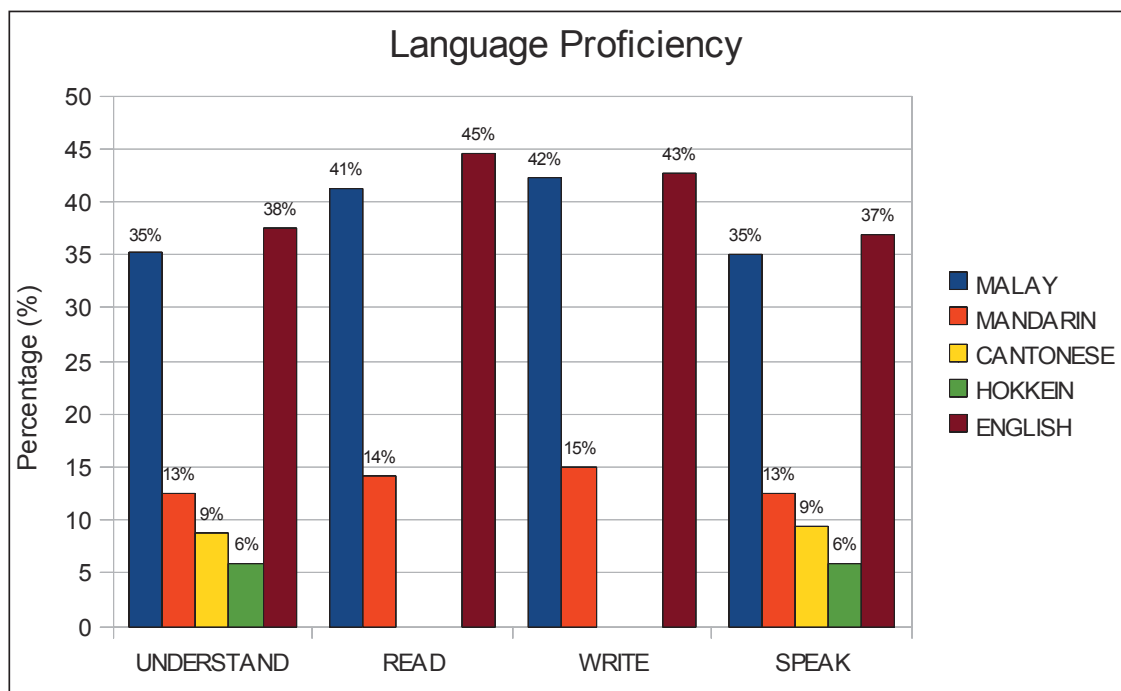


Figure 4.4: Language Proficiency of “C” Participants

Figure 4.4 presents the “C” participants’ perception of their language ability or proficiency in Malay, English, Mandarin and Chinese dialects (Cantonese and Hokkien). The “C” participants were asked to rate their language proficiency on a Likert scale of being 'excellent', 'good', 'average', 'very little' and 'not at all' in the five

languages listed in the questionnaire. For the purpose of this study, all participants were informed that they should consider their proficiency in the speaking, reading and writing skills of each language.

The figure 4.4 showed that most of “C” participants consider themselves to be excellent in speaking, understanding, reading and writing in English and Malay. The results indicated that 35% – 42% of them were proficient in Malay for all skills such as speaking, understanding, reading and writing as this is because Malay is the medium of instruction in schools. As for English, a slightly higher proportion, 37%- 45 % indicated that they were proficient in speaking, understanding, reading and writing in the English language. This could be the influence of the home and school, and this will be tallied within the following section when looking at language choice in the home domain. The findings also show that about 13% to 15% “C” participants can understand, read, write and speak in Mandarin.

It should be noted that Malay, English and Mandarin are considered as formal languages as these languages are taught in Malaysian schools. Dialects such as Cantonese and Hokkien are the more commonly spoken dialects by the Chinese community. Since these Chinese dialects are an informal part of the Chinese language (6%-9%), the proficiency in these languages can be expected to be lower than Mandarin (13%-15%). The results reveal that the “C” participants perceive that their proficiency in their mother tongue namely Mandarin and other Chinese dialects have decreased. On the other hand, (35%-42%) “C” participants perceive that their proficiency in Malay has increased because it is the medium used in the education system and the mother tongue of their fathers.

Figure 4.4 also suggests that the “C” participants were mainly bilingual or multilingual because some of them can speak up to five languages such as Malay, English, Mandarin and Chinese dialects such as Cantonese and Hokkien. However, language preference of the Sino-Malay “C” participants as seen in the figure above, they favor English (37%-45%) and followed by Malay (35%-42%).

Based on the interview, a majority of “C” participants (14 of 16) verified that they studied in a Malay medium primary school (Sekolah Kebangsaan). When asked the reason for the choice of this type of school, apart from the location of the school being nearer to their homes, some of them added that it was their parents' decision to send them to this type of school. Only participants C9 and C14 claimed that they were enrolled in Chinese-medium primary school.

According to eight (50%) the majority of “C” participants claim that they learned Mandarin language through private tuition and POL (Peoples Own Language) classes in the school. However, they explained that they could not acquire the language as well as Malay and English because there was not much exposure to the language in their schools. They agreed that although they learn this language in school, they did not speak it at home, even with the mothers.

When interviewed, most of the “C” participants said they learned basic Mandarin to enhance their knowledge of this language. They also claimed that Mandarin was a more difficult language compared to Malay or English. The complex relationship between Chinese phonological system and the written script made it difficult for them to acquire the language easily. Six (6) out of the 16 “C” participants reported that they did not use Chinese dialects or Mandarin due to their low proficiency in those particular dialects.

Similarly, these findings show that the proficiency of a language can be an important factor that can influence one's language choice.

4.4 Patterns of Language Use in Selected Domains

Following section will present the findings on choice of language used in the selected domains: family, friendship, school and neighbourhood. The domain of entertainment, media, reading material and religion which are used in the study hopefully will also help to determine the language choice/use among members of Sino-Malay mixed marriages family.

In this working study, the family domain has been divided into two sub-domains: immediate family domain and relatives' domain. Its aim is to get a clear picture of the overall family domain analysis. In this working study, immediate family refers to the father (**F**), mother (**M**), children (**C**) and grandparents. Relatives mainly refer to siblings of both "**F**" participants and "**M**" participants, followed by relatives such as aunts, uncles, cousins and nephews. The participants were asked to indicate the languages (Malay and Chinese) that they use as a communication tool with different interlocutors in their family.

To investigate the frequency of use, the participants were asked to indicate whether they use a particular language as '*always*', '*sometimes*' or '*never*' in the questionnaire. They were informed that '*Always*' refers to speaking that particular language most of the time '*Sometimes*' refers to a minimal use of language. "Never" indicated that the particular language was at no time or on no occasion used by them. For ease of computation, the frequency of use only will be presented based on findings of "*Always*" and "*Sometimes*". Findings will be tabulated and presented in the form of figures and tables.

Based on the above findings, the study will be able to find out the overall choice of language with each of the interlocutors. For each language used, the frequencies will be combined regardless of whether the language used is always or sometimes. These shall be presented in the form of bar charts.

Participants in this study are coded and refer to fathers or “**F**” participants whose mother tongue is Malay, the mothers or “**M**” participants, whose mother tongue is one or more of the Chinese dialects and, finally, “**C**” participants, who are the children of the **F** and **M** participants. As for “**C**” participants, they are presumably exposed to two mother tongues of their parents, namely, Malay and Chinese dialects and/or Mandarin, which are also the native languages of their grandparents.

4.4.1 Language Choice of “F” Participants in Family Domain

In this study, the family domain is divided into two sub-domains: immediate family members and relatives. Its aim is to get a clear picture of the overall family domain analysis. The immediate families members are consist of “**F**” participants’ parents, parents-in-law, spouse and children. “**F**” participants were asked to indicate their choice of language with the immediate family members. Figure 4.5 presents the language use of “**F**” participants with the immediate family members.

The overall results show that Malay is the preferred code of “**F**” participants in the family domain, followed by English. These participants indicate that Mandarin and Cantonese are also used. Although findings show it is used minimally, this may be considered as an attempt to communicate and maintain the language of their spouses. However, lack of proficiency could be a contributing factor as well for Chinese not being used as much by these participants.

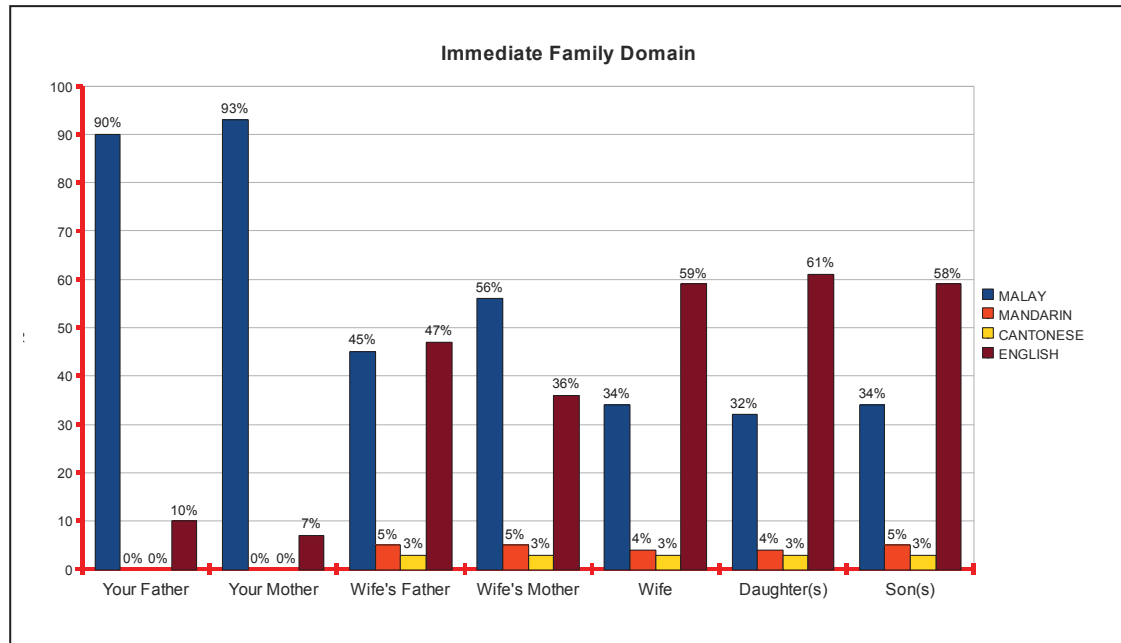


Figure 4.5: Code Choice of “F” Participants with Immediate Family Members

Based on the findings in figure 4.5 shows that majority of “F” participants maintain the use of their mother tongue, namely Malay with the older generation. The use of Malay is most dominant with the parents followed by the parents-in-law. This may be because this language is a common medium for most Malaysians, apart from being their mother tongue. Therefore, with the parents it is their home language and with the in-laws, a language that is common for both parties as compared to English or Chinese.

On that note, with regards to the Chinese dialects, Figure 4.5 shows that they do make an attempt to use Chinese with their fathers-in-law, mothers-in-law, their spouses and children. One “F” participant use Chinese (Cantonese and Mandarin) with the spouse’s parents and children.

Table 4.1 presents the frequencies of language choice with each interlocutor. The immediate family members consist of their parents, parents-in-law, spouse and children.

”F” participants indicate the frequency of use for each language with their immediate family members.

Table 4.1 : Frequency of Language Use of “F” Participants with Immediate Family Members

Language	Malay		Mandarin		Cantonese		Hokkien		English	
	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Your Father	16 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (19%)
Your Mother	16 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (13%)
Wife's Father	6 (38%)	4 (25%)	1 (6%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	0 (0%)	7 (44%)	3 (19%)
Wife's Mother	7 (44%)	6 (38%)	1 (6%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	0 (0%)	5 (31%)	3 (19%)
Wife	1 (6%)	12 (75%)	1 (6%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	0 (0%)	13 (81%)	2 (13%)
Daughter(s)	1 (6%)	11 (69%)	1 (6%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	0 (0%)	13 (81%)	2 (13%)
Son(s)	2 (13%)	9 (56%)	1 (6%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	0 (0%)	11 (69%)	3 (19%)

In terms of frequency, Table 4.1 results also show that all “F” participants indicated that they always use Malay with their parents. This is understandable for “F” participants to use Malay with their parents as it is their mother tongue. Interestingly, the findings show that the use of Malay with the parents-in-law, especially to mothers-in-law is quite high, that is, 44% (n=7) of the “F” participants indicate that they always use Malay with their mothers-in-law compared to 38% (n=6) with their fathers-in-law.

Findings show that 75 % (n=12) of “F” participants indicate they sometimes use Malay with their wives. This may be due to the fact that 81% (n=13) of “F” participants claim they tend to always choose to use English with the spouse and children.

The figure 4.6 shows the language use of “F” participants with the relatives’ language(s). Relatives mainly refer to the siblings of both “F” and “M” participants such as brothers and sisters. The relatives include their aunties, uncles, cousin brothers, cousin sisters, nieces and nephews.

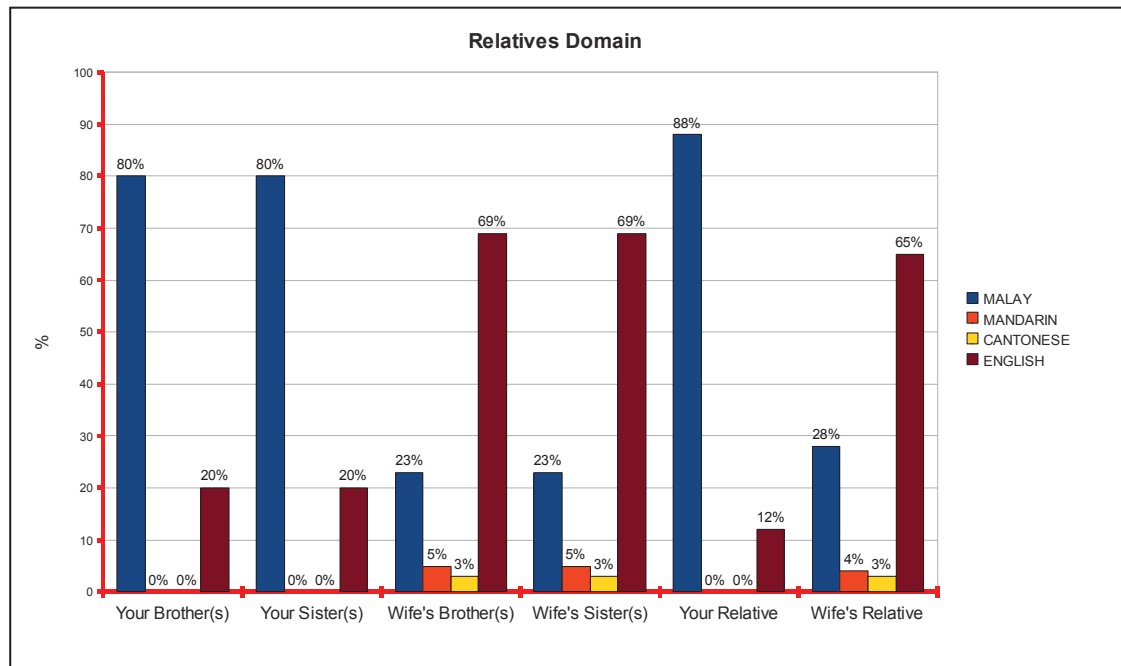


Figure 4.6: Code Choice of “F” Participants with Relatives

The findings in Figure 4.6 show that the majority of “F” participants are more comfortable to use Malay compared to English because Malay is more widely used in this particular domain. It is evident that the “F” participants use their mother tongue with their relatives who belong to the same ethnic group. These results show that the use of Malay language with the siblings is just slightly lower (80%) compared to the use of Malay with their parents (90-93%) (Please refer figure 4.5 pg 65). The increased disposition to use English with siblings, compared to parents may be influenced by the exposure of education with the siblings and “F” participant. With the relatives on the spouse side, “F” participants tend to use more English than Malay.

Table 4.2 presents the language choice of “F” participants with their siblings and relatives as well as those from the spouse’s side. Participants indicate the frequency of use for each language with these family members.

Table 4.2: Frequency of Language Use of “F” Participants with Relatives

Language	Malay		Mandarin		Cantonese		Hokkien		English	
	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Your Brother(s)	15 (94%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (6%)	5 (31%)
Your Sister(s)	15 (94%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (6%)	5 (31%)
Wife's Brother(s)	0 (0%)	8 (50%)	1 (6%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	0 (0%)	13 (81%)	2 (13%)
Wife's Sister(s)	0 (0%)	8 (50%)	1 (6%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	0 (0%)	13 (81%)	2 (13%)
Your Relative	15 (94%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (6%)	2 (13%)
Wife's Relative	1 (6%)	9 (56%)	1 (6%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	0 (0%)	14 (88%)	1 (6%)

In terms of frequency, Table 4.2 shows that 94 % (n=15) of “F” participants indicated that they always use Malay with their siblings and their own relatives. The uses of Malay by “F” participants seem to be dominant with their siblings as it is their mother tongue.

The table also shows results of the frequency of use by “F” participants with the siblings and relatives of spouse. 81% (n=13) of “F” participants indicated that they always use English with their brothers-in-law while 88% (n=14) of “F” participants always use English with the other relatives of their spouse. 56% of “F” participants indicate that they sometimes use Malay with the family members of the spouses. For example, Malay is used sometimes with both genders of spouses’ siblings who are of

Chinese descent. These results show that attempts are made by both parties to use Malay as their medium of communication.

4.4.2 Language Choice of “M” Participants in Family Domain

In this section, Figure 4.7 below will present the pattern of language use of “M” participants with the immediate family members that consist of their own parents, parents-in-law, spouse and children. The mother tongue of the “M” participants is Mandarin, Cantonese or Hokkien. The findings will be presented in the figure 4.7 below:

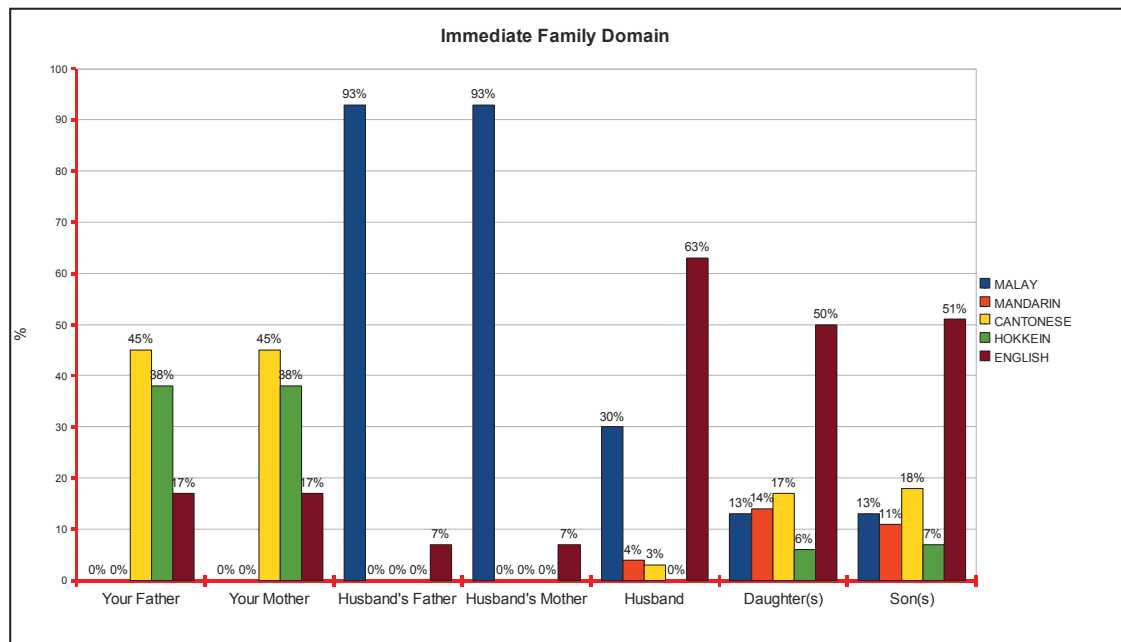


Figure 4.7: Code Choice of “M” Participants with Immediate Family Members

In the figure 4.7, findings show that “M” participants speak Chinese dialects more than Mandarin language with their parents. The findings show that about 45% of “M” participants use Cantonese with both parents who are Cantonese speakers. Similar findings were found with 38% of “M” participants who use Hokkien with their Hokkien-speaking parents.

Interestingly, the results show that 93% “M” participants claim that they use Malay with their parents-in-law. This is understandable for “M” participants as daughters-in-law to choose the mother tongue of their parents-in-law. 30% indicate that Malay is also used with their husbands or the “F” participants.

However, the use of Malay and Chinese decrease with the younger generation compared to the older generation. The findings reveal a small proportion use Malay (13%), Cantonese (17%-18%), Mandarin (11-14%) and Hokkien (5%-7%) with the children. On the other hand, findings reveal that the use of English increases instead with the spouses (63%), with daughters (50%) and sons (51%).

Based on the findings in figure 4.7, a majority of “M” participants maintain the use of the mother tongue with their own parents or the older generation. The use of Malay is most dominant with the parents-in-law. However, the “M” participants indicate that Mandarin, Hokkien and Cantonese are used minimally with the daughters and sons who are considered as the younger generation. The overall results also show that the English is more commonly used with spouses and children as compared to the use of mother tongue of Malay and Chinese.

Table 4.3 presents the frequencies of language choice of “M” participants with members of the immediate family which consist of their parents, parents-in-law, spouse and children. “M” participants indicate the frequency of use for each language with their immediate family members.

Table 4.3: Frequency of Language Use of “M” Participants with Immediate Family Members

Language	Malay		Mandarin		Cantonese		Hokkien		English	
	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Your Father	0 (0%)	0 (0%)	0 (0%)	0 (0%)	7 (44%)	0 (0%)	6 (38%)	0 (0%)	2 (13%)	1 (6%)
Your Mother	0 (0%)	0 (0%)	0 (0%)	0 (0%)	7 (44%)	0 (0%)	6 (38%)	0 (0%)	2 (13%)	1 (6%)
Husband's Father	15 (94%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (13%)
Husband's Mother	15 (94%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (13%)
Husband	0 (0%)	12 (75%)	1 (6%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	0 (0%)	15 (94%)	0 (0%)
Daughter(s)	0 (0%)	6 (38%)	1 (6%)	5 (31%)	2 (13%)	5 (31%)	0 (0%)	3 (19%)	13 (81%)	2 (13%)
Son(s)	0 (0%)	6 (38%)	0 (0%)	5 (31%)	2 (13%)	5 (31%)	0 (0%)	3 (19%)	13 (81%)	2 (13%)

Table 4.3 shows 44 % (n=7) of “M” participants always use Cantonese with their parents. On the other hand, the findings show that 38% (n=6), always use Hokkien with their parents. Both of these dialects are used with their parents as it is their mother tongue. 94 % (n=15) of “M” participants claim that they always use Malay with fathers-in-law and mothers-in-law respectively. It is not surprised also that “M” participants use more Malay with the parents-in-law since they are Malay community. The findings as in Table 4.3 reveal 75 % (n=12) of the “M” participants sometimes speaks Malay with spouse while 38% (n=6) claimed to use Malay sometimes with daughters and sons. It is because the tendency in using English higher than the use of their mother tongues. This can be an evident when we look at the frequency use in the table 4.3.

The findings show that about 81 % (n=13) of “M” participants always use English when conversing with their children either daughters or sons. At the same time, 94% of “M” participants always use English with their spouse. The findings also noticed that

“M” participants sometime use English with their parents and parents-in-law (13% n=2). In contrast, the findings also discover that the use of their mother tongue with younger generation is decreased compared to the older generation.

The figure 4.8 below presents the overall pattern of language use of “M” participants with the relatives. Their siblings and siblings of the spouse ('F' participants) will be included besides of relatives such as aunts, uncles, .cousins, nieces and nephews

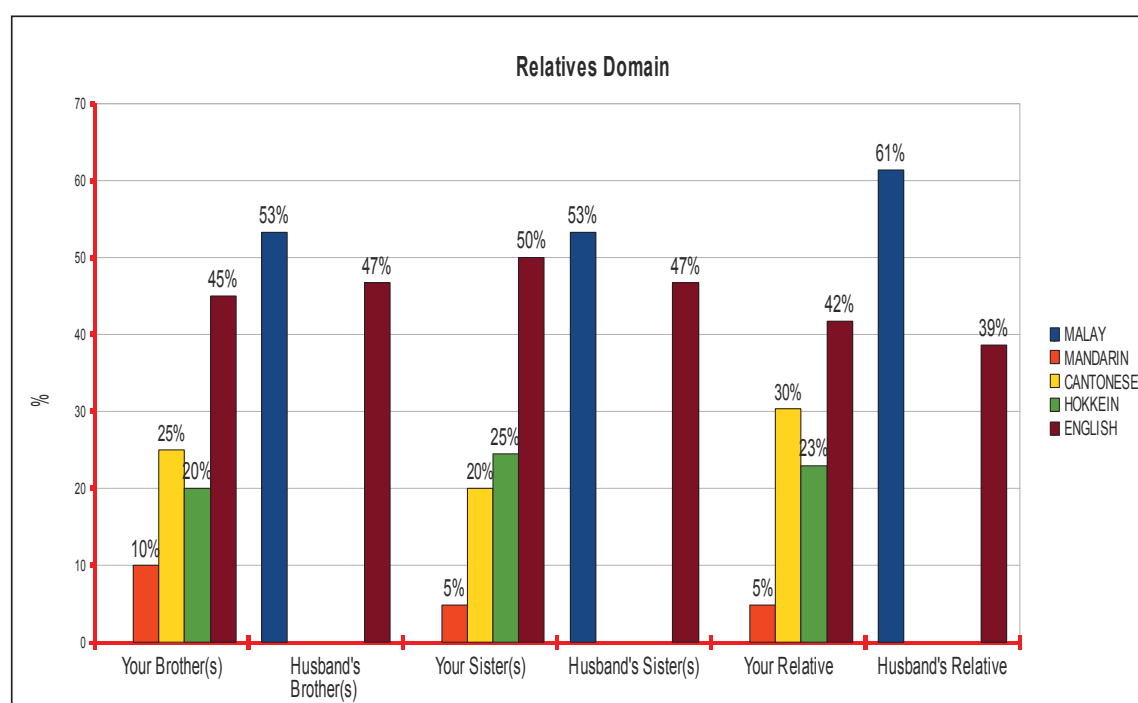


Figure 4.8: Code Choice of “M” Participants with Relatives

In this present study, about 7 of “M” participants are Cantonese speakers while the rest of “M” participants are Hokkien speakers. The results show that 25 % to 30% “M” participants speak Cantonese dialect to the brothers, sisters and relatives of same dialect. The similar results are also found with Hokkien speakers whereby 20%-25% of “M” participants use Hokkien with the brothers, sisters and relatives. The findings also reveal

45%-50% indicate that they use English with the members in this domain. 53%-61% claim the use of Malay with their spouses' relatives.

The maintenance of the mother tongue by the “M” participants is evident with their relatives. However, it should be noticed that the use of Mandarin with relatives is decreased compared to dialects especially Cantonese or Hokkien. This might be related to the formal domain and informal domain as mentioned by Fishman (1972). Mandarin language is mainly used in school and considered as a formal language. It is evident that home is an informal setting which influence the language choice of interlocutors. The mother tongue used significantly more often when talking to family members of the older generations (parents) and the same generation (siblings).

Table 4.4 presents the frequencies of language choice of “M” participants with members of relatives which consist of their siblings, siblings of spouse, and other relatives such as cousins. ”M” participants indicate the frequency of use for each language with their relatives.

Table 4.4: Frequency of Language Use of “M” Participants with Relatives

Language	Malay		Mandarin		Cantonese		Hokkien		English	
	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Your Brother(s)	0 (0%)	0 (0%)	0 (0%)	2 (13%)	5 (31%)	4 (25%)	6 (38%)	0 (0%)	5 (31%)	8 (50%)
Your Sister(s)	0 (0%)	0 (0%)	0 (0%)	2 (13%)	5 (31%)	4 (25%)	6 (38%)	0 (0%)	5 (31%)	8 (50%)
Husband's Brother(s)	10 (63%)	5 (31%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (38%)	9 (56%)
Husband's Sister(s)	10 (63%)	5 (31%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (38%)	9 (56%)
Your Relative	0 (0%)	0 (0%)	0 (0%)	2 (13%)	5 (31%)	4 (25%)	5 (31%)	1 (6%)	6 (38%)	7 (44%)
Husband's Relative	14 (88%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (13%)	12 (75%)

The dominant choice of language has been made by the “M” participants to the relatives and siblings of spouse are Malay. The findings show 63 % (n=10) “M” participants always use Malay with spouse siblings and 56 % (n=9) attempt to use English sometimes. 88% (n=14) claimed to use Malay always with husbands’ relative members. With their own siblings, 31% (n=5) “M” participants always use Cantonese with brothers and sisters respectively. On the other hand, 38% (n=6) claimed to use Hokkien always with their own siblings either sisters or brothers respectively. 56% (n=9) sometimes use English with the brothers, sisters and relatives. Overall the findings show ‘M’ participants maintain their mother tongue especially Chinese dialects with their family members.

4.4.3 Language Use of “C” Participants

In this section, the findings of figure 4.9 will show the language use of “C” participants with the grandparents. The next figure 4.10 will present the findings of language use of “C” participants with their parents and siblings. The third figure of 4.11 will present the findings of language use of “C” participants with the paternal relatives and the maternal relatives and finally followed by a figure of 4.12 which will present the findings of language use of “C” participants to their cousins.

The following Figure 4.9 shows the language(s) use by “C” participants with the paternal grandparents and maternal grandparents. Asked what language they speak 'always' and 'sometimes' with their paternal grandparents and maternal grandparents, the responses of “C” participants will be presented in Figure 4.9 below.

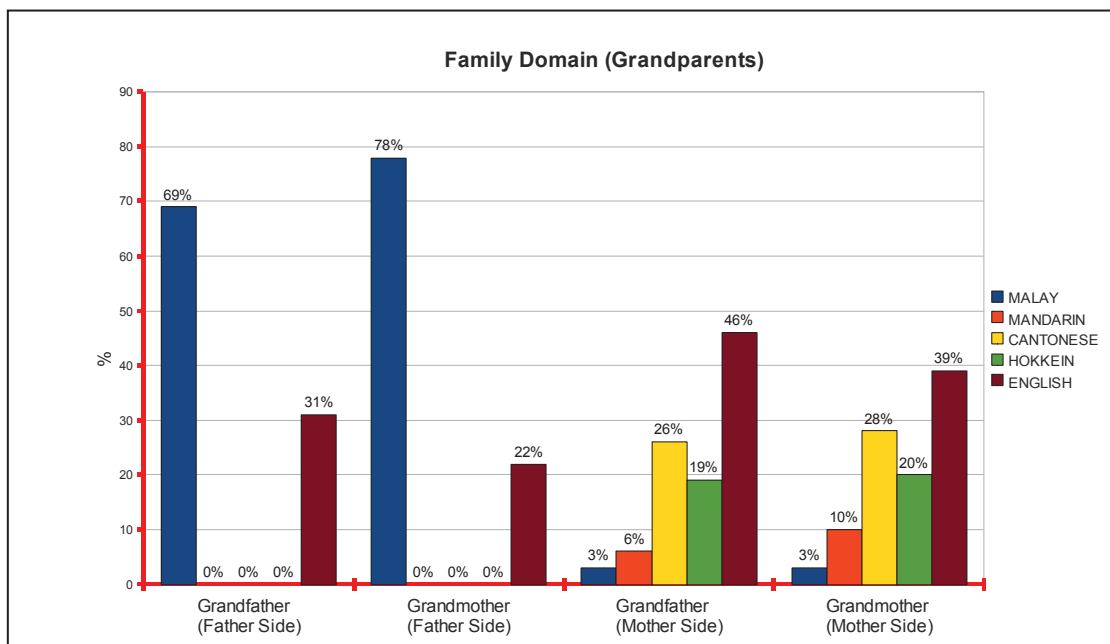


Figure 4.9: Code Choice of “C” Participants with Grandparents

A close examination of the overall percentages in Figure 4.9 shows a clear difference in “C” participants’ language use patterns. In ascertaining what languages were used with the grandparents, figure 4.9 summarizes data on the language that is used to their grandparents. The findings conclude the dominant language that is used by “C” participants with the paternal grandparents is Malay language. The data showed that 68%-78% of “C” participants use Malay with the paternal grandparents. However surprisingly, we can see in Figure 4.9 above that 22%-48% of “C” participants use English to their grandfathers. The use of Chinese language seems to decrease with “C” participants. Not surprisingly, the children’s pattern of using Chinese decreases with the increase in the use of English.

Table 4.5 presents the breakdown in the language choice of “C” participants with each interlocutor. The immediate family members consist of their grandparents from both sides of their father and mother.

Table 4.5: Frequency of Language Use of “C” Participants with Grandparents

Language	Malay		Mandarin		Cantonese		Hokkien		English	
	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Grandfather (Father Side)	9 (56%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	7 (44%)	2 (13%)
Grandmother (Father Side)	11 (69%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (19%)	2 (13%)
Grandfather (Mother Side)	0 (0%)	1 (6%)	1 (6%)	2 (13%)	5 (31%)	0 (0%)	2 (13%)	1 (6%)	8 (50%)	3 (19%)
Grandmother (Mother Side)	0 (0%)	1 (6%)	3 (19%)	2 (13%)	5 (31%)	2 (13%)	3 (19%)	1 (6%)	4 (25%)	5 (31%)

In terms of frequency, more of the “C” participants use Malay with the grandparents on the paternal side, that is, 56% (n=9) always use Malay with the grandfather and 69% (n=11) with their paternal grandmothers. However, the findings show that more (44%) of the “C” participants use English with the paternal grandfathers (44%) than the paternal grandmothers (19%).

The use of English is slightly more with the maternal grandparents. Table 4.5 shows that 50% (n=8) “C” participants always use English with the maternal grandfathers and 25% (n=4) always use English to maternal grandmothers.

The data also show that 31% (n=5) of “C” participants, who has Cantonese linguistic background always use Cantonese with the maternal grandfather and 31% (n=5) always use Cantonese with maternal grandmother. Similarly, the results found with Hokkien speakers whereby 13% (n=2) always use Hokkien with the maternal grandfathers meanwhile 19% (n=3) always use Hokkien with maternal grandmothers. In sum, “C” participants do use the ethnic languages of their grandparents, be it Malay or any of the Chinese dialects.

Preference of the ethnic languages is more compared to Mandarin which is a formal language. Only 6% (n=1) indicated that they always speak Mandarin to maternal grandfather and 19% (n=3) with maternal grandmothers. The overall findings show that a mother tongue of “M” participants is less dominant with the younger generation as compared to the language of the “F” participants.

The findings of this study indicate that the younger generation is slowly shifting towards English. The frequency of English is slightly higher with the grandfathers compared to grandmothers. This can be understandable as the use of English by grandparents is partly due to the exposure of the language at the workplace compared to the grandmothers who are housewives.

Interestingly, based on an interview with the “C” participants, it is found that 3 families are extended family whereby the grandparents are staying with them. Participant C1 explained that the grandfather moved in with the family since the grandmother passed away. For the question “*what language do you use with your grandfather*”, the participant C1 informed that the whole family members, except his father, use English and sometimes it is mixed with Malay to the grandfather. His father used Malay with the grandfather, which is their ethnic language. Participant C1 explained that for the first few years his grandfather always spoke in Malay to the family members. However over years, the grandfather chose to converse in English mixed with Malay with the grandchildren (including the participant).

For the same question, the other two participants (C4 and C16) responded that they have always used English with the grandfathers since young because the grandfathers are very fluent in English. When asked to explain, participant C4 said that his

grandfather is a doctor while participant **C16** mentioned that her grandfather was an executive officer in a private sector before his retirement. Hence, the findings can conclude that grandfathers also speak English because their education level which was when English was the medium of instruction.

For the question, *‘in what cases do they use the mother tongue to the grandparents,*, participant **C1** said that normally he would use Malay to translate English movies or documentaries into Malay for his grandfather whenever watching TV.

Some of the “**C**” participants also admitted that they reciprocated in English when the parents use their mother tongues to them. Participant **C1** admitted that he would respond in English to his paternal grandfather and father. On the other hand, participant **C5** informs that sometimes the parents use English instead. This nonreciprocal use reflects the changes in language use from one generation to another and this may lead to a language shift.

The following Figure 4.10 presents the languages used by “**C**” participants with the immediate family members: father, mother, brothers and sisters. The findings of the language use of “**C**” participants with their parents and their siblings will be presented in Figure 4.10 below.

The results in general reveal that English has gained a very important position as the main language of communication with these “**C**” participants. The overall findings presented in Figure 4.10 show that “**C**” participants mainly use English with their parents and siblings. From these findings, it can be seen that there is a shift from the mother tongues of their parents to English. The findings show that “**C**” participants

tend to mix between English, Malay, Mandarin and Chinese dialects when talking among themselves at home.

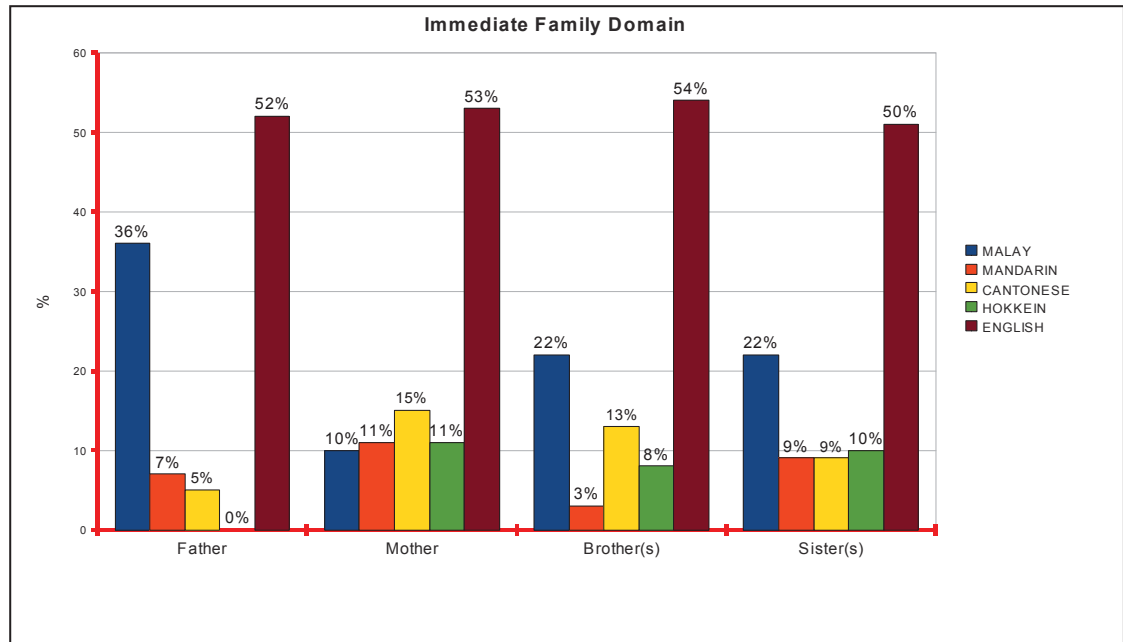


Figure 4.10: Code Choice of “C” Participants with Parents and Siblings

Table 4.6 presents the frequencies of language choice of “C” participants with each interlocutor. The immediate family members consist of their parents and siblings. ”C” participants indicate the frequency of use for each language with their parents and siblings.

Table 4.6: Frequency of Language Use of “C” Participants with Parents and Siblings

Language	Malay		Mandarin		Cantonese		Hokkien		English	
	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Father	3 (19%)	9 (56%)	1 (6%)	1 (6%)	0 (0%)	2 (13%)	0 (0%)	0 (0%)	11 (69%)	2 (13%)
Mother	0 (0%)	4 (25%)	1 (6%)	3 (19%)	2 (13%)	3 (19%)	1 (6%)	3 (19%)	12 (75%)	2 (13%)
Brother(s)	0 (0%)	8 (50%)	0 (0%)	1 (6%)	1 (6%)	3 (19%)	0 (0%)	3 (19%)	11 (69%)	1 (6%)
Sister(s)	0 (0%)	9 (56%)	1 (6%)	2 (13%)	1 (6%)	2 (13%)	0 (0%)	4 (25%)	12 (75%)	1 (6%)

Results in Table 4.6 illustrate that the two languages used by the “C” participants are English and Malay. The result shows that 19% (n=3) “C” participants always use Malay to fathers meanwhile only 25% (n=4) sometimes use Malay with mothers. These findings show that the use of Malay, mother tongue of the fathers, is used lesser compared to English. The use of Malay language decreases because very few “C” participants thus 19 % (n=3) indicate to use Malay as their mother tongue. Similar findings found for Hokkien whereas only 6 % (n=1) always use Hokkien with mother.

In contrast, 69 % (n=11) from “C” participants always use English to the fathers and brothers respectively and 75 % (n=12) always use English to mothers and sisters respectively. Similar findings reveal that 13% (n=2) of “C” participants sometimes use English with mothers and 24% (n=4) use Malay sometimes to mothers. Interestingly, note that 1 out of 16 “C” participant always uses Mandarin to father in which this language is not a mother tongue of this “F” participant.. The findings also reveal that the use of Cantonese and Hokkien decreased to the mothers. Once again we note that, over all pattern of language use, English is the most spoken language that available with the younger generation.

Based on interview findings, most of the “C” participants claimed that their language of daily living with which they were most comfortable, is English. The participant C3, participant C5 and participants C13 gave the similar reason. They informed that they have been taken care of caregivers who always converse in English as a communication language. They attended nursery which had English as the medium and also at home. Therefore, the exposure to English since young resulted in the children acquiring the language as their mother tongue. This environment made them more comfortable to use English in their daily communication.

For the question “*what language do you use most of time with your brothers*”. Participant **C7** mentioned that she has two brothers and uses more English with the younger brother compared to the elder brother. Participant **C7** explained that the elder brother was brought up by the grandmother who is fluent in Cantonese before the family brought him back home. Consequently, he speaks in Cantonese most of time and made the family talk in Cantonese to him. The exposure to Cantonese language since young may have influenced him to converse more in Cantonese with them.

Similarly, participant **C15** mentioned that she uses Mandarin with the younger sisters who are studying in Chinese primary school. She said that the family is aware that Mandarin is an important language in the world of business. She agreed that her mother also encourages them to talk in Mandarin compared to the other Chinese dialects. This way she has also improved her Mandarin.

Next, the findings of languages used by “**C**” participant” with the relatives domain will be presented in Figure 4.11.

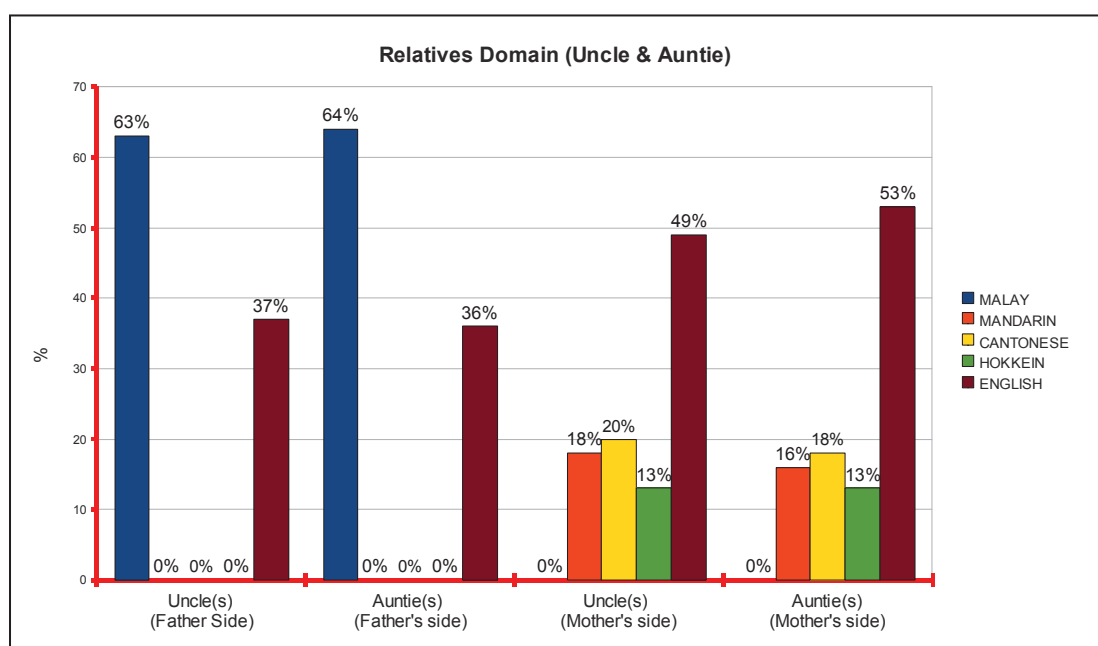


Figure 4.11: Code Choice of “C” Participants with Parents’ Siblings

The overall results show that Malay is the preferred code of the “C” participants with uncles and aunts from the father’s side, followed by English. These participants indicate that Mandarin and Cantonese are used minimally but may be considered as attempts made to maintain the language of their mother’s language within the family. However, lack of proficiency could be one of the factors that Chinese is not used as much by these participants.

Table 4.7 presents the frequencies of language choice with each interlocutor. “C” participants indicate the frequency of use for each language with their uncles of father side/mother side and aunts of father side/mother side.

Table 4.7: Frequency of Language Use of “C” Participants with Parents’ Siblings

Language	Malay		Mandarin		Cantonese		Hokkien		English	
	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Uncle(s) (Father Side)	12 (75%)	4 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (19%)	9 (56%)
Auntie(s) (Father's side)	12 (75%)	4 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (13%)	10 (63%)
Uncle(s) (Mother's side)	0 (0%)	0 (0%)	2 (13%)	4 (25%)	3 (19%)	3 (19%)	2 (13%)	2 (13%)	9 (56%)	4 (25%)
Auntie(s) (Mother's side)	0 (0%)	0 (0%)	1 (6%)	5 (31%)	2 (13%)	4 (25%)	2 (13%)	2 (13%)	11 (69%)	3 (19%)

Table 4.7 shows the frequency of language use with the siblings of their parents. Findings show that 75% (n=12) of “C” participants speak Malay most of time with their paternal uncles and aunts. It can be noted that the use of English is much lower than Malay by the C participants (19% with paternal uncles and 13% with paternal aunts). These findings conclude that “C” participants maintain the use of Malay, their ethnic language, with their uncles and aunts on their fathers’ side.

In contrast, the use of Chinese with the maternal relatives is less. Only 13% (n=2) “C” participants always use Cantonese with the paternal uncles meanwhile only 6% (n=1) would always use Cantonese with their maternal aunties. Similar findings are found for Mandarin and Hokkien. The findings also reveal that more than half (56%, n=9) of “C” participants” always use English with their maternal uncles and about 69% (n=11) of them always use English with the maternal aunties. These findings are an indication that this younger generation may be beginning to shift from their mother tongue to English in their daily use.

The findings overall showed that English was most favorable language with these “C” participants”. The findings also show that the use of mother tongues of both parents decreased if compared to the use of English. To find out the reasons in detail, the participants were asked to give some opinions about English in the interview session. The “C” participants were asked: *“Why do you think English is favourable language?”* Participant C4 said he would always use English because it is a mutual language with the family members and the relatives. He explained that the relatives on his mother side are equally proficient in using English. He said that his father's siblings are staying in Singapore and some of them can speak English fluently.

The “C” participants were also asked to answer a question of *‘What language do you use the most with your relatives? In what cases do you speak the mother tongues to relatives?’* In answering this question, participant C2 said that she uses both of her parents’ mother tongue (Malay and Hokkien) when they celebrate ceremonies such as prayers, wedding or festival celebrations. For example, normally when they *‘balik kampung’* or go back to their hometowns on Hari Raya Puasa, they tend to use Malay with the relatives of the father side. The participant C2 also mentioned that she will

reciprocate in the same language posed to her. She mentioned that *“if they talk in Malay, I will talk in Malay, if they talk in English, and I will talk in English”*. She added that, *“My father says it is rude if we respond in English or in any other language when people speak Malay to us”*.

According to participant **C6**, she only uses Hokkien when the relatives of her mother’s family converse in that language. For instance, she will only use Hokkien when a question is asked in Hokkien by members of her mother’s family. In other cases, *“I will talk in English”*.

However, for the same question, participant **C11** mentioned that she never use the mother tongue of the parents’ with her relatives. She mentioned that Malay language is being used with friends in school only because the family has lost contact with relatives of her father’s side since their parents’ marriage. Thus, she has had no opportunity to meet her father’ relatives. She too has never used any Chinese with family members of her mother’s side because most of them converse only in English.

The figure 4.12 that shown below is refers to language use of **“C”** participants with cousins from both sides of their parents. Based on the findings presented in Figure 4.12, it is found that majority of **“C”** participants maintain the use of their mother tongue, namely Malay, with both male and female cousins from the father’s side. Malay is used sparingly with the cousins from the mother’s side. This may be quite surprising since the cousins on the mother’s side are of Chinese descent. Therefore, Malay as a medium of instruction in schools attended by these teenagers has in a way penetrated the repertoire of languages spoken by this particular group of teenagers.

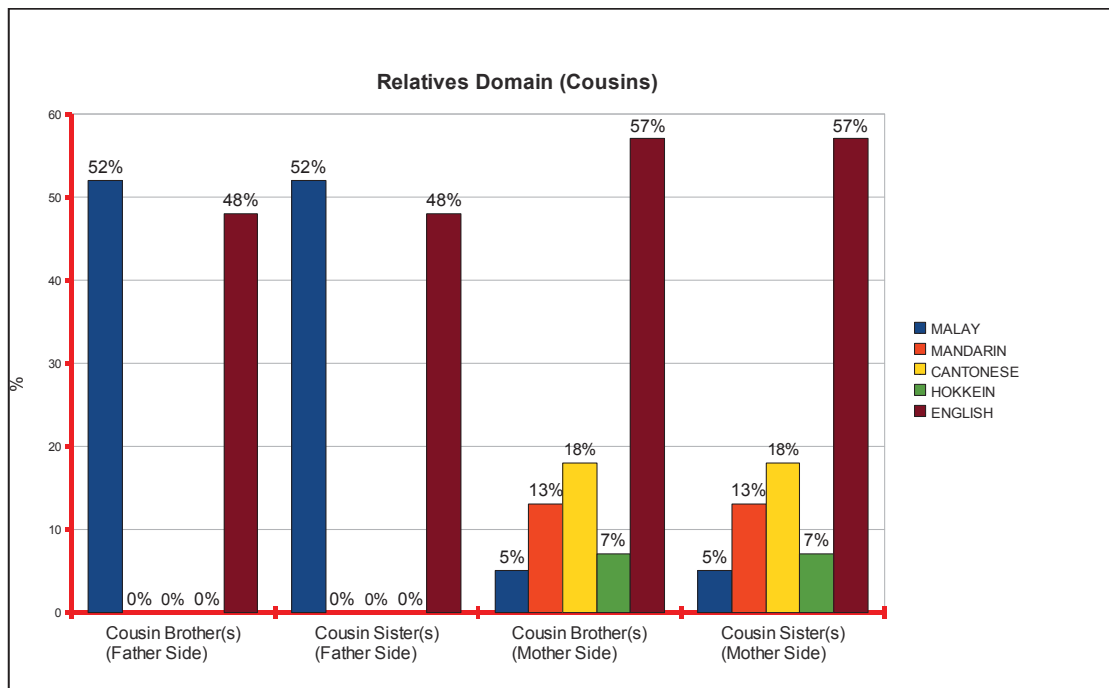


Figure 4.12: Code Choice of "C" Participants with Cousins

The overall results show that English is the preferred code of "C" participants in this domain, regardless of interlocutors from either the father's or mother's side. Mandarin and the Chinese dialects are still used with cousins from the mother's side, but minimally. Findings of this study illustrate a strong possibility of English may take over the mother tongues in the future for the group of teenagers in this study.

Table 4.8 presents the frequencies of language use of "C" participants their cousins.

Table 4.8: Frequency of Language Use of "C" Participants with Cousins

Language	Malay		Mandarin		Cantonese		Hokkien		English	
	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Cousin Brother(s) (Father Side)	7 (44%)	12 (75%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	8 (50%)	7 (44%)
Cousin Sister(s) (Father Side)	7 (44%)	10 (63%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	8 (50%)	5 (31%)
Cousin Brother(s) (Mother Side)	0 (0%)	2 (13%)	1 (6%)	4 (25%)	1 (6%)	6 (38%)	0 (0%)	3 (19%)	14 (88%)	1 (6%)
Cousin Sister(s) (Mother Side)	0 (0%)	2 (13%)	1 (6%)	4 (25%)	1 (6%)	6 (38%)	0 (0%)	3 (19%)	14 (88%)	1 (6%)

Based on figure above, the findings show that the majority of “C” participants (88%) always use English with their maternal cousins. Malay, on the other hand, is used by 75% “C” participants with their male cousins and 63% indicated they use Malay with their female cousins on their father’s side. It is revealed that 50% of “C” participants reported that they always use English when talking to their paternal cousins. About 44% (n=7) “C” participants sometimes use English with their male and female cousins from the father’s side. These results show a switch in language choice of the “C” participants and the interlocutors. It can be suggested that slow but gradual language shift is taking place with this younger group. Therefore, it is obvious that English has become as a dominant language in close social networks with younger generation compared to older generation.

The “C” participants seemed to prefer English over their mother tongues when communicating with different interlocutors, except for their grandparents. This is also seen even when they communicate with those of the same ethnicity. “C” participants use their mother tongue, Malay, significantly more when talking to family members of the older generations (paternal grandparents and relatives). The mother tongue of the mother is only used with the grandparents. Generally the “C” participants communicate almost exclusively in English with their parents and cousins. The use of mother tongues either Malay or Chinese languages with the grandparents, parents, siblings and relatives is minimal.

4.5 Language Use in Friendship Domain

The next domain is the friendship domain. Friendship is a close bond between two or more people. Beyond the family circle, the special people whom we become closer to are friend. The domain of friendship is important as it shows whether the mother

tongue(s) will be used outside of the sphere of the family in social relationship. The use of friendship domain will focus on the ethnic groups such as Malay friends and Chinese friends.

The following Figure 4.13 is a description of the percentage of languages used by “C” participants among friends. The pattern of language use of “C” participants among friends will be presented in Figure 4.13.

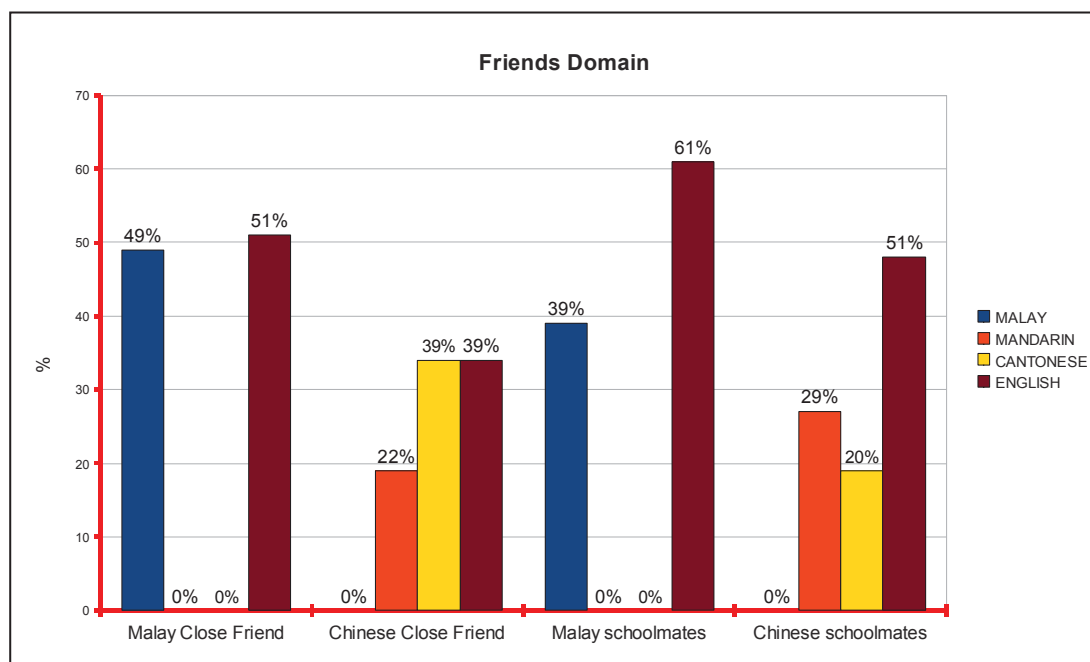


Figure 4.13: Code Choice of “C” Participants with Friends

The overall results show that English is the preferred code of “C” participants in school domain. Based on the findings in figure 4.13, it is found that majority of “C” participants maintain the use of school language, namely Malay. The use of Malay is most dominant with the Malay friends. The findings also reveal that Mandarin is being used in higher proportion among Chinese schoolmates because it is believed that Mandarin is a standard language in setting of school. In contrast, Cantonese is widely used about 39% among close Chinese friends. However, the usage of English still overwhelms the other languages such as Malay, Cantonese and Mandarin among the

“C” participants in school setting. These findings reveal that these participants are slowly shifting from using their mother tongue to English.

Table 4.9 presents the frequencies of language choice of “C” participants with each interlocutor. The friends consist of close friends and schoolmates of Malay and Chinese ethnicity. ”C” participants indicate the frequency of use for each language with their friends in school.

Table 4.9: Frequency of Language Use of “C” Participants Among Friends

Language	Malay		Mandarin		Cantonese		Hokkien		English	
	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Malay Close Friend	9 (56%)	6 (38%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (38%)	12 (75%)
Chinese Close Friend	0 (0%)	0 (0%)	2 (13%)	4 (25%)	4 (25%)	6 (38%)	3 (19%)	0 (0%)	7 (44%)	1 (6%)
Malay schoolmates	6 (38%)	2 (13%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	10 (63%)	2 (13%)
Chinese schoolmates	0 (0%)	0 (0%)	4 (25%)	4 (25%)	1 (6%)	6 (38%)	1 (6%)	1 (6%)	9 (56%)	4 (25%)

Table 4.9 indicates the degree of “C” participants’ use of mother tongues and English based on the findings from the questionnaire. The findings show a large number of participants, 56 % (n=9) always use Malay with close Malay friends of same ethnic background, while 75% (n=12) of “C” participants sometimes communicate in English. In looking at the use of the mother tongue of Mandarin or Chinese dialects, the findings found that only 25%(n=4) of “C” participants always use Mandarin and 19%(n=3) of “C” participants always use Cantonese among close Chinese friends. The findings show that the usage of Cantonese is slightly higher than Mandarin. However the conclusion that can be done is that the dominance of English can be seen among the close Chinese

friends 44% (n=7) and Chinese schoolmates 56% (n=9) as well as to Malay schoolmates 63% (n=10).

Interestingly 63% of “C” participants reported they always speak English among the same ethnic 'Malay' school mates. Some” participants were asked to give reasons why they use English instead of Malay among schoolmates of same ethnicity. They responded that they always use Malay with close Malay friends when they talk about their personal matter and family matters. They also said that they are comfortable to use Malay when talking about music and entertainment of local Malay songs, commenting on Malay movies, or when they gossip about local actors and actresses.

When speaking to Malay schoolmates, they need to use English because there will be a presence of friends such as Indians, Japanese, Arabs and French (since this school has twinning programmes). This is one of the reasons that made them use English exclusively. On the other hand, they use English with Chinese friends because some Chinese friends could not understand other Chinese dialects though they are considered as Chinese. Therefore they have to rely on the mutual language for communication thus their choice is English.

4.6 Language Use in School Domain

School is considered a place which improves student academic and behavioral outcomes. Besides of this function, schools also play an important role in language development where the children can acquire more than one language. Schools have the power of being one of the main socializing agents in a child’s life.

The following Figure 4.14 is shows the languages that are being used by “C” participants with school interlocutors. The findings that are given by the “C” participants will present in figure 4.14.

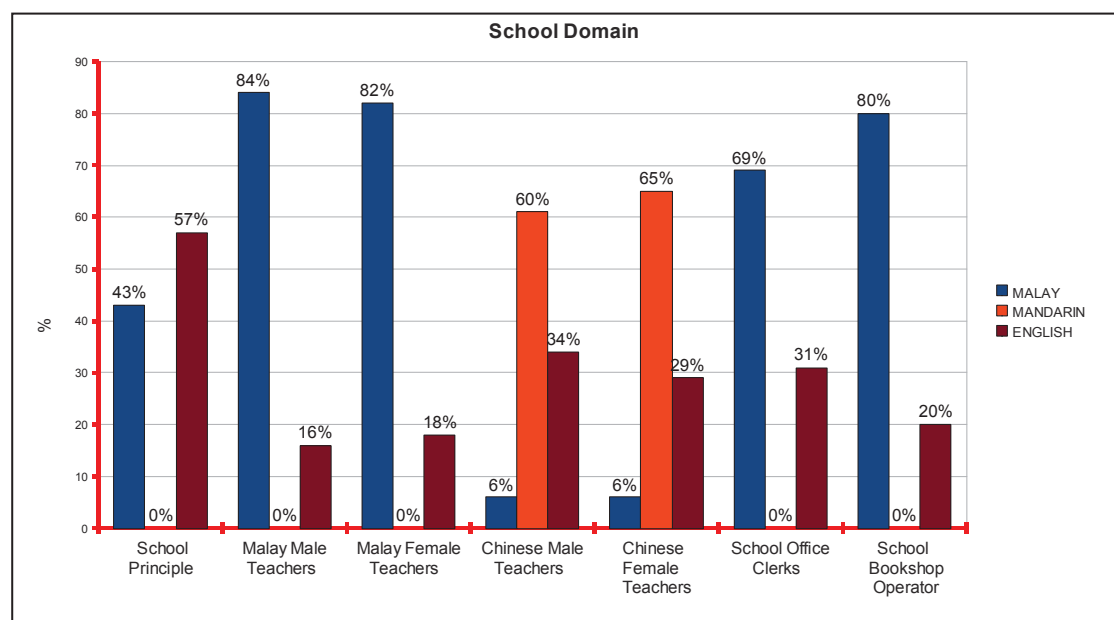


Figure 4.14: Code Choice of “C” Participants with School Staffs

The overall results show that Malay, English and Mandarin are the preferred code of “C” participants in school domain. Based on the findings in figure 4.14, it is found that majority of “C” participants maintain the use of their mother tongue, namely Malay. The use of Malay is most dominant with the school staff that presumably is of the same ethnicity. In the school domain, the data shows that 84% from “C” participants use Malay to Malay male teachers and 82% use Malay with Malay female teachers. All the “C” participants claimed to use Malay with the school staffs such as clerks and bookshop operator.

The domain of school is the only domain which shows that 60%-65% of “C” participants speak in Mandarin to Chinese teachers either male or female. The findings also show that the participants do not use any Chinese dialects in the school setting. It is noted as it is a school policy whereby any Chinese dialects are restricted from use in

school setting among the Chinese interlocutors. This is because school is a formal setting.

The findings reveal that English still available in use among the school staffs, whereas 57% use English with school principal. The interview findings report that the “C” participants are not encouraged using their mother tongue in the school. According to C5 participant, the school principle always encourages the students to use the formal languages in the school either English language or Malay language. At this point, Malay language is not only playing a role as a national language of Malaysia and yet it is also being used as a medium of communication among Malay speakers at home. The “C” participants also inform that Mandarin language is encouraged to be used in Mandarin class.

Table 4.10 presents the frequencies of language choice of “C” participants with each interlocutor. The interlocutors consist of school staffs as listed below in Table 4.10.

Table 4.10: Frequency of Language Use of “C” Participants with School Staffs

Language	Malay		Mandarin		Cantonese		Hokkien		English	
	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
School Principle	5 (31%)	5 (31%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	10 (63%)	1 (6%)
Malay Male Teachers	16 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (31%)
Malay Female Teachers	16 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (38%)
Chinese Male Teachers	0 (0%)	2 (13%)	10 (63%)	5 (31%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (38%)	2 (13%)
Chinese Female Teachers	0 (0%)	2 (13%)	11 (69%)	5 (31%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (31%)	2 (13%)
School Office Clerks	13 (81%)	3 (19%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (19%)	6 (38%)
School Bookshop Operator	15 (94%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (6%)	5 (31%)

Table 4.10 shows the frequency of language use among different interlocutors consisting mainly of school staffs. The data shows that all 16 participants (100%) of “C” participants claimed to use Malay most of time with Malay male teachers as well as Malay female teachers. They also mentioned that they always use Malay with school clerks and school book operators. Note that 81 % (n=13) of “C” participants use Malay always among school clerks meanwhile 94 % (n=15) of “C” participant always use Malay with school bookshop operators. The findings reveal that 63 % (n=10) always use Mandarin with the Chinese male teachers and 69 % (n=11) always use Mandarin with Chinese female teachers. These findings conclude that “C” participants maintain the usage of Malay, English and Mandarin in school setting. They are also aware that school is a place of formal setting and the use of informal language such as dialects in a formal setting is forbidden.

4.7 Language Use in Neighborhood Domain

The following Figure 4.15 shows the languages that are used by “C” participants among different ethnic neighbours namely Malay and Chinese. The findings will be presented in Figure 4.15 below.

Based on the figure 4.15, the findings show that the majority of “C” participants use English to either neighbours of Malay ethnic or Chinese ethnic. The findings revealed about 57%-65% of “C” participants use English with them. It is revealed that only a small proportion of percentage, thus about 5 % of “C” participants reported using Mandarin when talking to neighbours of Chinese. About 30%-43% of “C” participants also attempt to use Malay language with their Malay and Chinese neighbours.

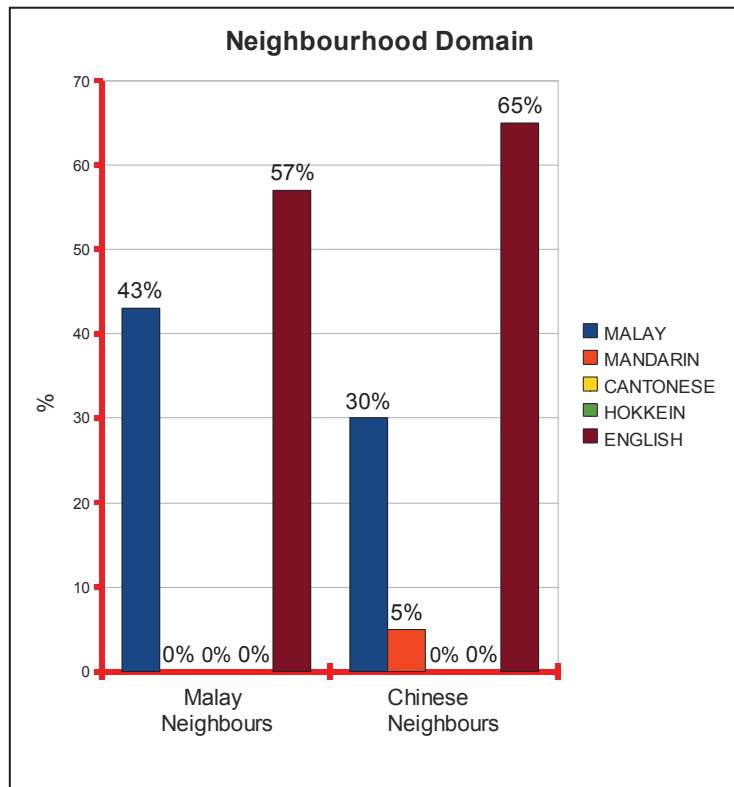


Figure 4.15: Code Choice of “C” Participants with Neighbours

The overall results show that English is the preferred code of “C” participants in the neighbour domain, followed by Malay.

Table 4.11 presents the frequencies of language choice with each interlocutor. The neighbors consist of their Malay and Chinese neighbours. The participants were asked to indicate the frequency of use for each language with their interlocutors.

Table 4.11: Frequency of Language Use of “C” Participants with Neighbours

Language	Malay		Mandarin		Cantonese		Hokkien		English	
	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Malay Neighbours	10 (63%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (38%)	13 (81%)
Chinese Neighbours	1 (6%)	10 (63%)	0 (0%)	2 (13%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	14 (88%)	2 (13%)

Data on frequency of language of neighborhood domain is found that 63 % (n=10) from “C” participants always use Malay with Malay neighbours and 38% sometimes use

Malay with the Malay neighbours. The similar results found with the Chinese neighbour interlocutors, 88 % (n=14) of “C” participants always use English and 13 % (n=2) sometimes use English. Interestingly, although the frequency is in small proportion, the findings reveal that 13 % (n=20) sometimes use Mandarin with Chinese neighbour. We can conclude that among neighborhood members, English is a dominant language to be used by “C” participants. 88% (n=14) always use English with the Chinese neighbours. This result does not show that ethnicity is an important factor in influencing the children to use a particular language.

4.8 Language Use in Religious Domain

The religion is the only linguistic domain where the use of the mother tongue is predominant among “C” participants. The following Figure 4.15 show the language that being used by “C” participants in religious activity. The findings will be presented in Figure 4.16.

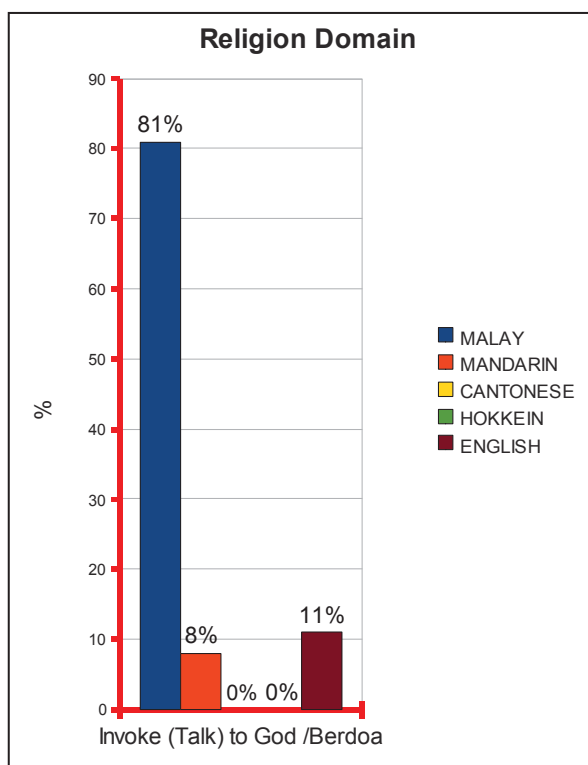


Figure 4.16: Code Choice of “C” Participants in Religious Domain

The overall results show that Malay is the preferred code of “C” participants in the religion domain, followed by English and Mandarin. These participants indicate that Mandarin is used minimally which may be considered as an attempt to communicate and maintain the language of their mothers. Based on figure, 81% shows that Malay is the dominant language that is preferred by the children in prayers activity.

Table 4.12 presents the frequencies of language choice of “C” participants in religion domain.

Table 4.12 Frequency of Language Use of “C” Participants in Religious Domain

Language	Malay		Mandarin		Cantonese		Hokkien		English	
	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Invoke (Talk) to God /Berdoa	13 (81%)	0 (0%)	0 (0%)	2 (13%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (19%)

In all other domains that have been studied, we found that the use of English is more common among “C” participants. Interestingly, the greatest Malay dominance occurs in the linguistic domain of religion. The results show that 81 % (n=13) “C” participants, always use Malay more frequently compared to other languages. 13 % (n=2) from “C” participants use Mandarin sometimes when they invoke to God, 19 % (n=3) of them claimed to use English. Among the parents language use on religious domain which not shown in table form revealed that 100 % (n=16) from the “F” participants used Malay in the religious domain.

On the other hand, 40% (n=6) of “M” participants able to use Malay and the rest of 36 % (n=5) claim to use English sometimes. The findings also showed that 19 % (n=4) of “M” participants sometimes use Mandarin as a language in praying personally. The

graph will be attached in appendices F. Based on the interview information, the “C” participants explained that they always use Malay instead of Mandarin or English in religious domain because they were strictly brought up in Malay custom especially in religion. They claimed that most of the religious knowledge was taught by the fathers and grandparents (those who are staying with).

The “C” participants claimed that they were sent to religious class in the afternoon since young and they also learn about the Islam religion in the school. Most of the teaching is been done in Malay, but the Quran is available in Arabic language with explanations in Malay as necessary. The children will pray at the mosque on Fridays and on special occasions. They also learn about the religion whereby the “Imam” will use some Arabic language and translate into Malay during religious talks. We can conclude that religion is an important domain in maintaining the mother tongue and its cultural belief.

4.9 Language Use in Reading Domain

Reading domain consists of a variety of newspapers, novels, magazines and books. The tables below present the percentage and frequency of language used “*always*” and “*sometimes*” by the parents in reading domain.

4.9.1 Language Use of “F” and “M” Participants in Reading Domain

The table 4.13 will present the findings of language preference of the parents in reading domain.

Table 4.13: Frequency of Language Use of “F” and “M” Participants in Reading Domain

Language Group	Malay				Mandarin				English			
	FATHERS		MOTHERS		FATHERS		MOTHERS		FATHERS		MOTHERS	
Reading Domain	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Newspapers	7 (44%)	9 (56%)	1 (6%)	5 (31%)	0 (0%)	2 (13%)	3 (19%)	2 (13%)	9 (56%)	6 (38%)	12 (75%)	1 (6%)
Novels	3 (19%)	8 (50%)	1 (6%)	3 (19%)	0 (0%)	0 (0%)	3 (19%)	1 (6%)	7 (44%)	5 (31%)	10 (63%)	2 (13%)
Magazines	2 (13%)	10 (63%)	1 (6%)	4 (25%)	0 (0%)	0 (0%)	2 (13%)	3 (19%)	7 (44%)	5 (31%)	10 (63%)	4 (25%)
Books	4 (25%)	9 (56%)	1 (6%)	2 (13%)	0 (0%)	0 (0%)	3 (19%)	2 (13%)	8 (50%)	5 (31%)	11 (69%)	3 (19%)

The results show that most of “F” participants read more English literary materials compared to Malay materials showed in the table above. 44% (n=7) of “F” participants always read Malay newspapers compared to only one from “M” participants who reads Malay paper. Most of results show that the parents read more English literacy materials than Malay and Mandarin. They tend to use English more because the background of their education was in English.

4.9.2 Language Use of “C” Participants in Reading Domain

The following table of 4.14 below present percentage and frequency of language used “*always*” and “*sometimes*” by “C” participants in reading domain. It consists of a variety of newspapers, novels, magazines and comics.

The 69 % (n=11) of “C” participants always read English newspapers and 81 % (n=13) of them claim to read Malay newspaper sometimes. When comparing the percentage between parents and children in reading Malay newspaper, the findings show that the Malay usage among the children is higher than the parents. It is believed that the importance of Malay language in education field made the children aware of it.

However the usage of Malay language in other reading materials such as novels, magazines and comics seems to have decreased.

Table 4.14: Frequency of Language Use of “C” Participants in Reading Domain

Language Group	Malay CHILDREN		Mandarin CHILDREN		Cantonese CHILDREN		English CHILDREN	
Frequency	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Newspapers	2 (13%)	13 (81%)	3 (19%)	2 (13%)	0 (0%)	0 (0%)	11 (69%)	3 (19%)
Novels	1 (6%)	8 (50%)	3 (19%)	1 (6%)	0 (0%)	0 (0%)	10 (63%)	6 (38%)
Magazines	1 (6%)	11 (69%)	1 (6%)	1 (6%)	0 (0%)	0 (0%)	14 (88%)	2 (13%)
Comics	2 (13%)	7 (44%)	3 (19%)	1 (6%)	0 (0%)	3 (19%)	11 (69%)	4 (25%)

The data showed that “C” participants always read English materials compared to other languages. This is not only due to the high proficiency in this language but also the availability of reading materials in English. Interestingly the findings show that three “C” participants (19%) always use Mandarin in reading newspaper, novels and comics. It is show that these participants maintain the usage of Mandarin among them.

Based on the findings of interviews, the participant C3 said that he read Malay newspapers not only to improve their proficiencies but also to gain some general knowledge that would help them in essay writing. He also commented that Malay language is important since it is a compulsory language to be passed in public exams like the SPM. He also mentions that he likes to read Malay magazines because the content of magazine is interesting especially to get information about the local actors and other teenager’s favorite issues.

4.10 Language Use in Entertainment Domain

Domain of entertainment is another domain that can be used to detect the language preference among the participants.

4.10.1 Language Use of “F” and “M” Participants in Entertainment Domain

Table 4.15 summarizes the results of the percentage and frequency of languages that are used by the parents in the domain of entertainment such as radio programmes, television programmes and songs.

Table 4.15: Frequency of Language Use of Parents Participants in Entertainment Domain

Language	Malay				Mandarin				Cantonese				English			
Group	FATHERS		MOTHERS		FATHERS		MOTHERS		FATHERS		MOTHERS		FATHERS		MOTHERS	
Frequency	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Radio programme	6 (38%)	10 (63%)	2 (13%)	5 (31%)	0 (0%)	0 (0%)	2 (13%)	2 (13%)	0 (0%)	1 (6%)	1 (6%)	0 (0%)	9 (56%)	7 (44%)	11 (69%)	3 (19%)
Television programme	7 (44%)	9 (56%)	2 (13%)	9 (56%)	0 (0%)	0 (0%)	1 (6%)	5 (31%)	0 (0%)	2 (13%)	1 (6%)	2 (13%)	8 (50%)	8 (50%)	12 (75%)	3 (19%)
Songs	6 (38%)	10 (63%)	2 (13%)	6 (38%)	0 (0%)	0 (0%)	2 (13%)	2 (13%)	0 (0%)	1 (6%)	1 (6%)	0 (0%)	8 (50%)	8 (50%)	11 (69%)	3 (19%)

The findings in Table 4.18 show that the language choice of the parents in the entertainment domain appears to be varied. The majority of the “F” participants 56% (n=9) claimed that they always watch English programmes followed by a combination of Malay (6). Among “M” participants 69% (n=11), English is the dominant language that has been used in the entertainment domains. Both parents sometimes watch television in Malay and Mandarin and Cantonese. These results show that the parents do not use the mother tongue exclusively but tend to use more English.

4.10.2 Language Use of “C” Participants in Entertainment Domain

The following table 4.16 summarizes the results of the percentage and frequency of languages that are used by the “C” participants in the entertainment domain such as radio programmes, television programmes and songs.

Table 4.16: Frequency of Language Use of “C” Participants in Entertainment Domain

Language	Malay		Mandarin		Cantonese		English	
Group	CHILDREN		CHILDREN		CHILDREN		CHILDREN	
Frequency	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Radio programme	0 (0%)	6 (38%)	2 (13%)	2 (13%)	0 (0%)	0 (0%)	14 (88%)	0 (0%)
Television programme	2 (13%)	10 (63%)	1 (6%)	4 (25%)	2 (13%)	5 (31%)	11 (69%)	1 (6%)
Songs	0 (0%)	9 (56%)	2 (13%)	2 (13%)	0 (0%)	3 (19%)	14 (88%)	0 (0%)

The results show 88% (n=14) “C” participants always listen to English radio programmes and listen to songs. 69 % (n=11) of “C” participants always use English to watch television programmes in English.

Based on data of interviews, “C” participants said they like to hear English songs because of the music and lyrics. Most of them claimed that they like to watch English movies more than other languages. They said those English movies are realistic and interesting to watch. Some of them claimed that they also learn Cantonese via television programmes. They also mentioned that their parents always watch English channels such as National Geography, News, and Business talks. Some participants claimed that they sometimes watch Malay channels such as music, drama and news.

4.11 Language Use in E-communication Domain

Domain of e-communication is another domain that is used to detect the language preference among the mixed marriage families.

4.11.1 Language Use of “F” and “M” Participants in E-Communication Domain

The following table 4.17 summarizes the results of the percentage and frequency of languages that are used by the parents in e-communication domain such short message system (SMS), chatting, e-mails and blogs.

Table 4.17: Frequency of Language Use of Parents in E-communication Domain

Language	Malay				Mandarin				English			
	FATHERS		MOTHERS		FATHERS		MOTHERS		FATHERS		MOTHERS	
Group	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
SMS	4 (25%)	12 (75%)	2 (13%)	3 (19%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	9 (56%)	7 (44%)	12 (75%)	3 (19%)
Chatting	1 (6%)	11 (69%)	0 (0%)	2 (13%)	0 (0%)	0 (0%)	0 (0%)	1 (6%)	9 (56%)	5 (31%)	6 (38%)	2 (13%)
E-mails	2 (13%)	12 (75%)	1 (6%)	2 (13%)	0 (0%)	0 (0%)	2 (13%)	0 (0%)	10 (63%)	6 (38%)	11 (69%)	2 (13%)
Blogs	1 (6%)	14 (88%)	0 (0%)	2 (13%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	10 (63%)	6 (38%)	10 (63%)	2 (13%)

On the other hand, the findings in e-communication domain also show that 56% (n=9) of fathers always use English compared to Malay. A similar finding revealed that 75% (n=12) of mothers are always use English when they communicate via e-communication. They claimed that they tend to use English often because it is easy to access information in English via e-communication. Meanwhile, most of information in e-communication is using English language as a main language as a communication language.

4.11.2 Language Use of “C” Participants in E-communication Domain

The following table 4.18 summarizes the results of the percentage and frequency of languages that are used by the children in e-communication domain such short message system (SMS), chatting, e-mails and blogs.

Table 4.18: Frequency of Language Use of “C” Participants in E-communication Domain

Language	Malay		Mandarin		English	
Group	CHILDREN		CHILDREN		CHILDREN	
Frequency	Always	Sometimes	Always	Sometimes	Always	Sometimes
SMS	3 (19%)	7 (44%)	1 (6%)	3 (19%)	12 (75%)	1 (6%)
Chatting	3 (19%)	6 (38%)	0 (0%)	4 (25%)	13 (81%)	1 (6%)
E-mails	3 (19%)	4 (25%)	0 (0%)	0 (0%)	13 (81%)	1 (6%)
Blogs	1 (6%)	5 (31%)	0 (0%)	2 (13%)	15 (94%)	1 (6%)

The results show 94% (n=14) “C” participants always use English when use SMS. Overall result shows the participants always use English in activities of e-communication such as chatting 81% (n=13), e-mails 81% (n=13) and blogs 94% (n=15).

4.12 Language Activities

In this section, language preference distribution shows a clear compartmentalization for mother tongue(s) and other language(s) among parents and children.

4.12.1 Language Use of “F” and “M” Participants in Language Activities

Table 4.19 summarizes the results of the percentage and frequency of languages that are preferred by the parents in the language activities such as counting money, jokes and scolds children. The findings will be shown in the table 4.19 below.

Table 4.19: Frequency of Language Use of Parents Participants in Language Activities

Language Group	Malay				Mandarin				Cantonese				English			
	FATHERS		MOTHERS		FATHERS		MOTHERS		FATHERS		MOTHERS		FATHERS		MOTHERS	
Frequency	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Count money	5 (31%)	11 (69%)	4 (25%)	2 (13%)	0 (0%)	0 (0%)	3 (19%)	0 (0%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	6 (38%)	9 (56%)	8 (50%)	3 (19%)
Joking	9 (56%)	7 (44%)	0 (0%)	6 (38%)	0 (0%)	0 (0%)	3 (19%)	1 (6%)	0 (0%)	0 (0%)	1 (6%)	0 (0%)	6 (38%)	9 (56%)	11 (69%)	3 (19%)
Scold children	11 (69%)	4 (25%)	2 (13%)	4 (25%)	1 (6%)	0 (0%)	3 (19%)	2 (13%)	0 (0%)	2 (13%)	0 (0%)	1 (6%)	4 (25%)	6 (38%)	11 (69%)	3 (19%)

The results show that 75% from “F” participants always use Malay in counting money. The findings also show that “F” participants always use Malay for joking (56%) and (69%) for scolding their children. The assumption that we can make is that the mother tongue of Malay has a very powerful impact on the children. This assumption is made because Malay language is naturally a language which has high quality of politeness in its usage. When advice or when the language is used for reprimanding children, it is always done or given in an indirect manner to convey the message.

The “M” participants do not show the similar results as “F” participants. The findings show that the usage of mother tongue in language activities has declined. The findings show the 75% from “M” participants always use English to count money and if they scold the children. Only three of “M” participants use Mandarin always in these language activities.

4.12.2 Language Use of “C” Participants in Language Activities

Table 4.20 summarizes the results of the percentage and frequency of languages that preferred by the “C” participants in the language activities that shown below. The language preference distribution in Table 4.20 shows that most of “C” participants prefer to use English always for each language activities such as count money 81% (n=13), gossip 63% (n=10) and jokes 69% (n=11), ask for help 94% (n=15), apologies 81% (n=13), tease someone 63% (n=10) and scold someone 69%(n=11) in English. The findings show that they less in use of Mandarin and Chinese dialects in most of the items and the mother tongue of Malay have been chosen as their second language of preference.

Table 4.20: Frequency of Language Use of “C” Participants in Language Preference

Language Group	Malay		Mandarin		Cantonese		English	
	CHILDREN	CHILDREN	CHILDREN	CHILDREN	CHILDREN	CHILDREN	CHILDREN	CHILDREN
Frequency	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
Count money	3 (19%)	5 (31%)	3 (19%)	2 (13%)	0 (0%)	2 (13%)	10 (63%)	3 (19%)
Gossip	3 (19%)	6 (38%)	2 (13%)	1 (6%)	0 (0%)	0 (0%)	10 (63%)	6 (38%)
Joking	3 (19%)	7 (44%)	3 (19%)	0 (0%)	0 (0%)	0 (0%)	10 (63%)	5 (31%)
Ask for help	3 (19%)	8 (50%)	2 (13%)	3 (19%)	0 (0%)	3 (19%)	11 (69%)	1 (6%)
Apologise	3 (19%)	8 (50%)	0 (0%)	6 (38%)	0 (0%)	4 (25%)	13 (81%)	2 (13%)
Ask for directions	2 (13%)	9 (56%)	2 (13%)	2 (13%)	0 (0%)	0 (0%)	12 (75%)	1 (6%)
Tease someone	2 (13%)	7 (44%)	0 (0%)	5 (31%)	0 (0%)	4 (25%)	10 (63%)	6 (38%)
Scold someone	2 (13%)	6 (38%)	2 (13%)	3 (19%)	0 (0%)	3 (19%)	11 (69%)	5 (31%)

4.13 Attitude and Perception

Attitude plays an important role in determining the choice of a language. Attitude is something an individual has which promotes certain behaviours. The behaviours can be seen either in a positive way or in a negative way. A positive behaviour towards any language is to maintain the particular language from being lost. The lack of positive behaviour will pose a negative behavior towards maintaining a language. These negative attitudes will accelerate language replacement of the old language with a new one. Thus attitude is an important variable to determine the choice of language and reflects the maintenance of the language(s) or the shift of the language(s).

This section focuses on the attitudes of the respondents (“F”, “M” and “C”) towards their mother tongues and other language(s) preferred by them. Their attitudes towards the language(s) may indicate the importance they place on that particular language(s). The participants’ attitudes towards use of mother tongue(s) and other language(s) were obtained through the use of a five point Likert scale statements with 5 = Neutral (N) 4 = Strongly agree(SA) 3 = Agree(A) 2 = Disagree(DA) 1 = Strongly disagree(SDA). The “F” participants and “M” participants were asked to rate their level of agreement towards four language attitude statements.

The “C” participants were asked to rate their level of agreement on eleven statements regarding the importance of the languages that surrounds them. The interviews also conducted among “C” participants to gather more information of their attitudes and perception of the mother tongue(s) and other language(s) that are being used by them. From the responses we also try to elicit whether the participants of parents and children are maintaining their mother tongues or tend to shift away to any other languages that are preferred by them.

4.13.1 Attitude and Perception of “F” Participants

Table 4.21 summarizes the responses to four statements regarding “F” participants attitudes and perception towards the mother tongue and other languages that shown below in the percentage and frequency distribution.

Table 4.21: Distribution of Frequencies and Percentages of “F” Participant’s Perceptions towards Language(s)

	Neutral		Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
1. It is important for my children to maintain my mother tongue.	3	19	9	56	1	6	1	6	2	13
2. It is important for my children to maintain my wife's mother tongue.	4	25	7	44	2	13	1	6	2	13
3. It is important for my children to use English language.	2	13	6	38	7	44	0	0	1	6
4. It is important for my children to maintain both my wife's and my language.	1	6	9	56	3	19	2	13	1	6

Responses to statement 1 indicate “F” participants give more importance to their mother tongue which is considered as Malay language. Generally 56% from “F” participants strongly agreed and 6% agreed that it is important to maintain their mother tongue. The response of statement 2 (44% SA and 13% A) and of the statement 4 (56% SA and 19% A) show that the “F” participants are also placing some importance to their spouses' mother tongue(s) besides their mother tongue. The results seem that the “F” participants have a positive perception in passing on their mother tongue to their children.

However, when look at statement 3, “F” participants without a doubt showed that English is most important language compared to their mother tongue(s). Majority of the

participants rated (38 % strongly Agree and 44 % Agree) that ‘it is important to use English by their children .This result show that majority of thirteen (78%) “F” participants find English as important language for their children even though the data of other three statements show the positive behaviour of “F” participants that made a conclusion thus “F” participants have negative perception of their mother tongue(s), Malay.

4.13.2 Attitude and Perception of “M” Participants

Table 4.22 summarizes the responses for four statements regarding “M” participant's attitudes and perception towards their mother tongue(s) and other language(s) that shown below in the percentage and frequency distribution.

Table 4.22: Distribution of Frequencies and Percentages of “M” Participant’s Perceptions towards Language(s)

	Neutral		Strongly Agree		Agree		Disagree		Strongly Disagree	
	M	%	M	%	M	%	M	%	M	%
1.It is important for my children to maintain my mother tongue .	2	13	6	38	3	19	3	19	2	13
2.It is important for my children to maintain my husband's mother tongue.	0	0	7	44	6	38	1	6	2	13
3. It is important for my children to use English language.	2	13	8	50	7	44	1	6	0	0
4. It is important for my children to maintain both my husband's and my language.	1	6	5	31	8	50	1	6	1	6

While responding to statement 1, 38% (n=6) of the “M” participants strongly agreed and 19 % (n=3) among them agreed that it is important to maintain their mother tongue which is considered as Chinese language. 13% of the “M” participants report in neutral opinion. 32% (n=5) of them showed their disagreement with the statement (19% DA

and 13% SDA). Similarly, while responding to statement 2 whether it is important to maintain the spouse's mother tongue, 44 % (n=7) of the “M” participants strongly agreed and 38 % (n=6) of them agreed. Responses to the statement 3 and 4 indicate that “M” participants have positive attitudes on importance of English and their mother tongues. However the data indicates that the higher rating was given to statement of 3 whereby the results is more striking thus 50 % (SA) and 44 % (A) that English is most important among the children compared to their mother tongue(s).

The conclusion that can be made from the finding is that both parents expressed a positive attitude regarding their mother tongue(s) by sentiment only. In reality the passing on of their mother tongue to their children is not apparent in the pattern of language use of domain analysis. This result apparently shows that there will be a gradual shift from mother tongue to English among the both “F” participants and “M” participants.

4.13.3 Attitude and Perception of “C” Participants

Table 4.23 summarizes the responses for four statements regarding “C” participant's attitudes and perception towards their mother tongue(s) and other language(s) that is shown below in the percentage and frequency distribution.

Table 4.23: Distribution of Frequencies and Percentages of “C” Participant’s Perception towards Mother Tongue and English

Statements	Neutral		Strongly Agree		Agree		Disagree		Strongly Disagree	
	C	%	C	%	C	%	C	%	C	%
1. It is important for me to maintain my Malay language only .	3	19	1	6	2	13	7	44	3	19
2. It is important for me to maintain my Mandarin language only .	3	19	0	0	2	13	6	38	5	31
3. It is important for me to maintain my English language only .	3	19	1	6	1	6	8	50	3	19
4. I agree I should learn my mother’s language.	4	25	3	19	8	50	0	0	1	6
5. I agree I should learn my father’s language.	3	19	4	25	8	50	0	0	1	6
6. I should treat all the languages I speak equally .	3	19	5	31	7	44	1	6	0	0

Table 4.23 above presents the response of “C” participants’ choice to maintain their parents’ mother tongues. Mandarin was included in this questionnaire as this language can be formally acquired unlike Cantonese and Hokkien. Therefore, maintaining a language that can be acquired formally can be considered as a long-term decision by the participants and will have far-reaching effects on their repertoire. When posed with the statements on whether they would rather maintain Malay (father’s ethnic language), Mandarin or English only, most of the “C” participants disagreed that any one of these languages should be the only language maintained. 44% disagreed to maintain Malay only, 38% disagreed to maintain Mandarin only and a higher proportion disagreed to maintain English (50%) only. The findings imply that they do not see one of the above languages to be more important than the other. This is reflected in Statement 6 that 75% (31% strongly Agree, 44% Agree) of the “C” participants agreed that they should treat all languages that they speak equally.

When asked if they would like to learn their parents’ mother tongues, 50% of “C” participants agreed that they should. This is a strong indication that they would like to

maintain the languages of both parents and a show of interest of the “C” participants to acquire their parents’ mother tongues.

Based on interview responses of “C” participants, they reported that they do not tend to use English exclusively. They suggested that English and Malay have their own importance and a status in Malaysia. Since they have learned both languages in school and at home since young, they admit that they are aware of the importance of these languages in their daily communication. They also mentioned about the need of both Malay and English languages that can offer them employment opportunities in future. They believe that knowing Malay is an advantage in seeking government jobs. English, on the other hand, is perceived by them to be able to offer them with big opportunities to gain high ranking poss at the private sectors and overseas.

During the interviews, “C” participants mentioned that they do consider Mandarin as an important language since this language can also impact on their daily life. Overall, they admitted that if they have extra knowledge in more than one language, they will have better opportunities in seeking good jobs and higher salary.

4.13.4 Attitude and Perception of “C” Participants in Language Socializing

Table 4.24 summarizes the responses for three statements regarding “C” participant's attitudes and perception towards their mother tongue(s) and other language(s) when socializing among Malay and Chinese friends as shown below in table 4.24.

Table 4.24: Distribution of Frequencies and Percentages of “C” Participant’s Perception towards Language Socializing

Statements	Neutral		Strongly Agree		Agree		Disagree		Strongly Disagree	
	C	%	C	%	C	%	C	%	C	%
1. I prefer to talk in Malay with all of my Malay friends .	5	31	5	31	2	13	3	19	1	6
2. I prefer to talk in Chinese with all of my Chinese friends.	5	31	4	25	3	19	1	6	3	19
3. I prefer to talk in English with all of my friends (Malay or Chinese or others).	4	25	9	56	2	13	0	0	1	6

Table 4.24 present the findings on the language they would use to socialize with their Malay and Chinese friends. Although the “C” participants said that all languages important for them but unanimously 69 % (56% strongly agree and 13% agree) of “C” participants claimed that they like to converse in English with friends. This findings show that they prefer to use English although some indicated they would use Malay (31%) with their Malay friends and Chinese (25%) with their Chinese friends. It should be noted that three (19%) of these participants totally disagreed on using Chinese with their Chinese friends. These participants are indicating that Chinese is not necessarily the language they would choose to speak to their Chinese friends.

4.13.5 Attitude and Perception of “C” Participants towards Cultural Values

Table 4.25 summarizes the responses for two statements regarding “C” participant's attitudes and perception towards their mother tongue(s) and other language(s) in marinating the cultural values that is shown below in the percentage and frequency distribution.

Table 4.25: Distribution of Frequencies and Percentages of “C” Participant’s Perception towards Cultural Values

Statements	Neutral		Strongly Agree		Agree		Disagree		Strongly Disagree	
	C	%	C	%	C	%	C	%	C	%
1. Malay and Chinese languages help me to maintain my cultural values and traditions.	3	19	3	19	8	50	2	13	0	0
2. I celebrate both of my parents' cultural ceremonies equally.	3	19	6	38	6	38	1	6	0	0

In response to statement 4 regarding the importance of Malay and Chinese languages in maintaining their cultural values, 50% of the “C” participants agreed to. The percentage of those who disagree and take a neutral stand is negligible.

A similar finding was found for Statement 5. In total, 76% (38% strongly Agree, 38% Agree) admitted that that they do celebrate cultural celebrations of both parents equally. This is a strong indication that parents provided their children, that is, these participants, with a balance of both cultures through the celebration of cultural ceremonies.

Based on interview information, most of the “C” participants (11 out of 16) admitted that they enjoy celebrating the cultural ceremony especially Hari Raya Puasa and Chinese New Year. However, some expressed that when celebrating the mother's cultural ceremonies; special arrangements are needed as they could only eat “halal” food. One of the participants C7 mentioned that the mother's family has a deeper understanding about this and said that “*they treat us as possible as the Malay custom*”. Participant C9 agrees that family bonding is much closer whenever they celebrate together. Another advantage of taking part in the celebrations is learning the language. According to participant C5, she can improve her knowledge of her parents’ mother

tongues, either Malay or Chinese, whenever she visits with the relatives in these cultural ceremonies.

4.14 Summary of Findings

In this study, two languages seem to be dominant in their use among the three categories of participants, namely, the parents (F and M participants) and their teenage children (C participants). The language that is commonly and most frequently used by all three categories of participants is the English language. They use it within the immediate family and to socialize with their relatives and friends.

Of the two mother tongues, which are the ethnic languages of the parents, Malay and Chinese (Mandarin/Cantonese/Hokkien), seem to be more widely used in as a medium of communication between grandparents, parents and children as well as relatives on the father's or mother's side. The parents, F and M participants, are use each other's mother tongues to communicate with each other and the relevant in-laws. However, Malay seems to be more widely used within the family domain as it is a more widely used language as compared to any of the Chinese dialects. The children, the C participants, seem to use Malay more widely than Chinese. The mothers, the M participants, who are of Chinese descent show support for Malay as one of the daily family codes through exemplifying the use with their in-laws and husbands' relatives.

On the whole, English seems to be the code that cuts across all domains, especially with the C participants and the M participants. Malay is seen to be the second most preferred code for all participants with Chinese (Mandarin/Cantonese/Hokkien) is used on a less frequent scale.

In conclusion, the findings of this small-scale study seem to indicate a possible shift to English for the C participants or the children of the Sino-Malay families while parents tend to share similar values of maintaining their own mother tongues within their families but has enable English to enter in most of the domains selected for this study.

4.15 Conclusion

This chapter presented the findings based on the analysis of the instruments used in the study. Findings were a result of the analysis of responses collected through two sets of questionnaires and interviews conducted with the children of sixteen (16) Sino-Malay families. The findings were tabulated and presented in this chapter. In general, findings tend to conclude these Sino-Malay mixed marriages families seem to shift towards English and Malay.