Table of Contents

Abstract	iii
Abstrak	v
Table of Contents	viii
List of Tables	xi
List of Figure	xiv
CHAPTER 1: INTRODUCTION	1
1.0 Introduction	1
1.1 Background of Study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	4
1.4 Research Questions	6
1.5 Significance of the Study	6
1.6 Limitations of the Study	7
CHAPTER 2: REVIEW OF RELATED LITERATURE	8
2.0 Introduction	8
2.1 English in a World View	8
2.2 Standard English	10
2.3 New Englishes	11
2.4 Malaysian English	13
2.4.1 Standard and non-standard Malaysian English	13
2.4.2 Studies on Malaysian English	19
2.5 Studies on Malaysian English Lexis	20
2.5.1. Lexico – semantic Reduplication	21
2.5.2. Lexico – semantic Redundancy	21
2.5.3. Lexico – semantic Substitution	22
2.5.4. Semantic Shift	23
2.5.5. Semantic Extension	24
2.5.6. Semantic Transfer from Mother Tongue	25

2.5.7. Local compound Coinage	26
2.5.8. Ellipsis	27
2.5.9. Derivational Variation	28
2.6 Blogs	29
3.0 Introduction	31
3.1 Research Design	31
3.3 Research Instrument	34
3.4 Participants	36
3.5 The Conceptual Framework	38
CHAPTER 4: DATA ANALYSIS AND FINDINGS	39
4.0 Introduction	39
4. 1. Lexico – semantic Reduplication	40
4.2 Lexico – semantic Redundancy	48
4.3 Lexico-semantic Substitution	55
4.4 Semantic Shift	62
4.5 Semantic Extension	68
4.6 semantic Transfer from Mother Tongue	75
4.7 Local compound coinage	80
4.8 Ellipsis	86
4.9 Deriviational Variation	93
CHAPTER 5: CONCLUSION	99
5.0 Introduction	99
5.1 Summary of Findings	100
5.1.1. Lexico – semantic Reduplication	100
5.1.2 Lexico – semantic Redundancy	102
5.1.3 Lexico-semantic Substitution	104
5.1.4 Semantic Shift	105
5.1.5 Semantic Extension	107
5.1.6 Semantic Transfer from Mother Tongue	108
5.1.8 Ellipsis	111
5.1.9 Derivational Variation	112
5.2 Conclusion	113

5.3 Implications of Study	116
5.4 Suggestions for Future Study	117
Appendix	123

List of Tables

Pa	age
Table 4.1(a) Perceptions of teachers and students on samples of ME.	40
Table 4.1 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.	41
Table 4.1 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.	41
Table 4.2.(a) Perceptions of teachers and students on samples of ME.	48
Table 4.2 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.	49
Table 4.2 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.	49
Table 4.3.(a) Perceptions of teachers and students on samples of ME.	55
Table 4.3 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.	56
Table 4.3 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.	56
Table 4.4.(a) Perceptions of teachers and students on samples of ME.	62
Table 4.4 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.	63
Table 4.4 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.	63
Table 4.5(a) Perceptions of teachers and students on samples of ME.	68
Table 4.5 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.	69
Table 4.5 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.	69
Table 4.6.(a) Perceptions of teachers and students on samples of ME.	75
Table 4.6 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.	76
Table 4.6 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.	76

Samples extracted from blogs	76
Table 4.7.(a) Perceptions of teachers and students on samples of ME.	80
Table 4.7 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.	81
Table 4.7 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.	f 81
Samples extracted from blogs	81
Table 4.8.(a) Perceptions of teachers and students on samples of ME.	86
Table 4.8 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.	87
Table 4.8 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.	f 87
Samples extracted from blogs	87
Table 4.9.(a) Perceptions of teachers and students on samples of ME.	93
Table 4.9 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.	94
Table 4.9 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.	f 94
Table 5.1 Summary on samples that scored more than 50% in variety, encountering a usage.	and 102
Table 5.2 Summary on samples that scored more than 50% in variety, encountering a usage.	and 103
Table 5.3 Summary on samples that scored more than 50% in variety, encountering a usage.	and 105
Table 5.4 Summary on samples that scored more than 50% in variety, encountering a usage.	and 106
Table 5.5 Summary on samples that scored more than 50% in variety, encountering a usage.	and 108
Table 5.6 Summary on samples that scored more than 50% in variety, encountering a usage.	and 109
Table 5.7 Summary on samples that scored more than 50% in variety, encountering a usage.	and 111

Table 5.8 Summary on samples that scored more than 50% in variety, encountering and usage.

Table 5.9 Summary on samples that scored more than 50% in variety, encountering and usage.

List of Figure

Figure 1 Kachru's three-circle model of World Englishes.

9