

## **CHAPTER 4: DATA ANALYSIS AND FINDINGS**

### **4.0 Introduction**

There are nine lexico-semantic categories in this study with 45 samples of English resembling ME selected from ten blogs. The data was presented in tables and were discussed quantitatively and qualitatively by showing the percentages and differences, making comparisons and highlighting the outstanding findings. First, the total of 45 samples selected from blogs were discussed and analyzed qualitatively in terms of how the meaning and usage are different from standard British English by using dictionary. Then, each category was discussed separately in three parts:

- (a) Perceptions of teachers and students on samples of English resembling ME.
- (b) The percentages of teachers and students who have encountered the samples of English which resemble ME shown and the context they have encountered.
- (c) The percentages of teachers and students who have used the examples of English resembling ME shown and the context they have used.

In part (a), the perceptions of the 20 ESL teachers and 20 postgraduate students on the samples selected from blogs as to whether Standard British English (SBE), Standard Malaysian English (SME) or non-standard Malaysian English (NME) will be compared and analyzed. This is to reassure that the researcher's perceptions of the pre-selected sentences as samples of Malaysian English are correct. Part (a) aimed to answer the research question 1 and 2.

Parts (b) compared the percentages of teachers and students who have encountered the samples of English whereas part (c) compared the percentages of teachers and students who have used it. Meanwhile, the types of contexts of encounter and contexts of usage

as in formal and informal will be studied. Part (b) and (c) aimed to answer the research question 3.

#### 4. 1. Lexico – semantic Reduplication

Table 4.1(a) Perceptions of teachers and students on samples of ME.

<b>Lexico – semantic reduplication</b>		<b>ESL TEACHERS</b>	<b>ESL STUDENTS</b>
1. It's like they have <u>many-many</u> halls filled with booths.	<b>SBE</b>	0%	0%
	<b>SME</b>	25%	50%
	<b>NME</b>	75%	50%
2. So I can wear <u>nice nice</u> and slab some makeup on and do my hair <u>nice nice</u> .	<b>SBE</b>	0%	0%
	<b>SME</b>	5%	0%
	<b>NME</b>	95%	100%
3. Again they are <u>so so so</u> pretty how can anyone not think so!	<b>SBE</b>	10%	0%
	<b>SME</b>	50%	35%
	<b>NME</b>	40%	65%
4. Wore it <u>alot alot</u> during the marine phase.	<b>SBE</b>	0%	0%
	<b>SME</b>	0%	0%
	<b>NME</b>	100%	100%
5. No matter how busy you are, just book an appointment with your doctor now now now now!	<b>SBE</b>	50%	0%
	<b>SME</b>	0%	30%
	<b>NME</b>	50%	70%

Table 4.1 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.

Lexico-semantic Reduplication	Teachers who have encountered	Context encountered			Students who have encountered	Context encountered		
		Formal	Informal	Both		Formal	Informal	Both
1. many-many	75%	0%	65%	10%	70%	0%	50%	20%
2. nice nice	50%	0%	40%	10%	<b>80%</b>	15%	40%	25%
3 so so so	25%	10%	15%	0%	<b>80%</b>	10%	50%	20%
4. alot alot	25%	10%	15%	0%	65%	0%	50%	15%
5. now now now	25%	10%	15%	0%	50%	0%	50%	0%

Table 4.1 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.

Lexico-semantic Reduplication	Teachers who have used	Context of usage			Students who have used	Context of usage		
		Formal	Informal	Both		Formal	Informal	Both
1. many-many	25%	0%	25%	0%	50%	0%	35%	15%
2. nice nice	25%	0%	25%	0%	30%	0%	30%	0%
3 so so so	35%	5%	30%	0%	50%	0%	50%	0%
4. alot alot	5%	0%	5%	0%	0%	0%	0%	0%
5. now now now	25%	5%	20%	0%	20%	0%	20%	0%

Samples extracted from blogs

Sample 1	It's like they have <b><u>many-many</u></b> halls filled with booths.
Sample 2	So I can wear <b><u>nice nice</u></b> and slab some makeup on and do my hair <b><u>nice nice</u></b> .
Sample 3	Again they are <b><u>so so so</u></b> pretty how can anyone not think so!
Sample 4	Wore it <b><u>alot alot</u></b> during the marine phase.
Sample 5	No matter how busy you are, just book an appointment with your doctor <b><u>now now now now!</u></b>

## 1. **many-many**

*Sample 1: It's like they have many-many halls filled with booths.*

In SBE, 'many' is used to mean plural or a large number. However it is duplicated in ME to emphasize the large amount. This may be due to the transfer from other languages in Malaysia. In Malay, a word is repeated and juxtaposed to show the plural form such as 'budak-budak' which means children. In the informal context, speakers of Mandarin and Cantonese tend to say 'many-many' to express 'the extremely large number'.

According to table 4.1 (a) which shows the teachers' and students' perception, 75 % of teachers and 50% of the students thought 'many-many' was non-standard ME (NME). 25% of teachers and 50% of students perceived it as SME. Neither teachers nor students perceived it as SBE. There seems to be no definite rules in distinguishing the variety of the sample, therefore teachers' perception in this study will decide whether it is SBE, SME or NME. This is because these ESL teachers are specialized in English language, and they are more concern with the correct form of English used in written data as compared to students. Thus, it can be concluded that 'many-many' is NME.

The result from table 4.1 (b) shows that 75% of 20 teachers have encountered this sample, in which 65% of them have encountered it in the informal context and 10% of them have encountered it in both contexts. Out of 70% of students who have encountered it, 50% of them encountered it in the informal contexts and 20% of them have encountered it in both contexts. It seems that 'many-many' is commonly used in ME based on the high percentages of participants who have encountered it. However, it often occurs in the informal context but lesser in the formal context.

Table 4.1 (c) indicates that the students' usage of 'many-many' (50%) is double that of teachers'. Only 25% of teachers have used this non-standard form of ME. This is probably due to the professionalism in which they believe teachers should use more native-like English or Standard English. However, this group of teachers and students used it mostly in the informal situation as they are aware of its not standard English that should be used in the formal context. This sample is said as representative of NME based on its more frequent usage in the informal context. In other words, the participants' perceptions in Table 4.1 (a) was consistent with percentages of context encountered in Table 4.1 (b) and the contexts of usage in table 4.1 (c).

## **2. nice nice**

*Sample 2: So I can wear nice nice and slab some makeup on and do my hair nice nice.*

In the Oxford English Dictionary (OED), nice refers to pretty, pleasant and attractive. In this context, 'nice' is duplicated to enhance the degree of the meaning of "pretty, pleasant and attractive". It somehow means dressed up 'extra' beautifully. 'Nice-nice' may be directly translated from Mandarin, Cantonese, Hokkien and Malay. It is commonly used among the Chinese, especially when parents are asking their young children dress up for a special occasion. In Malay, it could be 'cantik-cantik' which refers to beautifully and 'baik-baik' which means nicely. Some teachers suggested that it can be replaced by 'nicely' where the suffix 'ly' is needed to describe the attractiveness.

It is clear that this sample is NME as Table 4.1 (a) shows that 95% of teachers and 100% of students considered it as NME. Only 5% of teachers accepted it as Standard ME (SME). This 5% of teachers may be very receptive and thought that it was acceptable in the Malaysian context as it may be transfer from other languages in

Malaysia. 100% of students thought it was NME because it is a very colloquial type of ME and its usage in standard form of writing is definitely wrong, be it SBE or SME.

From Table 4.1 (b), 50% of teachers have encountered the sample of ME with 40% in the informal contexts and 10% in both contexts. On the other hand, 80% of students have encountered the sample in both contexts. 40% of them encountered it in the informal context and the rest of 25% encountered it in both contexts. The finding shows that more students have encountered this sample as compared to teachers. This may be because students are more exposed to various sources of informal ME such as blogs, internet chat, and local television programmes.

Although 80% of students have encountered it but Table 4.1 (c) shows that only 30% of them have used it only in the informal context. Not many of them have used it because ESL should have good command of English and could be more aware of the correct usage of English compared to others. On the other hand, only 25% of the teachers have used it in the informal context. This is because most of the teachers (90%) categorized it to be NME and they refuse to use it. The perceptions of this sample as NME were consistent with the use in the informal context.

### 3. so so so

*Sample 3: Again they are so so so pretty how can anyone not think so!*

In this context, ‘so so so’ is to express the degree of ‘very’ and it is duplicated to mean ‘extremely’. In native English, the sound of the word ‘so’ is usually lengthened as an expression to show the great degree of ‘very’. In ME, it is repeated few times and

juxtaposed to achieve the same function. A teacher proposed that the word ‘incredibly’ or ‘extremely’ could replace ‘so so so’ and indicates the same meaning.

Table 4.1 (a) shows that only 40% of teachers thought it was NME, but 65% thought it was NME. More students than teachers perceived it as NME probably because of they tried to be stricter in looking at the mistakes of the sentence. On the other hand, 50% of the teachers perceived it as SME while only 35% of students did so. The findings indicate that this sample is accepted as standard form of English and commonly used by many Malaysians. A minority of teachers (10%) perceived it as SBE because they may look at the surface meaning of the word ‘so’ which is appropriate in SBE. This sample can be concluded as SME based on the perceptions of majority of teachers. However, there is a grey area in what constitute SME therefore it can be used in both formal and informal contexts.

Based on table 4.1 (b), only 25% of teachers have encountered this sample but up to 80% of students have encountered it. Though there was a big difference between the percentages, but only 10% from both of them have encountered this sample in the formal context. Besides, the rest of 15% teachers and 50% students have encountered it in informal context. Only 20% students have encountered it in both contexts. Though it was used in both contexts, it was more frequently used in the informal context.

Among all the samples in this category, teachers have greater acceptability towards this sample and have used it most frequently. Table 4.1 (c) shows that out of the 35% of teachers who have used it, only 5% of them used it in the formal context. On the other hand, 50% of students have used it only in the informal context.

#### 4. alot alot

*Sample 4: Wore it alot alot during the marine phase.*

In this context, the blogger said that she wore the sling back wedges very often because it matches almost everything. In Oxford English Dictionary (OED), ‘a lot’ refers to ‘a great amount’. Again, Malaysians tend to duplicate the word because they believed that it can enhance the degree of meaning in terms of the expression ‘a great amount’ to ‘a very great amount’. In SBE, it can be replaced by very often or very frequent. In addition, the word ‘alot’ does not exist in the dictionary because it is supposed to be written as ‘a lot’. Hence, 100% of teachers and students perceived it as NME as they may look at it as a grammatical mistake, as shown in table 4.1 (a). Very clearly, this sample is NME although it is intelligible amongst Malaysians.

Based on table 4.1(b), only 25% of teachers have encountered this sample with 10% encountered it in the formal context and 15% in the informal context. In contrast, 65% of students have encountered it. The majority of 50% have encountered it in informal context while 15% have encountered it in both contexts. The minority who used this NME in the formal context might not be aware of the mistake they have made because they are not very proficient in English. It was also possible that they used it intentionally as an expression to emphasize the great amount as in really ‘a lot’.

The findings indicate that ‘a lot a lot’ has been used least and this may be considered as a more colloquial type of ME. Table 4.1 (c) shows that only 5% of teachers have used it in the informal context, but none of the students have used it. This is because 100% of both teachers and students perceived it as NME and as an obvious mistake syntactically and semantically. Hence, they were reluctant to use it as it may not be accepted in Standard English.



## 5. now now now

*Sample 5: No matter how busy you are, just book an appointment with your doctor now now now now!*

In OED, ‘now’ is explained as ‘at or from this moment, but not before’. In this context, the duplication of ‘now’ was to add the sense of urgency where any delay should not be allowed. The SBE equivalent of ‘immediately’ or ‘right now’ would be the best description for this context. Table 4.1 (a) shows that the perceptions of teachers were quite distinct. 50% of the teachers perceived it as SBE and another 50% of them perceived it as NME. Some of the teachers tend to look at its surface meaning and thought the repetition does not influence its formality in SBE. However, 70% of students perceived it as NME and they commented that the repetition of ‘now’ was incorrect in writing. Besides, a minority of 30% students perceived it as SME and thought it could be formal English.

Referring table 4.1 (b), only 25% of teachers have encountered the sample. However, the percentages of students who encountered this sample were double, and they only encountered it in informal context. Again, it indicates that students have more exposure to the sources of informal ME. By coincidence, table 4.1 (c) shows that there were also 25% of teachers have used this sample ME. It is believed that these 25% of teachers who encountered and have used this sample were the same group of teachers. Majority of 20% of them have used it in informal context while 5% used it in the formal context. On the other hand, 20% of them have used it in the informal situations too.

## 4.2 Lexico – semantic Redundancy

Table 4.2.(a) Perceptions of teachers and students on samples of ME.

Lexico – semantic Redundancy		ESL TEACHERS	ESL STUDENTS
1. <b><u>Kind of like</u></b> a nice restaurant kind of lighting.	SBE	10%	50%
	SME	25%	0%
	NME	65%	50%
2. <b><u>Being a woman myself</u></b> , I believe at one point it occurred to all of us that we wondered if that day will ever come.	SBE	65%	55%
	SME	25%	30%
	NME	10%	15%
3. <b><u>One half</u></b> of the shop lot is allocated for non-smokers where tables are arranged a little too close to each other while the kitchen and bar took up the other half.	SBE	0%	65%
	SME	50%	35%
	NME	50%	0%
4. I was addicted to it and it was an expensive hobby especially for a <b><u>young teenager</u></b> .	SBE	25%	50%
	SME	15%	50%
	NME	60%	0%
5. At the back of the shop lot is the smoking area where there are more tables and dinners can dine in more comfortably and have a <b><u>wee bit more</u></b> privacy.	SBE	25%	35%
	SME	25%	35%
	NME	50%	30%

Table 4.2 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.

Lexico-semantic Reduplication	Teachers who have encountered	Context encountered			Students who have encountered	Context encountered		
		Formal	Informal	Both		Formal	Informal	Both
1. kind of like	75%	0%	65%	10%	70%	0%	40%	30%
2. being a woman myself	50%	10%	20%	10%	80%	15%	40%	25%
3 one half	25%	0%	25%	0%	80%	50%	10%	20%
4. young teenager	25%	10%	15%	0%	65%	0%	50%	15%
5. wee bit more	25%	10%	15%	0%	50%	0%	50%	0%

Table 4.2 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.

Lexico-semantic Reduplication	Teachers who have used	Context of usage			Students who have used	Context of usage		
		Formal	Informal	Both		Formal	Informal	Both
1. kind of like	50%	10%	40%	0%	65%	0%	35%	25%
2. being a woman myself	50%	15%	25%	10%	50%	25%	15%	10%
3 one half	90%	0%	90%	0%	50%	20%	0%	30%
4. young teenager	10%	0%	10%	0%	50%	0%	40%	10%
5. wee bit more	25%	10%	15%	0%	30%	0%	10%	25%

#### Samples extracted from blogs

Sample 1	<b><u>Kind of like</u></b> a nice restaurant <b><u>kind</u></b> of lighting.
Sample 2	<b><u>Being a woman myself</u></b> , I believe at one point it occurred to all of us that we wondered if that day will ever come.
Sample 3	<b><u>One half</u></b> of the shop lot is allocated for non-smokers where tables are arranged a little too close to each other while the kitchen and bar took up the other half.
Sample 4	I was addicted to it and it was an expensive hobby especially for a <b><u>young teenager</u></b> .
Sample 5	At the back of the shop lot is the smoking area where there are more tables and dinners can dine in more comfortably and have a <b><u>wee bit more</u></b> privacy.

## 1. Kind of like ....kind

*Sample 1: Kind of like a nice restaurant kind of lighting.*

In this sentence, kind of is sufficient to show the meaning similar to or seems like. Therefore, the word 'like' can be considered redundant. 'Kind of' is frequently used among native speakers in the informal situations. Maybe students are exposed to western culture and style via music and movies, so they tend to learn these expressions. Therefore they believed that it was the standard form of English due to the high frequency of usage. Findings in table 4.2(a) show that 50% of students perceived it as SBE. However, another 50% of students perceived it as NME and commented the word 'like' was redundant in this context. For the teachers' group, majority of 65% thought it was non-standard form of writing and perceived it as NME. However, 25% of teachers perceived it as SME while 10% of them perceived it as SBE because it seems like native English. In conclusion, this sample is said as a solid representative of NME because its percentages were the highest compared to other samples of NME.

Table 4.2 (b) points out that this sample was most encountered among teachers, 75%. 65% of teachers encountered it in informal context while another 10% encountered it in both contexts. Besides, it was also highly encountered by 70% of students. 40% of them found it the informal context and the other 30% of them found it in both contexts. This has proven that 'kind of like' is frequently used in both contexts but the majority was encountered in informal context.

Majority of the teachers (40%) have used this sample in informal context while 10% used it in the informal context, as shown in table 4.2 (c). Out of 65% of students who have used it, 35% used it in informal context and 25% used it in both contexts. More students than teachers have used it because 50% of them perceived it as SBE and felt

comfortable using it in both contexts. This sample which is usually encountered and used in the informal context was consistent with the teachers' perceptions as NME.

## **2. Being a woman myself**

*Sample 2: Being a woman myself, I believe at one point it occurred to all of us that we wondered if that day will ever come.*

In this context, the word 'myself' was redundant in describing 'I' because the readers knew that the writer was talking about herself. Therefore, 'myself' can be omitted with the same meaning remained. On the surface meaning, it appears as lexical redundancy but 65% of teachers said it was SBE. At the same time, 55% of students also agreed that it is SBE. Only minority of 10% teachers and 15% students perceived it as NME. So it can be concluded as SBE and the being the most accepted SBE among the five samples.

Referring to table 4.2 (b), 50% of the teachers and 80% of students have encountered it. This indicates that this sample is frequently found in ME. Among the 80% students who have encountered it, 15% found it in formal context, 40% found it in informal and 25% found it in both contexts. Though most teachers and students perceived it as SBE, it was used quite equally in both contexts. It is possible that Malaysians are not aware of the formality of certain words and they tend to use it in almost every context.

According to tale 4.2 (c), teachers' usage in the informal context was slightly higher. Only 15% of teachers have used it in formal context but 25% used it in informal context and 10% used it in both contexts. For the students' group, 25% used it in formal context, 15% used it in informal context and 10% in both contexts. This subjectivity in contexts of usage was somehow difficult in deciding its formality and variety.

### 3. One half

*Sample 3: One half of the shop lot is allocated for non-smokers where tables are arranged a little too close to each other while the kitchen and bar took up the other half.*

The word ‘half’ would be sufficient in this context. The redundant use of ‘one’ precedes the word ‘half’ may be directly translated from Chinese ‘yi ban’. Besides, it could be transfer from Malay language ‘separuh’, in which the prefix ‘se’ indicates ‘one’ and ‘separuh’ means half. In this category, the perceptions between teachers and students are quite different. None of the teachers perceived it as SBE whereas 65% of students considered it as SBE, as shown in table 4.2 (a). Besides, 35% of students perceived it as SME but none of them perceived it as NME. The teachers’ perceptions split equally into SME and NME. In conclusion, there were equal numbers of teacher perceived this sample as SME and NME, but majority of students perceived it as SBE. A possible reason is teachers are more concern with the grammar and structure of English, as teaching proper English is their profession and responsibility. Hence, they are able to identify mistakes in sentences easily.

The findings in table 4.2(b) show that more students have encountered samples compared to teachers’ maybe because they have more exposure to various kinds of informal English. Since this study is about blogs, the use of Internet will be used as example. Generally, students tend to surf the Internet for information, to do online shopping, leave comment in forum, and chat in social networking devices such as Facebook, Skype and Window Messenger (MSN). All these are said as great sources of ME, although SBE and SME were also used in these channels. Referring to table 4.2(b), 80% of students have encountered the sample but only 25% of teachers have encountered it in informal context. Out of the 80%, 50% were found in formal contexts, 10% in the informal context while the rest were in both contexts.

The results in table 4.2 (c) shows that 90% of teachers have used ‘one half’ but only used it in informal context. Overall, 20% of students have used it in formal context and 30% of them used it in both contexts. Although teachers’ perceptions split equally into SME and NME, but the findings show that it was mostly encountered and used in informal context.

#### 4. young teenager

*Sample 4: I was addicted to it and it was an expensive hobby especially for a young teenager.*

The word ‘teenager’ already conveyed the meaning young adult, therefore ‘young’ which precedes ‘teenager’ can be considered as redundant. Referring to table 4.2(a), 60% of teachers perceived it as NME and one of the teachers commented that it was not proper English. Teachers have greater awareness in the incorrectness of sentences in terms of syntax and semantic. This is proven because none of the students perceived it as NME, but their percentages equally split into SBE and SME. The students might think ‘young’ could emphasize the youthfulness of teenage but not redundancy. In this study, teachers’ perception was used as the guide, so ‘young teenager’ was considered as NME.

Table 4.2(b) indicates that only 25% of teachers have encountered it and 15% of them encountered it in informal context. On the other hand, 65% of students have encountered it and 50% were encountered in the informal context whereas another 15% were encountered in the both contexts. Table 4.2 (c) indicates that this sample had the lowest percentage of usage among teachers, which was only 10%. However, it was widely used among students, which up to 50%. Teachers only used it in the informal

contexts and majority of 40% students used it in informal context too. Overall, less teachers have used it because it was NME and they might think it was inappropriate to use it for formal or academic purposes. Again, this shows the consistency between the teachers' perception which was NME with the encountering and usage in informal contexts.

### **5. wee bit more**

*Sample 5: At the back of the shop lot is the smoking area where there are more tables and dinners can dine in more comfortably and have a wee bit more privacy.*

The adjective 'a wee more' is synonymous with 'a bit more'. Hence, the word 'wee' which precedes the synonym 'bit' is considered as redundant. Most Malaysians use this type of redundancy, such as the redundant use of 'year' before a definite year as in 'year 2011', and 'the red colour' where colour is redundant of 'red'. Due to the high frequency in usage, students believed that it was SBE. Table 4.2(a) shows that 50% of teachers considered it as NME, while another 50% equally perceived it as SBE and SME. The percentages of the students' perceptions were quite equal in SBE, SME and NME. So this sample was considered as NME based on the perceptions of 50% of the teachers.



### 4.3 Lexico-semantic Substitution

Table 4.3.(a) Perceptions of teachers and students on samples of ME.

<b><u>Lexico – semantic substitution</u></b>		<b>ESL TEACHERS</b>	<b>ESL STUDENTS</b>
1. <b><u>Where else</u></b> but in Korea can you find 24 hours shopping!!!	SBE	50%	80%
	SME	35%	20%
	NME	15%	0%
2. Anyway I was trying to <b><u>dig</u></b> a photo of him to share with you all but looks like he's a very shy person and all I got was like artsy picture of his.	SBE	15%	50%
	SME	35%	50%
	NME	50%	0%
3. I didn't dare to shift when I was falling <b><u>sleeping</u></b> .	SBE	0%	0%
	SME	0%	30%
	NME	100%	70%
4. Thanks <b><u>for</u></b> Sony Music Malaysia and Marctensia, I managed to secure a ticket to Adam Lambert Glamnation Tour Malaysia 2010 at Putra Indoor Stadium, held last Thursday.	SBE	0%	0%
	SME	0%	0%
	NME	100%	100%
5. When I was invited <b><u>for</u></b> Tiger Oktoberfest at Laundry last Friday.	SBE	0%	15%
	SME	25%	0%
	NME	75%	85%

Table 4.3 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.

Lexico-semantic Reduplication	Teachers who have encountered	Context encountered			Students who have encountered	Context encountered		
		Formal	Informal	Both		Formal	Informal	Both
1. where else	85%	15%	50%	20%	100%	0%	50%	50%
2. dig	80%	0%	80%	0%	65%	0%	65%	0%
3. sleeping	75%	15%	60%	0%	55%	0%	55%	0%
4. for	50%	10%	40%	0%	35%	0%	35%	0%
5. for	50%	10%	30%	10%	65%	0%	50%	15%

Table 4.3 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.

Lexico-semantic Reduplication	Teachers who have used	Context of usage			Students who have used	Context of usage		
		Formal	Informal	Both		Formal	Informal	Both
1. where else	60%	35%	25%	0%	100%	0%	65%	35%
2. dig	50%	0%	50%	0%	70%	0%	70%	0%
3. sleeping	0%	0%	0%	0%	0%	0%	0%	0%
4. for	0%	0%	0%	0%	0%	0%	0%	0%
5. for	10%	0%	10%	0%	15%	0%	15%	0%

Samples extracted from blogs

Sample 1	<b><u>Where else</u></b> but in Korea can you find 24 hours shopping!!!
Sample 2	Anyway I was trying to <b><u>dig</u></b> a photo of him to share with you all but looks like he's a very shy person and all I got was like artsy picture of his.
Sample 3	I didn't dare to shift when I was falling <b><u>sleeping</u></b> .
Sample 4	Thanks <b><u>for</u></b> Sony Music Malaysia and Marctensia, I managed to secure a ticket to Adam Lambert Glamnation Tour Malaysia 2010 at Putra Indoor Stadium, held last Thursday.
Sample 5	When I was invited <b><u>for</u></b> Tiger Oktoberfest at Laundry last Friday.

## 1. **where else**

*Sample 1: Where else but in Korea can you find 24 hours shopping!!!*

In SBE, ‘where else’ is usually used in interrogative sentence to ask question. However, the sentence above is an exclamative sentence and the writer indicated ‘where else’ to ‘no other places except Korea’. Based on data in table 4.3 (a), this sample is considered as SBE because it was accepted by 50% of teachers and 80% of students. Most of the teachers and students may look at its overall meaning but not the sentence structure or interrogative word, so ‘where else’ sounds correct in this context. However, 35% of teachers and 20% perceived it as SME. In other words, all students perceived it as Standard English rather than NME, but a minority of 15% teachers perceived it as NME. A teacher commented that it should be replaced by ‘no where’ as it was not an interrogative sentence.

This sample is highly use in ME and most encountered by both teachers and students. This is shown in table 4.3(b) where 85% of teachers and 100% of students have encountered it. Out of the 100% students, 50% have encountered in informal context and 50% have encountered it in both contexts. Though this sample was SBE, majority of 50% teachers encountered it informal but only 15% in formal context and 20% in both contexts.

Table 4.3 (c) shows that this sample was most frequently used by teachers and students among all the samples. 60% of teachers and 100% of students have used it in both formal and informal contexts. Teachers tend to use it either in the formal or the informal context but not in both contexts. Majority of 65% students used it in the informal context and 25% used it in both contexts.

## 2. dig

*Sample 2: Anyway I was trying to dig a photo of him to share with you all but looks like he's a very shy person and all I got was like artsy picture of his*

'Dig' refers to 'plough up' which do not fit in the sentence. The writer intended to express 'find' or search for a photo which some effort could be needed. It could be transfer from Cantonese where 'dig' is very informal and sometimes used to mean search for. The perceptions between teachers and students were quite distinctive. Table 4.3 (a) indicates that 50% of the teachers perceived it as NME whereas it was not supported by any of the students. Only a minority of 15% accepted it as SBE and 35% perceived it as SME. The total of 20 students perceived it as Standard English, in which 50% for SBE and 50% for SME. However, it was categorised as NME based on the teachers' perceptions.

Based on the data in table 4.3 (b), 80% of teachers and 65% of students have encountered it but only in the informal context. The usage is restricted to only informal use because it seems to be vague for other ethnic groups or foreigner, although it might be intelligible among Chinese. Based on the usage of sample as shown in table 4.3 (c), 50% of the teachers and 70% of students have used it but only in the informal context. According to the students, 'dig' is somehow a creative creation of ME. Though it was directly translated from Cantonese, but it is a creative way to use 'dig' to mean 'search for'. They found it interesting to use the word in informal context. The context of encountered and usage were consistent with teachers' perception as NME.

## 3. sleeping

*Sample 3: I didn't dare to shift when I was falling sleeping.*

In SBE, two 'past continuous verbs' are not juxtaposed in a sentence. In this context, the writer was actually saying she did not dare to move her body when she was sleeping.

Hence, ‘sleeping’ should be substituted by ‘asleep’ because the verb ‘falling’ precedes it. 100% of teachers and 70% of students perceived it as NME where the rest of 30% students perceived it as SME, and certainly it can be concluded as NME.

The results in table 4.3 (b) indicates that this sample is used very often in ME and the mistake has been ignored. Overall, 75% of teachers and 55% of students have encountered it. Among the 75% of teachers, 15% of them encountered it in formal context and 60% encountered it in informal context. In contrary, all the 55% of students have only encountered it in informal context. In this case, more teachers have encountered it because Malaysian students might not be aware of the incorrect usage but they still use it even in the academic domain. This also explains why the context encountered by students was only in informal; as they are not exposed to students’ assignments like teachers do.

Based on the data in table 4.3(c), the findings were significant because neither teachers nor students have used this type of ME. The researcher noticed that teachers and students did not accept ‘falling sleeping’ as ‘correct English’ and there was a decline for using it. This situation may be due to the mistakes were too obvious and it might indicate low English proficiency for those who use it. The perceptions as NME were consistent with the encountering and usage mainly in the informal context.

#### **4. for**

*Sample 4: Thanks **for** Sony Music Malaysia and Marctensia, I managed to secure a ticket to Adam Lambert Glamnation Tour Malaysia 2010 at Putra Indoor Stadium, held last Thursday.*

A native speaker might use ‘thanks to’ instead of ‘thanks for’ to show the gratitude to someone. In other words, ‘for’ in this context should be followed by a verb instead of a

noun. Apparently this sentence has syntax error and inevitably perceived as NME by 100% of teachers and students. It is said as representative of NME, as shown in table 4.3 (a).

However, the results in table 4.3 (b) indicate that Malaysians might be confused between the use of 'for' and 'to'. 50% of teachers have encountered it but a minority of 35% students have encountered it. 10% of teachers have encountered it in the formal context and 40% have encountered it in the informal context. Similar to the previous situation, teachers are more exposed to their students' assignments with this kind of errors; hence they have higher percentages of encountering. Students might have used it in the informal conversation with teachers too.

Both teachers and students have never used this sample. Based on the comment by a teacher, it was not 'correct English' and therefore there was a decline to use it. The perception of this sample as NME was consistent with the contexts of encountered which were mainly informal.

## 5. **for**

*When I was invited for Tiger Oktoberfest at Laundry last Friday.*

Again, the sentence above had repeated the mistake by using 'for' followed by a noun phrase. It supposed to be substitute by 'to'. In ME, 'for' and 'to' tend to be over generalised to an extent where people might think they serve the same function. Very clearly it can be concluded as NME because 75% of teachers and 85% of students considered it as NME, as shown in table 4.3(a). However, it was considered as SME by 25% of teachers and perceived as SBE by 15% of students, although there was misuses of 'preposition' just like the previous example.

Based on table 4.3 (b), 50% of teachers and 65% of students have encountered it in both contexts. However, the usage in informal context was slightly higher. 30% out of 50% of teachers and 50% out of 65% of students have encountered the sample in the informal context. In addition, same percentages of teachers (50%) have encountered the incorrect use of preposition 'for' in sample 4 and 5. This indicates that Malaysians seem to be confused with the use of the preposition, and it has been over generalised and used for both functions. This mistake can be easily found in blogs, forums, and websites.

Table 4.3(C) shows that 10% of teachers and 15% of students have used it but solely in the informal context. This is hardly avoided because teachers might use more colloquial type of ME when they talk to those who are not proficient in English, such as cleaners in the school, hawkers in the street or students' parents. In conclusion, the contexts of encountered and usage in the informal contexts were consistent to its variety, which is NME.

#### 4.4 Semantic Shift

Table 4.4.(a) Perceptions of teachers and students on samples of ME.

<b>Semantic Shift</b>		ESL TEACHERS	ESL STUDENTS
1. Delicious but <b><u>sinful</u></b> cookies!	SBE	0%	0%
	SME	20%	35%
	NME	80%	65%
2. My hair is <b><u>cheat</u></b> one.	SBE	0%	0%
	SME	25%	0%
	NME	75%	100%
3. I am tempted to screw my day job and call it quits because it is <b><u>eating up</u></b> so much of my time.	SBE	15%	30%
	SME	50%	40%
	NME	35%	30%
4. It was the first dish that I <b><u>whacked</u></b> everything, down right to the asparagus.	SBE	0%	5%
	SME	25%	35%
	NME	75%	65%
5. Ahh don't <b><u>bluff</u></b> la, even if you don't have a concrete list it's there in the back of your mind.	SBE	20%	30%
	SME	35%	30%
	NME	45%	40%



Table 4.4 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.

Lexico-semantic Reduplication	Teachers who have encountered	Context encountered			Students who have encountered	Context encountered		
		Formal	Informal	Both		Formal	Informal	Both
1. sinful	25%	0%	25%	0%	10%	0%	10%	0%
2. cheat	75%	0%	60%	15%	30%	0%	30%	0%
3. eating up	85%	0%	70%	15%	80%	0%	70%	10%
4. whacked	60%	0%	50%	10%	65%	0%	65%	0%
5. bluff	85%	20%	35%	30%	15%	0%	0%	15%

Table 4.4 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.

Lexico-semantic Reduplication	Teachers who have used	Context of usage			Students who have used	Context of usage		
		Formal	Informal	Both		Formal	Informal	Both
1. sinful	15%	0%	10%	5%	35%	0%	20%	15%
2. cheat	15%	0%	15%	0%	0%	0%	0%	0 %
3. eating up	35%	0%	35%	0%	50%	0%	15%	35%
4. whacked	40	0%	40%	0%	50%	0%	10%	40%
5. bluff	50%	0%	15%	35%	50%	0%	0%	50%

Samples extracted from blogs

Sample 1	Delicious but <b><u>sinful</u></b> cookies!
Sample 2	My hair is <b><u>cheat</u></b> one.
Sample 3	I am tempted to screw my day job and call it quits because it is <b><u>eating up</u></b> so much of my time.
Sample 4	It was the first dish that I <b><u>whacked</u></b> everything, down right to the asparagus.
Sample 5	Ahh don't <b><u>bluff</u></b> la, even if you don't have a concrete list it's there in the back of your mind.

## 1. sinful

*Sample 1: Delicious but sinful cookies!*

In native English, 'sinful' is an adjective which used formally to describe 'morally wrong'. However, the meaning in this context has shifted semantically to mean 'tempting but fattening' cookies, which equated with 'evil'. All teachers and students perceived it as ME, majority (80%) thought it was NME and minority (20%) thought it was SME. Some teachers commented that the meaning was vague in the context. 65% of students perceived it as NME, but the minority of 35% perceived it as SME. Those perceived it as SME might think that it was just an adjective which was creatively used to make the sentence interesting. This sample can be concluded as NME.

Table 4.4(b) shows that 25% of teachers and 10% of students have encountered it only in the informal context. Overall, more teachers have encountered this sample but more students have used it. Table 4.4(c) shows that only 15% of teachers but 35% of students have used it in both contexts. However, majority of 10% teachers and 20% students have used it in informal context. This sample was highly accepted as NME, but it was rarely used because it does not fit in many contexts easily. However, the perceptions seem to be consistent with the context of ME encountered and used.

## 2. cheat

*Sample 2: My hair is cheat one.*

In SBE, 'cheat' is always equated with 'fool', 'deceive', 'trick' and 'con'. These words mean to make somebody believe something that is not true. In this context, the writer was expressing her hair was not her original hair, which it may be a wig. 'Cheat' was used as an adjective in this context. However, a teacher commented that its use was not correct in any situations but it was more appropriate to use 'fake'. On the other hand,

‘one’ is directly translated from Chinese and it is very frequently used in ME. Based on the results in table 4.4(a), 75% of teachers and 100% of students perceived it as NME. It can also be concluded that ‘cheat’ was considered as the most colloquial NME among all the samples.

In table 4.4 (b), it shows that 75% of teachers have encountered it but only 30% of students have encountered it only in the informal context. Majority of 60% teachers found it in informal context while 15% of them found it in both contexts. However, ‘cheat’ was used by 15% of teachers but none of the students have used it. Though teachers are believed to use more proper or Standard English, but sometimes it depends on the context, the interlocutor as well as the function of the speech. In addition, the ESL students might not admit they have used it as they have higher proficiency of English than others. The context of encountered and usage was consistent with the variety of NME.

### **3. eating up**

*Sample 3: I am tempted to screw my day job and call it quits because it is eating up so much of my time.*

According to OED, ‘eat something up’ means to use something in large quantities, as in legal cost had eaten up all the savings she had’. It also carries the metaphorical meaning of ‘consume’ as in ‘time consuming’. It could be frequently used by native speakers in the informal situation. Malaysians believe that it is SME because they always heard about it and it is commonly used among Malaysians.

Table 4.4 (a) shows that 50% of the teachers and 40% of students perceived it as SME due to the common usage in Malaysia. On the other hand, 35% of teachers and 30% of students perceived it as NME. According to their comment, it is not very appropriate in

academic writing and it could be replaced by ‘used up’ or ‘spent’. However, ‘eating up the time’ is perceived as SBE by 15% of teachers and 30% of students. They perceived it this way may because of it is intelligible among Malaysians and it is used frequently in the classroom setting.

Based on data in table 4.4 (b), the usage of ‘eating up time’ is most commonly used in ME as 85% of teachers and 80% of students have encountered it. 70% of them have encountered in the informal context while the rest have encountered it in both contexts. The usage of ‘eating up time’ in the informal context were much higher than the formal context. Referring to table 4.4(c), 35% of teachers have used it in informal context while 15% of students have used it in informal and 35% in both contexts.

#### **4. whacked**

*Sample 4: It was the first dish that I whacked everything, down right to the asparagus.*

In SBE, the verb ‘whack’ means to put something somewhere without much care and it carries an informal connotation as in the example ‘just whack your bag in the corner’. Malaysians tend to shift the word ‘whack’ semantically to mean ‘eaten or finished up the food’. Though majority of 75% teachers and 65% students perceived it as NME, it is intelligible among Malaysians.

This sample is encountered quite equally by 60% of teachers and 65% of students. Data in table 4.4 (b) shows that among the 60% of teachers, 10% encountered it in both context but majority in the informal context. 65% of them have only encountered in the informal context. Table 4.4 (c) points out that 40% of teachers have used it, but only in the informal context. Meanwhile, 40% of students have used it in both contexts and

10% in informal context. In conclusion, the context of usage is said as consistent with the perception of NME as well as the context of encountered.

## 5. bluff

*Sample 5: Ahh don't bluff la, even if you don't have a concrete list it's there in the back of your mind.*

In native usage, 'bluff' means try to make somebody believe that you will do something that you do not really intend to do. In ME, it tends to shift semantically to mean 'to tell lies'. There seems to be a grey area in examining the variety of this sample due to the diverse perceptions of teachers. The data in table 4.4 (a) points out that teachers and students response were quite equal among SBE, SME and NME.

Based on data in table 4.4 (b), 85% of teachers but only 15% of students have encountered it. Among the 80% of teachers, 30% of them found it in both context, 35% in informal and 20% in formal context. It is believed that Malaysian Students tend to use this word frequently. Logically teachers encountered it much more compared to the 20 ESL students who do not check on students' assignment and homework.

Referring to table 4.4 (c), 'bluff' was mostly used among all the samples. The 50% of students used it in both formal and informal context, whereas only 35% of teachers used it in both contexts and 15% of them used it only in the informal context. The researcher noticed that teachers and students in this study tend to use 'bluff' in both contexts. This indicates that the word has been over-generalised as 'lie' in both contexts.

## 4.5 Semantic Extension

Table 4.5(a) Perceptions of teachers and students on samples of ME.

<u>Semantic Extension</u>		ESL TEACHERS	ESL STUDENTS
1. Their behavior is <u>low</u> , immoral and probably even illegal.	SBE	25%	0%
	SME	35%	15%
	NME	40%	85%
2. I'm <u>perfectly</u> aware of my own faults.	SBE	40%	90%
	SME	60%	10%
	NME	0%	0%
3. Despite my illness that has been going on for 2 weeks, I decided it was <u>high time</u> I headed out for a walk, much to my baby's disagreement.	SBE	65%	60%
	SME	25%	40%
	NME	10%	0%
4. thanks for all the tips you guys gave in the comment and on Airasia's FB fan page but I forgot about all the Korean names already they just seem to hard to be registered into my <u>head</u> .	SBE	35%	70%
	SME	50%	0%
	NME	10%	30%
5. and all these <u>suck up</u> the <u>battery juice</u> real quick.	SBE	0%	0%
	SME	15%	25%
	NME	85%	75%

Table 4.5 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.

Lexico-semantic Reduplication	Teachers who have encountered	Context encountered			Students who have encountered	Context encountered		
		Formal	Informal	Both		Formal	Informal	Both
1. low	75%	0%	70%	5%	80%	15%	50%	15%
2. perfectly	70%	10%	35%	25%	30%	0%	15%	15%
3. high time	50%	5%	25%	20%	65%	40%	25%	0%
4. head	25%	0%	10%	15%	50%	10%	30%	20%
5. suck up, battery juice	25%	0%	10%	15%	30%	0%	25%	5%

Table 4.5 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.

Lexico-semantic Reduplication	Teachers who have used	Context of usage			Students who have used	Context of usage		
		Formal	Informal	Both		Formal	Informal	Both
1. low	35%	0%	25%	10%	15%	0%	15%	0%
2. perfectly	65%	0%	30%	35%	35%	0%	25%	10%
3. high time	50%	0%	25%	25%	10%	0%	10%	0%
4. head	25%	0%	25%	0%	15%	0%	15%	0%
5. suck up, battery juice	35%	0%	25%	10%	15%	0%	15%	0%

Samples extracted from blogs

Sample 1	Their behavior is <u>low</u> , immoral and probably even illegal.
Sample 2	I'm <u>perfectly</u> aware of my own faults.
Sample 3	Despite my illness that has been going on for 2 weeks, I decided it was <u>high time</u> I headed out for a walk, much to my baby's disagreement.
Sample 4	thanks for all the tips you guys gave in the comment and on Airasia's FB fan page but I forgot about all the Korean names already they just seem to hard to be registered into my <u>head</u> .
Sample 5	and all these <u>suck up</u> the <u>battery juice</u> real quick.

## 1. low

*Sample 1: Their behavior is low, immoral and probably even illegal.*

Referring to OED, ‘low’ describes someone as disreputable or not honest, as in ‘he mixes up with some pretty low types’. In ME, the native sense is extended to mean low class, unacceptable or disgraceful. In table 4.5 (a), it shows that only 40% but majority of 85% of students perceived it as NME. Besides that, 35% of teachers and 15% of students thought it was SME. They might be not sure of the variety or thought it was not colloquial ME. The results also indicate that 25% of teachers accepted its usage as SBE, however none of the students agreed with that.

Based on table 4.5 (b), this sample was most encountered compared to others. Among the 75% of teachers who have encountered this sample ME, only 5% of them encountered it in both contexts whereas the majority of 70% encountered it in informal context. On the other hand, majority of 50% students have encountered it in informal situation while the rest of 15% encountered it in both contexts. This indicates the high acceptance and common use of ‘low’ among Malaysians. Table 4.5 (c) points out that 35% from the teachers’ group have used it, but mostly in informal context as only 10% of them have used it in both contexts. Only 15% of students have used it, but solely in the informal context. Hence the context of encountering was consistent with the context of usage, which was mostly in the informal context.

## 2. perfectly

*Sample 2: I’m perfectly aware of my own faults.*

The definition of ‘perfectly’ is ‘completely’ whereas the semantic sense of this word is being extended in ME to mean ‘excellent’ or ‘very good’. In this context, the writer was praising himself that he knows his faults very well. This sample was accepted as



SBE by 90% of the students and 40% of the teachers. They might think that it seems correct in terms of usage and meaning. On the other hand, majority of 60% teachers and 10% of students perceived it as SME but nobody perceived it as NME, as shown in table 4.5 (a). Hence, this sample is concluded as SME which may be accepted in both formal and informal contexts.

Based on data in table 4.5 (b), 70% of teachers have encountered the samples ME but only 30% of students have encountered it. By comparing the teachers' group, 10% of them encountered it in formal context, 35% in the formal context and 25% in the both contexts. Nevertheless, 15% of the students encountered it in informal context and the other half encountered it in both contexts. Though the majority was found in the informal context, but it seems alright because SME can be used in both formal and informal context as Malaysians always have different perceptions on it.

Since majority of teachers perceived this sample as SME, they have used it more often compared to other samples. Among 65% of them, 30% used it in informal context while the rest of 35% used it in both contexts, as shown in table 4.5 (c). The teachers thought it was correct in all sense because none of them perceived it as NME. This sample also used most by students, up to 35%. 25% of them used it in the informal and 10% used in both contexts. Students have used it less may be due to they are not good in applying it in sentences. It can be concluded that the results were consistent with the earlier perceptions and encountering.

### 3. high time

*Sample 3: Despite my illness that has been going on for 2 weeks, I decided it was high time I headed out for a walk, much to my baby's disagreement.*

In SBE, 'high' is to mean the feeling of extreme pleasure and excitement that somebody gets from doing something enjoyable. In the context above, it is extended to mean 'good and right' time as she said she decided it as the suitable time for outing after staying at home for two weeks. Based on data in table 4.5 (a), 65% of teachers and 60% of students perceived it as SBE and this sample definitely can be concluded as SBE. 25% of teachers and 40% of students perceived it as SME. No student perceived it as NME but a minority of 10% of teachers thought it was NME. They insisted that 'suitable' or 'good' will be better in this context.

The use of 'high time' in both formal and informal contexts indicates that many Malaysians accept it as Standard English and used it quite frequently. Overall, 50% of teachers and 65% of students have used it in both contexts since it was perceived as SBE, as shown in table 4.5 (b). Among the 50% of teachers, 5% encountered it in formal, 25% in informal and 20% have encountered in both contexts.

It seems that teachers and students differ in the usage of ME. 'High time' was used by 50% of teachers, as shown in table 4.5 (c). 25% of them used it in informal context while another 25% of them used it in both contexts. In contrast, only 10% of students have used 'high time' as opposed to the large number of teachers. However, the minimal usage of students might due to the lack of suitable situations or contexts for them to use it.

#### 4. head

*Sample 4: thanks for all the tips you guys gave in the comment and on Airasia's FB fan page but I forgot about all the Korean names already they just seem to hard to be registered into my head.*

In native English, head refers to a part of body. However, the semantic sense of 'head' has been extended to mean 'brain' in ME. Supposedly, data is said to be registered into the brain but not the head. However, this mistake in this context tend to be overlooked because it was not very noticeable as 'head' and 'brain' are from the same semantic field. Therefore, 70% of students and 35% of teachers perceived it as SBE while 50% of the teachers perceived it as SME, as shown in table 4.5 (a). However, the minority of teachers (10%) and students (30%) tend to be more concerned with mistake and perceived it as NME. In conclusion, it can be concluded as SME.

Based on the data in table 4.5 (b), the percentages of students who have encountered it was double of teachers'. Among the 25% of teachers have encountered it, 10% found it in informal context and 15% found it in both contexts. Nevertheless, majority of 30% found it in informal context, 10% in the formal context and another 20% in the both contexts. More students have encountered it because it seems to be more relevant to students as they always have to learn new things and prepare for examinations.

By comparing all the samples in table 4.5 (c), this sample had lowest percentages in terms of the usage by teachers and students. It was used by 25% of teachers and 15% of students in the informal context. The researcher believes that this is because the expression is not highly in used in daily life context.

## 5. suck up, battery juice

*Sample 5: And all these suck up the battery juice real quick.*

In this context, the writer was explaining the games application in the cell phone used up the battery very fast. The verb 'suck' literary means 'to take liquid' whereas the phrasal verb 'suck up' means try to please someone in authority by praising and helping them. The meaning of phrasal verb 'suck up' is then extended to 'finish up' in ME. Due to the phrasal verb 'suck up' which collocates with liquid, the 'battery' is creatively named as 'battery juice'. Hence, the two phrasal verbs 'suck up' and 'battery juice' were perceived as NME by 85% of teachers and 75% of students and it can be concluded as NME. Nevertheless, 15% of teachers and 25% of students perceived it as SME but none of the participants perceived it as SBE. This is because the verbs were not originally from SBE but they are creative creation of ME which these minorities of participants thought it could be accepted in classroom context.

This sample was not commonly encountered by teachers and students as its usage was considered vague. According to table 4.5 (b), 25% of teachers and 30% of students have encountered it. Though this sample was highly perceived as NME, but there were minority of Malaysians use it in both contexts.

Among 35% of teachers who have used it, 10% of them used in both context and the rest of 25% used it in informal context. It might sound very informal, but the meaning is very clear and creative. On the other hand, the 15% of students have used it but only in the informal context. Again, it has proven that teachers might use more ME than students in certain circumstances, regardless of its formality.

#### 4.6 semantic Transfer from Mother Tongue

Table 4.6.(a) Perceptions of teachers and students on samples of ME.

<u>Semantic Transfer from Mother Tongue</u>		ESL TEACHERS	ESL STUDENTS
1. I think I'm personally a <b><u>sleep hunger pig</u></b> .	SBE	0%	0%
	SME	0%	0%
	NME	100%	100%
2. I'm <b><u>super lazy</u></b> in eating as well. Comes with the <b><u>super spicy</u></b> delicious sambal.	SBE	15%	10%
	SME	50%	50%
	NME	30%	40%
3. I was NOT <b><u>flowing electricity</u></b> in2 his eyes, I was glimpsing at the other fair, glowing skin hunks.	SBE	0%	0%
	SME	0%	0%
	NME	100%	100%
4. Here's a sinful secret. I am a " <b><u>flower heart carrot</u></b> ". A playgirl, at HEART.	SBE	0%	0%
	SME	0%	0%
	NME	100%	100%
5. Really, I wondered why I even bothered. Chinese saying, <b><u>more draw more black</u></b> .	SBE	0%	0%
	SME	0%	0%
	NME	100%	100%

Table 4.6 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.

Lexico-semantic Reduplication	Teachers who have encountered	Context encountered			Students who have encountered	Context encountered		
		Formal	Informal	Both		Formal	Informal	Both
1. sleep hunger pig	35%	0%	25%	10%	10%	0%	10%	0%
2. super lazy super spicy	75%	0%	50%	25%	70%	0%	0%	70%
3. flowing electricity	30%	0%	20%	10%	15%	0%	15%	0%
4. flower heart carrot	20%	0%	20%	0%	15%	0%	15%	0%
5. more draw more black	25%	0%	25%	0%	0%	0%	0%	0%

Table 4.6 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.

Lexico-semantic Reduplication	Teachers who have used	Context of usage			Students who have used	Context of usage		
		Formal	Informal	Both		Formal	Informal	Both
1. sleep hunger pig	0%	0%	0%	0%	0%	0%	0%	0%
2. super lazy super spicy	60%	0%	50%	10%	100%	0%	80%	20%
3. flowing electricity	35%	0%	0%	35%	0%	0%	0%	0%
4. flower heart carrot	0%	0%	0%	0%	0%	0%	0%	0%
5. more draw more black	0%	0%	0%	0%	0%	0%	0%	0%

Samples extracted from blogs

Sample 1	I think I'm personally a <b><u>sleep hunger pig</u></b> .
Sample 2	I'm <b><u>super lazy</u></b> in eating as well. Comes with the <b><u>super spicy</u></b> delicious sambal.
Sample 3	I was NOT <b><u>flowing electricity</u></b> in2 his eyes, I was glimpsing at the other fair, glowing skin hunks.
Sample 4	Here's a sinful secret. I am a " <b><u>flower heart carrot</u></b> ". A playgirl, at HEART.
Sample 5	Really, I wondered why I even bothered. Chinese saying, <b><u>more draw more black</u></b> .

## 1. **sleep hunger pig**

*Sample 1: I think I'm personally a sleep hunger pig.*

‘Sleep hunger pig’ is directly translated from Mandarin and Cantonese which used to describe a person who is lazy and loves to sleep. Some Malaysians especially Chinese tend to use it in ME because pig is one of the zodiac signs in Chinese astrology, and it resembles laziness. However, 100 % of both teachers and students considered it as NME because it sounds very colloquial and native speaker may not use it. Based on the data in table 4.6 (b), 35% of teachers have encountered it, 25% in informal and 10% in both contexts. However, only 10% of students have encountered it in the informal context. There could be a decline of usage among the educated.

It has not been used by the teachers and students in any context, as shown in table 4.7 (b). This scenario may have caused by two reasons. This expression which was directly translated from mother tongue might have some difficulties to fit in many contexts and the meaning might be too colloquial or unintelligible for readers who do not understand the language. Some may not understand the Chinese culture and do not know the metaphor of pig.

## 2. **super lazy, super spicy**

*Sample2: I'm super lazy in eating as well. Comes with the super spicy delicious sambal.*

In native English, there is some difference in degree between ‘very’ and ‘extremely’. This also applies to Chinese language. Malaysian Chinese tend to use the expression ‘super’ which is direct translation from Mandarin to mean ‘extremely’. Table 4.6(a) shows that all the samples in this category were perceived as NME by 100% of teachers except the use of ‘super’ in this sample. 50% of teachers and students considered this as

SME and minority of them perceived it as SBE. This may be due to the participants are all Chinese and they could understand the Chinese connotation within the context.

The use of 'super' was most frequently encountered among all the samples. Table 4.6 (b) shows that majority of 50% teachers have encountered it in the informal context and 25% in both contexts. In contrast, 70% of students have encountered it in both contexts. 'Super' was used by 60% of teachers and 100% of students, with the majority use in the informal context. The high usage may be due to the word 'super' sound more native-like.

### **3. flowing electricity**

Sample 3: *I was NOT flowing electricity in2 his eyes, I was glimpsing at the other fair, glowing skin hunks.*

'Flowing electricity' does not make sense in native English because it is direct translation or semantic transfer from Mandarin and Cantonese. In Mandarin, it means to seduce someone by gazing at her and have eye contact. Predictably, it was perceived as NME by all 100% of the teachers and students.

30% of teachers have encountered it, which 20% encountered it in informal while 15% encountered in both contexts. However, only 15% of students have encountered it. Surprisingly, 35% of teachers have used it in the informal context, whereas none of the students have used it. Again, this indicates that teachers do not necessarily use more native English compared to students, it depends on the function of speech as well as the domains and context. It could also be the teachers have encountered more and therefore they tend adopt the usage of this sample ME.



#### 4. flower heart carrot

*Sample 4: Here's a sinful secret. I am a "flower heart carrot". A playgirl, at HEART.*

In Mandarin, "flower heart carrot" is used to describe a person man who has relationship attachment with many members of the opposite gender. It was direct translation from Mandarin and some teachers equated it with 'Casanova' in English. 100% of teachers and students considered it as NME because its literal meaning does not make sense and collocate with the context.

This sample is not commonly used in ME because it is direct translation of Mandarin and the population of Chinese is not big. In other languages, this connotation may have another expression or sayings. Therefore, the percentage of teachers have encountered it was only 20% and it was solely in the informal context. This sample has not been used at all maybe because it is very colloquial and readers other than Chinese might not understand the meaning as the literal meaning does not carry any meaning.

#### 5.more draw more black

*Sample 5: Really, I wondered why I even bothered. Chinese saying, more draw more black.*

'More draw more black' is directly translated from the Chinese saying which expresses the situation is getting worse when someone trying to explain more. Hence, this sentence is equally perceived as NME by 100% of the teachers and students.

This expression has not been used frequently in ME, none of the students but only 25% of teachers have encountered this sample. Again, Malaysians from other ethnic group might not use this as they do not understand the expression. Furthermore, all of the teachers and students have not used it because it may not be appropriate in formal and informal context.

#### 4.7 Local compound coinage

Table 4.7.(a) Perceptions of teachers and students on samples of ME.

<u>Local compound coinage</u>		ESL TEACHERS	ESL STUDENTS
1. Then this FAT, INDIAN, SECURITY GUARD vf his <b><u>ballooned stomach</u></b> blocking the small side gate doubted if we r college students.	SBE	0%	15%
	SME	10%	0%
	NME	90%	85%
2. Now YOU can be a <b><u>Mollywood star</u></b> too!!!	SBE	0%	0%
	SME	0%	10%
	NME	100%	90%
3. After some confusion on her part that I actually don't speak Cantonese (*fails as Chinese) she switched to English and Hokkien wtf damn <b><u>linguistically capable</u></b> lor.	SBE	35%	65%
	SME	35%	15%
	NME	30%	20%
4. These <b><u>handsome cars</u></b> can make <i>any</i> old road look beautiful.	SBE	15%	30%
	SME	25%	30%
	NME	60%	40%
5. I lingered in my <b><u>young imagination</u></b> when I heard my dad going on to say.	SBE	10%	50%
	SME	10%	0%
	NME	80%	50%

Table 4.7 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.

Lexico-semantic Reduplication	Teachers who have encountered	Context encountered			Students who have encountered	Context encountered		
		Formal	Informal	Both		Formal	Informal	Both
1. ballooned stomach	50%	0%	50%	0%	15%	0%	15%	0%
2. Mollywood star	75%	15%	60%	0%	20%	0%	20%	0%
3. linguistically capable	15%	0%	15%	0%	15%	5%	5%	5%
4. handsome cars	50%	0%	35%	15%	15%	5%	5%	5%
5. young imagination	25%	0%	25%	0%	5%	0%	0%	5%

Table 4.7 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.

Lexico-semantic Reduplication	Teachers who have used	Context of usage			Students who have used	Context of usage		
		Formal	Informal	Both		Formal	Informal	Both
1. ballooned stomach	35%	0%	35%	0%	0%	0%	0%	0%
2. Mollywood star	0%	0%	0%	0%	0%	0%	0%	0%
3. linguistically capable	40%	0%	40%	0%	10%	0%	5%	5%
4. handsome cars	25%	0%	25%	0%	10%	0%	10%	0%
5. young imagination	0%	0%	0%	0%	0%	0%	0%	0%

#### Samples extracted from blogs

Sample 1	Then this FAT, INDIAN, SECURITY GUARD vf his <b><u>ballooned stomach</u></b> blocking the small side gate doubted if we r college students.
Sample 2	Now YOU can be a <b><u>Mollywood star</u></b> too!!!
Sample 3	After some confusion on her part that I actually don't speak Cantonese (*fails as Chinese) she switched to English and Hokkien wtf damn <b><u>linguistically capable</u></b> lor.
Sample 4	These <b><u>handsome cars</u></b> can make <i>any</i> old road look beautiful.
Sample 5	I lingered in my <b><u>young imagination</u></b> when I heard my dad going on to say

## 1. **Ballooned stomach**

*Sample 1: Then this fat, Indian, security guard w/ his BALLOoONed stomach blocking the small side gate doubted if we r college students.*

In the native English, balloon refers to a sphere and the local compound coinage ‘ballooned stomach’ refers to someone who has tummy as big as balloon. Though this expression is not used in SBE or SME, it is intelligible in ME. Table 4.7(a) shows that 90% of teachers and 85% of students perceived it as NME. Based on table 4.7 (b), 50% of teachers but only 15% of students have encountered it in the informal context. Although it serves as an adjective and the expression is able to be conveyed clearly, it was not used in the native English because it sounds very colloquial. It could be replaced by ‘big tummy’ which sounds more native-like. However, table 4.7(c) shows that 35% of teachers have used it in the informal context but the students have not used it.

## 2. **Mollywood star**

*Sample 2: Now YOU can be a Mollywood star too!!!*

In SBE, star is used to mean well know celebrity. The blogger has compounded ‘Mollywood’ and ‘star’ to mean a famous star in ‘Mollywood’. However, Mollywood is a creative creation by the blogger and the meaning is ambiguous. Some participants perceived it as Malaysian superstar while some perceived it as discrimination towards someone who is awarded as ‘Mollywood star’ instead of ‘Hollywood star’. The findings in table 4.7 (a) indicates that 100% of teachers and 90% of students perceived it as NME because first they believed that it was related to Malaysia and secondly it is not a common phrase in ME.

The results in table 4.7 (b) indicates that 75% of teachers have encountered it. 60% of them were encountered in informal while 15% in the formal context. Although it was used in formal context, it is believed to be used as adjective to modify nouns. The result was significant in which none of the teachers and students have used it, as shown in table 4.7 (c) This may be due to it the usage is restricted to certain conditions and does not fit in many contexts.

### 3. linguistically capable

*Sample 3: After some confusion on her part that I actually don't speak Cantonese (\*fails as Chinese) she switched to English and Hokkien wtf damn linguistically capable lor.*

In Standard English, 'capable' describes the capabilities of doing something and 'linguistic' refers to the study of language. The blogger has compounded 'a native expression 'capabilities in using a language' to 'linguistically capable' to mean someone who has the ability to use different languages and dialects. Table 4.7 (a) shows that 65% of students perceived it as SBE. Perceptions of teachers on the other hand were quite equal in each variety.

'Linguistically capable' was not highly used in ME because it is multisyllabic word and Malaysians who used it might have higher proficiency in English. Based on the data in table 4.7 (b), only 15% of both teachers and students have encountered it. While teachers encountered it in informal contexts, the contexts that students have encountered was 5% in each context. By comparing the percentages in table 4.7 (c), 40% of teachers have used it in informal context but 10% of students have used it in the both contexts. The percentages of usage were rather low because its usage in ME is not common as it requires better knowledge in English.

#### 4. handsome cars

*Sample 4: These handsome cars can make any old road look beautiful.*

Originally handsome refers to people who are good looking. In ME, it functions as an adjective to describe something is nice or beautiful; hence it can coin with any object to modify that object. In this context, 'handsome' is used to modify the car as beautiful and stylish. This sample is perceived as NME by 60% of teaches and 40% of students.

50% of teachers have encountered it, but majoity of 35% were in the informal context. Compared to teacher, only minority of 15% of students have encountered it, with 5% in each context, as shown in table 4.7 (b). The percentages of usage by teachers and students have always lower than the percentages of samples encountered. Being ESL teachers and students, they may feel the need to use more Standard English in maintaining the reputation as the 'expert' of English. Only 25% of teachers and 10% of students have used it in the informal context, as shown in table 4.7 (c). In this study, it seems like no tendency for teachers to use less ME than students. Teachers definitely know the proper usage of English, but they tend to use it in informal context due to other reasons.

#### 5. young imagination

*Sample 5: I lingered in my young imagination when I heard my dad going on to say*

In the context, the blogger was explaining something which was going to happen soon and she started her imagination on what will happen. However, the creation of compound coinage 'young imagination' is to express the 'early thoughts'. However, the meaning was vague and some participants commented that they do not understand the

meaning. As a result, 80% of teachers and 50% of students perceived it as NME. In opposition, another 50% of students perceived it as SBE.

Young imagination is not common in ME, only 15% of teachers and 5% of students have encountered it. 5% of students encountered it in both contexts but the teachers only found them in informal context. Another significant finding was none of the participants in this study have used it and it may be the expression was not very clear.

## 4.8 Ellipsis

Table 4.8.(a) Perceptions of teachers and students on samples of ME.

<u>Ellipsis</u>		ESL TEACHERS	ESL STUDENTS
1. Is it really hot or just me?	SBE	35%	30%
	SME	25%	35%
	NME	40%	35%
2. If you have not played Kingdom Hearts yet, I strongly recommend you do so.	SBE	45%	60%
	SME	10%	30%
	NME	30%	10%
3. Truth is, I have a phobia of heights.	SBE	40%	65%
	SME	35%	0%
	NME	25%	45%
4. So, following my previous post on club Med and what a wonderful concept they are providing for travellers and I am going to share a few more personal experience of mine during my stay here.	SBE	0%	0%
	SME	15%	25%
	NME	85%	75%
5. I never know hazelnut could taste so nice in a snack.	SBE	30%	50%
	SME	50%	25%
	NME	20%	25%



**Table 4.8 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.**

<b>Lexico-semantic Reduplication</b>	Teachers who have encountered	Context encountered			Students who have encountered	Context encountered		
		Formal	Informal	Both		Formal	Informal	Both
1. omission of 'it is'	85%	0%	60%	25%	75%	0%	60%	15%
2. omission of 'to'	90%	30%	25%	35%	80%	0%	45%	30%
3. omission of 'the'	75%	0%	50%	25%	75%	0%	75%	0%
4. omission of 'is'	60%	15%	40%	5%	35%	10%	15%	10%
5. omission of 'for'	85%	0%	60%	25%	75%	0%	60%	15%

**Table 4.8 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.**

<b>Lexico-semantic Reduplication</b>	Teachers who have used	Context of usage			Students who have used	Context of usage		
		Formal	Informal	Both		Formal	Informal	Both
1. omission of 'it is'	45%	0%	35%	10%	65%	0%	50%	15%
2. omission of 'to'	40%	0%	25%	15%	30%	0%	0%	30%
3. omission of 'the'	10%	0%	10%	0%	25%	0%	15%	10%
4. omission of 'is'	35%	0%	35%	0%	45%	0%	25%	20%
5. omission of 'have'	45%	0%	40%	5%	65%	0%	50%	15%

### Samples extracted from blogs

Sample 1	Is it really hot or /\ just me?
Sample 2	If you have not played Kingdom Hearts yet, I strongly recommend you /\ do so.
Sample 3	/\ Truth is, I have a phobia of heights.
Sample 4	So, following /\ my previous post on club Med and what a wonderful concept they are providing for travellers and I am going to share a few more personal experience of mine during my stay here.
Sample 5	I /\ never <u>know</u> hazelnut could taste so nice in a snack.

1. Sample 1: *Is it really hot or /\ just me?*

The phrase 'it is' is committed in the place where the symbol is marked. The omission of the words made the meaning ambiguous. The reader might be confused whether the blogger was talking about the weather or her being hot in character. However, the percentages of teachers and students' perceptions were quite equally shared among the three varieties of English. 40% of teachers and 35% of teachers thought it was NME because the sentence seems to be incomplete syntactically and semantically. 25% of teachers and 35% of students thought it was SME because the meaning was somehow conveyed although it was incomplete. They might perceive it as the author was unsure whether the weather was really hot or just she personally felt that. 35% of teachers and 30% of students thought it was SBE as the meaning could be perceived as more than one.

Ellipsis is quite common in ME where Malaysians tend to omit part of the sentences as they think people might understand what they are trying to convey. This may be caused by the complete sentence which might be too long and seems very formal. In addition, it might not be suitable when they use it in the informal context such as blogs and chat with friends. The figure in table 4.8 (b) indicates that 85% of teachers and 75% of students have encountered it and 60% from both of them have encountered it in the informal context. The rest were encountered in both contexts.

This sample is accepted and used by quite a number of teachers and students. Among the 45% of teachers who have used it, 35% used it in informal context and 10% of them used it in both contexts. More students have used it and the usage in informal context was higher. Out of 65% of them, majority of 50% used it in the informal and the minority of 15% used it in both contexts. Therefore, the findings indicate that it supposed to be NME based on its major usage in the informal context.

2. Sample 2: *If you have not played Kingdom Hearts yet, I strongly recommend you ∧ do so.*

In this context, the preposition ‘to’ is needed to make the sentence grammatically correct. However, the omission of preposition ‘to’ did not influence the original meaning of the sentence. Therefore, 45% of teachers and 60% of students perceived as SBE. 10% of teachers and 30% of students perceived it as SME because they might think the mistake was not obvious. Yet, there was 30% of teachers and 10% of students perceived it as NME. They might be more concerned with the incorrectness of grammar and sentence structure.

Based on the results in table 4.8(b), this sample is also well accepted and highly used in ME because 90% of teachers and 80% of students have encountered it. For the teachers’ group, 30% encountered in formal context, 25% in the informal and the rest of 35% encountered in both contexts. Among the 80% of students, 45% of them encountered it in informal context and 30% of them in the both contexts. Hence, it indicates that Malaysians accept its usage in the formal context and it might be SME or SBE. As ESL teachers and students are more concern with grammar and formality, the percentages of sample ME they have used were much lower than they have encountered it. Among the 40% of teachers, 25% have used it in informal context while another 15% have used it in both contexts. On the other hand, 30% of students have used it in both contexts.

3. Sample 3: *∧ Truth is, I have a phobia of heights.*

The definite article ‘the’ is needed to be a complete sentence although the omission did not change the meaning. Based on the findings in table 4.8 (b), teachers have different responses on the variety of this sample. The percentages of teachers’ responses were

40% for SBE, 35% for SME and 25% for NME. On the other hand, 65% of students who were more concern with grammar did not accept the omission of 'the' and perceived it as NME. However, the rest of 45% who were more receptive perceived it as SBE as they thought the sentence could stand by its own although with the omission of article.

In ME, omission of article in sentences is very common as Malaysians tend to do it frequently. Therefore, the percentages of encountering were very high. 75% of teachers and students have encountered it. 50% of teachers encountered it in informal context and 25% in both contexts. In contrast, the 75% of students have encountered it solely in the informal context.

The omission of definite article in sentences does not frequently happen among teachers. Table 4.7(c) shows that only 10% of teachers have used it in the informal context. Most of the teachers tend to use more proper English as they are aware that they might be the role model of students. On the other hand, 25% of students have used it and 15% of them used it in both contexts.

4. Sample 4: *So, following ^ my previous post on club Med and what a wonderful concept they are providing for travellers and I am going to share a few more personal experience of mine during my stay here.*

The omission of the auxiliary verb 'is' made the sentence vague as in the readers could not identify the subject. Meanwhile the sentence was too lengthy and reader might be confused with the subject and predicate of sentence. Inevitably, 85% of teachers and 75% of students perceived it as NME, as shown in table 4.8(a).

Referring to table 4.8 (b), more teachers have encountered the sample ME compared to students. This may be because teachers have to check student's academic assignments where their work might have this feature of ME as some of them may not be ESL students. Among the 60% of teachers who have encountered it, 15% have encountered it in formal context which could be students' assignments, 40% in informal contexts and 35% in both contexts. Meanwhile, only 35% of students have encountered it quite equally in both contexts. As shown in table 4.8 (b), the percentages of usage were lower than the percentages of ME encountered. Out of 45% of students who have used this sample, 25% have used it in informal context and another 20% have used it in both contexts. Only 35% of teachers have used it but only in informal context.

#### 5. Sample 5: **I / never know hazelnut could taste so nice in a snack.**

The blogger's friend was telling her that the snack made from hazelnut was very tasty. The blogger who had never tasted it intended to say "I have never known" as she is ignorant to the fact before, now and still have no idea. However, she did not change it to the past participle form. The use of simple present tense may be due to the transfer from Mandarin which do not have present perfect in their system. In this context, present perfect is more suitable and the word 'have' should be added. This implies that the blogger might not be aware of the correct form of past participle.

Based on the data in table 4.8(a), only a minority of 20% of teachers and 25% of students considered it as NME. 50% of students perceived it as SBE while 50% of the teachers perceived it as SME due to its common use among Malaysians. However, this sample is concluded as SME based on teachers' perceptions.

From the data in table 4.8 (b), 85% of teachers and 75% of students have encountered this sample and it indicates that this feature have well evolved in ME. 60% of them have encountered in the informal context and the minority encountered it in both contexts. On the other hand, most teachers admitted that sometimes they omit the word 'have' in present perfect tense because the meaning does change with the omission of word. In Table 4.8 (C), it shows that 40% of teachers used it in the informal context but only 5% used it in both contexts. This situation happened in the students group in which 50% out of 60% of them use it in informal context.

## 4.9 Derivational Variation

Table 4.9.(a) Perceptions of teachers and students on samples of ME.

<u>Derivational variation</u>		ESL TEACHERS	ESL STUDENTS
1. When it comes to like <u>japans-sy</u> like of souvenirs, Ming says that nothing beat this marketplace.	SBE	25%	0%
	SME	0%	20%
	NME	75%	80%
2. We reach a street. It's not like China Town or the streets in China or Taiwan, but its very... cultural Chinese-ly.	SBE	15%	0%
	SME	10%	35%
	NME	75%	65%
3. Look at it in all its red shiny <u>juiciness</u> .	SBE	60%	30%
	SME	15%	20%
	NME	25%	50%
4. <u>Funnily</u> is that I often feel that my N97 has a faster connection as opposed to BIS.	SBE	65%	25%
	SME	15%	0%
	NME	20%	75%
5. Middle Eastern Medley a.k.a Moroccan lamb shank wasn't my favourite as the tomato based sauce was a tad too <u>sourish</u> for my liking.	SBE	45%	70%
	SME	30%	20%
	NME	30%	10%

**Table 4.9 (b) The percentages of teachers and students who have encountered the samples of ME and the types of contexts encountered.**

	Teachers who have encountered	Context encountered			Students who have encountered	Context encountered		
		Formal	Informal	Both		Formal	Informal	Both
1. japans-sy	10%	0%	10%	0%	30%	0%	30%	0%
2. Chinese-ly.	25%	0%	25%	0%	25%	0%	25%	0%
3. juiciness.	50%	0%	45%	5%	95%	0%	95%	0%
4. funnily	40%	0%	30%	10%	35%	0%	30%	5%
5. sourish	35%	0%	25%	10%	80%	0%	60%	20%

**Table 4.9 (c) The percentages of teachers and students who have used the samples of ME and types of contexts of usage.**

	Teachers who have used	Context of usage			Students who have used	Context of usage		
		Formal	Informal	Both		Formal	Informal	Both
1. japans-sy	0%	0%	0%	0%	30%	0%	30%	0%
2. Chinese-ly.	15%	0%	0%	45%	45%	0%	45%	0%
3. juiciness	15%	0%	15%	0%	75%	25%	35%	15%
4. funnily	25%	0%	25%	0%	80%	0%	70%	10%
5. sourish	0%	0%	0%	0%	30%	0%	30%	0%

### Samples extracted from blogs

Sample 1	When it comes to like <b>japans-sy</b> like of souvenirs, Ming says that nothing beat this marketplace.
Sample 2	We reach a street. not like China Town or the streets in China or Taiwan, but its very cultural <b>Chinese-ly</b> .
Sample 3	Look at it in all its red shiny <b>juiciness</b> .
Sample 4	<b>Funnily</b> is that I often feel that my N97 has a faster connection as opposed to BIS.
Sample 5	It's Middle Eastern Medley a.k.a Moroccan lamb shank wasn't my favourite as the tomato based sauce was a tad too <b>sourish</b> for my liking.



## 1. japans-sy

*Sample 1: When it comes to like japans-sy like of souvenirs, Ming says that nothing beat this marketplace.*

In this context, the suffix 'sy' is added to the word 'Japan' to mean something which resembles Japan or Japanese culture. It can be concluded as NME because table 4.9 (a) indicates that 75% of teachers and 80% of students perceived it as NME. However, 20% of students perceived it as SME while 25% of teachers perceived it as SBE. This could be the use of suffix 'sy' in this context could convey the meaning appropriately.

Only 10% of teachers and 30% of students have encountered it, both in the informal context. The results in table 4.9 (b) indicate that it was not used in formal but only informal context. It is a creative way to convert the meaning of a word by using affixation; therefore those who use it should have possessed certain proficiency of English. Table 4.9 (c) shows that teachers have never used it though some of them perceived it as SBE. However, 30% of students have used it in the informal context and they might think it is quite useful and interesting in convey certain expressions.

## 2. Chinese-ly

*Sample 2: We reach a street. It's not like China Town or the streets in China or Taiwan, but its very... cultural Chinese-ly.*

Similar to the earlier sample, people may relate Chinese-ly with Chinese culture or mainland China. In other words, it could also mean 'full of Chinese elements'. Though the sentence might be wrong, but the meaning was conveyed. As the previous data, this sample also concluded as NME because majority 75% of teachers and 65% of students perceived it as NME, as shown in table 4.9(a). A teacher commented that there was no such grammatical element in English.

25% of teachers and students have encountered but only in the informal context, as shown in table 4.9 (b). Table 4.9 (c) shows that more students prefer to use it compared to teachers. Only 15% of teachers have used it, and they used it in both context. In contrast, 45% of students have used it in informal context. Some of them commented that they like to use it because it shows the uniqueness of ME.

### **3. juiciness**

*Sample 3: Look at it in all its red shiny juiciness.*

Juiciness itself serves as an adjective to mean ‘succulent’. However, it sounds vague when it was paired with the adjective ‘shiny’. In this context, it can be described as red shiny juice. 60% of teachers perceived it as SBE and 15% of them perceived it as SME. Only 25% of teachers but 50% of students considered it as NME. Hence, this sample was accepted as SBE.

Based on the data in table 4.9(b), this sample of ME is very frequently used among Malaysians. 95% of students have encountered it, but only in the informal context. On the other hand, 40% of teachers have encountered it in informal context while 5% encountered it in both contexts. In term of usage, table 4.9(c) shows that students have used it more often than the teachers. 75% of students used it in both contexts, whereas 15% of the teachers only used it in the informal context.

### **4. funnily**

*Sample 4: Funnily is that I often feel that my N97 has a faster connection as opposed to BIS.*

In native English, it is usually used as an adjective as in ‘he laughs funnily’. In this context, funnily refers to ‘the funny thing is’. The suffix ‘ly’ is added to achieve the same function. Based on table 4.9(a), 75% of students considered it as NME but only 20% of teachers agreed with that. However, this sample is concluded as SBE as 65% of teachers thought so. 25% of students also agreed that it was SBE.

As shown in table 4.9(b), this sample has encountered by 30% of teachers in informal situation and 10% in both contexts. For the students’ group, 30% were found in the informal context whereas 5% were found in both contexts. Overall, it was used more frequently in the informal context. According to table 4.9(c), students have used it more often than teachers. Among the 80% of students, 70% use it in informal context while 10% used it in both contexts. Orally, only 25% of teachers have used it in the informal context.

## **5. sourish**

*Sample 5: Middle Eastern Medley a.k.a Moroccan lamb shank wasn’t my favourite as the tomato based sauce was a tad too sourish for my liking.*

According to OED, sour is an adjective describing the taste like or of fruit that is not ready to eat. ‘Sour’ can be an adverb by adding suffix to become ‘sourly’ and ‘sourness’. In ME, ‘ish’ is added to express the same meaning. Among the students, 70% considered it as SBE, 20% considered it as SME and 10% considered it as NME. However, the percentages of teachers were fairly equal among the three varieties, as in table 4.9(b).

This word is highly encountered by students and not frequent by teachers. As mentioned earlier, students are more exposed to the Internet and blogs as compared to teachers. A lot of blogs do review on food in Malaysia, just like this sample which was also taken from a food review. Food reviews are usually written in informal style. Based on the data in table 4.9 (b), 60% of students have encountered it in the informal context and the rest of 20% encountered it in both contexts. In contrast, only 35% of teachers have encountered it, where 25% of them encountered in the informal context and 10% in both contexts. Table 4.9 (c) points out that none of the teachers have used it although they perceived it as SBE, whereas 30% of students have used it in the informal context. A possible reason is they accept it as SBE, but they did not encounter any situation where they need to use it.

In chapter 5, the researcher will discuss and summarise the findings for each category. First, the findings obtained from teachers' group will be discussed and followed by the students' group. The variety of samples of English in each category will be distinguished, and related to the contexts of usage to show consistency. Hence, the variety of the 9 lexico-semantic categories could be concluded as in general, as to whether SBE, SME or NME. Subsequently, all findings will be discussed and summarised in the conclusion.