

## CHAPTER 5: CONCLUSION

### 5.0 Introduction

This study investigated the perceptions of ESL teachers and students towards the ME lexicalisation in blogs. Generally, this study explained how the samples of English resembling ME found in blogs were used differently from SBE in terms of meaning. Besides, the consistencies between the variables were focused in this study. The variables in this study were as below:

- i) Perceptions of teachers and students on the variety of ME
- ii) Contexts of samples ME encountered and usage
- iii) Collective perceptions between teachers and students in terms of identification of types of English and context of usage

The research summarized the findings from the three variables in the following sequences. First the researcher studied the perceptions of teachers and students on the variety of samples found in blogs as to whether SBE, SME or NME. Second, the study looked at the context of sample ME encountered and used by the teachers and students. Then, the consistency between these two variables were revealed, which was the consistency between the variety of sample ME being perceived and the types of contexts encountered and usage. Subsequently, the teachers and students' perceptions in terms of identification of types of English and context of usage will be studied collectively. This could identify the variety of the nine categories whether or not they are ME. Lastly, the comparison in terms of the similarities between teachers and

students on the perceptions towards the variety and context of usage of ME samples will be revealed.

The findings are essential to verify the researcher's perception of the samples selected from blogs are ME was accurate. In conclusion, the findings of this study have answered the research questions of the study:

- i) In what ways is Malaysian English found in blogs used compared to Standard British English?
- ii) Which items taken from blogs are perceived as Standard British English, Standard Malaysian English and Non-Standard Malaysian English by the respondents?
- iii) How do teachers and students perceive the formality or informality of usage of lexical items taken from blogs?

## **5.1 Summary of Findings**

### **5.1.1. Lexico – semantic Reduplication**

Most of the samples in this category were perceived as NME by teachers, except sample 3 (so so so) and sample 5 (now now now). Sample 3 (so so so) is said as near native because 50% of teachers perceived it as SME. Variety of sample 5 (so so so) was unclear because the percentages of teachers spilt equally into two distinct varieties, SBE and NME. For teachers' group, the most encountered ME was sample 1 (many-many). 65% teachers have encountered it in the informal context and 10% teachers have

encountered it in both contexts. In this category, teachers have used sample 3 (so so so) most and majority of 30% used it in the informal context, while a minority of 5% used it in formal context. Overall, sample 1 (many-many), sample 2 (nice-nice), sample 3 (so so so) and sample 4 (alot alot) were consistent in terms of the teachers' perceptions with the contexts of encounter and usage.

On the other hand, students' perceptions on sample 1 (many-many) were equal between SME and NME but other samples were all perceived as NME. Sample 2 (nice-nice) and sample 3 (so so so) were equally encountered by 80% of students, being the most encountered samples. Majority 40% of sample 2 (nice-nice) and 50% of sample 3 (so so so) were encountered in the informal context. Among all the samples, the students have never used sample 4 (a lot a lot), but 50% of them have used 'many-many' (sample 1) and 'so so so' (sample 3). 'so so so' was only used in the informal context while 'many-many' was used by majority of 35% in the informal context. Generally, all samples except sample 1 (many-many) were consistently encountered and used in informal context which was consistent with the perceptions as NME.

In conclusion, this category is identified as NME as there was consistency between teachers and students in terms of their perceptions and contexts of encounter and usage for 4 out of 5 samples. Besides, there are some similarities between teachers and students. Sample 1 was encountered by 75% teachers and 70% students in the informal context. Sample 2 and sample 4 are both perceived as NME by teachers and students. 50% of teachers and 70% of students perceived sample 5 as NME.

Table 5.1 Summary on samples that scored more than 50% in variety, encountering and usage.

Sample	More than 50% by teachers			More than 50% by students		
	variety	encountering	usage	variety	encountering	usage
1. many-many	75% (NME)	75% (65%-informal)			70% (50% -informal)	50%
2. nice-nice	75% (NME)			100% (NME)	80%	
3. so so	50% (SME)			65% (NME)	80%	
4. a lot a lot	100% (NME)			100% (NME)	65%	
5. now now now				70% (NME)		

### **5.1.2 Lexico – semantic Redundancy**

This category was of great difference in terms of perceptions and usage between teachers and students. Sample 1 (kind of like), sample 4 (young teenager) and sample 5 (wee bit more) were considered as NME by teachers. The variety of sample 3 (one half) was ambiguous because teachers perceived it equally as SME and NME. Sample 2 (being a woman myself) was perceived as SBE. Majority of 60% teachers have encountered sample 1 (kind of like) in the informal context and 10% encountered in both contexts. Although the variety of sample 3 (one half) was ambiguous, 90% of teachers have used it but only in the informal context. It can be concluded that the three sample of NME (sample 1, 4 and 5) were consistent with the contexts of encounter and usage.

Students' perceptions on the varieties of samples in this category were quite distinct and it was difficult to conclude the variety of the samples. Except sample 2 and sample 3 were perceived as SBE, students have different responses on the variety of sample 1, 4

and 5 as mentioned earlier. However, they were mainly encountered and used in the informal context. Students have encountered sample 2 (being a women myself) and sample 3 (one half) most (80%). Majority of 40% students encountered sample 2 in the informal context while majority 50% encountered sample 3 in the formal context. In terms of usage, sample 1 (kind of like) was used by most of the students with majority 35% in the informal context. Based on the students, sample 2 and 3 were consistent with their variety and contexts of usage.

In conclusion, 3 out of 5 samples were considered as NME while sample 2 (being a woman myself) and sample 3 (one half) were considered as SBE. Therefore, this category can be considered as NME. The samples that share similarities between teachers and students were sample 1 in terms of variety, frequency of encountering, and sample 2 which perceived as SBE.

Table 5.2 Summary on samples that scored more than 50% in variety, encountering and usage.

Sample	More than 50% by teachers			More than 50% by students		
	variety	encountering	usage	variety	encountering	usage
1. kind of like	65% (NME)	75% (65% -informal)		50%(SBE) 50%(NME)	70%	65%
2. being a women myself	65% (SBE)	50%		55% (SBE)	80%	
3. one half	50%(SME) 50%(NME)		90% (informal)	65% (SBE)	80% (50% -informal)	
4. young teenager	60% (NME)			50%(SBE) 50%(SME)	65% (50% -informal)	
5. wee bit more	50% (NME)					

### 5.1.3 Lexico-semantic Substitution

Teachers perceived sample 1 (where else) as SBE and the rest as NME. These sample of NME were sample 2 (dig), sample 3 (falling sleeping), sample 4 (thanks for) and sample 5 (invited for). 'Where else' (sample 1) was most encountered by teachers among all the samples. Although it was encountered in all contexts, majority of 50% were found in the informal context. Meanwhile, 'where else' was also the sample used by most teachers, but majority of them used it in formal context as they perceived it as SBE. However, none of them have used sample 3 (falling sleeping) and 5 (invited for). This may caused by the apparent mistakes which were being identified immediately. All the samples of NME (sample 2, 3, 4 and 5) were consistent in terms of context of encounter and usage.

Same as the teachers, students perceived sample 3, 4 and 5 as NME and sample1 as SBE. Sample 2 (dig) was near standard because the percentages split equally into SBE and SME. Besides, the most encountered sample was also 'where else' (sample 1) which was encountered by 100% of students. 50% of them encountered it in informal contexts while another 50% encountered it in both contexts. Meanwhile, 100% of them have used this sample with majority 65% in the informal context and 35% in both contexts. Generally, sample 3, 4 and were said as consistent in terms of contexts of encounter and usage with the perceptions.

In conclusion, teachers have greater consistency than the students in their responses for each sample in terms of the variety of English and contexts of usage. This category is the representative of NME and they were consistently encountered and used in the informal context. Samples 1, 2 and 3 are commonly encountered by teachers and

students. Meanwhile, sample 3, 4 and 5 are consistently perceived as NME by majority of the teachers and students. In terms of the usage, more than 50% of teachers and students have used sample 1.

Table 5.3 Summary on samples that scored more than 50% in variety, encountering and usage.

Sample	More than 50% by teachers			More than 50% by students		
	variety	encountering	usage	variety	encountering	usage
1. where else		85%	60%	80% (SBE)	100%	100% (65%-informal)
2. dig	50% (NME)	80% (informal)		50% (SBE) 50% (SME)	65% (informal)	70% (informal)
3. sleeping	100% (NME)	75% (60%-informal)		70% (NME)	55%	
4. for	100% (NME)			100% (NME)		
5. for	75% (NME)			85% (NME)	65%	

#### **5.1.4 Semantic Shift**

According to teachers' perceptions, sample 1 (sinful), sample 2 (cheat), sample 3 (eating up) and sample 4 (whacked) were very clearly perceived as NME whereas there were varied responses on sample 5 (bluff). In terms of encountering, sample 3 (eating up time) and sample 5 (bluff) were most encountered among teachers, which up to 85%. Majority have encountered them in informal context. Sample 3 was encountered by majority of 70% in the informal context while sample 5 (bluff) were quite close in the percentages of encountering in each context. It can be concluded that samples 1, 2, 3, and 4 were consistent in terms of perception and context of encountered and usage.

Students had the same perceptions as the teachers on the samples of NME. Nevertheless, students had varied perceptions on sample 3 (eating up) and sample 5 (bluff). ‘Eating up’ was most encountered among students and mostly encountered in the informal context. On the other hand, students have used ‘eating up’, ‘whacked’ and ‘bluff’ at the same extent. Most of them used the three samples in both formal and informal contexts.

This category was considered as NME as the responses of teachers and students show consistency for 4 out of 5 samples in this category. Samples 1, 2 and 4 are perceived as NME by more than 50% of teachers and students, as shown in table 5.1 (d). In addition, sample 3 was encountered by 85% teachers and 80% students in the informal context, being the most encountered sample. Besides, sample 4 is also commonly encountered by more than 50% of teachers and students. However, less than 50% of teachers and students have used all these 5 samples.

Table 5.4 Summary on samples that scored more than 50% in variety, encountering and usage.

Sample	More than 50% by teachers			More than 50% by students		
	variety	encountering	usage	variety	encountering	usage
1. sinful	80% (NME)			65% (NME)		
2. cheat	75% (NME)	75% (60%-informal)		100% (NME)		
3. eating up	50% (SME)	85% (70%-informal)			80% (70%-informal)	
4. whacked	75% (NME)	60%		65% (NME)	65% (informal)	
5. bluff		85%				



### **5.1.5 Semantic Extension**

Overall, samples in this category were nearer to native English as teachers perceived sample 3 (high time) as SBE while sample 2 (perfectly) and sample 4 (head) were considered as SME. Only sample 5 (suck up, battery juice) was perceived as NME because there were varied perceptions on variety of sample 1 (low). In this category, the sample 1 was most encountered among teachers, majority of 70% were encountered in the informal context and very seldom in both contexts. On the other hand, sample 2 was used most among teachers in all contexts. Sample 2, 4 and 5 were consistent in terms of variety and contexts of encounter and usage.

From the students' point of view, sample 2, 3 and 4 were SBE. Conversely, sample 1 and 5 were perceived as NME. Same with the teachers' group, the most encountered ME among students was sample 1 and the sample with highest usage was sample 2. Sample 1 was mostly encountered in the informal context. Although sample 2 was used by most students, it was only a minority of 35% and only half of the teachers'. 15% of them tend to use it only in the informal context while 10% of them used it in both contexts. Only sample 5 was consistent with its variety and contexts of encountering and usage.

In conclusion, only sample 5 was NME and consistently encountered and used in the informal context. Hence, this category was not considered as NME. Sample 1 was encountered by 75% teachers and 80% in the informal context, being the most encountered sample. Majority of teachers and students perceived sample 3 as SBE and sample 5 as NME.

Table 5.5 Summary on samples that scored more than 50% in variety, encountering and usage.

Sample	More than 50% by teachers			More than 50% by students		
	variety	encountering	usage	variety	encountering	usage
1. low		75% (70%-informal)		85% (NME)	80% (50%-informal)	
2. perfectly	60% (SME)	70%	65%	90% (SBE)		
3. high time	65% (SBE)			60% (SBE)	65%	
4. head	50% (SME)			70% (SBE)		
5. suck up, battery juice	85% (NME)			75% (NME)		

### 5.1.6 Semantic Transfer from Mother Tongue

As all the bloggers are Chinese, it is believed that the ME in this category was semantic transfer or direct translation from Mandarin and Cantonese dialects. Hence, 100% teachers perceived all the samples as NME, except sample 2 (super lazy, super spicy). Majority of teachers perceived it as NME because it was semantically correct as super and ‘extremely’ are from the same semantic field. Besides, this sample was most encountered among teachers, and mostly encountered in the informal context. Only a small number of teachers have encountered it in both contexts. Meanwhile, teachers have only used samples 2 (super lazy, super spicy) and sample 3 (flowing electricity). Most teachers used ‘super’ in the informal context but minority used it in both contexts. However ‘flowing electricity’ was only used in the informal context. It can be concluded that there seems to be consistency in terms of variety and contexts of usage for sample 2, 4 and 5.

Same as the teachers’ group, 100% of students perceived samples 1 (sleep hunger pig), 3 (flowing electricity), 4 (flower heart carrot) and 5 (more draw more black) as NME.

50% of them also thought that sample 2 (super) was SME. Sample 2 was encountered by 70% of students in both contexts. Meanwhile, 80% of students have used this in the informal context while 20% of them used it in both contexts. From the students' point of view, it can be concluded that samples 1, 2, 3 and 4 were consistent in terms of variety and contexts of usage.

Among all the nine categories, this category was most representative of NME and consistently used in the informal context. There was also more consistency between teachers and students' perceptions and the contexts of usage. 100% of teachers and students have the same perceptions on the variety of sample 1, 2, 3, 4 and 5, which is NME. However, sample 2 was perceived as SME and was sample with highest percentage of encountering and usage.

Table 5.6 Summary on samples that scored more than 50% in variety, encountering and usage.

Sample	More than 50% by teachers			More than 50% by students		
	variety	encountering	usage	variety	encountering	usage
1. sleep hunger pig	100% (NME)			100% (NME)		
2. super lazy, super spicy	50% (SME)	75%	60%	50% (SME)	70%	100% (informal)
3. flowing electricity	100% (NME)			100% (NME)		
4. flower heart carrot	100% (NME)			100% (NME)		
5. more draw more black	100% (NME)			100% (NME)		

### 5.1.7 Local Compound Coinage

Generally, the teachers perceived the samples as NME except sample 3 (linguistically capable) due to the varied perceptions. The samples of NME included sample 1 (ballooned stomach), sample 2 (Mollywood star), sample 4 (handsome car) and sample 5 (young imagination). ‘Mollywood star’ was most encountered and mostly in the informal context. This creative creation of ME was encountered in the formal context by a minority of teachers. Sample 3 was most accepted and used by most teachers because it seems to be grammatically correct. However, teachers have only used it in the informal context. It can be concluded that sample 1 and sample 5 were consistent with their perception of it being NME because they were only encountered and used in the informal context.

Based on the student’ perception, only sample 1 and 2 were NME. ‘Young imagination’ was equally perceived as SBE and NME by the students although majority of teachers perceived it as NME. The use of sample 2 in ME was rather low, but it was most encountered by students compared to other samples. Different from the teachers, the students have only encountered this sample in the informal context. In terms of usage, sample 3 was used in both contexts and sample 5 was used only in the informal context by minority of 10% of students. Only these two samples were used maybe because they seem less colloquial. For students’ group, sample 1, 2 and 3 were consistent in the variety and context of encountered and usage.

In conclusion, samples 1, 2 and 5 were NME and consistently encountered and used in the informal context. Hence, this category is considered as NME. In terms of similarity between teachers and students, sample 1 and 2 are perceived as NME.

Table 5.7 Summary on samples that scored more than 50% in variety, encountering and usage.

Sample	More than 50% by teachers			More than 50% by students		
	variety	encountering	usage	variety	encountering	usage
1. ballooned stomach	90% (NME)	50% (informal)		85% (NME)		
2. Mollywood star	100% (NME)	75% (60%-informal)		90% (NME)		
3. linguisticallycapable				65% (SBE)		
4. handsome car	60% (NME)					
5. young imagination	80% (NME)			50% (SBE) 50% (NME)		

### 5.1.8 Ellipsis

There was no definite conclusion on the variety of samples 1, 2 and due to the great deal of subjectivities in the perceptions of teachers. Sample 4 (omission of preposition ‘to’) was perceived as NME while sample 5 (omission of ‘have’ in present perfect tense) was perceived as SME. Sample 2 (omission of preposition ‘to’) was most encountered among teachers. It was encountered quite equally in formal, informal and both contexts. Sample 1 (omission of ‘it is’) and sample 5 (omission of ‘have’ in present perfect tense) were most commonly used by teachers. Therefore, only sample 4 was consistent in the variety as perceived as NME with the encountering and usage in informal context.

Students have only perceived sample 4 as NME, while sample 2, 3, and 5 were perceived as SBE. Their responses on the variety of sample 1 were quite equal among the three varieties. Same as the teachers’ group, the most encountered sample by students was sample 2 with omission of ‘to’. Majority 45% of students have encountered in the informal context. In addition, sample with highest usage in students group was also sample 5 with the majority use of 50% in informal context.

In conclusion, there was only 1 sample considered as NME and consistently encountered and used in informal context. Therefore, this category is generally not perceived as NME. However, there are many similarities between teachers and students in the encountering of sample ME. Except sample 4, the other 4 samples of ME were encountered by most of the teachers and students, as shown in table 5.1 (h).

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

Sample	More than 50% by teachers			More than 50% by students		
	variety	encountering	usage	variety	encountering	usage
1. ballooned stomach		85% (Informal)			60% (Informal)	65%
2. Mollywood star		90%		60% (SBE)	80%	
3. linguisticallycapable		75%		65% (SBE)	75% (Informal)	
4. handsome car	85% (NME)	60%		75% (NME)		
5. young imagination		85% (Informal)			60% (Informal)	65%

### 5.1.9 Derivational Variation

Based on teachers' perceptions, sample 1(japan-sy), sample 2 (Chinese-ly) were NME. Sample 4 (funnily) was the only SBE whereas the responses on variety of sample 5 (sourish) were varied. Being the most encountered sample among teachers, sample 3 (juiciness) was mainly encountered in the informal context. Besides, sample 4 (funnily) which was perceived as SBE was used most by the teachers but only in the informal context. However, teachers have never used sample 1and 5. Sample 1(janpan-sy) was the only sample which was consistent in the perceptions and context of encountered.

Students on the other hand perceived sample 1, 2, 3 and 4 as NME. Contrast to teachers, student's perceived sample (sourish) as SBE. However, the most encountered sample and most used sample in the students' group were same as the teachers'. Sample 3 was only encountered in the informal context while sample 4 was used by a minority of 10% in both contexts but majority of 70% in the informal context. Overall, all the 5 samples were consistent in terms of the variety and context of encountered and usage.

In conclusion, this category was considered as NME as 4 out of 5 samples in this group were consistently encountered and used in the informal context. Generally, teachers and students have the same perception on the variety of sample 1, 2 and 4 as NME.

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

Sample	More than 50% by teachers			More than 50% by students		
	variety	encountering	usage	variety	encountering	usage
1. japan-sy	75% (NME)			80% (NME)		
2. Chinese-ly	75% (NME)			65% (NME)		
3. juiciness	60% (SBE)			50% (NME)	95% (Informal)	
4. Funnily	65% (SBE)			75% (NME)		75% (Informal)
5. sourish				70% (SBE)	80% (60%-Informal)	80% (70%-informal)

## 5.2 Conclusion

There seems to be consistency between teachers and students' perceptions on the variety, context of encountering, and context of usage for most of the categories in this study. Overall, most of the categories were considered as NME namely 3 or 4 out of the 5 samples were perceived as NME. The category namely transfer from mother tongue was considered as most representative of NME because 4 samples in this category were

perceived as NME by 100% of teachers and students. The expressions in this category were not highly used in ME because they were semantically transferred from mother tongue of Chinese. Hence, the meaning might be too colloquial or unintelligible for readers or interlocutors who do not understand the language. Ellipsis, on the other hand, was least perceived as NME because the perceptions of teachers were quite diverse among SBE, SME and NME. In contrast, semantic extension was nearer to native English because 3 samples from that category were regarded as standard language.

The ME that most teachers have encountered was Ellipsis. The findings show that Ellipsis was not much perceived as NME but teachers had varied perceptions towards it. This feature is very common in ME, regardless of the context of usage. On the other hand, lexico-semantic reduplication was most encountered among students in the majority of informal context. This feature could be transferred from mother tongue.

Generally, more teachers than students have encountered the sample ME in both the formal and informal contexts. This may be due to teachers have to check student's academic assignments and homework, and their work might contain these features of ME as some of them are not ESL students. Besides, teachers always have to deal with academic matters or more formal kind of writing in their profession.

On the other hand, students in this study have encountered the sample ME in the informal context more because of a few reasons. First, their peers might be educated and tend use more proper English as some of them might be ESL students. Hence, they are believed to use ME in the informal context. Second, these students tend to have more exposure to the Internet which is a great source of ME. In this study, all the nine categories of ME were easily found in blogs, comments in Facebook, online shopping



spree, and chat application such as Yahoo Messenger and Skype. All these channels are considered as informal context; therefore users might use more ME or informal English.

The category of ME which teachers used most was semantic extension because it was nearer to native English. This category was used in both formal and informal contexts. However, the perception that teachers must use standard language did not apply to this study. Teachers in this study are more receptive in the use of ME and they tend to use it in certain contexts. The use of more colloquial or NME may be due to the special needs because of certain interlocutor they meet in non-academic domain. Definitely teachers are aware of the variety and formality of the ME, sometimes they do not use the ME but they accept their students to use it.

On the contrary, derivational variation was most accepted and used most by students. This category of ME can be considered as the creative creation of ME and was mostly used in the informal context. Generally, students in this study tend to be more deceptive in the use of NME. Sometimes they were reluctant to use the sample ME which teachers used it. Maybe they thought that they are ESL students and they should use more proper English. Another possible reason could be they were not sure of the formality of the sample ME. To be safe, they tend to avoid using ME which they were not sure of the formality.

There seems to be a grey area in the perception of ME and the formality in context. In fact, some students commented that there seems to be no definitely rules in deciding the variety of sample ME. Some of them were not sure of which items constitute SBE, SME and NME and they were not sure of the variety. On the other hand, teachers and students have different tolerance towards the use of ME. Hence, there were of great

difference in the acceptance of ME in formal and informal contexts. Therefore, there was lack of consistency between teachers and students in the ME lexicalisation.

The findings of this study show that most of the language used by the 10 Malaysian bloggers in their blogs is perceived by the majority of teachers and students as NME. However, this situation varied to the contexts or mood of their blogs entries as SBE is also in their blogs sometimes. This may indicate that the use of NME in blogs may be because of the bloggers need to cater to the Malaysian context. In addition, it could be due to blog sphere is more casual and their writing style should not be too formal.

### **5.3 Implications of Study**

There are two implication of this study. The first implication is the perceptions on the variety of samples of English selected from blogs. The samples were categorised into 9 lexico-semantic categories adopted from the framework of Menon (2003). The findings show that most of the categories were ME, and this is supported by the findings where the teachers and students in this study have encountered most of the samples in the informal context, and these samples were mostly used in the informal context. Thus, the findings have also reconfirmed that most of the Menon's categories were ME, or non-native. Secondly, the study has reconfirmed the researcher's perceptions of the samples being ME as the findings have revealed that 7 out of nine categories are definitely ME.

#### **5.4 Suggestions for Future Study**

Due to the scope of this study, only 10 blogs were studied. The suggestion for future study is to increase the number of blogs because bloggers may have different style of writing. Besides, future study is recommended to get bloggers from other age group as they might differ in the usage of ME. Since Malaysians are mostly multilingual, English used by Malaysians are also highly influenced by the local cultures and languages. Therefore, future researchers are encouraged to conduct more in-depth studies on ME used by the major ethnic groups in Malaysia. This is to enable the researcher is to discover the differences and similarities of ME used by different ethnic groups. Besides, it is recommended to get teachers and students from other ethnic groups to obtain various opinions.