A COMPARISON OF MANGLISH AND SINGLISH LEXIS IN BLOGS

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ABSTRACT

This dissertation highlights one specific aspect of the many variations of English available throughout the globe that is the colloquial English used by people in Malaysia and Singapore which are Manglish and Singlish. While the presence of these two colloquial variations of English are often viewed as ruining the Standard English as there are many spelling and grammatical errors not excluding the invention of many new lexical items in Manglish and Singlish that one could never find in Standard English, Manglish and Singlish continued to be spoken and written by most Malaysians and Singaporeans. Frequently assumed by many, that Manglish and Singlish is one similar item, this dissertation argues that comparison could actually be made especially in the aspect of lexis. As weblogs are becoming the trend in communicating with the internet audience, the researcher believes that blogs would be a suitable medium to analyse the use of Manglish and Singlish because the language written in blogs, a type of Computer Mediated Communication (CMC) is casual and very similar to spoken conversations (Murray, 2000).

Focusing on the lexical level analysis made on the Manglish and Singlish lexis found in 62 personal blogs written by Malaysian and Singaporean bloggers, the result reveals that there are many similarities compared to differences possessed by Manglish and Singlish. However, the differences are quite obvious in terms of how the majority of spoken local dialects in Malaysia and Singapore influence Manglish and Singlish lexical items.

To sum up, this present study provides a glimpse of possible approach to distinguish Manglish from Singlish and vice versa that is through lexical item analysis. Furthermore, Malaysia has been long separated from Singapore, thus creating differences even though minor, in the aspect of Manglish and Singlish which is important for each country's

identity markers. Besides that, in the aspect of linguistics, this present study can also provide additional knowledge and information to colloquial Englishes, that the varieties of language which existed among the societies of Malaysians and Singaporeans.

ABSTRAK

Kajian ini memfokuskan satu aspek utama yang terdapat dalam kepelbagaian variasi Bahasa Inggeris di seluruh dunia iaitu Bahasa Inggeris pasar iaitu Manglish dan Singlish yang digunakan oleh penduduk Malaysia dan Singapura. Walaupun kewujudan dua jenis Bahasa Inggeris pasar ini seringkali dianggap sebagai merosakkan Bahasa Inggeris Standard disebabkan terdapat banyak kesilapan ejaan dan tatabahasa, ditambah lagi dengan penciptaan banyak leksis baru dalam Manglish dan Singlish yang didapati tidak wujud pun dalam kamus Bahasa Inggeris Standard, Manglish dan Singlish terus dituturkan dan digunakan dalam penulisan oleh kebanyakan penduduk Malaysia dan Singapura. Walaupun, Manglish dan Singlish seringkali dianggap oleh kebanyakan orang sebagai satu variasi bahasa yang sama, kajian sebaliknya mencadangkan perbandingan sebenarnya boleh dilakukan terutamanya dalam bidang leksis.

Oleh sebab weblog semakin menjadi ikutan atau trend untuk berkomunikasi dengan pengguna internet yang lain, pengkaji percaya yang weblog boleh menjadi medium yang sesuai untuk menganalisis penggunaan Manglish dan Singlish di dalam penulisan weblog, sejenis saluran perhubungan melalui komputer (CMC) disebabkan sifatnya yang santai dan sangat menyerupai bahasa pertuturan (Murray, 2000).

Memfokuskan analisis dalam aspek leksis di dalam penggunaan Manglish dan Singlish yang dikumpulkan daripada 62 weblog persendirian hasil penulisan penduduk Malaysia dan Singapura, dapatan kajian menunjukkan terdapat banyak persamaan berbanding perbezaan yang dimiliki oleh Manglish dan Singlish. Walaupun begitu, perbezaan paling ketara dapat dilihat dari segi bagaimana dialek tempatan yang dituturkan di Malaysia dan Singapura mempengaruhi penciptaan leksis di dalam Manglish dan Singlish.

Kesimpulannya, kajian ini mencadangkan satu kaedah yang di mana perbandingan antara Manglish dan Singllish boleh dilakukan iaitu melalui kaedah penganalisan leksis. Ini disebabkan, Malaysia telah lama dipisahkan dari Singapura, di mana keadaaan ini sebenarnya telah lama mewujudkan perbezaan walaupun kecil di dalam aspek Manglish dan Singlish yang sebenarnya penting sebagai perlambangan identiti rakyat Malaysia dan Singapura. Di samping itu, dalam bidang linguistik pula, kajian ini turut menyumbang kepada tambahan ilmu pengetahuan dan informasi dalam aspek Bahasa Inggeris pasar, yang wujud dalam masyarakat Malaysia dan Singapura.

ACKNOWLEDGEMENTS

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C

CMC	Computer Mediated Communication
CME	Colloquial Malaysian English
COM	Cultural Orientation Model
CSE	Colloquial Singapore English

I

IRC	Internet Relay Chat

M

ME	Malaysian English

S

SCE	Singapore Colloquial English
SE	Singaporean English
SME	Singapore Malaysia English
SSE	Standard Singapore English

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

English as Global Language

By stating or declaring a particular language as a global language, the word 'global' itself carries a standard and status in the eyes of the world in order for it to become one. The status of a language will be only recognized as global when each country in this world recognizes the language as having a special position in the country (Crystal, 2003 p. 3). While this seems to be impossible for a language to become a 'genuinely' global language as there are many other languages that a country select for that special status, English has managed to have a special role in more than seventy countries such as Ghana, Nigeria, India, Singapore and Vanuatu (Crystal, 2003 p. 4). The special role that English carries in these countries makes it a global language even though it is not declared as a 'genuine' global language because of the existence of other languages. However, it is a fact that cannot be denied, that English is still widely spoken and generally known internationally. In fact, English might be more frequently used by most people at the international level, more popular than other major languages such as French, Spanish, German, Russian, Mandarin and Arabic. This shows that English is a language which is widely used compared to other languages. This could be due to the popularity brought by the American culture such as the spread of the English language through music, movies and fast food restaurants like McDonald that increase the development rate

of the English language that eventually led to huge users of the language (spoken and written) in today's present world. It can also be considered a practical language worldwide that keeps growing and expanding throughout the globe. In other words, English is a widely spread language in many parts of the world. Due to the spread, English might have been experiencing changes in certain linguistic aspects.

1.2 The Spread of English

<u>Asian Englishes</u>

McArthur (2002, p.3) talks about the current situation of the use of English in Asia. He states that disregarding the various profiles of people in South Asia, including Asian countries such as Malaysia, Singapore, Brunei, Hong Kong and Fiji, English has its influence in those countries such as in the matter of medium of instruction of education. English has its own historical story in a few Asian countries such as Philippines and India. Historically, despite the disadvantage that the Filipinos had in terms of obtaining English education compared to other Asians whose countries were under the rule of the British Empire, the Filipinos have improved themselves tremendously in terms of their English usage after the arrival of American teachers of English back in 1900 (McArthur, 2002). Consequently, not only the Philippines but also Asian countries such as India has become among the groups that use 'Englishes' as English has become their 'second first language' (McArthur, 2002). In terms of figures of the usage of English among India's citizen is estimated by McArthur (2002) as much as 250 million of people which is a quarter of the Indian population.

On the other hand in countries such as Malaysia, Brunei, Singapore and Indonesia, English functions as the lingua franca which is applied in formal situations (e.g. government related documents) besides national languages, Bahasa Malaysia and Bahasa Indonesia in Malaysia and Indonesia (McArthur, 2002). This reveals that English is the second language in certain countries in Asia as it is used alternately with the country's official national language or the mother tongue of the country.

In the case of Singapore, McArthur (2002) claims that English has developed intensely in Singapore even though there are other languages (Malay, Mandarin and Tamil) which are also prioritized in Singapore to avoid any presence of racial tension among the multiracial community in Singapore (Lim, 2010 p.5). Lim (2010, p.5) also states that English is hardly encouraged by the Singapore government to be learned by its citizens which later leads English to be implemented in Singapore's educational policy. As a result, English in Singapore has produced two types of varieties which are the standard UK English and the vernacular type of English, also known as 'Singlish'.

However, according to McArthur (2002, p.3), the situation of English is different in Asian countries such as in Japan, Korea and China where English is the foreign language for the people. The term 'foreign' itself explains that English is hardly or rarely used by people in these countries among themselves due to the difficulties that they might experience in applying English in their daily lives. For example, McArthur (2002) makes

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it specific by referring to Japanese who have the problems of pronouncing some English words correctly due to their assimilation of Japanese syllables into English words.

In understanding the presence of English in Asia, Kachru (1998) developed the model of 'concentric circles' to explain the spread of English in Asian countries.

The Expanding Circle e.g.,

Bhutan (1,614)   Brunei (280)   China (1,208,841)
Fiji (771)   Hong Kong (5,838)   Indonesia (194,615)
Japan (124,815)   Maldives (246)   Myanmar (45,555)
           Nepal (21,350)   Thailand (58,183)
               South Korea (44,563)

The Outer Circle e.g.,

Bangladesh (117,787)   India (918,570)
Malaysia (19,695)   Pakistan (136,645)
Philippines (66,188)   Singapore (2,821)
           Sri Lanka (18,125)

The Inner Circle

Australia (17,853)
New Zealand (3.531)

Figure 1.1 Three concentric Circles of Asian Englishes (population in thousands) Adapted from Kachru (1998, p. 3)

The 'three circles' consists of three divisions. The divisions are the Inner Circle, the Outer Circle and the Expanding Circle. The countries which are placed into the Inner Circle category are Australia and New Zealand, where English acts as the primary language or the first language. Bangladesh, Malaysia, Philippines, India, Pakistan, Singapore and Sri Lanka are countries grouped in the Outer Circle division, where English is "used as an

institutionalized additional language" (Kachru, 2002). On the contrary, the Expanding Circle is represented by countries such as Brunei, Hong Kong and Thailand where English gains its status as foreign language in these countries.

a) Nativisation of English

As English is widely spread throughout the globe, it would be a definite thing that this language has experienced and undergone changes in order to adapt in the society where it is placed. Kachru and Nelson (2006, p.31) mention the concept of nativisation in their work:

> Nativisation affects the structure of language (e.g. sound system and rhythmic patterns, vocabulary and sentence structures) and use of language (e.g. conventions of speaking and writing). It is the process of nativisation that is responsible for the differences manifest in pronunciation, lexico-grammar and literary creativity among various Englishes. (p.31)

Saghal (as cited in David and Dumanig, 2008) defines nativisation as an adaption process of a local language to suit into a new cultural atmosphere. This nativisation process might cause certain local lexical items to be absent when compared to Standard English, which later results in the emergence of a unique English variety that symbolizes a culture it represents (David and Dumanig, 2008). Besides that, Schneider (2003, p.247) also argues that the process of nativisation helps to express or to create own identities by the parties involved during the process of communication which consequently causes a linguistic impact.

In other words, when speaking about the concept of nativisation of English, the two elements that must be taken into consideration are how a language is adapted to suits in the local context and changes that the process of nativisation has caused to some features of languages such as in lexical and phonological aspect. However, it is also important to note that this process of nativisation is accepted in the country that it takes place. Kachru (1998, p.92) discusses two types of nativeness along with explanations regarding their distinctions. He stated that there are two types of nativeness which are genetic nativeness and functional nativeness.

a) Genetic nativeness

This type of nativeness according to Kachru (1998) is related to historical background among groups of languages such as the genetic relationship between Hindi, Kashmiri and Benggali with Indo-Aryan group of languages. However, he added more that relationship between Dravidian languages (example: Tamil, Telugu, Malayalam) with Sanskrit is not considered as having this genetic relationship in term of nativeness. This is due to the association that is created between Dravidian languages and Sanskrit for their similarities in formal features which result from factors such as external influence, merging effect and also customs of cultures. Kachru (1998) also believes that it is again on this concept that is used to describe South Asia including other Asian regions such as Southeast Asia in aspects of linguistic, sociolinguistic, and literary areas.

b) Functional nativeness

As a contrast to genetic nativeness, functional nativeness has parameters that are defined by two main elements; range (defined as "the domains of function") and depth (defined as "degree of social penetration of a language") of a language in society. According to Kachru (1998), these two elements carry the role as markers in order to compare functions of languages in a society and of developed identities and representation of socialization types by the involved language in the nativisation process.

1.3 Varieties of English Around the World

According to the claim made by Crystal (2003, p.3), a language will only be considered as a 'global language' when each country positions the language in a certain level of status. Despite this fact, English is still spoken and used by many people globally. Due to this factor, it is possible to discover the many varieties of English around the world.

While the spread of English is across many parts of the globe, Asia which is the largest continent on Earth also experiences the phenomenon of varieties of English. Throughout the countries in Asia such as India, Philippine, China, Cambodia, China, Malaysia and Singapore, English is found to be localized in many forms in adaption to the culture of the country where English is used and spoken. Some scholars termed the varieties of English in Asia as Asian English. There have been also a few studies and works that have been done in the area of Asian English. Among the famous works in Asian English are those done by Bolton (2008), McArthur (2002) and Kachru (1986). Bolton (2008, p. 3) in one of his works stated that the use of English in Asian societies

could be separated into two divisions. They are, "outer-circle (where English is, sociolinguistically at least, a second language with important intranational uses) and expanding circle countries (where English has traditionally had the status of a foreign language)" (Bolton 2008, p.3).

1.4 History of English in Malaysia

The development of English in Malaysia begins with the influence that was brought by the British Empire to Malaya, which is what Malaysia used to be called in the 18th century. Originally, the spread of English is a result from trade and business. However, in the 1870's the Resident System was introduced in Malaya and the increase in government services led to a larger spread of English among the local people.

In terms of education, the Penang Free School is the first English school that was set up in Malaya in 1816. In the early 1950's, there were many kinds of schools set up by British and English medium schools such as *high schools* and *convents* were using the reference books provided from Britain (Mohd Faisal Hanapiah 2004, p.107). The education system then was made more nationalized by the existence of primary schools which used Malay, Chinese, Tamil and English as the medium of teaching as a consequence from The Razak Report in 1956. After Malaya gained its independence from the British Empire in 1957, changes were made in the educational policy where a national system of education was introduced and Malay was made the national language of the country and also the language used in the medium of instructions in schools.

In the 1963/1967 National Language Act, Malay was officially made the main language in the country. Because English had long been used in the education system in the

country, the Malay language could not be immediately used as the medium of instruction in schools. As a result, the Malay language was slowly absorbed in the school system from 1970. In 1970, the National Primary schools become the initiator in the complete implementation of the usage of Malay replacing English and this was followed by the secondary schools in 1976 and this transition of English to Malay language in schools was completed by 1982 (Lee 2011, p.222). This step of the replacement of English with Malay was done because the government felt that the Malay language possesses the ability to bring unity among the people in the country which then leads to the unique creation of the identity of Malaysia that symbolizes the culture of its people.

The Malay language replaced English as the official language. Despite of this completion of transition from English to Malay in schools and universities, the Cabinet Committee Report of 1979 still emphasizes the vital role that English plays as the language of science and technology that has to be utilized in training manpower needs of the nation.

1.5 History of English in Singapore

Originally in the history of Singapore, English is only applied in only certain matters such as in government offices and the law courts and mostly used by a number of elites, whereas the rest of Singaporeans speak other varieties of languages such as Chinese, Malay or Tamil (Deterding, 2007 p.85). In Deterding (2007, p.85) he mentions on a survey of year 2000 that was conducted among children in the range of five and fourteen, 35.8 percent of Chinese (an increase from 23.3 percent in 1990), 43.6 percent of Indians and only 9.4 percent of Malay children are using English at home. In promoting English

to Singaporeans which was done based on several reasons, the Singapore state however faces challenges as the Chinese population in Singapore regards English as destabilizing the Chinese language which has long been taught in schools such as Chinese High and tertiary institution, Nanyang University.

Although much resistances was received by the Singapore government from its Chinese citizens, the promotion efforts in encouraging English were still continued based on these two reasons. The first reason, in order for Singapore to excel economically especially in the field of businesses and trades, banking tourism, education and research, English plays vital role in such goals; and the second reason, English acts as s unity factor between multi races community in Singapore as it is considered as "neutral language" between races (Bockhorst-Heng, 1998)

As English continue to be spread in all over the world, becoming more global each day and creating varieties of it, including those available in Malaysia and Singapore which are Manglish and Singlish, it would be interesting to study on these varieties to explore how much they have evolved. Some might consider that these varieties of Englishes as unintelligible or colloquial type of languages such as in Manglish and Singlish, but there are actually underlying significance that we could obtain for studying them.

1.6 Research Questions

One of the angles of the study in looking into these English varieties could be in term of comparison, which is what the main focus or purpose of this current study that is to find out whether there is any difference between Manglish and Singlish especially in the lexical level. The research questions on the other hand are as follow:

a) What are the *similarities* in the types of lexical items in Malaysian colloquial English and Singaporean colloquial English that can be found in the samples of blogs written by Malaysian and Singaporean bloggers?

b) What are the *differences* in the types of lexical items in Malaysian colloquial English and Singaporean colloquial English that can be found in the samples of blogs written by Malaysian and Singaporean bloggers?

1.7 Statement of the Problem

Malaysia and Singapore are among the other countries that are affected by this phenomenon of varieties of English. As the matter of fact, Malaysia and Singapore are included in the 'outer circle' Asian English society. Despite the fact that Malaysia and Singapore are two different countries, even though before 1965, Singapore used to be a part of Malaysia, Baskaran (2005, p. 20) stated that in certain aspects, such as linguistics matters, Malaysian English in many situations is still regarded as similar to Singapore English.

Baskaran (2005, p.20-21) added that Malaysian English should not be subsumed under Singapore English based on these following two non-linguistic reasons:

a) Singapore has lost its political connection to Malaya or Malaysia since 1965 (when Singapore separated from Malaysia).

b) The differences in implementation of language policies in both countries since the separation.

However, it is crucial to be noted that there is a distinction between Malaysian English (ME) and Manglish and Singapore English (SE) and Singlish. While the use of ME and SE are still accepted in formal situations, Manglish and Singlish are regarded as the colloquial varieties of these two types of English available in Malaysia and Singapore. For Devikamani (2003) 'Manglish' is one of the many varieties of ME which is categorized under basilect. She adds more that while there are three main types of English under Malaysian English which are the acrolect, the mesolect and the basilect, 'Manglish' is the type of ME that is used widely by non-white collar profession people such as hawkers and taxi-drivers to communicate. This is also quite similar with Singapore English and Singlish. While the use of standard SE is accepted in formal situation, the situation is different with Singlish. This is due to the similarities that standard SE possessed when compared to the British English in aspects such as vocabulary and grammar. In addition Singlish has many influences from local dialects such as Chinese mostly and also Malay language.

The existence of Manglish and Singlish in Malaysia and Singapore are considered as the low variety or colloquial as any deviation from the Standard Singapore English (SSE) and the Standard Malaysian English (SME) is incorrect and non-standard both of these English colloquial varieties contain many newly invented vocabularies by their users and spelling errors. Foreigners who are not familiar or not aware of these

varieties of English in Malaysia and Singapore would be having difficulties in understanding Manglish and Singlish as they both sometimes are very different from Standard English. However, if things are to be viewed from different points of view as for instance the cultural aspect, Manglish and Singlish could be contributing to the creation of the unique identity of Malaysia and Singapore. These two varieties of English could represent one of the many cultural elements that can help to symbolize Malaysia and Singapore.

Gupta (2006) also stated an interesting statement in this study that Malaysian English and Brunei English are much identical with Singlish which this similarity has unnamed shared variety termed by Gupta as "SMBinglish?". Gupta (2006) admits that similarities and distinctions between Singlish and Manglish and Bruneian English do exist. All these colloquial Englishes (in this case Manglish and Singlish) are included in the L-variety. L-variety is a term introduced by Ferguson (1959) in explaining his diglossia model to describe the use of two different varieties of the same type of a language in a community. The term of L-variety is also normally used with the comparison of the H-variety. Unlike the L-variety, the H-variety implies the strictly standard form of a language which is near native but might not be fully similar to the native spoken and it is acquired through proper education.   These two varieties introduced by Ferguson (1959) seem to be true in describing the English language situation in both Malaysia and Singapore where there are the existence of Singapore Standard Singapore English and Malaysian Standard English besides Singlish and Manglish.

However, Gupta (2006) adds that it is odd or unusual for people to refer to Manglish and Bruneian English as Singlish as the samples of the websites obtained by Gupta (2006) in her study on Singlish on the web, were about Manglish or Bruneian English. She also insisted that more studies should be done on Bruneian English. From this situation, the researcher believes that Singlish and Manglish are not yet recognized as one single item but often regarded as similar varieties of English. Furthermore, foreigners are more aware of the existence of Singlish compared to Manglish in most contexts. The use of this L-variety of English in Singapore is more obviously seen or applied in Singapore after all (Gupta, 2006) which could led most people to regard Manglish and Singlish as one.   Therefore, the researcher believes that this present study that is to compare Manglish with Singlish especially in the focus of lexical level analysis would help to contribute some additional knowledge in the field of Manglish the colloquial varieties of English in Malaysia.

The sophistication of technology nowadays allows the medium of writing to shift from the traditional means of writing to a digitalized version of writing which has greater accessibility to readers from various places throughout the globe. Web logs or blogs now serve as a public journal for anyone who is interested in sharing their thoughts and experiences through writing. These public journals are then updated on a regular basis, sometimes daily, weekly or monthly depending on the blogger's desire. Therefore, I believe that weblogs could be one of the communication medium to conduct a study on various features of writing language that is in this case, the features of Malaysian English and Singapore English.

The purpose of this dissertation is to conduct an investigation on the distinct features in terms at lexical level analysis between these two colloquial varieties of English; Manglish and Singlish in the blogging produced by Malaysians and Singaporeans.

It is hoped that this comparative study of Manglish and Singlish would help to contribute additional information to the existing knowledge of the distinctive features of these two varieties of English in the lexical level especially in the focus of blogging, a digitalized way of writing which is becoming a trend in today's modern environment.

1.8 Limitation of the Study

The research that will be conducted would be on 62 personal blogs (31 Manglish and 31 Singlish) in order to investigate the distinction between language features in Manglish and Singlish. Due to the small corpus of data, it cannot be claimed that the corpus is representation of the whole population of Manglish and Singlish. For that purpose, a larger size of corpus is for such a claim and generalization. However, the small corpus for this study can be made use of as a platform for future studies in explaining the stable distinct features between these two varieties of English.

As the conducted study is a form of interpretative study, the analysis might be limited to the perspective view of the researcher or in other words, the analysis that will be made might be influenced by the researcher's bias. However, the researcher would attempt to overcome this limitation by quantifying the data in the analysis section of this study which will be explained in the research methodology section.

Another limitation of this present study would be that, the lexical items found in the blogs might not be the whole representation for Manglish and Singlish as a much larger is needed for such representation. The researcher believes that the lexical items in the result obtained for this study could provide examples for comparison of lexical items in future studies with a much larger corpus in distinguishing Manglish and Singlish lexis. In other words, the numerous lexical items which only occurred once in the data frequency for the result in this study are meant for providing examples in the future research in this similar area of study. Although these lexical items were not found in any reference or previous studies, they are still considered as Manglish and Singlish lexis for the bloggers. The newly creation of these Manglish and Singlish lexis is possible with the involvement of social media, in this case blogging, among Malaysians and Singaporeans. Therefore, with larger corpus in future studies, possibly more usage of these words in different contexts can be further elaborated and substantiated.

1.9 Scope of the Study

The scope or focus of this study is to investigate the similarities and distinctive features of lexical items between Manglish and Singlish. The investigation that will be conducted includes in finding out the frequency of types of lexical items used between these two varieties of English in the selected sample of blogs.

Besides that the scope of this study will be also focusing only on informal use of Malaysian and Singaporean English which is the colloquial English. Therefore, the use of personal blogs in this study can be considered as a suitable medium to analyze these two varieties of English.

1.10   Significance of the Study

In general, Manglish and Singlish have been long associated as the inclusion of each other as there might not be many noticeable differences between these two varieties of English in Malaysia and Singapore. In terms of the syntax of Manglish and Singlish, the structures are almost the same. The one salient difference that one might notice between Manglish and Singlish might be in the pronunciation aspect where Manglish has a strong blend of Malay language while Singlish on the other hand has a mixture of Hokkien or Mandarin slang in it. However, if Manglish and Singlish are seen in another linguistics perspective which is lexicology, these two colloquial varieties of English might reveal salient differences which could distinguish them from one another.

The researcher is aware that there have been several studies conducted in the area of ME and SE by previous scholars. However, there are still few studies been done in distinguishing the colloquial part of ME and SE which are Manglish and Singlish with an emphasis on the lexicology aspect especially in casual writings which in this study is weblog. People begin writing blogs because blogs could be considered as a modernized version of personal written journals. Blogs could provide the readers glimpses of the norms and cultural values possessed by the bloggers. Therefore, there are high possibilities that there would many Manglish and Singlish lexical items which will be found in blogs. Consequently, this present study on the differences between Manglish and Singlish would contribute to existence knowledge and studies in the same area with a special emphasis on weblogs.

Even though, Manglish and Singlish are regarded as the colloquial variety of English and most of the time are not accepted in formal situations, these colloquial varieties of English are a part of Malaysia and Singapore which shows the unique side of these countries. Therefore, by conducting this study, it is hoped the analysis and explanation that will be made in this study would provide an amount of information on the distinctive features of Manglish and Singlish. As a consequence, in the future, Manglish would not be regarded as a past of Singlish but just Manglish on its own, a variety of English which portrays the self-identity and culture norm of the people of Malaysia.

In other words, as a theoretical significance that can be obtained from this study, this investigation on the comparison of Manglish and Singlish lexical item provides an insight through linguistic view that through times, languages are able to experience from changes as a consequence from the language spread throughout the world, which in this case is English. Factor such as the embedded culture possessed by where English is placed or used by its speakers could influence how the language is written or spoken. Lodge (1997) mentions the importance of colloquial language study in the fields of sociolinguistics and semantic analysis where he believes that colloquial language is a variation that exist in a language that should not be underestimated or eliminated of its usage due to the reason that this type of language could affects the effectiveness during communication process. Therefore, the researcher hopes that an amount of knowledge from this study even though little, could contribute to the existed knowledge of colloquial language study.

As for the practical significance of this study, the researcher believes that the findings made in this study would help to contribute to the existing lists of Manglish and Singlish lexical items from the previous studies. As for Singlish, there have been already numerous dictionaries (online dictionary and printed dictionary) published. For instance the Coxford Singlish Dictionary and an online Singlish dictionary that can be accessed online at www.singlishdictionary.com.

1.12 Operational Definitions of Key Terms

Below are some key terms that will be used in this study with their definitions and descriptions.

    a) Manglish = ”...’Manglish’ which is the Malaysian version of english after independence, which tries to mirror the British standards of speaking English but in reality, is far from it.”(Sadaf Fatima, 2009)

    b) Singlish = ‘Singlish’ is English used in Singapore which has major differences when compared to the Standard English (Leimgruber, 2011 p.47). Most 'Singlish' words are considered as 'errors'.(Ooi, 2001).

    c) Lexis/Lexical Items = Lexis is "understood as the stock of words in a given language" (Jackson and Amvela, 2000 p.1). For the purpose of this study, lexis will be treated as individual words, collocations and fixed and semi fixed expressions.

    d) Weblog/Blog = Weblog or blog is defined by a few compulsory criteria that must be presented which consist of; a website that contains small amount of hypertexts for each entry or post, each entry has a track of time and date when it is published, the latest

entry is located on the top of the previous one (reversed order)

and contain links and commentaries.(Hourihan (2003) as cited

in Baoill (2005, p.2)

   e)   Blogger   = A person who owns a blog and produce writings in his or her

        blog.

   f)   Personal Blogs/Weblogs = The representation of oneself in blogs

        through his or her writings that tell the audiences about the story or

        journey of the blogger's life which is updated in monthly or yearly

        basis. (Alexander and Levine, 2008 p.51)

1.13 Overview of the Dissertation

In the conclusion for this chapter, the researcher has discussed on several topics that are the backbones or the main concepts of this present research. As English language becomes a global language, it has led to the wider spread of English all over the world. As a result, there are existences of many types of Englishes throughout the globe such as Asian English that has gone through many processes of changes or adaptation process. This process is called nativisation. The process of nativisation has caused to some features of languages such as in lexical and phonological aspect. Therefore, the researcher believes that Malaysian English and Singaporean English are included in this process of nativisation. Throughout the histories possessed by both countries, ME and SE often regarded as the same item, therefore the researcher would like to find out whether there are differences between these two varieties of English.

However, since these two types of Englishes can be distinguished according to acrolect, mesolect and basilect, the researcher has narrowed down the main focus of this present research to investigate only the colloquial aspect of ME and SE which are Manglish and Singlish in term of lexical level analysis.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

In countries that used to be part of the colonies that once belonged to the British Empire, indigenized varieties are mainly used and spoken as the second language especially in those countries which possess a multilingual population. The indigenization process that occurs, and to be more precisely the indigenization of English which is discussed in this study, may lead to existence of differences from the standard variety of English. This might be resulted from the self- expression of identity of speakers from the culture where the indigenization process occurs. Singapore and Malaysia are two countries which are not excluded in the phenomenon of the indigenization of English. For instance, 'Singlish' is a variety of English in Singapore that is very distinctive from the Standard English.

This indigenization of English can be identified from their linguistic features of grammar, lexis, pronunciation, discourse and style. However, for the purpose of the review literature in this current study, only one linguistic feature that is lexis item will be focused on.

2.1 English in Malaysia

2.1.1 Status of English in Malaysia

Malaysia is well known for its multiracial society which leads to a multilingual community. While there are many languages spoken by Malaysians such as Malay, Chinese and Tamil, English is one of the languages that is widely spoken. English in Malaysia is becoming wider in its use either in spoken or written form for various purposes.

It is undeniable that Bahasa Malaysia is the official national language for Malaysia. Bahasa Malaysia is used for formal communication in both oral or written medium at all levels of education as well as in official communication. In fact, according to the Cabinet Committee Report, 1979 as cited in Baskaran (2005, p.15) where back in 1967, even though English had gained its status as a "strong second language", Bahasa Malaysia maintained its position as the national official language. "Strong second language" in this context is defined by Baskaran in such the following way:

> The status of English as a strong second language means that such instances of meetings, conferences and any such liaison with an international audience would warrant the use of English as the official language. (Baskaran, 2005, p.15)

However, while maintaining Bahasa Malaysia as the official language of the country, the use of English is becoming wider from time to time as it is used as the language to communicate with foreign visitors who come to the country for various matters especially for businesses and trades. Baskaran (2005, p.16) stated that the government has recognized the importance of the use of English for international communication but at the same time the role of Bahasa Malaysia is not forgotten for any business which occurs within the country. As a matter of fact, Baskaran also mentioned the status of English has been lifted to the upper level, where English used to be declared as the medium of instruction for Science and Mathematics in all levels of education (Baskaran, 2005, p.16). The language switch from Malay to mix-medium Malay-English education which began from January 2003 was implemented due to the government's concern regarding the poor standard of

English especially among the Malay graduates who are monolingual. Nonetheless, due to the difficulties faced by the students to learn Mathematics and Science in English , the government has reverted the medium of instruction back to Bahasa Malaysia.   However, the reversion was implemented in staged from the year 2010. This proves that even though English is not the official language of Malaysia, but its evolvement has impacted some part of Malaysia to suit the policy of the government itself where the use of English as the country's second English has to be remained and maintained in order for Malaysia to be globally competitive.

2.1.2 Varieties of English in Malaysia

English in Malaysia has undergone processes in which Kachru (1986) termed as 'nativisation'. Nativisation is term created by Kachru (1986, p.21-22) where 'nativisation' according to him is the processes when linguistics aspects are localized which then creates the identity of a particular variety. Rajadurai (2004, p. 54) stated that the presence of Malaysian English itself symbolizes one form of variety of English which have been localized in adaption to the needs of the society.

Standard Malaysian English (SME) and Colloquial Malaysian English (CME) are two divisions of the use of English in Malaysia as a result of nativisation (Rajadurai 2004, p. 54). The use of these two divisions of English might be easy to predict, depending on which context that one is in or what kind of goal that one wishes to achieve. SME is regularly used in formal context, meanwhile CME or commonly known as 'Manglish' is usually used in informal situations especially when a speaker wants to indicate solidarity or sense of belonging in a certain community.

Ooi (2001, p.34) also mentioned the varieties of English in Malaysia in his work.

He claimed that varieties of English in Malaysia could be categorized according to the socio-economic background that a Malaysian belongs into. The first category is the middle class Malaysians (Malays, Chinese and Indians) where the people belonging to this group who are also known as the professional Malaysians, as stated by Ooi (2001, p.34) use both Malaysian English Type 1 (ME-1) or high variety English and Malaysian English Type II (ME-2) or also known as colloquial variety. The people belonging in the first group will then select either to use ME-1 or ME-2 depending on the context that they are in, whether formal or informal. The second category according to him is the working class Malaysians where these people use the basilectal kind of English. The term 'Manglish' in Malaysia has a different status compared to 'Singlish' in Singapore which will be elaborated more later.

Malaysian English is divided into three categories by Baskaran (1994). She claims that the divisions are acrolect, mesolect and basilect. Below are the definitions for the terms for each division of Malaysian English with reference to Baskaran (1994):

a) Acrolect – is defined as a 'high' social dialect which is regarded as the most prestigious dialect that has the closest similarities with native dialect which is used or spoken in formal situations by speakers who originated from English educated background.

b) Mesolect – is defined as a 'middle' social dialect which is used or spoken in semi-formal and informal circumstances among Malaysians.

c) Basilect – is defined as 'low' social dialect that contains 'patois' elements which is colloquial and only used in informal situations by speakers such as those

living in rural areas who lack competence in English to interact with others such as native speakers of English.

Therefore, from the definitions provided by Baskaran (1994), in general, educated Malaysians will strongly tend to belong into the mesolect category and for Malaysians who do not obtain proper English education background are belong into the basilect category. Unlike Baskaran (1994), Ooi (2001) categorized mesolectal and basilectal English to belong in one group that is ME-2 where the speakers will switch the type of English that they use in accordance to the situation that they are in. Ooi's (2001) categorization of English in Malaysia seems to be more accurate as the speakers may choose either to use the mesolectal or the basilectal English in order to adapt themselves with the audience that they are speaking to. Baskaran's (2004) categorization of basilectal English in Malaysia on the contrary only stated that in most situations, only speakers with low proficiency of English would use this type of English. There are possibilities that the highly-educated speakers in Malaysia might also use the basilectal English when needed, not because they do not possess the knowledge to use the standard variety of English, but because they feel they need to use the basilectal English. For examples, an English teacher needs to adapt to the English spoken by the trader in order to get good bargain of the grocery purchased in a situation such as at wet markets and when a lawyer needs to interact with a witness who only speaks basilectal English. In these instances, basilectal English is also spoken by these professionals and they have the freedom to choose which type of English that they would use in adhering to the situation. To conclude, Ooi's (2001) categorization of English in Malaysia provides more accurate view compared to Baskaran's (2004) categorization in describing the real

situation of English used in Malaysia.

2.2 English in Singapore

2.2.1 Status of English in Singapore

Quite similar to Malaysia, Singapore is also another country where a multiracial society exists. This mixed community which consists of different races then leads to a multilingual society. The major ethnic races which are recognized in Singapore include the Chinese who form the largest group in Singapore followed by Malays, Indians and others such as the Eurasians.

However, in Singapore, the status of English is not alike the status of English in Malaysia. While in Malaysia, English is regarded as a 'strong second language', English in Singapore possesses a particular role even though English in fact is not declared as the single official language in Singapore as it shares its place with three other official languages in Singapore which are Malay, Mandarin and Tamil. This is due to the Singapore language policy that requires its citizens to become fluent and competent in both English and also their official mother-tongue. Lim, Pakir and Wee (2010, p. 4-5) define "official mother-tongue" as *"the language assigned by the state to an ethnic community as representative of that community's identity and ethno cultural heritage"*. Each of these major groups in Singapore possesses their own mother-tongue which is Mandarin for the Chinese, Malay for the Malays and Tamil for the Indians.

Even though English in Singapore is not treated as the official language or the national language of Singapore, English in Singapore still possesses a special role

for most matters. The special role carried by English in Singapore is portrayed in many situations in Singapore which includes government and business documents to be written in English. This leads to Lin (2003, p.224) making a claim that English can be considered as, "the primary language for public administration, education, commerce, science and technology".

English is also said to hold a special role in Singapore as it is the lingua franca or the most spoken languages used for inter-races communication. On account of this, English in Singapore has a blend of taste from each race in the context of multilingual society in Singapore. Therefore, it is not surprising to find the existence of the phenomenon of varieties of English in Singapore.

As stated by Lim et.al (2010, p.5), the government of Singapore has its own reasons for not declaring English as the official language for Singapore even though English in Singapore is widely used by the Singaporeans and possesses special role in certain matters of the state. The reasons according to them can be viewed in the following summary with my reference to Lim et.al (2010,p.5):

The first reason would be that English is considered as the language of *"socio-economic mobility"*. Despite the fact that English is encouraged anticipatively by the state in such a way of adapting the language into the Singapore's education system as the medium of teaching, English still maintains its place in the "neutral" state. This is to avoid any problems regarding dissatisfaction among races from occurring. However, this "neutral" concept might not be so true if it is seen in social aspect as how Singaporeans speak is influenced by good family and education background. The second reason is that English plays role as an

"interethnic lingua franca" in Singapore. English in Singapore helps to bridge the gap between races as it functions to unite the multi-racial society in Singapore. For example, instead of using proper English in conversation, young men from various backgrounds in the National Service program would tend to switch to Singlish or also known as the colloquial variety of English in Singapore in order to blend themselves in the multi-racial environment. The third reason on the other hand is that English acts as a marker to distinguish a non-Asian in Singapore as 'other' which is the cause English cannot be treated as the official mother tongue in Singapore. In other words, this helps to explain why Singaporeans are encouraged to become bilinguals. On one hand, English and Singapore cannot be separated into two distinct items as this would isolate Singapore from becoming globally competitive with the outside world and on another hand Singapore could not permit English to take over the position of mother-tongue by declaring it as the official language of Singapore.

2.2.2 Varieties of English in Singapore

The English varieties in Singapore are divided into two parts which are Standard Singapore English (SSE) and Colloquial Singapore English (CSE) which is also widely known as 'Singlish'. These two divisions of English varieties are mentioned in the work of Leimgruber (2011) where he also provided the definitions for these two terms. According to Leimgruber (2011, p.47), SSE is a Standard English version which is adapted to the local context of Singaporeans that has minimal distinctions when compared to the Standard English version used in all over the world. On the other hand, CSE or 'Singlish' is English used in Singapore which has major differences when compared to the Standard English. Leimgruber (2011, p.47)

added more that 'diglossia' is the term used to explain the connection between 'Singlish' and SSE as these two varieties are found to be related to each other where the use of SSE is oftenly used in contexts where high formality is concerned whereas 'Singlish' is commonly used in all other situations (Ferguson 1959, Richards 1983, Gupta 1989,1994 as cited in Leimgruber 2011, p. 47-48).

While the aim of this study is to compare Singlish and Manglish lexical item which both are the colloquial varieties of English in Singapore and Malaysia, it is important to discuss these two terms in the literature review section separately and in detail. The term 'Singlish' is viewed in two slightly different perspectives which are from the perspective of the lectal continuum model and the diglossia model. According to Alsagoff (2010, p.118), the basilectal English which is the uneducated variety of SE is related to Singlish in the lectal continuum model, meanwhile colloquial or L variety is connected with Singlish in the diglossia model. Therefore, Alsagoff (2010, p.118) concluded the definitions for basilectal SE and colloquial Singapore English in such following ways:

c) Basilectal SE is defined as one of the varieties of English in Singapore which is used because of the inability or lack of competence by speakers to use proper English.

d) Colloquial Singapore English on the other hand is a variety of SE which is used as a result of a choice by speaker in informal situation but not because of inability or lack of competence to speak proper English.

Based on the definitions above, basilectal SE and colloquial SE are similar in sense of it is a result of the localization form of English in Singapore but they differ in terms of the capability level of speakers depending on their education backgrounds. In other words, colloquial SE and and basilectal SE could not be regarded as one similar item but in the same time they also cannot be separated into two very distinct items. (Kanadiah, 1998 cited in Alsagoff, 2010 p.119)

2.3 Singlish and Manglish: Similarity and Difference

In conclusion, based on the collected literature, Manglish and Singlish share a similarity, that both of these varieties of English are regarded to contain colloquial and basilectal features of English in Malaysia and Singapore. In other words, even though Baskaran (1994) divided English in Malaysia into three divisions (acrolect, mesolect and basilect) but the terms 'Singlish' and 'Manglish' are used as a reference only to mesolect and basilect (Görlach, 1997 p. 235). Therefore, for the purpose of this study, which is a comparison of lexical item study between Manglish and Singlish, the researcher will only be focusing on the mesolectal and basilectal aspects in the data collected (blogs) produced by Malaysian and Singaporean bloggers.

2.4 Language Use on the Internet

2.4.1 Linguistic Features of Computer Mediated Communication (CMC)

In today's world of rapid technology development, the internet has become a major communication channel for most people worldwide. As a consequence, a new tool for communication via internet has been developed, which is termed as computer mediated communication (CMC). December (1997) in Lengel,

Thomic and Thurlow (2004, p.15) defines CMC as "a process of human communication via computers, involving people, situated in particular contexts, engaging in processes to shape media for a variety of purposes". Crystal (2006) recognizes several forms of CMC such as electronic mail (e-mail), chat groups, virtual worlds (e.g. games), world wide web (WWW), instant messaging (for example:.MSN Messenger and Yahoo Messenger) and blogging.

Because of its role as a mediator in the cyber world, CMC also possesses its own identity especially in the linguistics aspect. Murray (2000, p.400) argues that generally CMC can be described based on its four linguistics characteristics. The characteristics are:

1) Similar to spoken or written language

Based on several previous studies mentioned by Murray (2000, p.400), CMC is found to possess language similar to both spoken and written language. This is in accordance to corpus based study done by Yates (1996, p.46) where he argues that the language of CMC is unique and therefore cannot be associated with neither spoken nor written language following the findings that he made in his study; even though there are similarities possessed by CMC in the aspect of textuality such as type or token ratio and lexical density to written discourse, CMC has huge distinctions in other elements (e.g. pronoun and modal auxiliary use).

2) Simplified register

Murray (2000, p.401) explains that simplified register is dependent on certain characteristics according to the situation that the user is currently in which could be resulted from the assumption of the addressee as an incompetent language user or by the perception that the addressee is restricted because of the factors of time or space. Simplified registers according to Murray (2000, 402) include abbreviations used, simplified syntax (e.g. deletion of subject or model), acceptance of typographical and spelling errors (e.g. *yeeesss*) and formulaic phrases (e.g. programmed emotes as in '*looks around the room carefully'* to ensure that those who wish to speak have spoken)

3) Structure of CMC conversations

This third characteristic of linguistic features in CMC is pertinent to the traditional norms of speech communities such as openings, greetings and different turn-taking strategies which sometimes are ignored in CMC. This is due to the invention of technology which allows the identification of the sender and the recipient as in chat rooms where users can identify each other by referring to the registered name on the computer screen.

4) Topic thread cohesion

The last characteristic of linguistic features in CMC deals with topic thread cohesion which in other words the tools designed in order to facilitate users maintain topic threads such in e-mails, blogs and wiki exchanges. Topic thread cohesion eases the flow of conversations to be more organized and it is a more

intelligible way of communicating via CMC.

Based on the linguistic features of CMC discussed, the researcher could conclude that even though CMC is said to have its own unique attributes which cannot be totally associated with either written or spoken language (Murray, 2000), CMC still demonstrates the casual way of communicating with others where there are no constraints such as the filtration of language process is involved such as letters sent to newspaper's editorial before they can be published to the public. Therefore, weblogs or to be more specific personal blogs which are the primary source of data used in this study is also a form of CMC where there are high possibilities that colloquial forms of English in Malaysia and Singapore (Manglish and Singlish) could be found.

2.4.2 Web logging

According to Hourihan (2003) cited in Baoill (2005, p.2), weblog or blog is defined by a few compulsory criteria that must be presented which consist of; a website that contains small amount of hypertexts for each entry or post, each entry has a track of time and date when it is published, the latest entry is located on the top of the previous one (reversed order) and contain links and commentaries. Crystal (2006, p.15) on the other hand, regards most blogs as 'personal diaries' which the range of length varies from brief to lengthy essay and have wide varieties of topics such as hobbies or political issues.

However, the targeted audience for blogs could differ in accordance to the original purpose of the creation of the blog. Some blogs are controlled and

limited in terms of who the visitors are (only those with granted access is allowed to enter the blog) while some blogs are opened for public access where the blogger is hoping to share his or her thoughts with as many people as he or she could (Baoill, 2005, p.5). One of the reasons blogs are becoming more popular and quite a phenomenon especially for youngsters is that blogs can be created without any production of real-money cost. Anyone could own a blog. Blogs are also used mostly to express ideas, thoughts and opinions to readers in an informal style of language. Unlike blogging, in order for a voice or message to be heard and published to a community, for example writing to the newspapers, the message has to go through several processes of editing and filtering until it fulfills the editor's expectation. The conclusion from this is that blogging language is more casual, rule-free and has unfiltered language (Montes-Alcalá, 2007, p.163). This is also agreed by Crystal (2006, p.15) that language in blogs is what he termed as 'unmediated' where "*the language of blogs displays the process of writing in its naked, unedited form*". Due to this fact, personal blogs are chosen for this study because of their functions to bloggers which serve as a public journal where Manglish and Singlish are most likely to occur.

2.4.3 English as One of the Dominant Languages on the Internet

Despite the existence of other major languages around the globe such as Chinese, Spanish and Japanese, English still holds its position as the most dominant language used on the internet. This is reported in a website that is Internetworldstats.com where English is found to be the most popular language used on the internet, defeating other nine major used languages as reported until

May 2011 with the percentage of 26.8% of overall internet users. Gupta (1997) explains that the dominance of English is due to the historical background of English itself where the internet was actually birthed in the country of United States of America, and the country's national language happens to be English.

In spite of the fact that English has conquered the world of internet as the most dominant language by people around the globe, it is impossible to declare English as the official language of the internet. This is due to the point that the cyberspace or the internet is not under authorization or control by any authority. As a consequence, English might be too widely spread and developed until eventually there might be more emergences of new varieties of English. For example, in Asian countries such as Malaysia, Singapore and Philippines, there are the existence of colloquial varieties of English spoken by people living in these countries which are Manglish, Singlish and Taglish.

2.5 Lexis Defined

Because the purpose of this study focuses on the aspect of lexis, which in this case is the Malaysian English and Singapore English lexis in writings produced in blogs, the researcher feels that it is crucial to provide a section on a brief explanation on the term lexis in this chapter. 'Lexis' is defined by Malcolm (2010, p.85) as, "the study of organization of the meanings of words". Vocabulary, lexis and lexicon are the three terminologies which need to be distinguished from one another. While the meanings of these three terminologies might be almost similar, they actually carry different definitions each. According to Jackson and Amvela (2000, p.1), even though these there terminologies carry more or less similar definitions, but the term

'vocabulary' is the most colloquial if compared to the other two terms. Normally, the term 'vocabulary' is a general term used by people who do not possess the education background in linguistics. Jackson and Amvela (2000) also stated that the term 'lexicon' is the more learned and technical meanwhile 'lexis' is situated somewhere between these two terminologies. However, it must be borne in mind that these three are distinct with another associated term which is 'dictionary'. This is explained by Jackson and Amvela (2000) as the following:

> A distinction must, nevertheless be drawn between the terms 'vocabulary', 'lexis' and 'lexicon' on the one hand, and 'dictionary' on the other. While each of the first three may refer to the total word of stock of the language, a dictionary is only a selective recording of that word stock at a given point in time. (p.1)

2.6 Theoretical Frameworks for the Emergence of New Varieties of English in Malaysia and Singapore

In discussing the possible theoretical framework for the emergence of varieties of English such as Manglish and Singlish, there are two closest frameworks which are related to these colloquial languages. Moag (1982) Life Cycle of non-native English and Schneider's (2007) are the two frameworks for the development process of Post-Colonial Englishes which describe the emergence of new varieties of Englishes in the sociolinguistics aspects.

2.6.1 Moag's Life Cycle

Moag introduced five stages of two development processes of the emergence of non-native English where he termed this process as 'life-cycle'. There are five stages involved in this 'life-cycle' process according to Moag (1982). The stages are transportation, indigenization, expansion, institutionalization and restriction.

The first stage, which is the 'transportation', occurs when English is brought into a new setting of environment. 'Indigenization' the second stage in Moag's (1982) 'life-cycle' marks the most crucial stage among the rest of the stages as it is when a new variety of English goes through processes that makes it different from the Standard English and other 'indigenized' English varieties (Moag 1982, p.271). Within this period of 'indigenization', the new variety of English begins to be used in mediums such as education, the media and the government. The second stage later leads to the third stage in this 'life-cycle' which is the 'expansion'. In the 'expansion' stage, this new variety of English is localized and starts to be colloquial.

As a result from the third stage, the fourth phase which is the 'institutionalization' phase emerges where the localized English is adapted into the medium of education, where students begin to learn it from local teachers. This new variety of English will also affect the local literatures being written by using the style of this type of English. 'Restriction' is the final stage of Moag's Life Cycle where the used of English is reduced and no longer widely spread among the locals as another type of local language is made official by the government. However, Moag (1982) claimed that it is a rare thing that all new varieties of English would be experiencing the fifth stage, but the first four stages in his 'life-cycle' are normalities for most new varieties of English.

2.6.2 Schneider's Framework

The emergence of the new varieties of English also gained attention and interest to Schneider (2007) where he termed the new varieties of English as 'Post-Colonial Englishes (PCEs). He argued that the development period of 'PCEs', "is understood as a sequence of characteristic stages of identity rewritings and associated linguistic changes affecting the [two main] parties involved in a colonial-contact setting." (Schneider 2007. p.29)

Similar to Moag's (1982) Life Cycle, Schneider (2007) recognized five stages that are experienced by a speech community that encounters the phenomenon of new varieties of English or what he termed as 'PCEs'. The five stages are Foundation, Exonormative Stabilization, Nativization, Endonormative Stabilization and Differentiation. However, in detailing each of the phases in this framework, Schneider (2007) provided the distinct views from two different groups which are

'the settler strand' (English speaking settlers) and the 'indigenous strand'(locals attempting to speak English).

The first phase is known as the 'Foundation' which has similarity with Moag's (1982) stage of 'transportation'. This phase is when two different languages (English and the local language) come into contact. As a result from this contact, cross cultural communication occurs and the 'indigenous strand' begins to learn some aspects of English and later leads to marginal (a type of lingua franca) bilingualism, while another group which is the settlers, starts to pick up place name terms from the local language. After the society achieves stabilization in terms of foreign politics, English begins to be recognized in important mediums such as administration, education and legal system. As the result, a wider spread of bilingualism occurs among the' indigenous strand', which later produces the group of 'indigenous elite'. 'Indigenous elite' is a group who has the largest tendency in attempting to use English as in its standard norm despite undeniable 'structural nativisation' that is still occurring in the use of English among the members in this group in phonological and syntactical aspects. As a consequence, two sub groups with hybrid identities exist in both settlers group and indigenous bilinguals group which are those with 'British-plus-local' identity and those with 'local-plus-English-knowing' identity (Groves 2009, p.64).

The third phase in Schneider (2007) PCEs is known as the 'nativisation'. The frequent contacts made between the two groups (the English speaking settlers and the indigenous strand), "makes language use a major practical issue and expression of new identity" (Schneider 2007, p.247). In this stage, English begins to be learned

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as a second language and the usage of some forms of localized English is considered as an identity marker for the locals. Eventually, there will be feelings of insecurities among some groups in the society on how the localised English has diverted from the Standard English, as it is a traditional assumption among the members of a society that the old traditional norm is always the correct one. This is also acknowledged by Schneider (2007, p.248) where he questioned, "Is the old, external norm still the only 'correct' one, as conservative circles tend to hold, or can local usage really be accepted as correct simply on account of being used by a significant proportion of the population, including educated speakers?...".

The fourth phase in Schneider's (2007) which is the 'Endonormative stabilization' in PCEs normally only occurs when a community has the power to set up its own language policies. During this phase, the new varieties of English or the new language norm is accepted as a type of identity expression among its users and its use is also noticeable in the literature of the new English variety. This new English variety then begins to be acknowledged formally and recognized as 'X-an English' (depending on where the English is spoken at). Singapore and South African English are the examples of new varieties of English which had went through this fourth phase. Finally, the fifth stage which is the last stage of Schneider's (2007) PCE's is 'differentiation', which he believes that it is during this stage that new social or regional dialect becomes the representation of identity of a society within a nation.

Based on the two frameworks provided by Moag (1982) and Schneider (2007) for the emergence of new varieties of English, the researcher believes that Schneider's (2007) framework of PCEs is more suitable to be adapted in this present study to explain the emergence of colloquial languages which are Manglish and Singlish in Malaysia and Singapore. Manglish or Malaysian English and Singlish or Singaporean English seem to possess the closest similarities with Schneider's (2007) framework of PCEs in all five stages in PCEs. Based on the history of English in Malaysia, the first two stages which are the 'foundation' and the 'exornomative stabilization' stage are true in the term of how English was first brought into Malaysia and Singapore. Historically, these two countries share similar background of how English was brought and then developed in many government mediums such as administration including education. This is mentioned by Ooi (2001):

> Both Malaysia and Singapore share a common history regarding English. Inherited from the British, the English language took root and flourished in these two countries. English became a widespread language in the local community, being the language of business, technology, and diplomacy and the language of everyday life for many people. (p.169)

The third stage of Schneider's (2007) PCEs which is the 'nativisation', matches the status of Singlish and Manglish in both Singapore and Malaysia. The debates of the use of Singlish among the Singaporeans, whether it should be banned for good or continued to be used by the Singaporeans has long started the citizens began to recognize this colloquial language in Singapore. Chye (2009) addressed the Singlish issue that according to him, there are basically two main groups in Singapore which differ in their views on Singlish. The groups are the anti-Singlish advocates who

fears that Singlish will ruin the Standard English and the pro-Singlish advocates who supports Singlish as it represents the identities of its users. The similar situation also takes place in Malaysia where there is a conflict whether Manglish should be considered as the Malaysian English which shapes a new brand of national identity that represents Malaysians (Amirah, 2010 p. 5) or is it just 'Mangled English' because "…*Manglish differ in vocabulary, morphology, syntax, and pragmatics from their foreign ancestors.*"(Young, 2008 p.4). These two situations in Singapore and Malaysia demonstrate that Manglish and Singlish have triggered the insecure feeling among their citizens whether the use of them would ruin the Standard English or whether the use of these varieties of English would be actually promoting the representation of identities of Malaysians and Singaporeans through the use of the languages.

As for the fourth stage in the PCEs framework developed by Schneider (2007) that is the 'Endonormative stabilization', both Malaysian English and Singaporean English are formally recognized in Malaysia and Singapore. However, as for Manglish and Singlish, their existence are awared by Malaysians and Singaporeans but these varieties of new Englishes still receive oppositions from certain parties regarding their roles as the presenters of national identity for Malaysia and Singapore despite some supports received from several parties that agree the two colloquial Englishes could symbolize the culture in Malaysia and Singapore.

However, the final phase in Schneider's (2007) PCEs is still not applicable for both Manglish and Singlish as both of these new varieties of English receives many oppositions from both Malaysia and Singapore as their use are feared to caused serious 'damage' to the real Standard English. Therefore, this fifth stage of PCEs is

not yet applicable for Manglish and Singlish to be fully recognized as the official representation for both Malaysia and Singapore.

2.7 Previous Studies and Frameworks on Malaysian English (ME) and Singapore English (SE) and Manglish and Singlish

Many studies have been conducted on the linguistic features contained in Malaysian English (ME). Therefore, one of the aims of the literature review for this study is to address and highlight some of the previous works which have been carried out in the study field of ME and SE and also specifically Singlish and Manglish. The researcher purposely divided ME from Manglish and SE from Singlish because many studies conducted on ME and SE seem to focus on lexical item that belong into these categories in the category of mesolect while studies on Manglish and Singlish focus only on the colloquial lexical items used by these Englishes. However, since Manglish and Singlish are still an item of ME and SE, therefore the researcher believes, it is also crucial to discuss ME and SE in this chapter rather than only studies on Manglish and Singlish because they are inter-related in various ways and could never be separated.

Platt and Weber's (1980) work on describing Singaporean and Malaysia is one of the oldest and most well-known work in the field of ME and SE. In their work, Platt and Weber (1980) attempted to study English in Singapore and Malaysia by taking into consideration important aspects of linguistic features such as pronunciation, syntax and lexical items in both countries, but only a slight emphasis was given to the structural part of ME compared to SE. However, due to the aim of this study, the researcher would only be elaborating and discussing the findings made by Platt and Weber only on the lexical part. Platt and Weber (1980) divided the lexical items of SE into two broad divisions which are words and expressions from the background languages and words and expressions which are used in SE differently from

Standard British English and other three categories which are tendency to 'participipialize' adjectives, tendency to abbreviate and general tendency to make lexical choices. Below is the list of the analyzed lexical items of SE in these categories as according to Platt and Weber (1980):

Table 2.1 List of lexical items of Singapore English II, adapted from Platt and Weber (1980) in *English in Singapore and Malaysia*, p. 83-100

Category 1 (Words and expressions from the background languages)	Category 2 (Words and expressions different with Standard British English)	Category 3 (Tendency to 'participipialize' adjectives)	Category 4 (Tendency to abbreviate)	Category 5 (General tendency to make lexical choices)
Alamak, amah. Angkat (bodek), chop, jaga, kachang, kampong, makna, padang, peon, towkay, ulu, wayang	*Alphabet(s), also, at present, attached to, batch, better, brake, close, coffee shop, coffee shop, cooling, cosy, deep, dialect, fellow, follow, freshies, frus, go up, got, hawker, hawker centre, heaty, last time, missus, outstation, over promote, put up, say again, schooling, see, shophouse, show, side, slang, sleep, sometime(s), stay, students, take, theatre, very, send*	*Teenaged, matured,*	*KL(Kuala Lumpur), PJ (Petaling Jaya), JB (Johor Bahru), KK (Kota Kinabalu), the Singapore U (Singapore University)*	*Mum, auntie, cheeky, scold, attend, converse, disclosed, encounter, occupy, presume, proceed, terminated, witness, furnish*

Platt and Weber (1980) on their summary on the features found in SE, emphasizes that a distinction should be made between the written and spoken SE as in formal writings such in newspapers, standard SE has only minor difference with the Standard British English, compared to casual writings such as letters to friends and relatives, students lecture notes and telephone messages. As for the spoken SE, Platt and Weber (1980) added that the four varieties of SE should be considered. The sub-varieties are the acrolect, upper mesolect, lower mesolect and basilect. Unlike in Singapore, Platt and Weber (1980) divided English in Malaysia in two types which are Malaysian English type I (ME I) and Malaysian English type II (ME II). ME I refers to the English of the English medium educated while ME II refers to the English of the Malay-medium educated. The main difference between these two types of varieties of English in Malaysia is that ME I is the type of English that is truly used as the second language as it is frequently used in daily communication. Unlike ME I, ME II is somewhere between the status of foreign language and a second language as some of the speakers speak English moderately to communicate or by acquiring the knowledge by watching English television programs while some speakers especially those stay in rural areas rarely use English in their daily lives.

Another well-known work on ME is done by Baskaran (2004). In her study, Baskaran (2004) addresses the aspects of ME features. She conducted the study based on her large collection of ME corpus gathered from various sources of real-life Malaysian speeches and texts. In her study, she analyzes linguistic features such as phonological aspects, lexical aspects and with special emphasis given on syntactic structures of ME. However for the purpose of this study, only categorization of lexemes will be only discussed in this chapter. Baskaran (2005,

p.37) claimed that there are several approaches or attempts that can be made to identify the characteristics of 'indigenization' which are prominent in ME. She provided a basic explanation of these three approaches in her study, which are the morphemic approach, individual lexemes and the categorization approach. In morphemic approach, Baskaran (2005, p.37) stated that various part of speech of such as lexicons from nouns, adjectives, verbs and etc. are described. In the other hand, in order to reveal the differences between ME and Standard English, lexemes can be described individually which later will result in extensive vocabularies list of what termed as 'Malaysianisms' by Baskaran (2004). On the contrary, the categorization approach is what used by Baskaran (2004) to classify lexical items in Malaysian context by taking into consideration of semantic relationship factor. Baskaran (2005, p.37) then divided ME lexemes into two types with examples. Below is the summary of categorization of lexical features in accordance to Baskaran (2004):

Table 2.2 Summary of list of ME lexemes from Baskaran (2004)

ME LEXEMES	
Local Language Referents (use of local lexicon in ME speech)	**Standard English Lexicalisation (English lexemes with Malaysian English usage)**
i- Institutionalized concepts. Example: '*Bumiputera'*	c) Polysemic variation. Example: the word 'cut' is defined as slicing in original English, but it also connotes meanings such as overtake, beat and reduce.
d) Emotional and cultural loading. Example: The word *'kampung'* (village) in Malaysia with the word 'village' in English has different perspective.	ii- Semantic variation. Example: 'windy', 'heaty' and 'cooling' are used to described related foods and drinks which carry discomfort effect to human bodies when consumed.
e) Semantic restriction. Example:	iii- Formalisation. Example: instead of

	The word *'dadah'* is a translation of word 'drugs' in Standard English but has different perspective and meaning as in 'drugs' in English.	using the word 'see' to ask a friend about an accident, a speaker would use the word 'witness' in such following sentence, "Did you witness the accident last night along Jalan Bangsar?".
f)	<u>Cultural/culinary terms</u>. Example: *'Satay'* describes the culinary terms which are available locally in Malaysia.	iv- <u>Directional reversal</u>. Example: 'She borrowed me her camera' and 'He always likes to lend my books'. In the first sentence, 'borrowed' carries the beneficiary function to the speaker as she receives the book and vice versa in the second sentence.
g)	<u>Hyponymous collocation</u>. Example: *'Meranti wood'*	v- <u>College colloquialism</u>. Example: the words 'frus' (frustrated) and 'fantas' (fantastic).
h)	<u>Campus/students coinage</u>. Example: *lecheh* (*troublesome, inconvenient, lazy or reluctant*).	

To conclude, Baskaran's (2005) study on ME has a great focus on the aspect of syntax compared to the other aspects such as phonology and lexicology.

Besides Platt and Weber (1980) work to describe the varieties of English in Malaysia and Singapore, Ooi (2001) had also made an attempt to study English in these two neighboring countries. Ooi (2001, p.178-180) distributed the divisions of English in both Malaysia and Singapore into five groups according to which category that the words belong to. The groups are presented in the following table:

Table 2.3 Summary of divisions of English in Malaysia and Singapore according to Ooi (2001)

Groups	Description
A: *Core English*	Group A contains the types of words that are related to the Standard English. E.g. *Typhoon, kungfu and sari.*
B: *SME/words of English origin/formal*	Group B comprises words which are derived from English which are acceptable and recognized by Malaysia and Singapore people in both contexts of formal and informal. E.g. *Singapore girls, steamboats*

	and love letters.
C: *SME/words or hybrids of non-English origin/formal*	Group C comprises words which are not derived from English which are acceptable and recognized by Malaysia and Singapore people in both contexts of formal and informal. There are no other English parallel or alike words for words belong in this group. E.g. *Songkok, rambutan anad ice kachang.*
D: *SME/words of English origin/informal*	Group D comprises words which are derived from English which are usually acceptable in conversations when used in local informal context. The words belong in this group are regularly considered as 'Manglish' and 'Singlish' by highly educated speakers of SME. E.g. *play-play*
E:*SME/words or hybrids of non-English origin/informal*	Group E comprises borrowing words from substrate languages and dialects. For instances Hokkien and Bazaar Malay. These types of words are frequently found in informal conversations and most words are considered as 'Manglish', 'Singlish' or 'errors'. E.g. *Kiasu and Mat Salleh*

The following figure is the original Model of Concentric Circles as illustrated by Ooi (1998,1999):
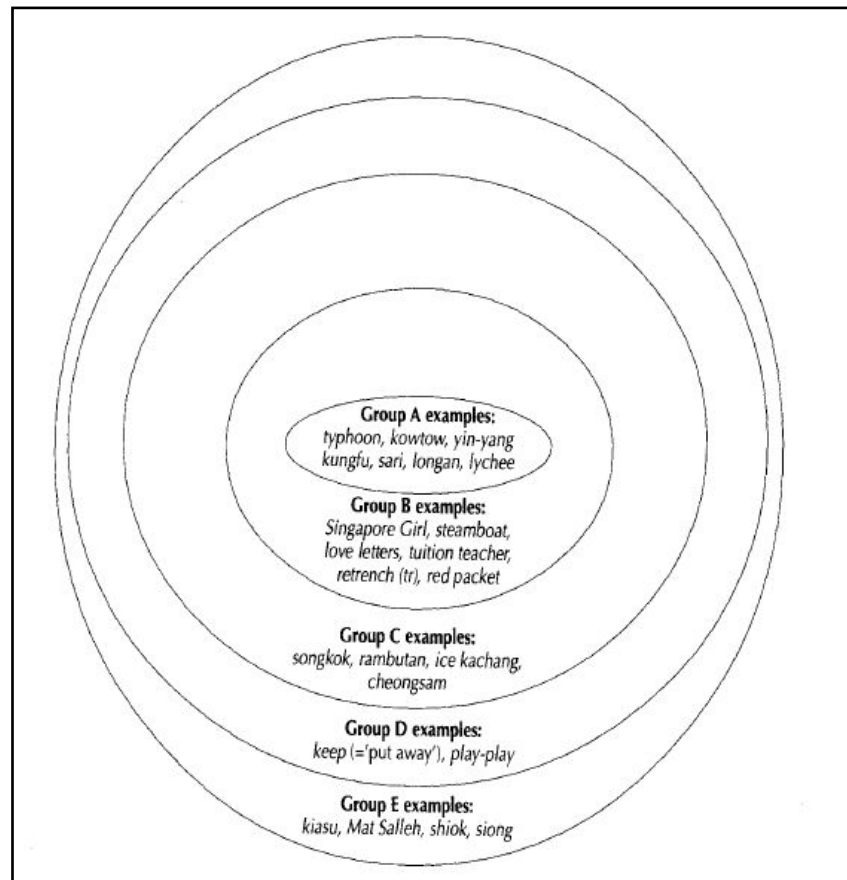
Figure 2.1 Concentric Circles for nativised Englishes, including the SME variety. From Ooi, 1998; Ooi, 1999 as cited in Ooi (2001, p.180)

Besides the study conducted by Ooi (1998; 1999), where he attempts to classify the lexical items in Singapore and Malaysia into five different groups, Lim (2001, p. 130-139) studied the lexical differences between Singaporean words and Malaysian words. The data from his study were sourced from two Singapore newspapers which are The Straits Time (ST) of 1993 and 1994, The New Paper of 1993 and 1994 and from Malaysia newspapers, The New Straits Time (NST) of 1994 and 1995. Lim (2001) found that there are some lexicons in Singapore which he considers them as "uniquely Singaporean words" because these words do not seem to appear frequently or do not appear at all in the Malaysian newspapers and vice versa for

some lexicons which he considers them as "uniquely Malaysian words". Besides some lexical items that have been found peculiar to both SME such as loanwords from background languages (*angpow, ice kacang and etc.),* novel compounds *(reunion dinner, tuition teacher and etc.)* and totally new invention of definitions taken from English words *(blur, tackle and etc.)*, Lim (2001) discovered that there are actually some lexicons that SME did not seem to share similarities. Following are the findings from Lim (2001) where he provides list of lexicons which are "uniquely Singaporean and Malaysian words". However it is crucial to note here that the lists provided below are not exhaustive but they are fairly representative.

Table 2.4 Adapted from Lim (2001, p.130-133) in Evolving Identities: The English Language in Singapore and Malaysia

Uniquely Singaporean Words		Uniquely Malaysian Words	
Things or Phenomena Relating to the Urban Landscape or Lifestyle	*Conservancy charges/fees, corner terrace, executive condominium, executive flat, intermediate terrace, killer litter, point block, slab block, void deck*	Things or Phenomena Relating to Traditional Malay or Muslim Customs	*Azan, azimat, baju Melayu, berbuka puasa, bilal, duit raya. Dukun,ibu duit, khalwat, jubbah, muhibah, nafkah, sampan, serban, siak, surau, takaful, ummah*
Things or Phenomena Relating to Urban Transport	*Bus pass, fare card, interchange, MRT*	Concepts from the Political Domain	*Bumiputera, ceramah, rakyat*
Things or Phenomena Relating to Government Policies	*Advance medical directive, COE,exit permit, graduate*	Things or Phenomena Relating to Perceived Problems of Modernization	*Bohsia, bohsia girl, dadah, lepak*

	mother, Medisave, scrap value, statutory board, weekend car	and Urbanisation	
Things or Phenomena Relating to Schools or Education Policies	*Independent school, junior college, neighborhood school, premier school*	Titles	*Datuk*, and, by extension, *datukship; Mentri Besar, Tan Sri*
People	*Grassroots leader, samsui women, Singapore Girl*	Miscellaneous	Federal road, outstation, shoplot, tukang karut
Miscellaneous	*Airtropolis, dianxin, gongfu,guotiao, hongbao*		

From these findings, Lim (2001) stated three main observations from the differences of the lexicons above between Singaporean words and Malaysian words. First, most of the words found in Singapore English (SE) are renovated lexically which are originated from present English words in the form of novel compound. Conversely, most lexicons found in Malaysian English (ME) are adapted from Malay words in the form of loanwords. The second observation is that, the unique lexicons found in SE commonly denoting to a modern and urbanized way of lifestyles and also government policies, meanwhile the unique lexicons found in ME mostly referring to events regarding traditional Malay or Muslim way of lifestyles and norms. As for the third observation, in terms of the Chinese loanwords used in SE, they are generally pinyinised whereas in ME the Chinese loanwords as such from Hokkien and Cantonese are maintained in their original forms. For example, in SE, loanword such as guotiao is a result of pinyinised Chinese loanword while in ME, the word is kway teow which is the traditional form in its dialect.

These findings made by Lim (2001) about the lexical differences between SE and ME proves that SE and ME are doubted to possess similarities in terms of how English is used in both countries. This is parallel to the statement made by Baskaran (2005, p. 20-21) that ME should not be subsumed under SE as these two countries (Malaysia and Singapore) respectively have went through divergence in the implementation of language policies since their separation. This reveals that there are great possibilities of quite an amount of lexicons that will reveal differences which are found in the blogs produced by Singaporean and Malaysian bloggers in this present study.

The Glocalization model is another model describing the variety of English available in Singapore created by Alsagoff (2010). It is a continuant of Cultural Orientation Model (COM) by Alsagoff (2007) which both of these models exhibit more similarities than differences. Compared to other previous models on English in Singapore which have been discussed earlier (Diglossia model and Lectal Continuum model) COM suggests that in order to describe the phenomenon of language variation, the relationship between "*social background of the user, and/or the function or register of the context*" cannot be taken into account (Alsagoff, 2007 cited in Alsagoff, 2010, p. 114). I would agree with Alsagoff (2007) as Singapore has been evolving to this current time and there have been many changes made and new policies being implemented in the country such as in education matters. Most Singaporeans nowadays possess at minimum of ten years English education and the use of English in Singapore is now a blend of local taste, resulting Singaporeans to use English to achieve their own communicative purpose, and all these have altered the profile of English speakers in Singapore in this present time unlike in the many

previous years (Alsagoff, 2010, p.114-115).

Quite similar to COM, the Glocalization Model contains two main ingredients which have different way of orientations. One of the orientations is towards the global perspectives meanwhile another one is locally oriented. These two orientations can then be viewed on their distinctions as below which I have summarized according to Alsagoff, 2010 p. 115:

Table 2.5 Summary of the Glocalization Model by Alsagoff (2010)

Orientation	Description
Global perspective	Relies on the concept of "assimilationist". As a result from Singaporeans in their efforts to establish identities in order to be accepted internationally towards achieving goals for their business-related and trades needs.
Local (ist) perspective	Relies on the concept of "separateness". A supplementary element that appears within Singaporeans to apply the individuality of Singapore English traits which distinguishes it from the Standard English among speakers for cultural and personal identity purposes.

It is noted quite obvious here that, both COM and glocalization model contain the globalist and the localist perspectives. However Alsagoff (2010, p.116) emphasizes the most important dissimilarity that can help to distinguish these two models which in terms of definition of how linguistic variation is linguistically described. In COM, in order to explain linguistic variation, comparison use between referential varieties and macro-cultural perspective is studied, meanwhile in the glocalized model,

linguistic features which act as a guide to describe the cultural and identity orientation of speakers is used to describe references variation in the continuum of globalist-localist, which consists of three possible aspects that can be used to study Singapore English; lexico-grammar, phonology and pragmatics (Alsagoff, 2010, p. 116).

The lectal continuum model is the oldest model developed to describe the use of English in Singapore by Platt and his students (Platt and Weber 1980; Ho and Platt 1993). According to this model, speakers in Singapore are categorized in three different continuums which are acrolect (the most prestigious, standard and near-native English), mesolect (the middle-standard English) and basilect (the most colloquial and non-standard English). The lectal continuum model does not treat the use of these different continuums (acrolect, mesolect and basilect) as very much dependent to the socio-economic status of the speakers. Alsagoff (2010) explains that this model would not longer to be suitable or precise to analyze Singapore English as within the period of British colonial rule and some periods after that, the type of English spoken depends on the education background of speakers and the standard level of English will increase along with the education status of the speaker. She added more that as time passes by and changes, the widespread use of English is becoming larger and this too has altered the situation of English in Singapore where the factors of education and socio-economic status of the speakers do not affect the use Standard Singapore English (SSE) and Colloquial Singapore English (CSE). English speakers in Singapore in this case, will switch between SSE and CSE according to which context that they are in; formal (e.g. speeches) or informal situations (e.g. when with friends and family).

Unlike the lectal continuum model, the diglossia model (Gupta 1994) introduces the term H (StdE) and L [Singapore Colloquial English (SCE)/ Colloquial Singapore English (CSE)/ Singlish). The H-variety has a common usage in formal situation such as in education and for writing matters with an exception of its use in terms of dialogues. On the other hand, the L-variety is a contrast to the H-variety, with the main distinction lying in syntax and morphology. Singapore Colloquial English (SCE) is a term used to refer to this L-variety of English in Singapore. SCE is the type of English that is used when it comes to casual circumstances such as at home. In fact SCE is the variety of English which is used by children since they got to know this world (Gupta, 1994 p.7). However, this model focuses on Singaporeans who possess good educational background and neglect speakers with low proficiency of English (Alsagoff 2010, p.114). This is because, in the diglossia model, the variation of English in Singapore is represented   as "*register variation*" which means speakers of English in Singapore purposely switch to the non-standard local dialect which is also widely known as Singlish not because of their education backgrounds and socioeconomic status but because of function or domain. Gupta (1994, p. 8) also emphasizes the degrees of aim between the terms H and L in her diglossia model instead of separating them into two very distinct items.

Following Baskaran's study on the features contained in ME, a few researchers have also addressing the issue of ME in their works.

The issue of ME then interested Tan (2006) in the context of entertainment where he studied Singapore English and Malaysian English in two famous television sitcoms which are 'Phua Chu Kang' and 'Kopitiam' for his Master's Degree dissertation. Tan (2006, p.88) concluded that ME and SE possess more similarities than

differences. Besides that Tan also found a large amount of lexical borrowings that originated from local dialects.

Zaidan (1994) talked about Malaysian English in his book '*Malaysian English: a sociolinguistic and TESL/TEFL perspective*'. Zaidan (1994) categorized the types of ME lexicon available in Malaysia into three broad categories which are *Malaysian words (e.g. stylo* and *cun), Malaysian flavor (e.g. boring, action* and *blur)* and lastly *direct translation (e.g. itchy, round* and *shake leg)*. In his study, Zaidan (1994) tried to investigate the use of ME lexicon in the context of Internet Relay Chat (IRC) among non-Malaysian chatters regarding their attitudes on the use ME. At the end of his study, he concluded that the use ME in the context of IRC is acceptable and understood as the chatters involved in the study are open to all types of English used in the conversations and are less concerned about the accuracy of the English used by other chatters. Zaidan (1994) added that this could be due to the awareness possessed by the non-Malaysian chatters regarding the context of the IRC itself that not all of the IRC users are native speaker of English. Zaidan's study proves that in international communication, the accuracy of the language used should not be placed as the primary factor towards effective communication. According to Zaidan (1994), "*the accuracy is only perceived as a secondary factor in communicating effectively*". His study reveals that colloquial English is still acceptable in the perception of non-Malaysians, as long as the message conveyed is understood.

Another attempt on studying the features of ME is done by Norrizan (1995), where she carried out a research with a special focus given on tag questions produced by university students such as 'isn't?' and 'right?'. Norrizan (1995) found that tag

questions such as "*right?*" had the highest frequency of use among the students and followed by other tag questions such as "*is it?*", "*isn't it?*" and "*aaa*". Norrizan (1995) adds that the occurrences of the tag questions in the use of English among the participants involved in the study shows the unique side of Malaysians using English. However, as mentioned in the implications of her study, she also claimed that the participants did not use the tag questions appropriately especially in the aspect of intonations. This situation might result in the communication breakdown when Malaysians are engaged in communication involving native speakers or non-Malaysians. Based on Norrizan's (2005) findings, the researcher believes that the use of colloquial English can contribute to the sociolinguistic significance that is demonstrating the unique characteristic among Malaysians when using English, but its use should be limited in the appropriate context and its users have to ensure that the colloquial English that they are using would not cause communication problems when communicating with others especially non-Malaysian speakers.

2.8 Previous Studies on colloquial ME (Manglish) and colloquial SE (Singlish)

This section will highlight previous studies that focused only on Manglish and Singlish which are the colloquial type of English available in Malaysia and Singapore. However, unlike ME and SE where there have been quite a number of studies conducted specifically in the lexical item analysis, there are not so many studies done on Manglish and Singlish particularly on lexis.

Gupta (2006) investigated the use of Singlish on the web by taking 100 websites that were using Singlish as the samples for her study by using keyword sampling method. Based on the samples, Gupta (2006) found out that the use of Singlish is

quite wide spread as it is used in creative writing, journalism, promotional material, chat rooms and blogs. Besides that, Singlish has also become a hot topic of discussions in various languages. However, the main focus of Gupta's study was to make a comparison in terms of how Singlish functions when compared to a traditional English dialect, Geordie. Gupta (2006) claimed that such a comparison is valid as Singlish and Geordie share the same function. In her paper, Gupta mentioned four other places where these places possess existence of English varieties. However, only Singlish and Geordie are viewed by most people as dialect of English because they are never used in formal contexts. At the end of Gupta's investigation, after analysis on the linguistic features has been carried out for Singlish and Geordie, she found that both of them are similar in functions and use. Gupta (2006) also concluded that because in the world of web, users could not see each other to communicate, they tend to express their self-identity through words where the users of Singlish and Geordie in this case both demonstrated this kind of function as the L-varieties. This findings made by Gupta (2006) shows that Singlish or the colloquial SE possess a role that help its user to express their identities to others through the use of words or lexical items in writings.

Wong (2005) carried out a research on a specific lexical item that is frequently used in Singlish which is the particle '*one*' with relation to semantic analysis. Wong (2005) believes that the particle '*one*' could reveal much about how users of Singlish in Singapore think. From his analysis, Wong (2005) found out that '*one*' is used in several functions as in an expression of "definitiveness" and also an attempt to manipulate how an addressee thinks. Besides that, Wong (2005) also claimed that the uses of the particle '*one*' somehow demonstrates as long as the statement or

what he termed as the "proposition" contains the element of definitiveness, speakers of Singapore English   do not clearly make distinctions between "what they think" and "what they know". Finally, Wong (2005) suggested that the use of particle '*one*' exhibits that when a "proposition" is made, the speakers of Singapore English are most likely being drifted to amplify it. Wong's (2005) study indicates that the particle '*one*' or other particles that could be found in Singlish contain various semantic meanings that can help one to comprehend more on the culture or the way of this speech community in Singapore thinks.

Lee-Wong (2001) talked about the polemics of Singlish in her article. Polemics of Singlish in other words is the controversial issue that many have been debating regarding Singlish. Lee-Wong (2001) tried to analyze the culture, identity and function of English in Singapore. While, the use of Singlish has been described as ruining the Standard English as the government of Singapore has taken a few steps in improving the status of English language among its citizens, Lee-Wong believed that Singlish actually promotes unity between Singaporeans with good educational background or status with those with less educated and lower economic status in Singapore. She added more that even though, Singlish is limited to certain contexts, for example people would only be using Singlish to communicate in places such as at market place and never in formal contexts, Singlish is indeed a representation of the culture and identity of Singapore. Lee-Wong's examination of Singlish and its function in symbolizing the culture of Singapore reveals that even though Singlish is considered as the colloquial type of English in Singapore because of its huge distinctive features from the Standard English, Singlish played a special role in fostering the unity ties between the Singaporeans. Besides that, Singlish proves that

language with local dialectal features could function as a crucial element that helps to shape the unique identity of Singaporeans that helps to distinguish Singapore from other countries around the globe.

Pillai and Fauziah (2006) investigated the variety of Malaysian English in their article with a particular emphasis given on the colloquial Malaysian English (CME) or Manglish in commercial radio advertisements. In order to achieve the purpose of their study, Pillai and Fauziah (2006) audio taped advertisements that were aired on a breakfast show from a local radio station. The advertisements were transcribed and analyzed for the features of CME. Pillai and Fauziah (2006) had also set the criteria or features for what they called as CME. According to them, the syntactic structures of CME should be non-standard, the lexical items of CME should be originated from both English and non-English origin which may be applied in formal and informal situations an [with reference to Ooi's (1997;2001) Concentric Circles Model] and finally, CME should contain salient elements of ethnic accents. Based on their results on the pronunciation features of CME in their study, Pillai and Fauziah (2006) found out that, the main voice over (MVO) that is used in all the collected advertisements contain "unmarked ethnic accent" compared to the other speakers or other voices available in the advertisements. In other words, the MVO in the radio advertisements are spoken with the pronunciation of Standard English and have no features of CME at all in the pronunciations as the MVO functions to deliver the main advertisement message to the listeners. In terms of the vocabulary aspect, they discovered that more localized lexical items are used when the marked ethnic accent are applied in the advertisements to represent identities of certain ethnic groups when using ME. On the other hand the syntactic structures of CME

shows that question tags such as '*ah*', the use of '*got*' and particles such as '*lah*' are typical in the radio advertisements. At the end of their study, Pillai and Fauziah (2006) concluded that the influence of CME in radio advertisements was significant as raised by some public people figures. CME is frequently used as the attraction factor to draw listeners' attention to the advertised content aired on the radio station besides other factors such as comic effect, representation of multi-ethnic Malaysia and to show the sense of 'Malaysianess' (Pillai and Fauziah, 2006).

To sum up, all these previous studies conducted in the area of colloquial SE and ME or Singlish and Manglish, are aimed to investigate the reasons behind the use of Singlish and Manglish among Singaporeans and Malaysians especially in the lexical level analysis. Even though, the methods use and the main focus of all the mentioned studies vary, but all of them share similarities in the findings made in their investigations which is, the use of Singlish and Manglish is very much related to the representation of identities of the users as Singaporeans and Malaysians despite whatever else goals that these users wish to achieve by using Singlish and Manglish in communication.

2.9 Conclusion

Based on all literature from the previous research conducted by scholars mentioned in this chapter, the researcher is able to cover most of the important aspects which are crucial in order to carry on this present research. One of the points covered in this chapter includes the status and varieties of English in Malaysia and Singapore where the literature prove that due to the separation of these two countries many years ago, many changes on the policies had been implemented in both Malaysia

and Singapore especially in the aspect where language for medium of communication is concerned. This has caused both countries to possess their own varieties of English ; the Malaysian English and the Singaporean English which both of these English varieties are then classified into several categories ranging from acrolect (the most prestigious varieties of English) to basilect (the most informal or colloquial varieties of English which often known as Manglish and Singlish).

Besides that, the literature collected for this chapter has also shown that web logging or blog is one of the types of CMC which has been gaining an increasing amount of interest among people from all around the world nowadays. This is due to the characteristics of the blog itself that requires no editing process from third party before it can be published online. As a consequence, many colloquial forms of English in Malaysia and Singapore (Manglish and Singlish) could be found in these blogs.

Other than that, the researcher is also aware of the existence of many frameworks of Malaysian English and Singaporean English invented by scholars from previous researches. All the frameworks provided in the literature such as by Plat and Weber's (1980) study on ME and SE linguistic features (pronunciation, syntax and lexical items, Baskaran's (2005) analysis that deals especially with syntactic structures of ME, Ooi's (2001) Concentric Circles for Nativised English, Lim's (2001) divisions of uniquely Singaporean and Malaysian lexical items, Alsagoff's (2010) Glocalization Model, the lectal continuum model invented by Platt and his students (Platt and Weber 1980; Ho and Platt 1993), and Gupta's (1994) digglosia model would be very helpful for the researcher's further understanding on these two

varieties of English in Malaysia and Singapore especially in the lexical level. Besides these well-known frameworks, other studies by previous researchers such as Tan's (2006) on SE and ME in 'Phua Chu Kang' and 'Kopitiam' sitcoms, categorization of the types of ME lexicon by Zaidan (1994) and study on the use of tag question in ME among university students by Norrizan (1995) also provide more insights for the researcher in understanding ME and SE.

As for the conclusion, all the previous researches collected in this chapter regarding English in Malaysia and Singapore and English on the internet especially in web logging has contributed a lot in facilitating the researcher to conduct this present research.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the researcher would be discussing the research methods and procedures which were used in order to complete the study. This chapter includes the design of the study, the procedures or methods, the instrument used for the purpose of data collection and how the data was analyzed.

The researcher would also be discussing the process of obtaining selected data for this study which was collected through reading analysis and surveys. The primary data used for this study is collected from writings in personal blogs produced by bloggers from Malaysia and Singapore. The writings produced by these bloggers collected were from the personal blogs will be then analyzed in the level of lexical analysis which in the case of this study is to compare the types of lexical items. It is hoped the product from this study will yield answers for the research questions proposed in this study that is to find out whether there is any similarity and difference between Manglish and Singlish lexical items in the data collected.

3.1 Sampling

In accordance with the aims of this study itself, which is to find out whether there is any similarity and difference of lexical items between Manglish and Singlish from texts obtained from blogging, a total of 62 personal blogs that consist of 31 Malaysian bloggers and 31 Singaporean bloggers were selected by the researcher. The researcher would then collect about 5,000 words used in each blog, written in the period ranging from July 2011 to October 2013 resulting the total number of 313,172 words collected for all the blogs that were used in this study. All the blogs selected for this study are actively updated by the bloggers with the frequency of at least once in a month.

The small corpus size collected from both Malaysian and Singaporean bloggers to study the comparison between Manglish and Singlish lexis will definitely be questioned by some. However, even though the corpus size of this present is small but it is collected based on specific criterion set by the researcher which is in this case only blogs written by bloggers who possess at least a college education will be selected as the respondents in this study. Quoting Johansson (1991), this is true for small scale corpus research where he admits that "*there is still something to be said for the small, carefully constructed corpus*". For example, Salager-Meyer (1990) in her study on the comparison between French and Spanish medical metaphors in medical English prose, a total of 130,000 words is collected for the purpose of her study. Therefore, the researcher believes that the small size of corpus in this present research,   even though it is definitely not able to represent the whole population of the use on Manglish and Singlish among Malaysian and Singaporean bloggers, it is enough for an initial step for further studies to be conducted in the area of Manglish and Singlish.

Personal weblogs or blogs were chosen for this study because there are elements of casual writings produced by the bloggers. Because the contents in blogs are not filtered by any third party, such as in letters sent to the newspaper's editorial, the language in blogs especially personal blogs is casual and very much "diary-like". Therefore there are high possibilities that the researcher would find many colloquial lexical items in the blogs collected since this study mainly focusing on the colloquial variety of English exist in Malaysia and Singapore which are Manglish and Singlish.

The blogs were selected from several blogs search engine directories. The blogs search engine directories that are used in this study are:

Malaysian Blogs

i-   Blogmalaysia (www.blogmalaysia.com)

ii-   Malaysia Central (www.mycen.com.my)

iii- Bloggers Malaysia (www.bloggersmalaysia.blogspot.com)

iv- Google Blogs Search

Singaporean Blogs

v-   BloggerSG (www.bloggersg.com)

vi-   SGblog (www.sgblog.com)

vii- Bloggers (www.bloggers.com)

viii- Google Blogs Search

All the blogs which were selected on a single category can be considered as the control variable used in this study. The blogs that were selected were under a same category which is personal blog. The justification for selection of personal blogs in this study is

that they are consisted of variation of topics that one can write about such as families, schools, workplaces, hobbies or personal interests and many other matters which are related to the bloggers. Due to these variations of topics, it is predicted that there would be quite a large amount of lexical items that can be found which are used in the context of Manglish and Singlish, suitable to the aim of this study itself which is to explain the distinctive lexical features between these two varieties of colloquial English.

Besides personal blogs that are used as one of the control variables in this study, the bloggers selected were also in the age range of 18-35 years old. All these details of age and gender will be identified from the 'About Me' section in each blog. However, for variable such as socio-economic status of the bloggers such as occupations and educational level status, they might not be available in the 'About Me' section in some of the bloggers' profiles. Therefore, besides identifying the information in the 'About Me' section, the researcher also distributed survey forms to bloggers for them to fill in their personal details (e.g. age, gender, education level and occupation). The survey forms were conducted online.

Even though this process of distributing the forms and gaining the necessary feedbacks from the bloggers was quite a challenging quest for the researcher to carry out, the effort was necessary to add the element of validity for the future analysis made in this study.

3.2 Data Collection Procedure

Even though the researcher used concordance software to facilitate the data analysis process, it was essential for the researcher to manually read all the blogs that had been collected to initially obtain the first impression and gross understanding on the writings produced by the Malaysian and Singaporean bloggers. It was then based on the reading, the researcher had manually selected all Manglish and Singlish lexical items available in the blogs before the concordance software was used to determine the frequency of the appearance of these lexical items in blogs. Although the frequency of the lexical items could only be done manually by the researcher, the concordance software was still utilized in this study for more precise frequency counter and to facilitate the process of comparing Manglish and Singlish lexical items.

After the researcher completed her process of reading all the blogs that she had collected for this study, the next step was for the researcher to use the concordance tool which in this study was AntConc3.2.4w. Developed by Laurence Anthony from Waseda University, Japan, AntConc is a free-of-charge concordance software that functions both in Windows, Mac OS X and Linux systems. The concordance program is able to generate Key Words in Context (KWIC) concordance lines and also the distribution of the concordance. There are also built-in tools in AntConc for word clusters (lexical bundles), collocation, word frequencies and keywords analysis.

As the researcher would be including the screenshots for the related data that will be discussed in Chapter 4, it is crucial for the researcher to provide explanations on the tools and analysis procedures in AntConc software which were used for the data analysis in this study. Figure 3.1 shows the full screenshot of AntConc before the data analysis process

starts.

The Steps in Using AntConc3.2.4w Concordance Software

All the raw data available in blogs (Word file) were converted into .txt format in separate files according to the blogger's country. For example, the first blogger was from Malaysia, so the .txt file for this blogger would be "B1_M.txt" and so as the blogger from Singapore where the .txt file was named as, "BS_1.txt". Therefore, 62 .txt files were made available before the concordance software can be used.
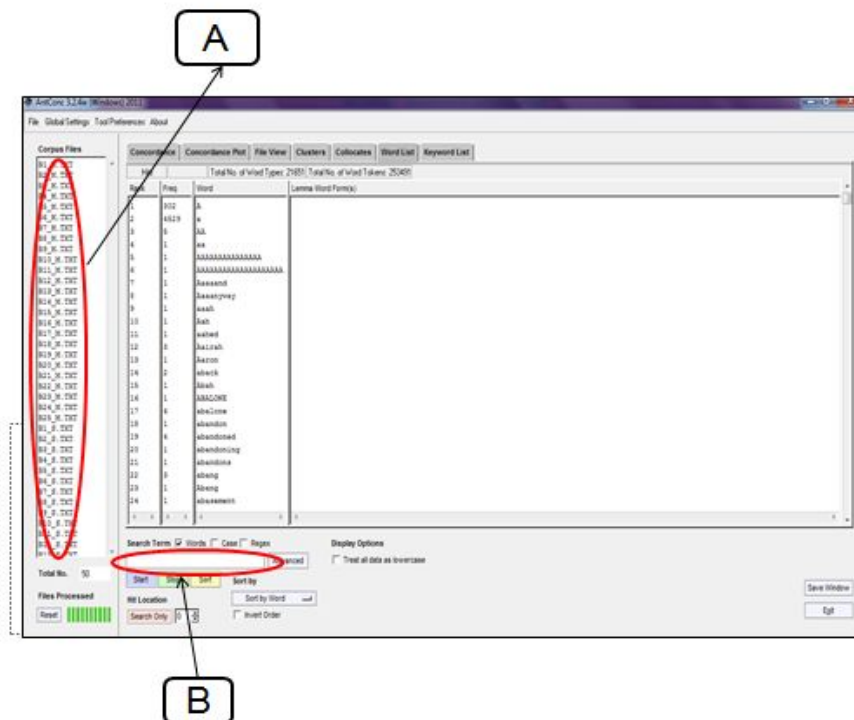
Figure 3.1 The full screenshot of AntConc

Based on Figure 3.1, the lists of .txt files from all the bloggers selected in this study would appear in AntConc as shown by symbol A. Symbol B indicates the search box for AntConc user to type any desired words here. For example, the lexical item "*kiasu*" that was obtained from the blogs (which was first manually identified by the researcher based on her reading).
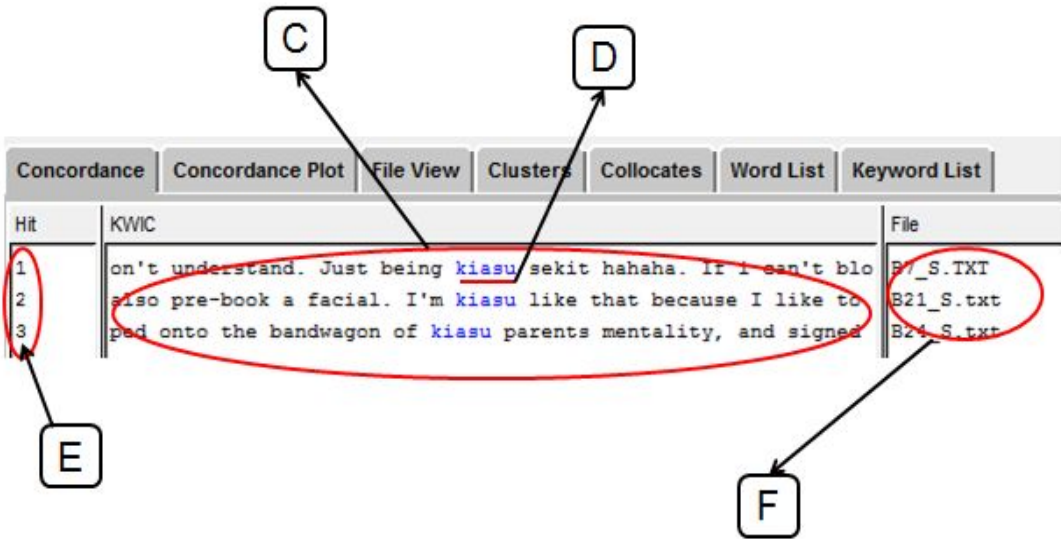
Figure 3.2 Sample of the product of analysis using AntConc

Based on Figure 3.2, symbol C shows that the lexical item "*kiasu*" is highlighted (represented by symbol D) by AntConc in the KWIC box which displays all the sentences in blogs that contained the lexical item. Symbol E on the other hand indicates the number of hits the software manages to find the lexical item of "*kiasu*". In this sample from Figure 3.2, the user would know that the frequency of lexical item "*kiasu*" appears three times in the blogs collected. Meanwhile, symbol F tells the user in which blog (.txt files) the lexical item "*kiasu*" are found by AntConc.

3.3 Data Analysis

The first step that the researcher took in analyzing quantitative data collected for this study was by reading all the selected entries collected from 62 different blogs written by both Malaysian and Singaporean bloggers. The researcher took almost a month in order to complete this process of reading. After the researcher had completed her reading, the researcher started her quantitative analysis on the collected data by selecting all the lexical items that belonged to Malaysian English (ME) and Singapore English (SE). Because the aim of this present research was to emphasize only on the colloquial part of ME and SE which are known as Manglish and Singlish, the researcher adapted Baskaran's (2005, p.37-49) work on ME features and Ooi's (2001, p.178-80) works on ME and SE as a guide or the analytical frameworks to categorize these lexical items and then dividing them according to their categories.

It is also important to note here that, in this present study the purpose of adapting Baskaran (2004) and Ooi's (2001) frameworks is only for categorizing or distinguishing Manglish and Singlish lexical items from ME and SE lexical items as they are not exactly similar. Therefore, after the researcher manages to identify only Manglish and Singlish lexical items for further analysis, the researcher would be then categorizing the lexical items according to the lexical categories and not to the categories in Baskaran's or Ooi's (2001) frameworks.

3.4 Conclusion

In conducting this research, the researcher had carefully selected the respondents to be involved in this study who are the bloggers from Malaysia and Singapore through the method of sampling by identifying their demographic details through their blogs. This was crucial to ensure that all the subjects where their blogs were used in this study must at least possess college education level and had average level of English knowledge in order to investigate the use of colloquial English among the participants in the context of casual writings. The basic background information of the bloggers were obtained through the use of an online form that the bloggers need to fill in. Besides that, the researcher also identified suitable analytical frameworks from previous studies in analyzing the collected data in this study.

CHAPTER 4

ANALYSIS OF DATA COLLECTION

4.0 Introduction

In this chapter, the researcher would be discussing the findings that have been obtained from the data collected for the purpose of this study which is the Manglish and Singlish lexical items that have been identified from the blogs collected from the 62 bloggers (31 Malaysian bloggers and 31 Singaporean bloggers). The blogs are collected from several blog directories which are Google blogs search engine and also the following directories which have been mentioned previously in Chapter Three.

However, the researcher would be only analyzing the data obtained in this chapter quantitatively. The frameworks that will be used by the researcher to analyze the data, which is the Manglish and Singlish lexical items from the 313,172 words collected in Malaysian and Singaporean bloggers are Baskaran's (2005) local language referents and Standard English lexicalization and Ooi's (2001) Concentric Circle Model. Meanwhile, the categories of the lexical items are provided by the researcher herself based on the collection of the lexical items obtained.

As for the conclusion, this chapter will discuss the use Manglish and Singlish lexical items by Malaysian and Singaporean bloggers in blogs.

4.1 Summary of Data Analysis

In order to compare ME and SE lexis use in personal blogs, the researcher has selected the lexis which can be considered as Manglish and Singlish and categorized them with reference to Ooi's (2001) Concentric Circles Model. Because Malaysian English (ME) and Singapore English (SE) cannot be regarded the same as Manglish and Singlish as ME and SE are considered to belong in the mesolectal category (which the use of lexis are still accepted both in informal and formal contexts) while Manglish and Singlish lexis belong in the basilectal category (which the use is not acceptable at all in formal context and considered as 'broken' English'), it is important for the researcher to refer to Baskaran's (2005) framework and also Ooi's (2001) Concentric Circles Model to distinguish the ME and SE lexis from Manglish and Singlish lexis respectively. Table 4.1 represents the findings of   Manglish and Singlish lexis in the 62 personal blogs collected from Malaysian and Singaporean bloggers.

Before the researcher can start comparing Manglish and Singlish lexis found in data collected, there is a need to sort the lexical items in certain groups which in this case, Ooi's Concentric Circle (2001) and Baskaran (2004) are used as analytical frameworks by the researcher as shown in Table 4.1 and Table 4.2. However, the researcher would only be using Baskaran's (2005) and Ooi's framework only for the purpose of distinguishing Manglish and Singlish from ME and SE. Therefore, at the end of the analysis of the data, the resaearcher would not be comparing the results of the data with the results obtained by Baskaran (2004) and Ooi (2001)

Table 4.1 Categorization of Manglish and Singlish lexical items found in blogs collected according to Baskaran (2004) Local Language Referents and Standard English Lexicalization

Framework 1: Baskaran (2004) Local Language Referents (Use of Local Lexicon in ME Speech)					
Institutionalized concepts	Emotional and cultural loading	Semantic Restriction	Cultural/ culinary terms	Hyponymous collocation	**Campus/student coinage**
Agong Datin Dato Zakat	Kampung	-	Angbao Baba Baju kurung Chapatti Dimsum Sushi Asam Belacan Bingka Cendol Congkak Dhal Duku Ice kachang Idli Kueh/kuey Kuey teow Kopitiam Laksa Laksam Mamak Mi/mee Mihun Murtabaks	Durian fruit Asar prayer	**Abuden Ah Aiya Bangla Bo bian Bu shuang Buay Chinchai Chope Cibai Ciplak/ciplaking Dunno Ex-kolej-ian Fengdiao Gatal Gegirls Goondu Goyang kaki Jiayou Jitao Kaki lang Kapchai Kena La/lah**

				Lansi
		Nasi Lemak		**Lansi**
		Tandoori		**Let's makan**
		Tempe/tempeh		**Lor**
		Teochew		**Makan – makan**
		Tomyam		**Meh**
		Toufu/taufu		**Pangsai**
				Pau
				Samsui
				Sepet
				Sia
				Siao
				SMS
				Syok sendiri and syiok
				Tahan
				Tai chi liao liao
				Wah
Baskaran (2004) Standard English Lexicalisation (English lexemes with Malaysian English usage)				
Polysemic variation	**Semantic variation**	Formalization	Directional reversal	**College colloquialism**

Man	Blur Camwhore Chop Send Short people Thick-faced	-	-	Awsum/awzum Aircon Liddat and liddis Ori Stylo Uni Vogiu

Table 4.2 Categorization of Manglish and Singlish lexical items from ME
and SE lexical items according to Ooi's Concentric Circle Model (2001)

Framework 2: Ooi's Concentric Circle Model (2001)				
Group A: Core English	**Group B: Words of English origin/formal**	**Group C:Words or hybrids of non-English origin/formal**	**Group D:Words of English origin/informal**	**Group E:Words or hybrids of non-English origin/informal**
Chapatti	Babygirl	ABC	**Actually**	**Abuden**
Dim sum	FOC	agong	**Aircond/aircon**	**Ah**
Mahjong	Johor boys	Angbao	**Already**	**Aiya**
Sushi	Malay girls	Asam	**Also can**	**Bangla**
	Malay guys	Asar prayer	**Awsum/awzum**	**Bo bian**
	Steam fish	baba	**Blur**	**Bu shuang**
	Steamboat	Baju kurung	**Camwhore/camho ring**	**Buay**
	Tuition centre	belacan	**... or not?**	**Chinchai**
		Bingka	**Chop**	**Chope**
		cendol	**Like that?**	**Cibai**
		congkak	**LOL**	**Ciplak/ciplaking**
		datin	**Long story short**	**Dunno**
		Dato	**Man**	**Ex-kolej-ian**
		dhal	**OMG**	**Fengdiao**
		duku	**Right?**	**Gatal**
		Durian fruit	**Right or not?**	**Gegirls**
		Ice kachang	**Send**	**Goondu**
		idli	**Short people**	**Goyang kaki**
		kampung	**Some more**	**Jiayou**
		kopitiam	**Thick-faced**	**Jitao**
		Kueh/kuey	**Is it?**	**Kaki lang**
		Kuey teow	**Where got**	**Kapchai**
		laksa	**You know**	**Kena**
		laksam	**WTF**	**Kerusi malas**
		mamak		**Kiasu**
		Mi/mee		**La**
				Lah
				Lansi
				Lets makan
				Liddat
				Liddis
				Lor

		mihun	**Makan - makan**
		Murtabaks	**Meh**
		Nasi lemak	**Ori**
		tandoori	**Pangsai**
		Tempe/tempeh	**Pau**
		teochew	**Samsui**
		tomyam	**Sepet**
		Toufu/taufu	**Sia**
		zakat	**Siao he**
			SMS
			Syok sendiri
			Stylo
			Syiok
			Tahan
			Tai chi liao liao
			Uni
			Vogiu
			Wah
			-ing
			-kan

From the data collected by the researcher, as shown in Table 4.1, all the localized forms of lexical items from the personal blogs collected are identified and sorted out according to Ooi's Concentric Model (2001) and Baskaran's (2005) framework of Malaysian English and Singapore English. Based on both frameworks utilized by the researcher in categorizing the lexical items, not all lexis are found to be suited to be categorized in all the categories provided in both framework suggested by Baskaran (2004) and Ooi (2001).

For Baskaran's (2005) framework on ME, a number of lexical items such as *babygirl, Johor boys, Malay girls, Malay guys, steam fish, steamboat, tuition Centre, actually, already, also can, can or not?, like that, long story short, man, right or not? Some more, is it?, where got,* and *you know* in the researcher's view are not suitable to be included in any of the category suggested by Baskaran (2004). Affixes used by the bloggers which are inserted in certain lexical items used in their blogs such as *-ing* and *–kan* also do not fit to be included in any category. This could due to the main aim of Baskaran's study herself that her study focuses on the classification of lexical items in Malaysian context by taking into consideration of semantic relationship factor instead of the types of ME lexis collected in her study. Since this present study focuses only on colloquial English use by Malaysian and Singaporean bloggers, from all the categories suggested by Baskaran's (2004) ME lexis classification, the researcher only considers the classification of campus/student coinage from Baskaran' s (2005) Local Language Referents and semantic variation and college colloquialism from Baskaran's (2005) Standard English Lexicalisation to belong into Manglish and Singlish lexis groups.

However, in accordance to Ooi (2001), only Group D; SME/words of English origin/informal and Group E; SME/words or hybrids of non-English origin/informal are

regarded as Manglish and Singlish, meanwhile other lexical items which belong to other groups (Group A, Group B and Group C) are still considered to be accepted in both formal and informal situations as there is no equivalent words of certain lexical items in standard English. Therefore, for one of the aims in this study, which is finding out the similarities and differences between Manglish and Singlish lexical items, only the lexical items from Group D and Group E would be utilized for comparison purpose of this study. Similar to Baskaran's (2005) lexis classification on ME, the researcher also found out that none of the classification of lexis made by Ooi's Concentric Circle Model (2001) is suitable for affixes such as –*ing* and –*kan* to be included in any lexis group suggested by Ooi.

One conclusion that the researcher can provide for the absence of category of affixes such as –ing and –kan in both frameworks of lexis classification suggested by Baskaran (2004) and Ooi (2001) is that there is a possibility that this type of lexis do not seem to exist in that particular period when studies on ME and SE lexis were conducted by these scholars. In the researcher's opinion, as language keeps evolving and experiences changes through times, there should be no any fix point or a 'full stop' of frameworks or classification on how ME and SE lexis should be categorized.   All the frameworks provided by previous scholars shall only be used as references and guidance for such future studies that will be conducted on ME and SE lexis.

Besides that, from the collection of Manglish and Singlish lexis collected from the personal blogs, the researcher also found out that none of the categories provided either in the framework of ME lexis by Baskaran (2004) and also Ooi Concentric Circles for Nativised English (2001) contain the closest matching lexis categories of lexis   such as acronyms and particles. However, since this study focuses on the Manglish and Singlish lexis

collected from personal blogs, the absence of the category of acronyms could be due to the genre of the weblog itself that is a type of CMC that contributes to this phenomenon or trend for the acronyms usage among the bloggers.

A total of 76 Manglish and Singlish lexical items were found in the blogs produced by Malaysian and Singaporean bloggers. The lexis highlighted in Table 4.2 are the lexis which are found to appear in both Malaysian and Singaporean bloggers, meanwhile the non-highlighted items only appear in either Malaysian or Singaporean bloggers. However, since this study is a comparative study, the researcher is completely aware that even though some lexical items which do not appear in both Malaysian and Singaporean bloggers, that does not provide the overall conclusion that the items do not belong at all in Manglish or Singlish lexis. This is due to the various types of topics which are discussed in the personal blogs collected. Therefore, the researcher would only be selecting the items which displays high value of frequencies when compared to either Manglish or Singlish produced in the data collected with the assumption that the items are more common in Manglish than Singlish or vice versa

Table 4.3 Manglish and Singlish lexical items in collected personal
blogs produced by Malaysian and Singaporean bloggers

	LEXICAL ITEMS	BLOGS			
		MALAYSIAN BLOGGERS	F	SINGAPOREAN BLOGGERS	F
1	Abuden	-	-	√	2
2	Actually	√	150	√	126
3	Ah	-	40	-	29
4	Aiya	√	12	√	2
5	Already	√	135	√	126
6	Aircond/aircon	√	3	√	1
7	Also can	√	1	√	1
8	Awsum/awzum	√	1	√	4
9	Bangla	√	1	√	2
10	Blur	√	6	√	2
11	Bo bian	-	-	√	1
12	Bu shuang	-	-	√	1
13	Buay	-	-	√	1
14	Camwhore/camhoring	√	7	√	16
15	Chincai	√	1	-	-
16	Chope	-	-	√	4
17	Chop	-	-	√	3
18	Cibai	√	6	-	-
19	Ciplak/ciplaking	√	1	-	-
20	Dunno	√	10	√	6
21	Ex-kolej-ian	√	1	-	-
22	Fengdiao	-	-	√	1
23	Gatal	√	1	-	-
24	Gegirls	√	1	-	-
25	Goondu	-	-	√	1
26	Goyang kaki	√	1	-	
27	-ing	-	11	√	11
28	Is it?	√	26	√	23
29	Jiayou	-	-	√	2
30	Jitao	-	-	√	1
31	-kan	√	32	-	-
32	Kaki lang	-	-	√	1
33	Kapchai	√	1	-	-
34	Kena	√	2	√	2
35	Kerusi malas	√	1	-	-
36	Kiasu	-	-	√	3
37	La	√	61	√	51
38	Lah	√	95	√	65
39	Lansi	√	1	-	-
40	Let's makan	√	1	-	-
41	Lidat	-	-	√	4

42	Liddis	-	-	√	1
43	Like that	√	21	√	21
44	Liao	√	10	√	15
45	LOL	√	120	√	129
46	Long story short	√	3	√	2
47	Lor	√	3	√	45
48	Makan-makan	√	2	-	-
49	Man	√	78	√	48
50	Meh	√	2	√	10
51	… or not?	√	23	√	25
52	OMG	√	26	√	27
53	Ori	-	-	√	1
54	Pangsai	√	2	√	1
55	Pau	√	1	-	-
56	Right?	√	28	√	41
57	Samsui	-	-	√	1
58	Send	√	4	√	14
59	Sepet	√	1	-	-
60	Short people	√	1	-	-
61	Sia	-	-	√	5
62	Siao	-	-	√	2
63	SMS	√	4	√	2
64	Shiok	√	2	√	1
65	Some more	√	3	√	3
66	Stylo	√	1	√	1
67	Syiok/shiok sendiri	√	6	√	2
68	Tahan	√	7	√	2
69	Tai chi liao liao	-	-	√	1
70	Thick-faced	√	1	-	-
71	Uni	√	3	√	3
72	Vogiu	√	1	-	-
73	Wah	√	1	√	7
74	Where got	√	1	√	5
75	WTF	√	36	√	23
76	You know	√	80	√	47

F=Frequencies of lexical item appeared in blogs

Based on the findings made in Table 4.2, a total of 38 lexical items are found to appear in both Malaysian and Singaporean personal blogs. Meanwhile, the rest of 38 lexical items are only found in either Malaysian or Singaporean blogs.

In order to investigate the similarities and differences between Manglish and Singlish lexical items, the researcher has analyzed the usage of all these lexical items according to several categories. The categories are **acronyms, nouns, adjectives, adverbs, verbs, tag questions, particles, phrases, exclamation** and **others**. The comparison that will be made in this study is based on similarities and differences of the Manglish and Singlish lexical items which are found in the data collected for this study. Therefore the analysis of the data in this study will be divided into two sections. The first section would be discussing the similarities of the use of these Manglish and Singlish lexical item (the 38 similar lexical items of Manglish and Singlish) found in the collected personal blogs, meanwhile the rest of the individual lexical items found distinctly in either Malaysian or Singaporean blogs would be discussed in the second section of the analysis of data in this study.

As for the definitions for each of the lexical items explained and elaborated on their meanings in this chapter, the researcher utilizes several sources in order to obtain the definitions. The sources used for this purpose are as follows:

Printed books:

e)   Manglish: Malaysian English (1998) at Its Wackiest by *Lee Su Kim*

f)   Kiasu Kiasi: You Think What? (1995) by *David Leo*

g)   Sounds and Sins of Singlish and other Nonsense (1995) by *Rex Shelley*

Electronic Sources

2   Singlish Online Dictionary (www.singlishdictionary.com)

3   Talking Cock website (www.talkingcock.com)

4   Urban Dictionary (www.urbandictionary.com)

However, all the sources mentioned above are still limited in terms of the availability of all the Manglish and Singlish lexical items found in the blogs collected by the researcher. This is due to the fact that language keeps experiencing changes and evolving from time to time and sometimes people just keep inventing and creating new lexical items. Therefore, the researcher attempted another effort to obtain the meanings of some lexical items which are not available in those sources mentioned earlier. For each of the 'alien' lexical items, the researcher has inquired personally from the original sources of these words which originated from the bloggers themselves.

4.2 Similarities

4.2.1 Acronyms

In the collected personal blogs, there are some bloggers who tended to use acronyms in their writings. Even though the total number of acronyms found in the data amounted to only 4 lexical items, these acronyms are considered colloquial in use as they are not accepted in formal situations.

1) LOL

'LOL', is the acronym for laughing out loud or sometimes it is also used as abbreviations for lots of laughs. It is a symbol of joy or humorous feeling felt by the bloggers who produced it. This lexical item is a common internet slang and is widely used by most people who have access to a mobile phone or the internet worldwide. Therefore it is not surprising to find this abbreviation both in Manglish and Singlish with the frequency of 216 in both Malaysian and Singaporean bloggers. The use of 'LOL' is demonstrated as in Figure 4.1 below.
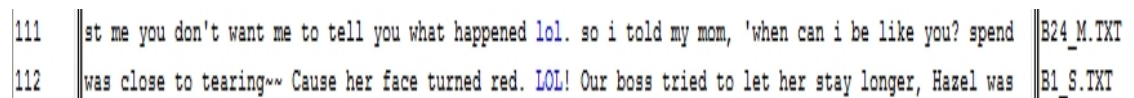
| 111 | st me you don't want me to tell you what happened lol. so i told my mom, 'when can i be like you? spend | B24_M.TXT |
| 112 | was close to tearing~~ Cause her face turned red. LOL! Our boss tried to let her stay longer, Hazel was | B1_S.TXT |

Figure 4.1 Sample of the usage of lexical item 'LOL'

2) OMG

OMG is the abbreviation for 'Oh my god'. The use of 'OMG' is commonly followed by exclamation mark/s to express surprise or disgust. Similar to the previous discussed abbreviation that is 'LOL', this abbreviation is also very commonly and frequently used by most people who have access to a mobile phone or the internet worldwide and is also found in both blogs. The use of 'OMG' is demonstrated in Figure 4.2

```
26  ∥erytime you see something you like you'll be like omg i want and kaa-chinggg $ gone. and you will try t  ∥B24_M.TXT
27  ∥ Everyone is preparing for war on Monday!! AUDIT! OMG! This time, it's my first time to go on war! So s  ∥B1_S.TXT
```

Figure 4.2 Sample of the usage of lexical item 'OMG'

3) SMS

SMS stands for the phrase 'short message service'. It is a system provided by mobile phone service to enable users to send and receive text messages. 'SMS' is normally used both as noun and verb and also found in both Malaysian and Singaporean blogs as below.

```
4  ∥th, cant help but pray silently  can u freaking SMS me back with your decision already..sigh. Such  ∥B23_M.TXT
5  ∥till remember, the call I received, followed by a sms the next morning, that morning seems so unreal..  ∥B1_S.TXT
```

Figure 4.3 Sample of the usage of lexical item 'SMS'

In Figure 4.3, item 4 shows how 'SMS' is used as verb meanwhile item 5 demonstrates how 'SMS' is used as noun by the bloggers.

4) WTF

The acronym of 'WTF' is an abbreviation of lexical item that can be considered as swear word. It generally stands for 'what the fuck?' and is commonly used to express dismay or shock. Because the abbreviation is widely used on the internet by many people worldwide, therefore it is not unusual to find this lexical item to exist in both Malaysian and Singaporean blogs. Figure 4.4 shows the use of 'WTF' by both Malaysian and Singaporean bloggers.

| 27 | ; i'll be waiting - I came home crying last night wtf. I reached home around 8pm, the moment I stepped | B24_M.TXT |
| 28 | nderestimated the standard uni. Neh, being ego la wtf. I thought it will be easy and so yea result like | B4_S.TXT |

Figure 4.4 Sample of the usage of lexical item 'WTF'

4.2.2 Nouns

1) Aircond/ aircon

"Aircond" or "aircon" is a noun used as a replacement of the English noun "air-conditioner" in Manglish and Singlish context. The noun "aircond" is used to describe the air-conditioning states available in a place equipped by an air conditioner. Instead of using the standard English noun "air-conditioner", both bloggers tend to replace the standard English noun with "aircond". This can be seen in both Manglish and Singlish context as in Figure 4.5

1	's a perfect excuse to lepak at the library. free aircond and free use of computer HAHAHA. AND, later my t	B1_M.TXT
2	he car moves with grace on the road: Replaced the aircond dial Replaced the head gasket General servicing	B2_M.TXT
3	I was seated right under the ventilator, Blasting aircond and by the end of the meal, my coffee was alread	B16_M.TXT

| 1 | ted to a new spot in the office coz was under the aircon vent which keep irritating my nose. Shifted my | B24_S.txt |

Figure 4.5 Sample of the usage of lexical item 'aircond/aircon'

2) Bangla

This is the abbreviation of "Bangladeshi" which also means a person who comes from the country of Bangladesh. A "bangla" usually works in places such as construction sites. The lexical item is also found used by a Malaysian blogger in this study. "Bangla" is a common lexical item among the Malaysians and Singaporeans and often used in both Manglish and Singlish. Figure 4.6 shows how the lexical item "bangla" is used by the bloggers from Singapore and Malaysia.

```
1    . Better if you can slow talk with the Bangla guy at the Guard Post to look over your car wh   B31_M.txt
2    RI asked me "Why filipinas always date bangla's ha?" .... i was like...excuse me???? and the   B3_S.TXT
3    the event to start, I camwhore with my bangla boipren. Hahahaha. â¥â¥â¥  This is the second     B11_S.TXT
```

Figure 4.6 Sample of the usage of lexical item 'bangla'

3)   Camwhore

The noun "camwhore" is also found to appear in both Malaysian and Singaporean
blogs. However, "camwhore" is also not included in Standard English, as it is
considered to belong in the slang category. Therefore, the researcher refers to an online
dictionary, Urbandictionary.com for this kind of English slang for the definition of the
noun "camwhore". According to Urbandictionary.com, "camwhore" is defined as
*"anyone, male or female, who is addicted to taking countless pictures of themselves to
post on the internet. Pictures ranging from conservative face shots to explicit nude
photos complete with visible sex acts"*. In spite of the definition, surprisingly,
"camwhore" and "camwhoring" is found to possess different meaning in both blogs
produced by Malaysian and Singaporean bloggers.

```
1    reats me well.  Ending the entry tonight with a camwhore picture. That's simply what I have been doing    B16_M.TXT
2    sofas.  Okay enough, Boon. Not funny anymore.   Camwhore fail. Aih.  So after school, Shiyu and I went    B8_S.TXT
5    ey got the same question! How lucky! They were camwhoring while Ning and I still studying and preparing   B19_M.TXT
6    y must camwhored with it at home!          After camwhoring at Medsz, we went Marina Square's Watsons for  B9_S.TXT
```

Figure 4.7 Sample of the usage of lexical item 'camwhore' and 'camwhoring'

Based on the samples taken from both blogs in Figure 4.7, the noun "camwhore" does
not only function as noun as it also functions as an adjective, compound word and part
of progressive verb. Nevertheless, "camwhore" is still classified under the category of
noun in this analysis as the researcher considers "camwhore picture" and

"camwhoring" as both to belong into the same root word that is "camwhore".

The blogger from Singapore in example (B8_S) intends to express the meaning of taking a lot of pictures within a period but there is no any sexual act involved during the "camwhoring" session as defined by Urbandictionary.com from the researcher's observation. "Camwhore" even though when it is used alone acts as a noun but does not function as a noun in the first instance in Figure 4.7, but its usage by the blogger (B16_M) can be analyzed as part of the compound "camwhore picture" referring to a picture taken by the blogger during her "camwhore" session. Besides that, "camwhore" can also be considered as an adjective modifying "picture" in the compound word "camwhore picture". However, in the third and fourth instance provided in Figure 4.7, "camwhoring" does not function as a noun, adjective or a compound word but functions as part of progressive verb.

Based on the samples, it can be stated here that "camwhore" possesses a unique or its very own definition in Manglish and Singlish as compared to the slang used by other people living in other countries, especially those who are using English as their first language. However, this unique definition might carry a bad impression to foreigners who are not aware of this unique usage of the noun "camwhore" when they encounter the usage of this noun.

4) Uni

"Uni" is another example of abbreviation of English lexical item, "university" that is common in both Manglish and Singlish. From this second appearance of this type of lexical item form that exists among the Malaysian and Singaporean bloggers, the

researcher could say that Malaysians and Singaporeans have this habit of shortening a lexis into the creation of another lexical item.

```
2 ‖Besides, did I mention I got the offer from my UK uni already? Mom made payment the other day and ‖B24_M.TXT
6 ‖e third semester is coming and...  My year one of uni gonna.end.like.this.wtf.seriously.fast.   I‖B4_S.TXT
```

Figure 4.8 Sample of the usage of lexical item 'uni'

Figure 4.8 shows how "uni" are used as a replacement of "university". The existence of the lexical item "uni" could also be a trend of youths of using slang in their writings and also conversations. This is due to the range of age of the bloggers who use the lexical item "uni" in their blogs who are still studying in the universities.

4.2.3 Adjectives

1) Awsum/awzum

"Awsum/awzum" is another way of spelling in Manglish and Singlish for what spelled in the Standard English as "awesome". This adjective has exactly the same meaning as "awesome". The only thing that differs here is the spelling used in writings produced by the bloggers. However, the misspelling of the lexical item "awsum/awzum" might not be a result from the inadequate knowledge of English by the bloggers as each of them has fine academic background. It could be that the blogger is trying to attract his or her readers by creating a unique spelling of "awesome" so that the readers would be more attentive to the writings. Figure 4.9 shows how "awsum/awzum" is used in sentences by both bloggers from Malaysia and Singapore.

```
1      ‖t the night and spinning mad!     We had an awsum time! We were like the last few ‖B18_M.TXT

1     ‖a! =P   And of course, not forgetting some awzum Mexican food!! You cannot afford not to try‖B18_M.TXT
2     ‖Roman Catholic Canon Rock (Violin) by this awzum girl~ Just watch eet >:D  She's way too awz‖B26_S.txt
```

Figure 4.9 Sample of the usage of lexical item 'awsum/awzum'

2) Blur

The adjective "blur" denotes the meaning to describe someone who is not focused on the things that happen around him/her or something which has been said to him/her. In other words, the person who is described by such an adjective is quite dreamy and not sure of what are the things that other people do actually aware of. The use of the adjective 'blur' is also quite common in both Manglish and Singlish as demonstrated in Figure 4.10 below.

```
1 | ams etc. the first chapter i was already blurry. then when i went to class few days ago, | B1_M.TXT

4 | This is the most synchronised photo already, but blur T.T Rondieeee combo breaker!    CF | B8_S.TXT
```

Figure 4.10 Sample of the usage of lexical item 'blur'

Based on the sample of the use of lexical item 'blur' above, the blogger describes herself as   not being able to focus or having difficulty to understand the chapter in book that she is reading. The second example on the other hand the blogger use 'blur' to   call   her friend as a 'blur' person because the friend does not understand what the blogger tried to tell regarding the photo that   they took together.

3) Ori

"Ori" is found in one of the bloggers' data which is from a Singaporean. "Ori" in Singlish is the abbreviation of the English word "original". "Ori" is also found in the Malaysian blog. Figure 4.11 shows the use of "ori".

```
1 | this one who saw it coming and this is THE Ori kiss. Not the 2nd round one which was staged.    | B28_M.txt
```

```
3 ║e: Wore twice or thrice  Size: Free. Stretchable  Ori Price: Forgot, I guess it will around RM110 ║B4_S.TXT
```

Figure 4.11 Sample of the usage of lexical item 'ori'

From the above data, one of the bloggers from Malaysia used "ori" to explain to the readers about a picture taken during a wedding which showed the initial or first kiss made by the bride and groom in the wedding she attended, meanwhile the blogger from Singapore used "ori" to replace the word "original" to describe the price of the item that he is selling. Based on the data it shows that the meaning of "ori" is variously used by the bloggers to denote two different meanings which are initial or first and as a shortened form of an English lexical item, "original".

4) Syiok

"Syiok" is another adjective used in both Manglish and Singlish to describe the feeling of sheer pleasure and happiness. The use of "syiok" is found in a Malaysian blog as demonstrated in Figure 4.12

```
1 ║r Large Cone!!!!!  Sedapnyerrrrrrrrrrr!  Syiok!  Love from Pal & Kurt The nice keychain showing ║B4_M.TXT
2 ║masks, a standard mask does not feel so 'syiok' anymore.    Not only that, their new series also ║B27_S.txt
```

Figure 4.12 Sample of the usage of lexical item 'syiok'

In Figure 4.12, a Malaysian blogger uses "syiok" to express the pleasure that she gets from eating a large cone of ice cream. The second example from Figure 4.12 also indicates similar meaning as the first example when a Singaporean blogger described that the facial beauty mask that she used to apply on her face was not as pleasing as the new facial beauty mask that she just bought from a store.

5) Syok sendiri/ shiok sendiri

From the lexical item "syiok" or "shiok", a phrase of "syok/shiok sendiri" can be formed in Manglish and Singlish. This phrase is used to express the feeling of getting carried away or amusing oneself as in the sample below.

```
2 ║hen why you get a tattoo for? Err, for me to shiok sendiri? But anyway, I like this. Maybe one║B24_M.TXT

3 ║AGA. Do you want to find out who is the person? ( syok sendiri ;p )    You have any unique / ║B14_M.TXT

3 ║he should just keep quiet je lah. Let that makcik shiok sendiri nk show off ke, lan║B28_S.txt
```

Figure 4.13 Sample of the usage of lexical item 'shiok/syok sendiri'

6) Stylo

The lexical item "stylo" is an alternative in Manglish and Singlish for "stylish" in Standard English as in Figure 4.14.

```
1 ║ worst! (Some said very stylo and fashion, haha!)   I ║B13_S.TXT

1 ║oz I knew that I will, by any means, take LOTS of stylo-mylo Japanese chicks! Hahah║B27_M.txt
```

Figure 4.14 Sample of the usage of lexical item 'stylo'

"Stylo" is not only found in the blog produced by a Singaporean, this lexical item is also common among Malaysian bloggers. Sometimes, in Manglish, "mylo" is added to "stylo". This can be seen from the second example obtained in this study where the Malaysian blogger is fascinated by the stylish and fashionable Japanese girls that she met during her trip to Japan. The addition of "mylo" shows the occurrence of a morphological process in the lexical item of "stylo mylo" as a form of partial reduplication in the Malay language where the speakers transfer the first language operation into English lexical items. For example in the Malay language there are

words that rhyme such in "kuih-muih" and "lauk-pauk" and Manglish speakers might have used the same rhythmic formation in the lexical item "stylo-mylo".

4.2.4 Verbs

1) Dunno

"Dunno" is the colloquial form of the verb that is quite frequently used in Manglish and Singlish. The verb "dunno" is a short form of the Standard English verb of "don't know". While "dunno" might be more transparently noticed in pronunciation rather than in writing, it is still regarded as an inclusion of colloquial variety of English in Malaysia and Singapore. The use of "dunno" is shown as Figure 4.17 as below.

```
10   old or arrogant, but i just dunno how to socialize with strang  B14_M.TXT
11   any times and quarrel until dunno like what until now sometime  B9_S.TXT
```

Figure 4.15 Sample of the usage of lexical item 'dunno'

Based on Figure 4.15, "dunno" is common in both Manglish and Singlish from the data collected produced by the bloggers. However, from the frequency of the use of "dunno" by bloggers, it is found out by the researcher that "dunno" is more frequently used in writing by the Malaysian bloggers rather than Singaporean bloggers.

2) Kena

"Kena" is a Malay verb which carries the meaning of to get scolded, to get into trouble or also denotes the meaning of a must or a compulsory thing to do. This verb with its variety of usage is found both in Malaysian and Singaporean blogs and is demonstrated in Figure 4.16.

```
1        ║e that compliment .. my way ;p )  One day kena say beautiful f ║B14_M.TXT

5        ║The irritating Peter Griffin. HAHAHA   MK kena whacked HAHAHAH ║B24_M.TXT

8        ║ad Swedish lessons to go to. Then go back kena scolded :(((((( ║B8_S.TXT
```

Figure 4.16 Sample of the usage of lexical item 'kena'

The verb "kena" has different meanings in the sample of data shown above. The first usage denotes the meaning of "must", while the second usage denotes the meaning of "to get into trouble and the third usage carries the meaning of "to get scolded". From the examples, the researcher can conclude that "kena" is common in both Manglish and also Singlish with different types of usage.

3) Send

The verb "send" has a very different meaning in Manglish and Singlish compared to the Standard English. For foreigners, the use of the verb "send" in Manglish and Singlish might confuses them as "send" usually carries the definition of delivering some parcels and goods to certain locations. However, in Manglish and Singlish "send" also functions as taking someone into his or her destination. "Send" is found to appear in both Malaysian and Singaporean blogs as shown in Figure 4.17.

```
4        ║ to rush home, pick up my parents to send them to the airport. ║B24_M.TXT
5        ║ them, I always appreciate when guys send ME home first!! HAHA ║B1_S.TXT
```

Figure 4.17 Sample of the usage of lexical item 'send'

4) Tahan

"Tahan" is found to be used to express the negative feelings or displeasure that is felt by the bloggers. This is due to the substitution of the word "cannot" before the lexical item

"tahan" in the data. "Cannot tahan" might carry the similar meaning as "cannot stand" in the Standard English which in other words, what the bloggers are trying to say is that they cannot stand or coping out with a particular thing which is happening or had happened to them such as anger and pain. Figure 4.18 show the samples of the use of the lexical item "tahan".

```
6      Huh! At one time, I cannot tahan already and asked for pain killer. Nah ahh ahh..   B15_M.TXT
7      stopped but i reallyÂ buay tahan la. seriously, where got people like that one???Â   B3_S.TXT
```

Figure 4.18 Sample of the usage of lexical item 'tahan'

5) Pangsai

The verb of "pangsai" is a lexical item originates from a Hokkien word which means "to defecate" in English. One of the bloggers in this study used "pangsai" to describe that she really felt the desperation "to defecate" after the long hours of marathon as shown in the figure below.

```
1      camera! Despite wanting to "pangsai" desperately. Hahaha   B9_M.TXT
3      rehand, "Wa I want to pangsai, I think my stomach's upset. I   B26_S.txt
```

Figure 4.19 Sample of the usage of lexical item 'pangsai'

"Pangsai" also seems to be recognized in Singlish, with the same definition in Manglish where a Singaporean used this lexical item in the second example. However, for some people, "pangsai" might carry ample as shown in Figure 4.19 above. different meaning as in Hokkien slang, "pang sai" means "to defecate". Besides the examples shown in the sample of data above, "pang sai" in Manglish and Singlish can also be added in front of someone's name to tease or making fun of them and can be considered offensive. As for

this reason, "pang sai" has already become a cursing word. For example, "Pang sai Mr. X".

Therefore, for some readers of blogs, most probably foreigners who are not aware of the

actual meaning of "pangsai" in Manglish, the definition could be causing misinterpretations

among these foreign readers.

4.2.5 Adverbs

1) Actually

The adverb "actually" can be considered almost like a habit among the Malaysians and

Singaporeans based on the high frequencies of the occurrences of this adverb in the data

collected among the bloggers. Every blogger who is involved in this study also tends to use

"actually" in numerous times. Despite the original meaning that "actually" carries in

Standard English, among the Malaysians and Singaporeans, the frequent use of "actually"

might function as one of those time-buying words, where the absence of this adverb mostly

would not affect the meaning that is tried to be conveyed by the blogger in the samples

obtained below. In other words, "actually" acts more as a as a filler word to exude

knowledgeable authority and announce "listen up! I speak the truth!"   Figure 4.20 shows

the samples of the use of actually in the data collected.

```
114  ce a week..  It was very large actually... something like "sang yuk" pau.. wit B21_M.TXT
115  - wonder why just a few pieces actually....  The bill came to RM50.30 plus dr: B21_M.TXT
116  e very "Bear Grylls" but NO !! Actually, I don't dare to eat it alive. Hahaha B22_M.TXT
117   I am funding for a new camera actually. Haha. I am planning to release it at B22_M.TXT
118  oom, the main TV in this house actually, spoilt. So, we had to get a new one. B22_M.TXT
119  ndson: I am writing about you, actually, but more important than the words is B23_M.TXT
120  there idea that allows them to ACTUALLY start doing something they love, doing B23_M.TXT
121  doing what we do everyday, and actually do something to change the way things B23_M.TXT
122  ty.. and the irony of things actually. Its when we are not focused on just mal B23_M.TXT
123  t 1pm and we went home at 6pm? Actually we were supposed to leave latest by 4| B24_M.TXT
124  which I am enjoying it so far. Actually, I've registered myself to IIUM or in B25_M.TXT
125  ough to make me smile (scream, actually). So, what news?  1. Alhamdulillah, I B25_M.TXT
126  lah, forever till jannah! :') (Actually I've tweet-ed this to her but I don't B25_M.TXT
127  Palm Reading apps on my phone! Actually I was randomly browsing through the ap B1_S.TXT
128  p to celebrate KC's birthday.. Actually there was more people, but communicat: B1_S.TXT
129  or teaching me Your way here.  Actually, it's very interesting. I suddenly had B2_S.TXT
130  . sorry, please forgive me..." (Actually, that's putting it very charitably of B2_S.TXT
131  half-decent apology that isn't actually a self-righteous rebuttal in disguise. B2_S.TXT
132  the same people who meant well actually came down all the way to the funeral. B2_S.TXT
133  ly... it sounds awfully wrong, actually.  Personally, I think I'm the kind wh( B2_S.TXT
134  lemma, and what does the Bible actually say about this? ah. and... thank You : B2_S.TXT
135  no pissed off too!  and crabby actually bought cakes for me from a confection: B3_S.TXT
136  he camera facing her, she will actually smile and pose!!  nano just gets cute: B3_S.TXT
137  there was my hk preeehhh...  i actually had a bag of pinks and whites but coz B3_S.TXT
138  y be seen! so i told crabby "Å actually you just want to take photo right? nv: B3_S.TXT
```

Figure 4.20 Sample of the usage of lexical item 'actually'

2) Already

Similar with "actually", the adverb "already" is found to appear in high frequencies among the Malaysian and Singaporean bloggers. In Standard English, "already" is used to indicate a particular period of time that is previously happening or is currently happening. However, despite the meaning, in Manglish and Singlish, "already" tends to be used quite excessively, even the absence of it would not provide any extra meaning to the sentences being used as demonstrated in Figure 4.21 as below.

```
94    ame home KO then it was night time already. Sunday, I forgot what I did today   B24_M.TXT
95     After shopping it was dinner time already. All the gossips and talks during   B24_M.TXT
96    ion I got the offer from my UK uni already? Mom made payment the other day an   B24_M.TXT
97    ege, I, definitely feel the stress already. My first assignment is due on 9th  B24_M.TXT
98    ion and ideas on what/how to write already. Speak about productiveness. hehe.   B24_M.TXT
99    crosoft word for more than 5 hours already, I couldn't even vomit a alphabet    B24_M.TXT
100   s time I would be flying to the uk already. Not too sure how I am feeling but.  B24_M.TXT
101    i have to submit application form already ohmygod so scary. my dad doesn't wa  B24_M.TXT
102   to the house dad was staring at me already. He thought I was dead tired or sor  B24_M.TXT
103   've posted a picture of them on FB already. Hihi, so here are my roommates;     B25_M.TXT
104   't have the pictures right now. We already took our pictures for CFS magazine   B25_M.TXT
105   to be uploaded and BAM, it's 12 am already...*                                  B25_M.TXT
106   re..   Assalamualaikum! It's April already and I'm right here like 'Oh, April,  B25_M.TXT
107   last time I saw you with your eyes already closed. I cried on huimin... The t}  B1_S.TXT
108   LIND! Can't they see the video? Is already green light, even if the driver not  B1_S.TXT
109   mph.  We meet them at MBS.. It was already going to 11... We were still lookir  B1_S.TXT
110    smokes right? Before they came, I already borrowed from this malay guy! Oops,  B1_S.TXT
111    from far.. That's when I know I'm already part of the surprise! LOL!  We sha:  B1_S.TXT
112    cancel it.. But our friend, peter already outside his house. He enjoying his   B1_S.TXT
113    were done with our wash up it was already 7.30pm, I couldnt rush down for my   B1_S.TXT
114   reakdown.. Ralph and the rest were already have their own programme.. Aww.. H}  B1_S.TXT
115   !! The place is wonderful!  It was already 10plus.. But the birthday boy want:  B1_S.TXT
116   ao! HA! It's kind of late, my head already starts to spin before the movie st:  B1_S.TXT
117   specially when the brain juice has already splattered out! 0.0 Gross...         B1_S.TXT
118    so on. Quite a lot of people have already observed how I tend to get very par  B2_S.TXT
```

Figure 4.21 Sample of the usage of lexical item 'already'

3) Long story short

"Long story short" is type of phrase which also exists in the American and British slang and belongs in category of adverb in part of speech. Because "long story short" is a type of slang to the Americans and British, this phrase is considered colloquial and therefore can be considered as colloquial too for Malaysians and Singaporeans. This phrase is actually common among the Malaysians and Singaporeans. The definition that this phrase carries is to shorten a long event by only telling the main facts by eliminating other non-important facts.   The samples below show the usage of "long story short" in the data collected.

```
1  vel company, lol. aiya long story short WE GOT LOST. not just once but a few times huhu  B1_M.TXT
2  sts from me.  Keep the long story short, I shared because I want people on my friend li  B7_M.TXT
3  my own car.  To make a long story short, my wife and I told our travelling companions t  B16_S.txt
4  nybody else. To make a long story short, we began chatting.  Suddenly I think she felt  B16_S.txt
```

Figure 4.22 Sample of the usage of lexical item 'long story short'

4.2.6 Tag questions

1) Right?

The tag question "right" is one of the most favorite lexical items which is frequently used by Malaysians and Singaporeans. According to the findings obtained by Norrizan (1995), "right" has the highest frequencies among the other 40 collected tag questions followed by "is it?", "isn't it?" and "aaa?" among a group of university students in Universiti Kebangsaan Malaysia. As addictive as the occurrence of the tag question "right?" among Malaysians, Singaporeans are also included in this phenomenon of "right?". This can be seen in the sample below.

```
93    to see the volcano from a far. How nice=)   Nice right?   We  B19_M.TXT

104   rder to open, the greater taste the durian has... right? Duria  B21_M.TXT

107   But come on, I am sure all of you should know too right? Haha.  B22_M.TXT

140   t people to feel comfortable and enjoy their meal right? that'  B3_S.TXT

149   e red top one named as Ha xiu jie or summer. Easy right?   I  B4_S.TXT

155     So you thought that my life should be smoother right? Well,  B5_S.TXT
```

Figure 4.23Sample of the usage of lexical item 'right?'

2) Is it?

"Is it?" is another form of tag questions which is popularly used by people in Malaysia and Singapore instead of "is that so?" as in Standard English. It is widely used to express mild

disbelief and uncertainty. During the analysis of the data, the researcher managed to note interesting patterns that occur in the usage of "is it?" among the Malaysian and Singaporean bloggers. According to the standard rule of proper English, if a sentence is written in negative, the question tag should be posed in positive and vice versa. For example, "You <u>are</u> not sick <u>are</u> you?". In Manglish and also Singlish, a contrast finding is made by the researcher as in the samples shown in Figure 4.24 as the rule is not applied accordingly.

```
3       ‖at least got spare Children are like spare parts, is it? One g‖B9_M.TXT

25      ‖ I'm in Science. Your expectations too high... or is it? *side‖B8_S.TXT
```

Figure 4.24 Sample of the usage of lexical item 'is it?'

i-   Children are like spare parts, <u>(is it?)</u>. Instead of <u>(aren't they?)</u>

ii-   Your expectations too high, or <u>(is it?)</u>. Instead of <u>(aren't they?)</u>

4.2.7 Particles

Particles do not possess any specific meaning in both Manglish and Singlish. However this type of lexical item is commonly used by Malaysians and Singaporeans in certain situations or contexts. Commonly, the attachment of particles in Manglish and Singlish is to syntactically complete sentences. Particles in Manglish and Singlish are not something that is learned by rules or grammars such as Standard English, but they are a part of Malaysian and Singaporean cultures which have been long embedded in both conversation and writings.

1) Ah

"Ah" has more than a function in Manglish and Singlish. One of the functions is "ah" acts as a question marker where it is often used in questions. One might able to guess the

function of the lexical item "ah" during conversation from the intonation that the speaker produces when using the lexical item, but in blog writing such in this study, "ah" might be simply used to portray the elements of Manglish and Singlish to their readers. The samples for the use of the lexical item "ah" are demonstrated as Figure 4.25.

```
|20    ‖ about studying.... with our usual "Need to study ah?" "Omg la ‖B19_M.TXT

|25    ‖y cant they see that Why are they so like that ah???  So a dea ‖B23_M.TXT

|46    ‖or me. So ah, when Raeann wakes up, i will ask her to sleep on ‖B13_S.TXT

|56    ‖n in front of her closelyâ¦ How can get lost one ah??? I real ‖B22_S.txt
```

Figure 4.25 Sample of the usage of lexical item 'ah'

Based on Figure 4.25, "ah" is mainly used in questions. Besides that, "ah" is also used as a filler by the blogger in order to add a sense of informality.

2) La/ lah

"La" or "lah" is the infamous particle that one can find in Malaysia and Singapore which probably originates from Malay or Chinese dialects. It does not carry any specific meaning but is widely used for various purposes. Usually "la" or "lah" is used for emphasis and to soften a message. Another reason for the use of "la" or "lah" could be to add some sense of casualness as shown by the bloggers in Figure 4.26 as below.

```
|46    ‖e car of the woman I hit was bumped. Not that bad la but that means MORE $$$ flushed out of my hands. ‖B20_M.TXT

|63    ‖that I know how to do with His power.  Never mind la. God friend friend with me. He won't mind that I ‖B4_S.TXT

|80    ‖le. But dont go and scratch other peoples cars lah, accidentally or otherwise. You really dont want ‖B13_M.TXT
```

```
|98    ||ursue it further. I mean sometimes you just know lah how the second date will pan out, or the future ||B6_S.TXT
```

Figure 4.26 Sample of the usage of lexical item 'la/lah'

3) Man

Unlike the other particles discussed before, "man" does not originate from a local dialect but most probably derived from Black English. "Man" is found in both Manglish and Singlish from the collected data used for this study. Figure 4.27 shows example of how this particle is used by the Malaysian and Singaporean bloggers.

```
|66    ||quite busy. Work, classes, my own space and all. Man the past two weeks have been hectic. I'm glad thi||B24_M.TXT
|67    ||n's house is a distance walk from the LRT!! Yeah man! We damn joke, first thing first after we placed ||B1_S.TXT
```

Figure 4.27 Sample of the usage of lexical item 'man'

4) Liao

Liao is another lexical item that is found to appear in both Malaysian and Singaporean blogs that originates from a Hokkien word.

```
|5     ||it's time for me to start nurturing some new diva liao. Anyone interested? ;p  It's a new week. Try to ||B14_M.TXT
|7     ||s mengexagerate bermula .. ) No la. I'm almost 40 liao lo.. ( i'm 35 ;p )  Her : 40? I'm reaching 50 li||B14_M.TXT
|19    ||ter later later. Until nowâ¦ good lor, cannot go liao. Family trip to HK or BKK (again). Technically st||B10_S.TXT
|21    ||my PSLE. During my time, this is consider not bad liao and i was allocated to the top class (Sec 1) in ||B13_S.TXT
```

Figure 4.28 Sample of the usage of lexical item 'liao'

"Liao" could mean or has the sense of words such as "already" and "over" (referring to a completed past action) which in the above Figure 4.28 "liao" is often used at the end of sentences. For example, 'I'm almost 40 liao has the sense 'I'm almost 40 already'. Besides

that, "liao" also carries the sense of 'this is considered not bad liao' where the blogger wrote "I'm almost 40 liao'.

4.2.8 Phrases

1) Also can/ can also

"Also can" might be derived from Malay which is "boleh juga" or "pun boleh". Normally, "also can" or sometimes is used interchangeably with "can also" is used to please someone indicating that the user of this collocation is just fine with whatever choice or decision that is made by the third party or the speaker or writer is actually providing an alternative to the third party, letting him/her to make his/her own choice as in Figure 4.29.

```
7       ‖ Besides that, you can also choose the Pay-As-You-Go Plans where your minutes ‖B22_M.TXT
18      ‖too. Oh, next time can also add crushed vanilla seeds to enhance the flavour. ‖B25_S.txt
```

Figure 4.29 Sample of the usage of lexical item 'can also'

Meanwhile, Figure 4.30 shows the samples of the use of "also can" which means "still be able" in Standard English where the blogger is trying to describe that even though she is not a tall person, she is still able to wear the dress nicely.

```
1       ‖height, I so short also can 'carry' the dress. The length is just nice. Her h ‖B4_S.TXT
```

Figure 4.30 Sample of the usage of lexical item 'also can'

2) … or not?

"… or not?" is a form of phrase usually in the question forms which is normally found in both Manglish and Singlish. Based on the samples of blogs collected for this study, there are a few lexical items which are used before "… or not?". Figure 4.31 demonstrates the use of "… or not?" with several lexical items that appear before this phrase by Malaysian

and Singaporean bloggers.


```
12 ┃like vomiting when i'm driving my own car..  over or not?  Hahahahaha... ;p  PP/s ┃B14_M.TXT

┃32┃ctice to me ^.^ Don't pay money to shoot xmm, can or not?  3) The outfit I've had ┃B7_S.TXT
┃33┃stop ourselves from becoming their victims. Right or not?  Okay i wish you good lu┃B7_S.TXT

┃45┃y when put on but not this one!    Cheeyy... Nice or not? I am ready to go to a ba┃B27_S.txt
```

Figure 4.31 Sample of the usage of lexical item '… or not?'

The first example which came from a Malaysian blogger shows that lexical item "over" is used before the phrase "… or not?" which denotes the meaning "am I too much/am I exaggerating?" while the second example demonstrates the act of for permission before doing something by the use of "can", a modal verb before the phrase "… or not?". This phrase might be a result from both Malay and Hokkien dialects which are "boleh atau tidak?" or "Eh sai bo?". On the other hand, the third and the fourth examples demonstrate the act of inquiring opinions from the readers after the bloggers provided statements with the use of adjectives "right" and "nice".

2) Like that

It is found that in both blogs collected from Malaysian and Singaporean bloggers that the lexical item "like that" is used quite frequently in Manglish and Singlish. "Like that" probably originated from direct translation from Malay which is "macam itu". "Like that" has the function of "is that so" which is used in Standard English. Interestingly, "like that" is also found to collocate with other lexical item such as "why", "so", "something" and "cannot" resulting in phrases as "why like that?", "so like that?", "something like that" and "cannot like that". Depending on the collocation words that are used together with "like that", this lexical item could carry different meanings. Figure 4.32 shows the sample of the

use of "like that" with different collocations.

```
1    ‖alk like old friends... why like that one ah?  The only reason ‖B21_M.TXT
2    ‖ide instead of him. Eh, why like that? Finally after some jost ‖B25_S.txt

1    ‖ come.  Ever shout out in exasperation?  Why you so like that ahhhhhh?????  The‖B23_M.TXT
2    ‖ right way why cant they see that Why are they so like that ah???  So a dear gal‖B23_M.TXT

4    ‖ground so the pressure not so high? I don't know, something like that. And right‖B24_M.TXT
5    ‖ :D  I think Kungstornen means "king's towers" or something like that oops. The‖B8_S.TXT

1    ‖brain dont know when to relax.. Cannot like that leh, brain.. HAHA! Especially ‖B1_S.TXT
```

Figure 4.32 Sample of the usage of lexical item 'like that'

From Figure 4.32, "why like that" is used in questioning in Manglish and Singlish which means "why is that so?". For the second collocation which is "so like that", it carries the meaning of "what's the matter with you?", meanwhile for the next data which is "something like that" also means other related things that are pertinent to what have been said previously. On the other hand, "cannot like that" in Standard English is "can't be".

3) Where got

In Manglish and Singlish, the combination of the Wh-word and the word "got" to form a Wh-question could carry a lot of meanings to both Malaysian and Singaporean people. The production of "where got" among the Manglish and Singlish speakers or in this case, the bloggers, could be the result of from the feelings of disbelief, amazement, denial and also skepticism. For example, Figure 4.33 demonstrates the use of "where got" in the samples taken from the data collected in this study.

```
1    ‖Generally, a 25 year old where got this kind of money to spend on an emergency? ‖B13_M.TXT
2    ‖uay tahan la. seriously, where got people like that one???Å   so i responded (an‖B3_S.TXT
```

Figure 4.33 Sample of the usage of lexical item 'where got'

From Figure 4.33, "where got" are used for the same reason which is disbelief. Another probable reason for the production of "where got" could be also translated directly from Malay that is "mana ada" which exists in both Malaysia and Singapore. In Malay "mana ada" is used for the same reasons like "where got" which to show the feelings of disbelief, amazement, denial and skepticism.

4) You know

"You know" is another popular collocation found in both Manglish and Singlish which is used to express acknowledgement of what have been said previously by the speaker. Figure 4.34 shows the use of "you know" by both Malaysians and Singaporeans found in the data used for this study.

3	nor Baskin Robins. HAHAHA. she was super shocked you know. great, now i'm givin	B1_M.TXT
5	lease know how to pay back. It is called borrow you know. After 12 years THIS. L	B2_M.TXT
81	r not see them then we won't quarrel. close 1 eye you know? BUT!!!!!!!!! what if	B9_S.TXT
89	ing it but well... it's not everyday you graduate you know. It's all just for me	B14_S.TXT

Figure.4.34 Sample of the usage of lexical item 'you know'

Based on Figure 4.34, the bloggers commonly use "you know" to emphasize to the readers a topic that is being discussed. However, the absence of "you know" in the sentences would not affects the meaning of the sentence at all. In other words, the presence of "you know" in the blogs functions as a filler, which might be the result from the habits that the bloggers possess during their oral conversation with others that causing them to use it in their writings.

5) Some more

"Some more" sometimes is used in Manglish and Singlish to replace "another" or "more/extra" in Standard English as shown in Figure 4.35 as below.

```
2   │f April. We went to Mothercare at KLCC. We bought some more baby's clothes, plus │B15_M.TXT
3   │hrough the night. ~ 22 hours ago Ok, off to catch some more ZZZs before I see my │B10_S.TXT
```

Figure 4.35 Sample of the usage of lexical item 'some more'

Besides that, "some more" also possess as a similar meaning as "still" as in Figure 4.36 below.

```
6   │ She always drop into the 'hole'...   Can smile somemore!   Really cannot stand her! Hmm, does she looks │B13_S.TXT
```

Figure 4.36 Sample of the usage of lexical item 'still'

4.2.9 Exclamations

1) Aiya

"Aiya" is a type of exclamation word in Manglish and Singlish to express shock, displeasure or panic as shown in Figure 4.37 below.

```
2    │fineeee. i admit i'm a lousy travel company, lol. aiya long story short WE GOT LOST. not just once bu │B1_M.TXT
13   │ he goes so he can't do any hanky panky. HAHAHA!  Aiya, i never even call or msg to check on him lor. │B13_S.TXT
```

Figure 4.37 Sample of the usage of lexical item 'aiya'

Based on Figure 4.37, even though the lexical item "aiya" is marked with the exclamation mark (!), it is clearly seen from the samples taken that "aiya" is used to convey the feeling of displeasure by the bloggers.

2) Wah

Unlike the previous exclamation word discussed before, "wah" is used in both Manglish and Singlish to express the feeling of surprise, amazement or astonishment felt by the bloggers as can be seen in Figure 4.38.

| 1 | e customer, and the first thing she said was : " Wah... so loud! " (in a very loud and clear tone ;p | B14_M.TXT |
| 4 | he's free on Friday evening. And her reply was, "wah, u finally free, i not free also must be free". | B13_S.TXT |

Figure 4.38 Sample of the usage of lexical item 'wah'

4.2.10 Others

1) –ing

It is found that for both Malaysian and Singaporean bloggers, there are several lexical items which the bloggers tend to add the suffix "-ing" after those particular lexical items. However, these lexical items together with the addition of suffix "-ing" do not exist in Standard English. The examples obtained from the data collected is shown as in Figure 4.39

| 11 | this. At 6pm, we dressed up and was busy make up-ing and taking pictures before we head out for dinner | B19_M.TXT |
| 15 | r extra duit kelas. We were BBQ-ing, Domino pizza-ing, playing water balloons, playing games, switching | B25_M.TXT |

Figure 4.39 Sample of the usage of lexical item '-ing'

Based on Figure 4.39, the suffix "-ing" is added in the nouns of "make up" and "pizza". These two verbs "make up-ing" and "pizza-ing" do not exist in the Standard English even though the nouns "make- up" and "pizza" do exist in English. Native speakers do not usually insert the suffix "-ing" to these nouns. As in Figure 4.40, the suffixes "-ing" are attached to a lexical item which are from the local languages, Malay and Cantonese respectively in this case. It seems that the bloggers were trying to modify the local words into English words by the addition of suffix "-ing".

```
12  ║ Sunway. As we're digging into our food and layan-ing Ryan's antics, we heard a woman's voice shouting ║B20_M.TXT

22  ║ isâ¦ indecent. -_-  To 2012! First time lou hei-ing with champagne.  Cheers to a good year!  Shoes In ║B24_S.txt
```

Figure 4.40 Sample of the usage of lexical item 'ing'

The suffix "-ing" is just simply added to the two local words in Malay and Cantonese respectively which are "layan" that means "serve" in Malay and "lou hei" that means 'wishing someone luck by toasting him or her with champagne' in Cantonese.
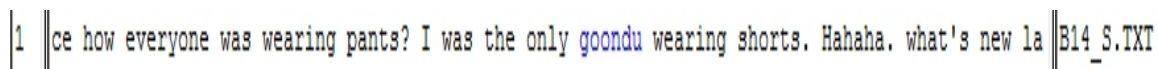
Wong and Chan (2007) discussed the use of second language (L2) morphological processes of affixing the progressive inflection "-ing" to the first language (L1) words. In a way, this is a process used to form new words or new forms of existing words in Manglish and Singlish.

4.3 Differences (Singlish)

4.3.1 Nouns

1) Goondu

The lexical item "goondu" is a noun used to describe someone with stupid, nonsensical or ridiculous attitudes in Singlish. "Goondu" originates from a Tamil word that means "fat" which connotes clumsiness and awkwardness. The example of the use of the word "goondu" is shown in Figure 4.41 below where the blogger uses "goondu" to describe himself as acting ridiculously because he was the only person wearing shorts while everyone else are wearing pants.

| 1 | ce how everyone was wearing pants? I was the only goondu wearing shorts. Hahaha. what's new la | B14_S.TXT |

Figure 4.41 Sample of the usage of lexical item 'goondu'

4.3.2 Adjectives

1) Bu shuang

"Bu shuang" is actually an adjective that originated from Mandarin Chinese which is used in Singlish to describe someone with not-in-mood attitude or behavior within a particular period. The example of "bu shuang" can be seen in the following figure.

| 1 | i do the edgy, high-fashion, angry and bu-shuang facial expression. Wtf is wrc | B7_S.TXT |

Figure 4.42 Sample of the usage of lexical item 'bu shuang'

Based on Figure 4.42, the blogger used "bu shuang" to describe that she is not interested or not in mood by making certain facial expressions to her friends.

2) Feng diao

"Feng diao" also originates from Mandarin Chinese which means character (of a person, verse, object etc.) or style. The definition of "feng diao" based on the data collected from this study used by a blogger could carry the meaning of "in the character of a drinker" as the blogger was enjoying some alcoholic drinks with her friends and just could not stop drinking.

```
1   | shots but because I was already in #fengdiao mode, I just downed whatever passed to me! Na |B22_S.txt
```

Figure 4.43 Sample of the usage of lexical item 'feng diao'

3) Kiasu

The lexical item "kiasu" is one of the Singaporean words that is often famously related to Singlish. In fact, when someone uses the word "kiasu", most people would immediately associate the word with Singaporeans talk. "Kiasu" if being translated literally from Hokkien, carries the definition of "afraid to lose out" and "always wanted to be the first" or sometimes is also used to express the meaning of "selfish". By way of explanation, the meaning of "kiasu" is always negative and sometimes sarcastic. The use of the lexical item "kiasu" is demonstrated by the bloggers in Figure 4.44 as below.

```
1   | don't understand. Just being kiasu sekit hahaha. If i can't blog in Japan i'd still |B7_S.TXT
2   | l also pre-book a facial. I'm kiasu like that because I like to get a facial as soon |B21_S.txt
3   | umped onto the bandwagon of kiasu parents mentality, and signed her up for tuition. |B24_S.txt
```

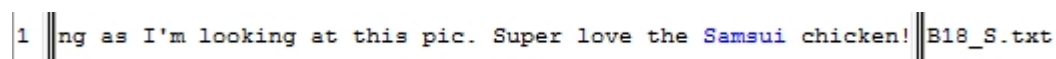Figure 4.44 Sample of the usage of lexical item 'kiasu'

From the figure above, it could be seen that "kiasu" is used by the Singaporean bloggers to connote various meanings. The first blogger used "kiasu" to refer to the meaning of showing off when the blogger stated that she would be posting so many blog posts in Japanese if she knew how write in Japanese. Meanwhile, the use of the "kiasu" by second

blogger is used to refer to the definition of greed when the blogger described every time she is scheduled for a trip she will also book a facial session for her self- satisfaction. On the other hand, the third blogger used the word "kiasu" to describe the act of afraid of losing out to other people, which in this case to the other parents. In the sample, the third blogger decided to sign her daughter for tuition when her daughter still did not show any improvement in her studies, so that her daughter will be able able to catch up with other students in the class. It is clear in the samples shown in Figure 4.44 that the word "kiasu" has several definitions and used by the Singaporean bloggers for various purposes. It is also possible to find more definitions of "kiasu" used for other purposes by more Singaporeans. Furthermore, the use of lexical item 'kiasu' is very commonly used by Singaporeans in using Singlish as stated by Leo (1995, p.18) that "*no word, perhaps, is considered more Singaporean than kias*u"

6)   Samsui

According to the Singlishdictionary.com, "samsui" is used to describe female Chinese immigrants that came to Singapore to work mostly as laborers, who is also commonly known as "samsui women" among the Singaporeans. The lexical item "samsui" found in the data used in this study is used as a name of a food recipe inspired by foods consumed by Samsui women in previous times as in Figure 4.45.

1 ‖ng as I'm looking at this pic. Super love the Samsui chicken!‖B18_S.txt

Figure 4.45 Sample of the usage of lexical item 'samsui'

5) Siao

In Singlish, the word "siao" is used to carry the meaning of "mad" or "crazy". "Siao" originates from Hokkien slang and is used in Singlish to refer to someone or oneself as "crazy". Figure 4.46 demonstrates how "siao" is used by the Singaporean bloggers.

| 1 | ating the Polaroid! But I think I look like an ah siao with the headwear! The 2 big | B22_S.txt |
| 2 | if it is a war film, but it turned out to be a âsiao heâ (crazy show)!!! But I reall | B22_S.txt |

Figure 4.46 Sample of the usage of lexical item 'siao'

4.3.3 Verbs

1) Chope

To "chope" means to reserve or to book something for someone else in Singlish as shown in Figure 4.47 below.

| 1 | quickly ask Gillian to help me chope and then i go make payment | B7_S.TXT |
| 2 | empty. Hah!   So I went to chope the seats (very auntie mate | B11_S.TXT |

Figure 4.47 Sample of the usage of lexical item 'chope'

From the collected data in this study, "chope" is only found in the blogs written by the Singaporean bloggers.

2) Chop

Unlike in Standard English, where "chop" is defined as "to cut or split something into parts, physically", in Singlish, "chop" denotes the meaning of "to stamp". When someone says "to chop" a document in Singlish, it does not mean that the person is asking to chop or to cut the document, instead he or she just means to say "to stamp" the document. This use of lexical item "chop" in Singlish could be originated from the Malay lexical item where "cop" actually means "the stamp" in English. The use of

"chop" in Singlish can be seen as below.

| 1 | need to pay $1 per pax, and they will chop an invisible stamp on our hand. Like wtf? | B13_S.TXT |

Figure 4.48 Sample of the usage of lexical item 'chop'

4.3.4 Adverbs

1) "Jitao" is a Singlish word which originates from Hokkien slang that carries the meaning of "straightaway" in English. One of the Singlish bloggers in this study tends to use "jitao" in quite a number in her writing. The example of the use of "jitao" in her blog is shown as in Figure 4.49.

| 1 | Kind of joke when we saw them from the 2nd level, jitao hide behind the notice board | B1_S.TXT |
| 9 | After the cake cutting, ralph jitao left us and went back to play!! HARD CORE!! So | B1_S.TXT |

Figure   4.49 Sample of the usage of lexical item 'jitao'

2) Liddat and liddis

"Liddat" and "liddis" are spelled as such commonly in Singlish which are actually "like that" and "like this" if they are spelled in English. These adverbs have the same function as "like that" which has been discussed earlier in the similarities between Manglish and Singlish lexical items section. However, despite the similarities that these adverbs possessed in both Manglish and Singlish, the spelling of "liddat" and "liddis" are only found among the Singaporean bloggers in the data collected for this study, as shown below.

1	to listen to me go on and on "Â where got people lidat one??Â " hahaha an	B3_S.TXT
4	ah lau, so fast sia, half a year has passed, just lidat??? Oh well, i shoul	B13_S.TXT
1	Your favourite book of all time: Cannot liddis play favourites!	B8_S.TXT

Figure 4.50 Sample of the usage of lexical item 'liddat and liddis'

4.3.5 Particles

1) Meh

"Meh" is only commonly used in question forms. "Meh" is probably the influence of Cantonese dialect which is frequently used by the Chinese in both Malaysia and Singapore in general. The use of "meh" is shown in Figure 4.51.

```
2      g I really wanted!!!   I learnt new things quick meh? I hope so lor, but I think I very tortoise in tl B1_S.TXT

6      minor things i also jealous la, u won't jealous meh if your bf save all the other girl contacts nicel B9_S.TXT
7      says I look ugly whenever I tie my hair. Really meh? I thought I look damn atas with Chignon Bun hai: B11_S.TXT
```

Figure 4.51 Sample of the usage of lexical item 'meh'

2) Lor

Unlike "lah" or "la" which have been discussed previously on their similarities as they are found in both Manglish and Singlish, "lor" is more commonly found in Singlish.

```
7      r time again.. Cabbed home.. Always kana bullied lor. None of them wanted to claim me lor. Only eileer B1_S.TXT
8      ana bullied lor. None of them wanted to claim me lor. Only eileen the best who will REMEMBER ME! LOL! B1_S.TXT
9      ed up with work even when im home! Eh, seriously lor.. My brain dont know when to relax.. Cannot like B1_S.TXT
```

Figure 4.52 Sample of the usage of lexical item 'lor'

3) Sia

"Sia" according to a blogger who uses this particles in her blog is used as an expression in Singlish to convey the meaning of surprise and disbelief. "Sia" basically has the same function like "meh" and "lor" which does not affect the meaning in sentences used as they are only used as particle, probably because of the habit of the speakers who used it in their daily conversations. The example of "sia" is demonstrated in the following Figure 4.53.

```
12      My boss is really so awesome! He really cover us sia! But of  B1_S.TXT
13      e will ever have a car. â NOPE. Sibei expensive sia. (God plea B10_S.TXT
14      8 on myself for a bangle at F21 (so fucking cheap sia) and $4( B13_S.TXT
```

Figure 4.53 Sample of the usage of lexical item 'sia'
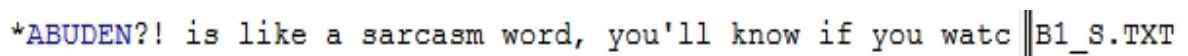
4.3.6 Phrases

1) Abuden

The "abuden" is a short form of a phrase in Singlish which means "ah, but then?".

"Abuden" is equivalent of "Duh!" or "obviously!" which is used when a person asks

something that is obviously stated to another person. In other words, 'abuden' is commonly

used in Singlish as a sarcasm. Figure 4.54 shows how "abuden" is used by a Singaporean

blogger.

*ABUDEN?! is like a sarcasm word, you'll know if you watc ‖B1_S.TXT
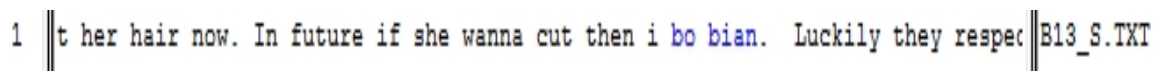
Figure 4.54 Sample of the usage of lexical item 'abuden'

Based on Figure 4.54, the blogger categorized 'abuden' to belong in sarcasm category

regarding its use in daily lives among Singaporeans.

2) Bo bian

"Bo bian" in Singlish which originates from Hokkien phrase is also known as "no choice".

Figure 4.55 demonstrates how "bo bian" is used in Singlish where the blogger used this

lexical item to describe that she would have no choice if her best friend wished to cut her

hair in the future, as the blogger has no option other than just permitting whatever her best

friend wants to do.

1 ‖t her hair now. In future if she wanna cut then i bo bian. Luckily they respec ‖B13_S.TXT

Figure 4.55 Sample of the usage of lexical item 'bo bian'

3) Buay

"Buay" generally in Singlish carries the meaning of "cannot" in Hokkien slang as shown in below Figure 4.56

```
3    Â "  i probably should have stopped but i reallyÂ buay tahan la. seriously, where got peopl B3_S.TXT

2    ing, everyone will become broke!  and den .... iÂ BUAY LUN LIAO LO.  so B3_S.TXT
```

Figure 4.56 Sample of the usage of lexical item 'buay'

From Figure 4.56,"buay" is used to connote the meaning of "cannot". "Buay tahan" or sometimes said as "buay lun liao" in English also equals to "can't stand". The blogger tries to express that he could not stand the negative attitude of some people who is not in his moral expectation.   "Buay" is also found to be used with other lexical items to express various meanings by the bloggers in this study. For example, the phrase of "buay paiseh" as shown in Figure 4.57

```
1    lute favourite!Â  and i like my new cardigan!!Â Buay Paiseh Meh? i was working from hom B3_S.TXT

4    miss me.  You know you miss me.I know. :-D Super buay paiseh :-P   Song that I recently B4_S.TXT
```
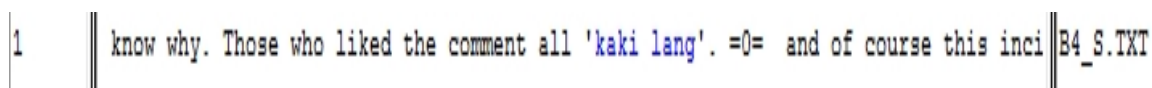
Figure 4.57 Sample of the usage of lexical item 'buay'

Based on Figure 4.57, "buay paiseh" denotes the definition of "unabashed" or "shameless" in English. Both of the bloggers from Figure 4.57 use "buay paiseh" after they have somehow praising themselves and "buay paiseh" is used to neutralize the situation so that they would not be considered as "shameless" by the readers.

7) Kaki lang

According to TalkingCock.com, an online Singlish dictionary, the phrase "kaki lang" is actually a hybrid of two words originated from the Malay language and Hokkien. "Kaki" is

a Malay word that means "leg" while in Hokkien "kaki" means "mine" or "my own". On the other hand, "lang" in Hokkien means "person". When these two words from two different dialects are combined, somehow the overall meaning of this combination denotes the meaning of "close companions" (who are regarded almost like family members) or "buddies". However "kaki lang" could also originated from a Hokkien or Teochew phrase with equivalents in other Chinese languages spoken locally. One of the Singlish bloggers in this study use "kaki lang" in her writing as shown in Figure 4.58.
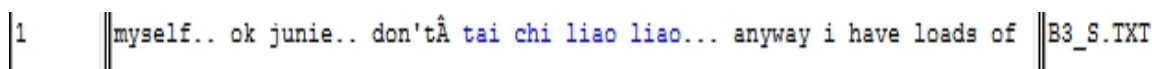
| 1 | know why. Those who liked the comment all 'kaki lang'. =0= and of course this inci | B4_S.TXT |

Figure 4.58 Sample of the usage of lexical item 'kaki lang'

The blogger in Figure 4.58 uses "kaki lang" in her writing to express the meaning that she regards all the readers who like the comments that she has made previously as her "buddies". In other words, the blogger could also be saying that the readers who like or agree with her comments are on her side, therefore they could be considered as "buddies".

8) Tai chi liao liao

"Tai chi liao liao" is found to be used in one of the Singaporean's blog which could have originated from Hokkien or the Singapore Teochew dialect that means "a lot of problems". A blogger used this phrase in her writings as to describe the many problems that she has, and what she tried to convey in her writing is that "do not add more problems". The use of "tai chi liao liao" is shown as below.

| 1 | myself.. ok junie.. don'tÂ tai chi liao liao... anyway i have loads of | B3_S.TXT |

Figure 4.59 Sample of the usage of lexical item 'tai chi liao liao'

4.3.7 Exclamation

1) Jiayou

"Jiayou" is a lexical item used in Mandarin that means "all the best!" or "work

hard"   as encouragement word to cheer a sport team or friends who are trying hard to

achieve something. "Jiayou" is found to be used in Singlish for the same purpose which

is to cheer up someone or to encourage someone as shown in Figure 4.60.

```
1 | ngs to clear!! OMG! I must really hasten my pace! JIAYOU!   Alright! Tomorrow violin... Commu: | B1_S.TXT
2 | g in this post should affect you okay =) In fact, jiayou! I'm talking about the really talent: | B7_S.TXT
```

Figure 4.60 Sample of the usage of lexical item 'jiayou'

Based on Figure 4.60, the first blogger used "jiayou" as encouragement words to

encourage himself to do all the tasks that he was required to do. Meanwhile, the second

"jiayou" was used to encourage readers not to feel down or frustrated by what had been

written the bloggers previously if they truly aspired to become a model.

4.4 Differences (Manglish)

4.4.1 Nouns

1) Ex-kolej-ian

This unique noun of "ex-kolej-ian" was found in one of the blogger's writings. "Ex-kolej-ian" in English means ex college mate. The blogger somehow invented the word "ex college mate" by blending the English word "ex-" as the prefix with the English suffix "-ian" with the Malay word "kolej" as the middle word, which finally produces "ex-kolej-ian" as the word "kolej" means "college" in English. Figure 4.61   below shows how the blogger use this word.

```
|1      ‖ I guess, about 20 of us ex-kolej-ian (schoolmates) came to th‖B2_M.TXT
```

Figure   4.61 Sample of the usage of lexical item 'ex-kolej-ian'

2) Gegirls

The noun "gegirls" is becoming more popular in Malaysia nowadays since it was used by local television show comedians as a dearie nickname used for girls. However, sometimes the word "gegirls" can also refers to a group of girls such as the example shown below.
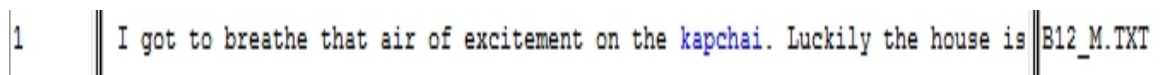
```
|1      ‖. Pipaaaa, my brest fren! Yeah kami gegirls Jalan 3.   Tu Sk‖B25_M.TXT
```

Figure 4.62 Sample of the usage of lexical item 'gegirls'

Based on the example shown above, "gegirls" is used by one of the bloggers to refer to herself and her friends (a group of girls).

3) Kapchai

The lexical item "kapchai" is a description of a small motorcycle as can be seen from the following example taken from a blogger. However "kapchai" could also be a phrase that originated from the name of a particular model of Honda motorcycles (Honda cub) plus the Cantonese word "chai" which has the literal meaning of 'son' or the meaning of 'diminutive'.
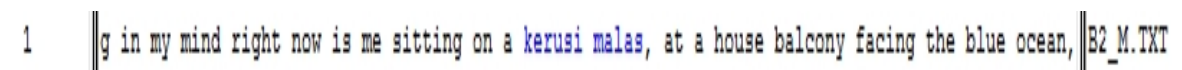
```
1    ‖ I got to breathe that air of excitement on the kapchai. Luckily the house is ‖B12_M.TXT
```

Figure 4.63 Sample of the usage of lexical item 'kapchai'

From Figure 4.63, the blogger use "kapchai" to describe the small motorcycle that she was riding on in her blog.

4) Kerusi malas

The noun "kerusi malas" is actually a Malay language literal translation of the noun "easy chair" in English which means a piece of furniture such as an armchair used for lounging. However, in Malaysia and especially in Manglish "kerusi malas" is more widely known among Malaysians compared to an "easy chair".

```
1    ‖g in my mind right now is me sitting on a kerusi malas, at a house balcony facing the blue ocean,‖B2_M.TXT
```

Figure 4.64 Sample of the usage of lexical item 'kerusi malas'

4.4.2 Adjectives

1) Chincai

In Manglish, "chincai" which originally comes from Hokkien, means a non-serious

or simple attitude committed of a person in ignorance attitude without thinking of the

possible consequences that might occur as a result from the "chincai" attitude. This

adjective of Manglish is demonstrated in Figure 4.65 as below.

| 1 | from the second paragraph, I chincai paraphrase and summarize: | B8_M.TXT |

Figure   4.65 Sample of the usage of lexical item 'chincai'

In the above figure, the blogger uses "chincai" to describe the 'non-serious' job that he had

done during paraphrasing and summarizing texts.

2) Cibai

"Cibai" is an adjective used in swearing commonly among Malaysians. "Cibai" comes from

Hokkien or Taiwanese word referring to female sexual organ literally. However, "cibai" can

also mean shit, bastard and other swear words. The sample of the usage of this word in

Manglish is represented as below.

| 2 | tell him about me writing a blog because this cibai blog is a | B8_M.TXT |
| 6 | uation, I would make time for us, bullshit the CIBAI thesis. E | B8_M.TXT |

Figure 4.66 Sample of the usage of lexical item 'cibai'

In the figure above, "cibai" is used as an adjective to describe the displeasure that the

blogger felt on the blog and the thesis mentioned in his writing.

3) Gatal

"Gatal" actually originates from Malay which if translated literally into English means "itchy". However, in Malay, "gatal" denotes a different definition which means "on purpose" or to indicate female concupiscence. One of the bloggers is found to use "gatal" as to express the meaning of "on purpose" as shown below.

| 1 | because usually I will gatal go remind him like a coo-coo bird | B8_M.TXT |

Figure 4.67 Sample of the usage of lexical item gatal'

4) Lansi

"Lansi" is an adjective used in Manglish to describe people with an arrogant attitude. Commonly this lexical item can be considered as a swear word as it is often used to curse people and has almost the same meanings such as "shit" and "dick" in English which are used to describe people with unpleasant or annoying attitude. The use of this adjective is demonstrated in the following figure.

| 1 | s, bully people back out of self-defend and act lansi intentionally after being labelled arrogant | B7_M.TXT |

Figure 4.68 Sample of the usage of lexical item 'lansi'

In the figure above, "lansi" is used by one of the bloggers in this study as a description of the attitude of the person that the blogger is writing about.

9)   Sepet

"Sepet" refers to someone who has "slit and narrow eyes" and are usually used such as in "mata sepet" among Malaysians and commonly used to describe the facial features of the Chinese, specifically in the eyes part. The example of the use of "sepet" in Manglish is demonstrated by one of the bloggers as in the figure below.

| 1 | , he a Chinese Maltese because he has 'sepet' eyes. Haha sorry to | B19_M.TXT |

Figure 4.69 Sample of the usage of lexical item 'sepet'

10)   Thick-faced

Someone who is described as having "thick-faced" attitude also means that the person is "shameless" or "overly insensitive". This adjective might be a direct translation from a Malay proverb which is "muka tebal" as "Tebal=thick" and "muka=face" which also means "shameless" person. One of the bloggers in this study use "thick-faced" as shown as below.

```
1   ‖it was Ann's but i'm so thick-faced horh kept drinking it like it's mine ‖B1_M.TXT
```

Figure 4.70 Sample of the usage of lexical item 'thick-faced'

11)   Vogiu

"Vogiu" in Manglish has exactly the same meaning as in "vogue" in English that means "very fashionable or popular". The only difference here is the spelling used by the blogger to convey the meaning of "vogue" . The blogger might simply changed the spelling to create her own unique style of writing, but this might still confuses foreign readers of the blog who are not familiar with the term "vogiu".


```
1   ‖ not my thing. I might be old, but i'm still very vogiu. So, when you se‖B14_M.TXT
```

Figure 4.71 Sample of the usage of lexical item 'vogiu'

4.4.3 Verbs

1) Ciplak

"Ciplak" is a verb used in Manglish to describe plagiarism as shown in below figure.

```
1        ‖ Of The Day  Ciplaking/copycating SK's post this time. He talk ‖B9_M.TXT
```

Figure 4.72 Sample of the usage of lexical item 'ciplak'

The blogger use "ciplak" or in this case "ciplaking" to describe the act of plagiarizing or copying what has been written by the person who he calls SK.

2) Pau

In Manglish, "pau" is used to indicate the act of "asking someone to buy something or give money". Commonly, "pau" is used as street word among Malaysians but mostly in the Malay language. However, "pau" is also the name of a bun which has various fillings inside such as meat, vegetables and red beans. "Pau" in Malaysia and commonly in Asia is usually consumed by the Chinese. In one of the blogs collected in this study, the blogger used "pau" to indicate the meaning that Ryan has managed to get his mommy to buy him the Upin and Ipin merchandise in the blogger's writing.

```
21  ‖Upin and Ipin merchandise that Ryan managed to "pau" from mummy ar‖B20_M.TXT
```

Figure 4.73 Sample of the usage of lexical item 'pau'

4.4.4 Tag Question

1) –kan?

As for Malaysians, the particle '-kan?' is almost like a habit, most commonly among the Malays in Malaysia as '-kan' is actually a Malay suffix used in casual and informal situations. There are quite a number of Malaysian bloggers who tend to insert '-kan?' at the end of their sentences. The function of '-kan' in Manglish is commonly to assert or to gain certainty and clarifications for what being said by the bloggers from the readers. '-'kan?' has almost a similar function as the tag question 'right?' which has been discussed earlier. The use of '-kan?' is demonstrated as below.

```
1  2, but not bad for a first timer, kan? With that said, heres a special phot  B2_M.TXT
2  hts. After all, I am not attached kan? Believe it or not, it was just some   B8_M.TXT

5  catfish.  Chicken, meh. So choosy kan? Haha  My usual choice would be tempe  B9_M.TXT
6  as if everyone knows about it lah kan..) If we knew about it from the begin   B12_M.TXT

9  y can accept one of them? Strange kan? ;p  Can you sleep with noise? Or you  B14_M.TXT
10 I tak ingat my own son's birthday kan? So, on 28th during dinner time we sa  B15_M.TXT
```

Figure 4.74 Sample of the usage of lexical item '-kan?'

4.4.5 Phrases

1) Goyang kaki

The phrase "goyang kaki" is usually used by Malaysians which means "to be idle". As for Malaysians, the act of shaking legs by a person also means that this particular person has nothing else to do and just lazing around. Even though some Singaporeans might be using the same phrase to express the same meaning, most of the times Singaporeans tend to use "shake leg" a literal translation of "goyang kaki" in English. The example of the use of this phrase in Manglish is demonstrated in the following example.

```
1       ‖ lazing around in bed, reading a novel, goyang kaki while Ann made phone call ‖B1_M.TXT
```

Figure 4.75 Sample of the usage of lexical item 'goyang kaki'

2) Let's makan

"Let's makan" in English means "let's eat". The blogger might be using this phrase instead of the English phrase as to add the local element which in this case is Malaysian food into her sentence. This is based on the findings made in her blog that "let's makan" is used after the blogger described 'tandoori chicken' that she was going to eat.

```
1       ‖ ..yum! Ordered tandoori chicken too.....beautiful let's makan! ‖B4_M.TXT
```

Figure 4.76 Sample of the usage of lexical item 'let's makan'

3) Makan – makan

The phrase "makan-makan" is also quite common in Manglish. Originated from the Malay language, this phrase is commonly used among Malaysians to describe a small event of dining sessions such as small casual party at home or it could also be casual dining acts with group of friends. The use of this phrase among the Malaysian bloggers is demonstrated in the following figure.

```
2   ‖ Year. Went to Davi's house for a nice makan-makan.  Davi's sister‖B4_M.TXT
9   ‖ We had makan-makan today to celebrate May Babies, promotions and ‖B20_M.TXT
```

Figure 4.77 Sample of the usage of lexical item 'makan-makan'

4) Short people

"Short people" is a phrase used to refer to people who are not tall or who are petite by some Malaysians. Some people might consider this phrase as offensive especially for foreigners, because in English, there are terms such as "little people" which are used to describe those with dwarfism syndrome. However, in Malaysia, sometimes people use "short people" to describe those who are petite such as in the example shown below where the blogger describe herself as "short people" when she could not reach the car's brake after she was made fun of by her friend.

1 ‖wtf discrimination against short people" or something like that bu‖B1_M.TXT

Figure 4.78 Sample of the usage of lexical item 'short people'

Based on the explanations provided previously regarding the similarities and differences between Manglish and Singlish lexical items found in the 62 personal blogs written by Malaysian and Singaporean bloggers, the researcher finally can conclude the findings made in this present study in the form of tables and bar charts for overall view on the comparison made between these two colloquial varieties of Englishes found in Malaysia and Singapore. (See Table 4.4, Table 4.5, Table 4.6, Figure 4.79. Figure 4.80 and Figure 4.81)

Table 4.4 Similarities (Manglish and Singlish lexical items)

SIMILARITIES (Manglish and Singlish lexical items)									
Acronyms	Nouns	Adjectives	Verbs	Adverbs	Tag Questions	Particles	Phrases	Exclamation	Others
LOL *OMG* *SMS* *WTF*	*Aircond* *Bangla* *Camwhore* *Uni*	*Awsum* *Blur* *Ori* *Syiok* *Syok* *sendiri* *Stylo*	*Dunno* *Kena* *Send* *Tahan* *Pangsai*	*Actually* *Already* *Long story short*	*Right?* *Is it?*	*Ah* *La* *Lah* *Man* *Liao*	*Also* *can/can also* *… or not?* *Like that* *Where got* *You know* *Some more*	*Aiya* *Wah*	*-ing*
TOTAL									
4	*4*	*6*	*5*	*3*	*2*	*5*	*6*	*2*	*1*
GRAND TOTAL: 38									

Table 4.5 Differences (Singlish lexical items)

DIFFERENCES (Singlish lexical items)									
Acronyms	Nouns	Adjectives	Verbs	Adverbs	Tag Questions	Particles	Phrases	Exclamation	Others
-	*Goondu*	*Bu shuang* *Fengdiao* *Kiasu* *Samsui* *Siao*	*Chope* *Chop*	*Jitao* *Liddat* *Liddis*	-	*Meh* *Lor* *Sia*	*Abuden* *Bo bian* *Buay …* *Kaki lang* *Tai chi* *liao liao*	*Jiayou*	-
TOTAL									
-	*1*	*5*	*2*	*3*	-	*3*	*5*	*1*	-
GRAND TOTAL: 20									

Table 4.6 Differences (Manglish lexical items)

DIFFERENCES (Manglish lexical items)									
Acronyms	Nouns	Adjectives	Verbs	Adverbs	Tag Questions	Particles	Phrases	Exclamation	Others
-	*Ex-kolej-ian* *Gegirls* *Kapchai* *Kerusi malas*	*Chincai* *Cibai* *Gatal* *Lansi* *Sepet* *Thick-faced* *Vogiu*	*Ciplak* *Pau*	-	-	*-kan*	*Goyang kaki* *Let's makan* *Makan-makan* *Short people*	-	-
TOTAL									
-	*4*	*7*	*2*	-	-	*1*	*4*	-	-
GRAND TOTAL: 18									

Figure 4.79 Similarities between Manglish and Singlish lexical categories found in blogs (in percentages, %)

With reference to Figure 4.79, adjectives and phrases are the categories of lexical items that share the highest percentage (16.2%) of similarities between Manglish and Singlish in the personal blogs collected for this study compared to the other categories of lexical items. However, the category of verbs (13.5%) was also found to possess high percentage of similarities followed by the categories of acronyms, nouns and particles which all of them had the similar amount of percentages (10.8%). On the other hand, the category of adverbs was found to possess similarities in the value of 8.1% followed by the second least value of percentages possessed by two categories of lexical items which are tag questions (5.4%) and exclamations (5.4%). Finally, category of others was found to possess the least value of percentage than all other categories of lexical item which is 2.7%.
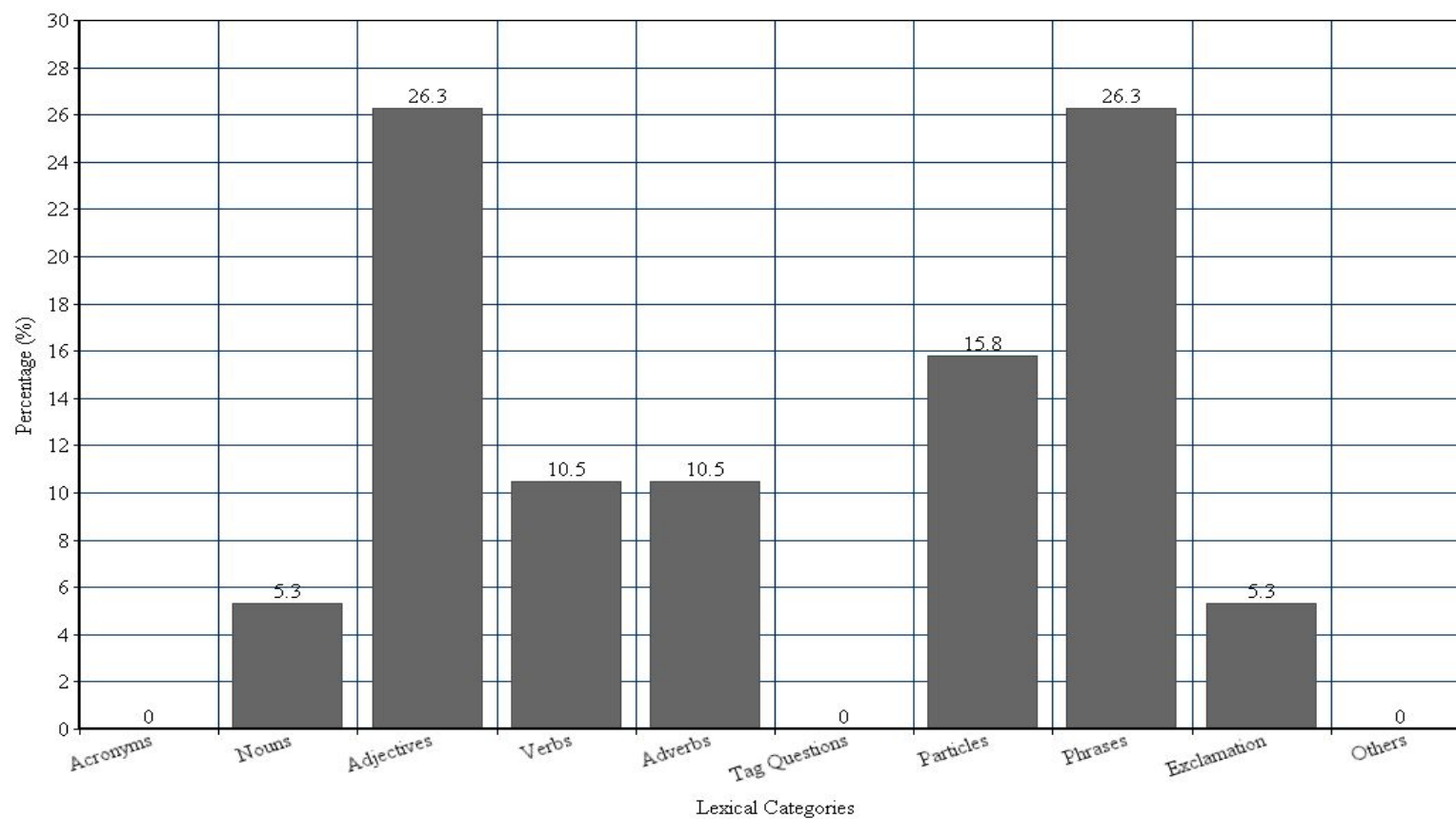
Figure 4.80 Differences (Singlish lexical categories in percentages, %).
See the explanation of Figure 4.80 at page 142, paragraph 1.

Figure 4.81 Differences (Manglish lexical categories in percentages, %).
See the explanation of Figure 4.81 at page 142, paragraph 1.

From Figure 4.80 and Figure 4.81, the two highest percentage values of differences were found in the categories of adjectives and phrases for both Manglish and Singlish lexical items. For Singlish lexical items, the total of 26.3% of lexical items for both categories adjectives and phrases were found to be used only by Singaporean bloggers, meanwhile for Manglish lexical items 38.9% lexical items in the category of adjectives and 22.2% lexical items in the category of ph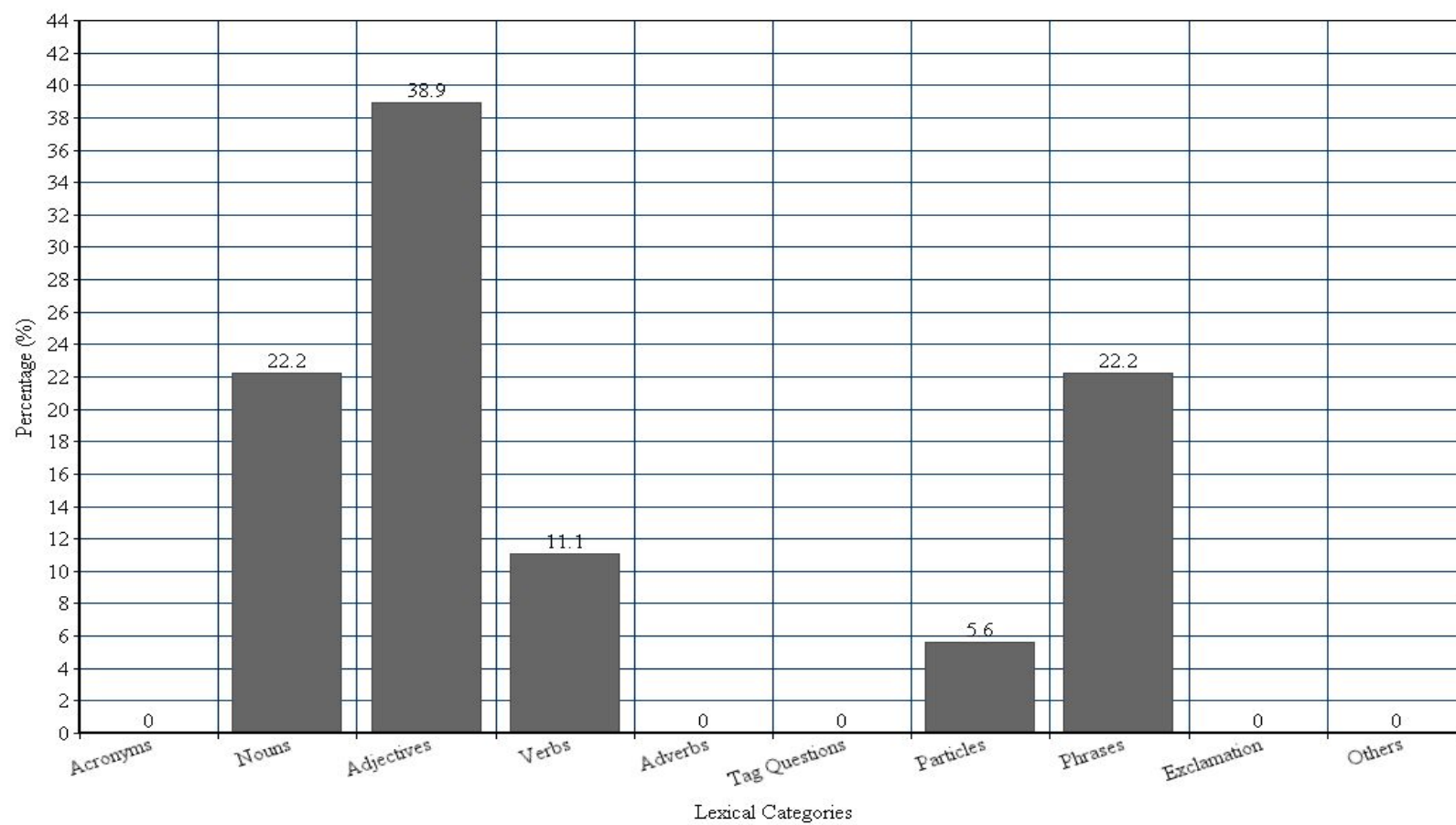rases were only found to be used only among Malaysian bloggers. Comparing to other categories of lexical items made available in this present study; Singlish lexical items [Acronyms (0%), Nouns (5.3%), Verbs (10.5%), Adverbs (10.5%), Tag Questions (0%), Particles (15.8%), Exclamations (5.3%) and Others (0%)] and Manglish lexical items [Acronyms (0%), Nouns (22.2%), Verbs (11.1%), Adverbs (0%), Tag Questions (0%), Particles (5.6%), Exclamations (0%) and Others (0%)], the value of percentages differences were not so salient or obvious as the categories of adjectives and phrases. In other words, in terms of the lexical item types or lexical item categories, Manglish and Singlish lexical item could actually be distinguished from each other more saliently in the category of adjectives and phrases and less saliently can be differentiated in other lexical item categories based on the results yielded for this present study.

The more salient differences between Manglish and Singlish lexical items in this study are based on the researcher's analysis on the number of frequencies that each lexical item appeared in the data collected and also with reference to a few published books on Manglish and Singlish, including the existing online dictionary for Singlish lexical items. However, it is important to bear in mind that if a lexical item does not appear at all in Manglish or Singlish based on the data collected, it does not mean that the particular lexical item does not exist at all in Manglish or Singlish. The particular lexical items might not just be used in the writings produced by the bloggers involved in this study due to the limitation

of the words set by the researcher herself for each of the writing produced by the bloggers that is about 5,000 words. By assuming that one particular lexical item is more common than another, that is how the comparison of Manglish and Singlish lexical item is made in this present study.

The findings obtained from this study have proved several claims discussed in the literature review section earlier in Chapter 2. There were also numerous lexical items were found to be cited in mentioned previous researches. Below is the list summary of   the mentioned lexical items in mentioned studies, provided for convenience.

Table 4.7 List Summary of Lexical Item Found in Previous Studies and References

LEXICAL ITEMS	REFERENCES LIST
'SMS', 'aircon', 'kena', 'send', 'tahan', 'actually', 'already', 'ah', 'la/lah', 'liao', 'you know', 'aiya', 'wah', 'goondu', 'siao', 'chope', 'chop', 'meh', 'lor', 'sia', 'buay', 'kaki lang', 'bangla', '...or not?', 'some more', 'liddat and liddis', 'abuden'	Singlish Online Dictionary (SD) and Talking Cock Online Dictionary (TC)
'chincai', 'ah', 'la/lah', 'can also', 'also can', 'like that', 'some more', 'wah'	*Manglish* (M) by Lee Su Kim (1998)
Chop', 'send,' 'where got'	Platt and Weber (1980), SD, TC, M

'Kiasu'	Ooi (2001), SD, TC
'Samsui'	Lim (2001), SD
'Right?, isn't it?'	Norrizan (1995), SD, TC,M
'Blur', 'stylo'	Zaidan (1994), SD, TC,M

Plat and Weber (1980) in their division of five categories of list of lexical items of SE II (See Table 2.1) has several similarities with the categories provided by the researcher in this study. Many lexical items used by the bloggers from both Malaysia and Singapore belong to Category 1 (words and expressions from the background language) such as many lexical items from Malay language for Manglish (for example: *'kapchai', 'chinchai'* and *'sepet'*) and many lexical items from various Chinese dialects in Singlish (for example: *'bu shuang', 'kiasu'* and *'siao'*). There are also similarities found in the findings obtained in this study in Category 2 (words and expressions different with SBE) such as *'aircond', 'chope'* and *'chop'* and in Category 5 (tendency to abbreviate) with lexical item such as *'uni'*. In comparing Manglish and Singlish lexical items, the researcher can conclude that most bloggers tend to choose the lexical items that belong from their first languages which is what differentiate Manglish and Singlish the most. Since the population of Chinese citizens which is 76.8% from the whole population of Singapore compared to the Malay citizens in Singapore which is only 13.9% according to the official website of Central Intelligence Agency (CIA) of the United States, and lesser in Malaysia (23.7%) compared to other races such as Malays (50.4%) and Indians (7.1%), Singlish seems to have more influences from various Chinese dialects and Manglish has more influences from the Malay language.

Lim (2001) also found that ME and SE are uniquely different with each other in the sense of ME receives more influences from the Malay lifestyle or in other words, since Malaysia has more Malay population compared to other races, ME has more elements of Malay loan words such as those lexical items found in this study, *'gatal', 'maka-makan'* and *'let's makan'*.

The researcher also agrees with Alsagoff (2010) and Lee Wong (2011) that there is no relationship between demographic background (educational level) with the use of Singlish or Colloquial Singapore English (CSE). Based on the educational level and occupation type obtained from the bloggers selected in this study (See Appendix 2), even though all of the bloggers possess at least college educational background and many of them in fact have professional careers, the traces of Manglish and Singlish elements are still applied in their way of writings. This meets the description of localist perspective in the Glocalization Model by Alsagoff (2010) (see Table 2.5) where she stated that it is a choice or intention of Singaporeans themselves, "to apply the individuality of SE traits which distinguishes it from the SE among speakers for cultural and personal identity purpose". This proves that Singlish and Manglish are used among the bloggers with good educational background and professionals not because they do not possess the knowledge of Standard English but more because of cultural and nationality representation purposes.

Some of lexical items provided in the categorization of ME lexicon available in Malaysia which are Malaysian words and Malaysian flavors made by Zaidan (1994), were also found to be used in both Manglish and Singlish among the bloggers in this study (see Table 4.4) such as 'blur' and 'stylo'. This demonstrates that there are a few recognized Manglish lexical items that are also available in Singlish in this present study.

Besides that, another similarity between Manglish and Singlish lexical items is detected in the use of high frequencies of tag question "right?" among both Malaysian and Singaporean bloggers. This finding made in this study meets the result obtained by Norrizan (1995) where she found that "right?" has the highest frequency of use among her subjects in her study. However, the researcher also agrees with Norrizan (1995) that despite the ability of the occurrences of tag questions among Malaysian and Singaporean to demonstrate and representing the unique features of ME and SE, it may also cause breakdown in communication if the tag questions are overused when communicating with native speakers of English.

4.5 Conclusion

After the analysis has been made based on all the Manglish and Singlish lexical items found in blogs, the researcher would be providing the overall conclusion for the similarities and differences and also conclusions on each of the categories of lexical items classified in this study. Therefore there are two parts of conclusions in this section in order to provide more detailed explanations on the product of analysis for Chapter 4. The categories of lexical items analyzed in this chapter are acronyms, nouns, adjectives, verbs, adverbs, tag questions, particles, phrases, exclamations and others in accordance to the similarities and differences found in Manglish and Singlish from the data collected.

4.5.1 Overall Conclusion for Similarities and Differences between Manglish and Singlish Lexical Items

To sum up, based on all the analysis made in this present study, the Manglish and Singlish lexical items were categorized into ten distinct lexical categories (Acronyms, nouns, adjectives, verbs, adverbs, tag questions, particles, phrases, exclamations and others). Following up the categories, the biggest differences between Manglish and Singlish lexical items could be seen in the category of adjectives meanwhile, the least distinction could be seen in the category of acronyms, tag questions and others where no differences (0%) can be seen at all.

4.5.2 Similarities

i) Acronyms

From the data collected, under the category of acronyms, 4 lexical items were found to be used in both blogs by Malaysian and Singaporean bloggers. Acronyms have become a trend for most people especially when writing in electronic communication such as mobile text messages, internet chat rooms and in this case blogging. Therefore, it is not odd to find these acronyms to be similar or found in both blogs written in Manglish and Singlish by the bloggers involved in this study. One of the acronyms used in the data collected for this study which is 'SMS' that stands for 'short message service' is found to be used in various functions which could be used as a noun and also as a verb. However, these 4 acronyms are not meant to represent the whole usage of acronyms among all Malaysians and Singaporeans as in Manglish and Singlish.

j) Nouns

As for category of nouns, the researcher found the types of nouns used in both Manglish and Singlish are related to the current phenomena that are occurring in both Malaysia and Singapore. These phenomena include the immigration of foreigners from certain countries, for example Bangladesh which leads to the creation of the noun 'Bangla' as reference to the Bangladeshi immigrants that stay in the countries. Besides that, other phenomena also include creation of new lexical item from English words that is 'aircond' that originates from the noun 'air conditioner'. The researcher has also found that the lexical item 'camwhore' has a different semantic meaning among the bloggers involved in this study compared to its original meaning which carries a negative connotation.

k)   Adjectives

Compared to other categories, adjective has the highest number of similarities between Manglish and Singlish based on the obtained data. Some adjectives obtained from the data which are 'blur', 'ori', 'awsum' and 'stylo' are invented creatively from English lexical items so that these adjectives will be blended in well to suit the local taste of Malaysians and Singaporeans. Other adjectives on the other hand such as 'syiok or syok' is typical in Manglish and Singlish which do not originate from any English word but came from Malay dialect.

l)   Verbs

In the category of verbs, the findings have shown that lexical items such as 'chop' and 'send' carry a different meaning and usage if compared to these words original definitions in Standard English. Even though these lexical items as in Standard English have similar meanings in Manglish and Singlish, they are used in different contexts by the bloggers which might confuse foreigners when they encounter the usage of the words in Malaysia and Singapore. Other than that, lexical items such as 'kena' and 'tahan' do not originate from Standard English but came from the Malay language.

m) Adverbs

The category of adverbs in Manglish and Singlish in this lexical study reveals the over usage of words such as 'actually' and 'already' by the bloggers. The frequencies of these words are higher than other words. From this, the researcher can conclude that users of Manglish and Singlish have this tendency to insert these words into their writings, probably

because their habits of using 'actually' and 'already' during oral communication.

n)   Tag Questions

The main purpose of using tag questions such as '*right*?' and 'i*s it*?' is for clarification among the bloggers. They are often used at the end of the sentences, probably because these tag questions could spark more interactions between bloggers and readers as the readers would be feeling that the bloggers are aware that they are actually reading their blogs.

o)   Particles

The findings show that both Malaysian and Singaporeans love to insert particles such as '*la*' and 'l*ah*' which are two most popular particles in Manglish and Singlish. These particles are probably used as a mark of identity by these bloggers to show attitude of, "I am a Malaysian/Singaporean" as '*la*' and '*lah*' could only be found to exist in Manglish and Singlish.

p)   Phrases

For this present study, the researcher regards one to be considered as a phrase when at least two words are found to be collocated with each other. Based on the data, the phrases that are found to be similar in Manglish and Singlish are mostly direct translations from Malay dialect.

q) Exclamation

For the category of exclamation, both users of Manglish and Singlish share similarities in the use of exclamation words such as *'wah'* and *'aiya'*. Both of these lexical items originated from Malay and Chinese dialect.

r)   Others

Besides all the nine categories mentioned previously, the researcher also includes one additional category which is 'others' where all the lexical items which do not belong in any of the previous categories will be classified in this category. For this category, the researcher discovers that the bloggers from both Malaysia and Singapore has the tendency to add the affix '*-ing*' at the end of certain lexical items. Some of the lexical items where this suffix is added originated from English words but some did not. Originally, the suffix '-ing' is used in Standard English as in the present progressive tense. However, some of the lexical items found in the data are simply added by *'-ing'* by the bloggers to describe to the readers their progressive actions. For example, *'pizza-ing'* which the blogger is describing the act of eating pizza.

4.5.3 Differences

In terms of differences between Manglish and Singlish lexical items, not all the categories reveal salient distinctions between these two varieties of English. The differences could only be seen as in certain categories of lexical items in this study which are nouns, adjectives, verbs, adverbs, particles, phrases and exclamation. To sum up, all these mentioned categories of lexical items in this study reveal differences in one main aspect that the Singlish lexical items tend to be influenced by various Chinese dialects available in

Singapore. For instance, Hokkien and Cantonese. On the contrary, Manglish lexical items receives many influences from Malay language. For example, the use of affix '*kan'* is only found in the blogs written by Malaysian bloggers. This affix of '*kan*', which originates from the Malay language, tends to be used in Manglish as an added suffix to certain lexical items.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The main aim of this study is to compare the two colloquial English varieties available in Malaysia and Singapore, which are Manglish and Singlish from texts obtained from personal blogs. The data was collected from 31 personal blogs both from Malaysian and Singaporean bloggers which results in a total of 62 personal blogs collected for this study. A part of the analysis of the data, where the analysis on the lexical items was made is with reference to Baskaran (2004) and Ooi (2001) which their frameworks were used to distinguish the Manglish and Singlish lexical items from ME and SE lexical items.

5.1 Research Questions

There are two research questions in this study. In this dissertation, the researcher has conducted two methods of analysis which is mainly the quantitative research method. For the first and second research questions, the researcher has used quantitative approach in order to analyze the data by taking into consideration the number of frequencies that each of Manglish and Singlish lexical items occur in each blog by each blogger in order to identify the similarities of the lexemes used by both Malaysian and Singaporean bloggers in blogs. The researcher than divided these lexemes in 10 categories which are acronyms, nouns, adjectives, adverbs, verbs, tag questions, particles, phrases, exclamation and others. Therefore, in this chapter the researcher would be providing overall conclusions for these categories.

For the purpose of concluding the analysis made in this study, the researcher would be providing conclusions in this chapter in accordance to the two research questions proposed earlier for this study. The research questions are provided again below for convenience.

5.1.1 Research Question One and Research Question Two

a) What are the similarities in the types of lexical items in Malaysian colloquial English and Singaporean colloquial English that can be found in the samples of blogs written by Malaysian and Singaporean bloggers?

b) What are the differences in the types of lexical items in Malaysian colloquial English and Singaporean colloquial English that can be found in the samples of blogs written by Malaysian and Singaporean bloggers?

Through the results on the similarities that Manglish and Singlish lexical items share, it is noted that the lexical items mostly belong in Group D; words of English origin/informal as what stated in Ooi's Concentric Circles of Nativised Englishes (2001) and the rest of the lexical items are included in Group E; words or hybrids of non-English origin/informal. As for the differences, it is found that all the lexical items in Manglish and Singlish from the texts of blogging used in this study, belong to Group E in Ooi's Concentric Circles of Nativised Englishes (2001). Most of the lexical items which are only found in Singlish particularly in this study are influenced by various Chinese dialects such as Hokkien and Cantonese. On the contrary, Manglish lexical items used by Malaysian bloggers in this present research are mostly influenced by the Malay dialect. This can lead us to one possible conclusion that the main distinction between Manglish and Singlish based on the results in this chapter, is that Manglish

has a stronger influence of Malay dialect compared to Singlish which on the contrary receives greater influence from the Chinese dialects.

Again, based on the findings made in this study, the researcher has also found out that through the categories studied (e.g. nouns, particles and etc.), the categories of adjectives and phrases reveal the highest percentages of differences between Manglish and Singlish lexical items. These two categories are found out to demonstrate quite salient differences in terms of how local dialects have managed to influence Manglish and Singlish lexical items particularly in the lexical item types of adjectives and phrases. Particularly in this study, one could distinguish most Manglish lexical items from Siglish lexical items and vice versa through the usage of adjectives and phrases.

In a nutshell, based on the findings made in this chapter, the researcher has managed to make a comparison between the lexical items of the two colloquial English varieties available in Malaysia and Singapore which are Manglish and Singlish in terms of their similarities and differences. Manglish and Singlish are found to share similarities in all aspects studied in this research which are acronyms, nouns, adjectives, verbs, adverbs, tag questions, particles, phrases exclamations and other unnamed categories. Manglish and Singlish are often regarded as the same as both of them do not show very huge distinctions when they are used interchangeably. The findings made in this chapter have proved that distinctions between these two colloquial varieties of English can still be made particularly in the area of lexical item or vocabularies. Even though the lexical items found in the blogs are not the whole representation for Manglish and Singlish as a much larger is needed for such representation, the researcher believes that the lexical items in the result obtained for this study could provide examples for comparison of

lexical items in future studies with a much larger corpus in distinguishing Manglish and Singlish lexis. In other words, the numerous lexical items which only occurred once in the data frequency for the result in this study are meant for providing examples in the future research in this similar area of study. The examples and methods used in this study also has shown that the differentiation between Manglish and Singlish lexis is actually possible in linguistics studies.

In this study, the lexical items that were identified to belong in Manglish and Singlish groups are based mainly on Baskaran's (2005) ME framework and Ooi's Concentric Circles Model (2001). By referring to Baskaran's (2005) Substrate Language Referent (use of local lexicon in ME) and Standard English Lexicalisation (English lexemes with Malaysian English usage) and Ooi's Concentric Circles Model (2001), the researcher has managed to distinguish the lexical items that belong in Manglish and Singlish groups from Malaysian English (ME) and Singaporean English (SE) lexical items. This is because, both frameworks by Baskaran (2004) and Ooi (2001) respectively are able to categorize the standard ME and SE lexical items and also Manglish items that are still considered to be accepted in formal and semi-formal Malaysian contexts because there are no other equivalent words in Standard English. In this study, the researcher regards that the term of Malaysian English is not Manglish and Singaporean English is not equal to Singlish as they both are two very distinct varieties. This is due to the reason that when we talk about ME or SE, it means that we are talking about all the three major sociolects that belong in both ME and also SE which are the acrolect, the mesolect and the basilect. Manglish and Singlish are a part of ME and SE, but categorized in the basilectal group, because in most situations they are considered as 'broken English' and normally used by those with limited proficiency

in English.

5.2 Implications of the Study

As for the implications of this present study, the researcher believes that varieties of English such as Manglish and Singlish even though informal and colloquial, they are still varieties of languages which are uniquely available only in Malaysia and Singapore which have been experiencing evolution and changes through times. Instead of regarding these kind of varieties as a threat to the status of the Standard Malaysian English and Singaporean English due to the widespread use of Manglish and Singlish, this study actually provides a new perspective to look from, that is Manglish and Singlish could be viewed as casual language used by Malaysians and Singaporeans in this case by bloggers, to express themselves better to their readers. As Standard Singaporean English and Malaysian English might lack certain vocabularies that making these bloggers unable to deliver what they wish to write more effectively to their readers, especially local readers, Manglish and Singlish are used as an alternative language for this purpose. By doing so, a better way of delivering of self-expressions to the readers by these bloggers will be achieved.

Some might regard this current research as encouraging the use of Manglish and Singlish which sometimes also known as 'broken English' among Malaysians and Singaporeans and thus should be considered as not important. While the governments of Malaysia and Singapore are encouraging the use of the Standard Malaysian English and Singaporean English, there is no importance for any study to conduct investigations on Manglish and Singlish, especially comparison lexical item study such as this present study, as their use are strongly discouraged by many including the educators. Some also argue that colloquial

English such as Manglish and Singlish should be banned among Malaysians and Singaporeans as they will only be ruining Standard English. However, from the researcher's point of view, no one could actually put a stop in the use of Manglish and Singlish as this is impossible to be done. Language is a free tool for humans to communicate with others and nobody can actually prevent someone from using the language that he or she desires. As for educators, the best thing that they could work on is by emphasizing the differences between these colloquial Englishes and the Standard English variety to their students, so that the students will learn the appropriate context when to switch to the colloquial English variety and when they should not such as in the academic assignments.

The researcher also believes that as long as these colloquial English varieties are used in the appropriate context, there is no harm with them. Some use Manglish and Singlish to have fun and to feel enjoyment speaking with others, as this kind of language is not bounded to any specific rules such as in the Standard English variety. Therefore, one should not view Manglish and Singlish as ruining the Standard English, but they are more towards casual self-expressions by Malaysians and Singaporeans both when speaking and writing.

In terms of the comparison between Manglish and Singlish, the results from this current study have revealed that they can be actually distinguished based on lexical analysis. The way the cultures and the kind of society are developed in both Malaysia and Singapore actually contribute to the amount of influence received by both of these varieties of English.

5.3 Recommendations for Future Studies

Manglish and Singlish are the two varieties of English which are considered as colloquial English and their usages are limited only within informal settings such as oral conversations with friends, internet chat rooms, casual writing which in this case is blogging and even to those who possess low proficiency level of English. There had been a few researches conducted previously on the comparison between ME and SE but most of the studies emphasize the mesolectal aspect of these two varieties. There have not been many studies conducted where the main focus is on the colloquial aspect of ME and SE.

While this present study only focuses on the comparison between Manglish and Singlish within a specific medium which is casual writings on the internet (blogging), this study can actually be carried further in a different linguistics context such as in the aspect of phonology between speakers of Manglish and Singlish. There is a possibility that this type of study which focuses on the intonation and how the speakers pronounce words in Manglish and Singlish would produce differences in terms of the level of accuracy of their pronunciations. Besides that, another aspect that can be studied in the focus of phonology is how far the local dialects in Malaysia and Singapore influence the speakers when speaking English, especially in Manglish and Singlish.

Other than that, the researcher would also recommend further studies on Manglish and Singlish by studying views from foreigners who visit Malaysia and Singapore. In other words, another study can be conducted by obtaining these foreigner views on how they perceive these colloquial Englishes in terms of their levels of understandings when encountering specific words in Manglish and Singlish.

5.4 Conclusion

To conclude, this present research on the comparison between Manglish and Singlish has provided the researcher an interesting experience and knowledge in the area of colloquial English. While most people often regard Manglish and Singlish are similar in many aspects, but through this study, it is proved that distinctions could actually be identified via lexical items used in these varieties of English. The use of personal blogs in this study also have shown that Manglish and Singlish have been used for many social purposes by the bloggers who possess good educational backgrounds, not because they do not know how to communicate via proper English, but they simply choose Manglish and English for the purpose of identity representations and also solidarity factors.

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MANGLISH AND SINGLISH SURVEY AMONG MALAYSIAN AND SINGAPOREAN BLOGGERS

Hi bloggers! I am a postgraduate student who is currently conducting my research on the use of Manglish and Singlish among the bloggers from Malaysia and Singapore. As one of the requirements in my research, I need to find out the demographic details or personal backgrounds of selected blogs written by Malaysian and Singaporean bloggers. I hope that you will provide me with your honest feedback to assist me in my research. Thank you very much for your co-operation. Have a nice day! =)

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* Erforderlich

1 * Please state the URL of your blog.

2 * Please choose your nationality.

- ⬜ I am a Malaysian
- ⬜ I am a Singaporean

3 * How old are you?

4 * I am a...

- ⬜ Male
- ⬜ Female

5 * Please state your current occupation (if any)

6 * Please choose your highest educational level.

- ⬜ High school graduate
- ⬜ University/college graduate (undergraduate or postgraduate)
- ⬜ Others:

7 * Your race?

- ☐ Malay
- ☐ Chinese
- ☐ Indian
- ☐ Others

Geben Sie niemals Passwörter über Google Formulare weiter.

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APPENDIX 2

NO	BLOG URL ADDRESS	BLOGGER'S PROFILE			
		Age	Education Level/ Occupation	Gender	Race
MALAYSIAN BLOGS					
1	www.paperbag-hearts.blogspot.com	19	College Student	Female	Malay
2	www.cyrildason.com	29	Bachelor's Degree	Male	Chinese
3	www.kinkybluefairy.net	26	Lead storyteller	Female	Chinese
4	www.pingsweetmemories.blogspot.com	25	Medical laboratory technologist	Female	Chinese
5	www.simontalks.com	35	Executive	Male	Chinese
6	www.visithra.blogspot.com	22	Dancer	Female	Indian
7	www.divine-crazene.blogspot.com	19	College student	Female	Chinese
8	www.thefrenchchemist.blogspot.com	23	Marketing executive	Male	Chinese
9	www.linabackyard.blogspot. com	31	Degree holder	Female	Malay
10	www.theahmadsyahmi.blogspot.com	19	College student	Male	Malay
11	www.kennysia.com	24	IT management	Male	Chinese
12	www.notimeoff.blogspot.com	34	Manager	Female	Malay
13	www.suanie.net	30	Executive	Female	Chinese
14	www.thereknee.blogspot.com	32	Event organizer	Male	Malay
15	www.fruitheart.blogspot.com	32	IT personnel	Female	Malay
16	www.i-wish-away.blogspot.com	19	College student	Female	Malay
17	www.vincentloy.wordpress.com	21	Architect	Male	Chinese
18	www.naomitham.blogspot.com	26	Social media executive	Female	Chinese
19	www.jessylovesu.com	22	Executive	Female	Chinese
20	www.farrytales.blogspot.com	28	Diploma holder	Female	Malay
21	www.reenaclaire.com	30	Degree holder	Female	Malay
22	www.andylai91.blogspot.com	20	College student	Male	Chinese
23	www.mayscloset.wordpress.com	27	Executive	Female	Chinese
24	www.jane-ying.com	18	College Student	Female	Chinese
25	www.linana94.blogspot.com	20	College student	Female	Malay
26	http://www.papajoneh.com	31	Executive	Male	Malay
27	http://biqque.blogspot.com	29	Technology executive	Female	Malay
28	http://kwan77.blogspot.com	28	Photographer	Male	Chinese
29	http://adelechow.blogspot.com	22	College student	Female	Chinese
30	http://www.jamieliew.com/	21	Student	Female	Chinese
31	http://fathayalim.blogspot.com	32	Degree holder	Female	Malay
SINGAPOREAN BLOGS					
32	www.unpredictablesmiles.blogspot.com	18	College student	Female	Malay
33	www.yeuann.blogspot.com	27	Assistant educational technologist	Male	Chinese
34	www.juneoasque.blogspot.com	26	Business woman	Female	Chinese

35	www.niccchang.blogspot.com	21	Degree holder	Female	Chinese
36	www.preciousmoments66.blogspot.com	35	Degree holder	Female	Chinese
37	http:// sha.tc	28	Degree holder	Female	Malay
38	www.bonqiuqiu.blogspot.com	23	Business woman	Female	Chinese
39	http://jesusboonie.livejournal.com	24	Teacher	Female	Chinese
40	www.icebleahz.blogspot.com	19	College student	Female	Chinese
41	www.shellylives.wordpress.com	32	Degree holder	Female	Chinese
42	www.speak-of-dedivas.blogspot.com	26	Visual merchandiser	Female	Malay
43	www.myexplicitworld.blogspot.com	30	Degree holder	Female	Chinese
44	www.joanne-raeann.com	18	College student	Female	Malay
45	www.loveinyourarms.blogspot.com	22	Model	Female	Malay
46	www.visakanv.com	27	Sales executive	Male	Indian
47	www.cowboy-caleb.com	33	Degree holder	Male	Chinese
48	www.cruzteng.com	29	Media executive	Male	Chinese
49	www.realityisjustadream.blogspot.com	28	Degree holder	Female	Malay
50	www.rinaz-net	30	Degree holder	Female	Malay
51	www.atirah.blogspot.com	31	Executive	Female	Malay
52	www.chrispinetoo.blogspot.com	30	Freelance model	Female	Chinese
53	www.vivianbee.wordpress.com	24	Video editor	Female	Chinese
54	www.celebratelah.wordpress.com	35	Businessman	Male	Chinese
55	www.sassyjan.com	23	Degree holder	Male	Indian
56	www.orionstar.wordpress.com	27	Executive	Male	Chinese
57	http://minorusensei.blogspot.com	19	College student	Male	Malay
58	http://zzanyy.blogspot.com	35	Construction executive	Female	Chinese
59	http://shafikamaktar.wordpress.com	21	College student	Male	Malay
60	http://happystomachmakesmesmile.blogspot.com/	28	Business man	Male	Chinese
61	http://paulamania.blogspot.com/	21	College student	Female	Chinese
62	http://www.pinkypiggu.com/	24	Executive	Female	Chinese