### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td></td>
</tr>
<tr>
<td>ORIGINAL LITERARY WORK DECLARATION</td>
<td></td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iv</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF SYMBOLS AND ABBREVIATIONS</td>
<td>xv</td>
</tr>
<tr>
<td>CHAPTER ONE: INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>1.0 Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the Study</td>
<td>3</td>
</tr>
<tr>
<td>1.2 Statement of the problem</td>
<td>9</td>
</tr>
<tr>
<td>1.3 Significance of the study</td>
<td>10</td>
</tr>
<tr>
<td>1.4 Aims and Objectives</td>
<td>12</td>
</tr>
<tr>
<td>1.5 Scope and Limitation</td>
<td>14</td>
</tr>
<tr>
<td>1.6 Summary</td>
<td>16</td>
</tr>
</tbody>
</table>
CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction 59
3.1 Research design 59
3.2 Source of data: Background of school 60
   3.2.1 Background of Participants 60
      3.2.2.1 Background of Survey Participants 61
      3.2.2.2 Background of the video-recording Participants` 63
3.3 Data Collection 63
   3.3.1 Tools and Procedure 1: Questionnaire 65
      (open- ended and closed- ended)
   3.2.2 Tools and Procedure 2: Video recording 73
3.3 Data analysis 75
3.4 Summary 77

CHAPTER FOUR: LEXICAL AND SYNTACTIC FEATURES IN MANGLISH

4.0 Introduction 79
4.1 Participants’ Characteristics and Contexts of the Study 80
4.2 Lexical Features in Manglish 80
   4.2.1 Local Language Referents 80
      4.2.1.1 Cultural/ Culinary terms 81
4.2.1.2 Emotional/ Cultural loading terms

4.2.1.3 Semantic Restriction

4.2.1.4 Hyponymous Collocations

4.2.2 Standard English Lexicalisation

(English Lexemes with Local Usage)

4.2.2.1 Informalisation

4.2.2.2 Directional Reversal

4.2.2.3 Polysemic variation

4.2.3 Morphological processes

4.2.3.1 Compounding

4.2.3.2 Conversion: Verbalisation of Noun

4.2.3.3 Acronym/ Abbreviation

4.2.3.4 Clipping

4.2.3.5 Reduplication

4.2.3.6 Borrowing

4.2.4 Particles

4.2.4.1 ‘Lah’

4.2.4.2 ‘Meh’ [mɛ]

4.2.4.3 ‘Ah’ [a]

4.2.4.4 ‘Eh’

4.2.4.5 ‘Mah’

4.2.4.6 One [wan]
4.2.4.7 What [wat] 103

4.2.5 Exclamation (aiyo) 105

4.4 Syntactic Features in Manglish 106

4.4.1 Pronoun Ellipsis 106

4.4.2 Non auxiliary be 107

4.4.3 Copula Ellipsis/ Omission/ Deletion 108

4.4.4 Absence of Operator ‘do’ 109

4.4.5 Substitution of there + be with the existential ‘got’ 110

4.4.6 Use of aspectual marker ‘already’ 110

4.4.7 The kena passive 112

4.4.8 Also 114

4.4.9 No need 115

4.4.10 Can 115

4.4.11 Go 115

4.4.12 You know 117

4.4.13 Really 118

4.4.14 Subject- Verb or Concord 118

4.4.15 Direct translation from local languages to English 120

4.5 Code-mixing (CM) and code-switching (CS) 120

4.5.1 Code switching of words 122

4.5.2 Code switching of phrase/sentences 124

4.6 Summary on findings on Manglish lexical and syntactic features 126
CHAPTER FIVE: THE CHOICE AND USAGE OF MANGLISH AND SME

5.0 Introduction 128
5.1 Demographic of Participants 129
5.2 Attitude towards the Use of Manglish 130
  5.2.1 Students’ Attitude/Perception towards the Use of Manglish (and SME) 130
  5.2.2 Attitude/Perception towards the User of Manglish (and SME). 138
5.3 Usage of Manglish and SME 143
  5.3.1 Situation and Context in the Usage of Manglish 143
  5.3.2 Teachers’ responses on students’ choice of language in formal and informal situation
    5.3.2.1 Students’ language choices when communicating with friends: Informal and Formal. 147
    5.3.2.2 Students’ language choices when communicating with the teacher: Informal and Formal. 149
  5.3.3 Factors Influencing the Usage of Manglish and SME 152
5.4 Summary 159
CHAPTER SIX: CONCLUSION AND IMPLICATION

6.0 Introduction

6.1 Summary of Main Findings

6.1.1 Lexical and Syntactic features of Manglish
6.1.2 Language choice in formal and informal situation

6.1.2.1 Choice of language based on the type of audience in formal and informal situation

6.1.2.2 Choice of language based on identity of speaker in formal and informal situation

6.1.3 Factors influencing the students’ language choice

6.1.3.1 Solidarity and rapport
6.1.3.2 Identity and ethnicity
6.1.3.3 Attitude towards a variety and its speakers
6.1.3.4 Social status and level of education

6.1.4 Attitudes towards Manglish and SME

6.1.4.1 Importance of SME for international intelligibility
6.1.4.2 SME as a language of communication, education and Prestige

6.1.4.3 Manglish as an inferior language
6.1.4.4 The role of Manglish in signifying national identity and bond between fellow Malaysians
6.2 Recommendations

6.2.1 Teaching implication

6.3 Suggestion for further research

BIBLIOGRAPHY

APPENDICES

Appendix 1: Passage in SME and Manglish

Appendix 2: Questionnaire for students

Appendix 3: Questionnaire for teachers

Appendix 4: Transcription of the oral interactions
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1</td>
<td>Kachru’s (1982) Circles model of World Englishes</td>
<td>17</td>
</tr>
<tr>
<td>Figure 2.2</td>
<td>Ooi’s (2001) Concentric circles for nativised Englishes, including the SME variety</td>
<td>20</td>
</tr>
<tr>
<td>Figure 3.1</td>
<td>Inverted triangles of ethnic variation by Lim (2000)</td>
<td>62</td>
</tr>
<tr>
<td>Figure 3.2</td>
<td>Research Tools and Procedures</td>
<td>64</td>
</tr>
<tr>
<td>Figure 5.1</td>
<td>Students’ Attitude/ Perception towards the use of Manglish (and SME)</td>
<td>130</td>
</tr>
<tr>
<td>Figure 5.2</td>
<td>Language Choice in Different Situation</td>
<td>136</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 2.1: Baskaran’s (2005) Sub-division of Malaysian English 24
Table 2.2: Pillai & Fauziah’s (2006) Sub-varieties of Malaysian English 25
Table 2.3: Morais’s (1997) Categorization of ME varieties 26
Table 2.4: Baskaran’s (2005) Characteristics of Malaysian English 30
Table 5.1 Number of questionnaire distributed 129
Table 5.2: Demographics of participants 129
Table 5.3: Identification of the recordings 137
Table 5.4: Responses to the recordings (A and B) 138
Table 5.5: Language choice in formal and informal situation 145
Table 5.6: Other language choice in an informal situation 147
Table 5.7: Other language choice in a formal situation 148
Table 5.8 Language choice in formal and informal situation 150
Table 6.1: Summary of findings on lexical features in the usage of Manglish 161
Table 6.2: Summary of findings on syntactic features in the usage of Manglish 164
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE/ SME</td>
<td>Standard English / Standard Malaysian English</td>
</tr>
<tr>
<td>SSE</td>
<td>Standard Singapore English</td>
</tr>
<tr>
<td>ME</td>
<td>Malaysian English (umbrella term)</td>
</tr>
<tr>
<td>Manglish</td>
<td>Malaysian Colloquial English</td>
</tr>
<tr>
<td>TUMS</td>
<td>The Use of Non-Standard Malaysian English among Students in a Chinese Vernacular School</td>
</tr>
<tr>
<td>ENL</td>
<td>English as a Native language</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign language</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second language</td>
</tr>
<tr>
<td>BM</td>
<td>Bahasa Melayu</td>
</tr>
<tr>
<td>MT</td>
<td>Mother Tongue</td>
</tr>
</tbody>
</table>