

**GETTING MEANINGS ACROSS: A CASE STUDY OF A  
BILINGUAL CHILD**

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**FACULTY OF LANGUAGES AND LINGUISTICS  
UNIVERSITY OF MALAYA  
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GETTING MEANINGS ACROSS: A CASE STUDY OF A  
BILINGUAL CHILD

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## ABSTRAK

Sejak permulaan persenyawaan, tumbesaran dan perkembangan bayi adalah amat kompleks. Di dalam rahim lagi, bayi dapat merasa, mendengar, melihat, belajar, mengingat serta berkomunikasi dengan ibunya (Stoppard, 1996). Seterusnya, setelah dilahirkan ke dunia, bayi ini akan melalui beberapa peringkat tumbesaran dalam hidupnya. Masalah komunikasi yang dihadapi oleh kanak-kanak autistik dari segi komunikasi minimum atau tanpa berkomunikasi langsung merupakan fokus utama penyelidikan di negara Barat sejak beberapa lama (Potter & Whittaker, 2001; Collard dan HubPages pp : 75). Di Malaysia, Kow (2000) telah menjalankan satu penyelidikan dalam bidang bahasa kanak-kanak bertajuk ['Strategies employed by pre-school children in communicating meaning'.] Untuk mewujudkan komunikasi dua-hala yang berkesan, penyelidikan ini akan mengkaji bagaimana seorang kanak-kanak dwi-bahasa yang berumur lima tahun dapat mengutarakan makna dalam pelbagai situasi dan seterusnya mengenal pasti strategi komunikasi yang digunakan. Dapatan daripada satu kajian rintis yang telah dijalankan menunjukkan subjek penyelidikan ini mencipta strategi komunikasi yang baharu dan kreatif iaitu 'mengeja' dan 'menyanyi' untuk memastikan makna yang diutarakannya dapat difahami oleh orang lain. Untuk penyelidikan ini, data telah dikumpulkan melalui pemerhatian secara teliti terhadap subjek dengan menggunakan pendekatan kualitatif. Disebabkan penyelidik merupakan sebahagian daripada ahli keluarga, fokus diberikan kepada persekitaran di tempat kediaman dan sekali-sekala di persekitaran luar dari tempat kediaman. Jangkamasa pemerhatian adalah selama tujuh bulan. Data mula dikumpulkan mulai bulan Jun 2009 hingga bulan Disember 2009. Subjek penyelidikan ini diberi peluang melukis gambar kawan-kawan tadikanya seterusnya mewarna lukisan-lukisan berkenaan. Kemudian dia dikehendaki menerangkan lukisan-lukisan yang telah dilukis dan diwarnakannya itu. Data dikumpulkan dengan menggunakan kaedah 'pen & kertas', penggambaran video

serta pita rakaman. Data telah ditranskripsi menggunakan 'Jeffersonian Transcript Notation' dengan penyesuaian. Semua ujaran bukan bahasa Inggeris telah diterjemahkan. Pada permulaan pengumpulan data, JH hanya berumur empat tahun. Kini, dia berumur lima tahun. Dia bertutur dalam dialek Hokkien dan bahasa Inggeris. Dia merupakan anak tunggal dalam sebuah keluarga kelas pertengahan. Kedua-dua ibu bapanya boleh bertutur dalam dialek Hokkien dan bahasa Inggeris tetapi hanya berbahasa Inggeris apabila berkomunikasi dengannya. Dia belajar di sebuah tadika yang menjadikan bahasa Inggeris sebagai bahasa pengantarnya. Dia dijaga oleh emak saudara ibunya yang berkomunikasi dalam dialek Hokkien dengannya. Dapatan penyelidikan ini dapat memanfaatkan pendidik, penerbit rancangan pendidikan televisyen serta penggubal kurikulum supaya mereka dapat menghasilkan bahan pembelajaran dan pengajaran yang lebih efektif dan berkualiti bagi memudahkan serta memberi keyakinan kepada kanak-kanak apabila berkomunikasi dengan orang lain. Walau bagaimanapun, terdapat beberapa kekangan dalam penyelidikan ini. Disebabkan penyelidikan ini hanya merupakan satu kes kajian, secara umumnya perolehan data mungkin tidak mencukupi atau dapat memberikan satu justifikasi yang tepat tentang strategi komunikasi yang hanya digunakan oleh seorang kanak-kanak dwibahasa yang berumur lima tahun. Setiap individu adalah unik, termasuklah kembar seiras. Justeru itu, dapatan yang lebih jitu boleh diperoleh dengan pengumpulan data secara rawak dan lebih besar daripada kedua-dua jantina pelbagai bangsa.

## ABSTRACT

From the time of fertilisation, a human baby grows and develops in a complex manner. In the uterus, a baby feels, hears, sees, tastes, learns, remembers and communicates with his/ her mother (Stoppard, 1996). Subsequently, the baby will undergo several milestones in his/ her life. The communication 'deficits' of children with autism and minimal or no speech have been the main focus of much research in the past especially in the western countries (Potter & Whittaker, 2001; Collard and HubPages pp : 75). In Malaysia, Kow (2000) has done a research on child language entitled 'Strategies employed by pre-school children in communicating meaning'. In order to establish a 2-way communication, this study will look into how a five-year old bilingual child gets his meanings across in various settings and thus to find out what the communication strategies are. A pilot study was carried out and it showed that the participant of this study invented new creative communication strategies namely 'spelling' and 'singing' in order to get his meanings across. In this study, data will be collected through close participant observation by using qualitative approach. As the researcher is also a member of the study, focus is given to the child in the home setting and occasionally outside the home setting. The period of observation took up seven months. Data were collected from June 2009 until December 2009. The participant of this study was given the opportunity to draw and colour drawings of his kindergarten's peers and to later describe them. Data were collected using pen and paper method, video-camcorder and tape recording. Data were then transcribed using adapted 'Jeffersonian Transcript Notation'. All utterances that contained non-English words were translated. At the beginning of data collection, JH was only four years old. At present, he is five years old. He converses in Hokkien and English. He is the only child in a middle class family. Both parents speak Hokkien and English but use only English with him. He attends an English medium kindergarten and is cared for by his maternal grandaunt who

speaks Hokkien with him. The findings of this study can benefit teachers, writers for educational television programmes and curriculum designers for they can incorporate better and more effective teaching materials to facilitate learning so that bilingual children can learn to be more confident when they employ spelling and singing communication strategies to communicate with other people. There are several limitations in this study. This is just one case study hence the data collected might not be sufficient and is not meant to be representative of a justified research on the communication strategies adopted by a five-year old simultaneous bilingual child in general. Furthermore, due to the uniqueness of every human being, even for identical twins, a bigger collection of data at random from various simultaneous bilingual children in both genders, of Chinese or any other races definitely can contribute to more accurate and generalized findings.

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.0 Introduction**

From fertilization, a human baby grows and develops. In the uterus, a baby feels, hears, sees, tastes, learns, remembers and communicates within his/ her mother (Stoppard, 1996). The moment a baby is born, he/ she will embark on a complex journey of life. Subsequently, the baby will undergo several milestones in his/ her life. Without taking into account individual differences, every normal and healthy baby develops gradually at his/ her own pace.

### **1.1 An Overview of Five-year-olds Development**

Most 5-year-olds need approximately 10 to 11 hours of sleep at night (Oesterreich, 1995) and they develop increased coordination where they learn to handle simple tools and writing utensils well, for instance draw pictures of people, animals and objects (Patterson, 2009). They can name colors correctly, for instance red, yellow, blue, green and orange. Their linguistic competence has also increased with a repertoire of over 2 100 words and are able to compose sentences of 6 to 8 words (Ritchie & Bhatia, 1999). According to Piaget's theory of cognitive development (1896 – 1980), at this 'pre-operational' stage, most 5-year-olds are an almost perfect conversationalist. They are able to answer 'why' questions by giving reasons although sometimes the reasons are irrelevant. They can also question others and can be very engrossed in their own imaginary world (Brewer, 2001 and Woolfolk, 2004). In other words, the predominance of egocentric thinking (Piaget, 1936).



## 1.2 Malaysian English (Manglish)

Malaysians can speak more than one language due to its multicultural diversity. Many Malaysians are also bilingual, trilingual or multilingual (Lee, 1996). They converse in their mother tongue, in Bahasa Melayu (Malay), Mandarin or other Chinese dialects, Tamil and sub varieties of Tamil at home in their untutored setting ('naturalistic way'). When they start their formal education in tutored setting ('classroom acquisition'), all Malaysian children are expected to learn Bahasa Melayu which is our national language and English which is our second important language (Baskaran, 2005). English is taught in national schools and national-type schools at age seven. Most Malaysians who have undergone their education in the national schools can converse in Bahasa Melayu and English whilst those studying at the national-type schools are able to converse in Bahasa Melayu, English, Mandarin or Tamil language respectively due to their exposure in their vernacular language for six years at the primary level. Technically, in formal education, 'Standard English' viz British English, (Strevens, 1982, p. 66) also known as the acrolect (Baskaran, 2005, p. 17) is taught in the primary, secondary or tertiary level.

Outside the formal setting of classrooms, most Malaysians tend to speak non-standard Malaysian English or 'Manglish'. In a heterogenous populace, this Malaysian variety, also known as the mesolect variety has undergone a process of nativization (Baskaran, 2005, p. 18). It is due to the indigenous blending of local languages namely Bahasa Melayu, Chinese and Tamil which had led to new flavors to the spoken variety of English. Some new lexicalizations (Mcarthur, 1998) which have been accepted are '*kampong*' (village), '*orang utan*' (a type of ape), '*durian*' (a type of fruit), '*sarong*' (a type of attire), (Baskaran, 2005, p. 39-41), '*fengshui*' (風水) – '*geomancy*' (literally 'wind' & 'water'), '*putu*' (a small colored symbol on the forehead of the Indians) and

‘*amok*’ (going berserk). Malaysian English is distinctively Malaysian because the Malaysia ‘*lah*’ is here to stay (Baskaran, 2005, p. 18). It is our special way of talking, probably because it provides identity to the Malaysian speakers.

### 1.3 Spoken Mandarin

Besides Malay and English, spoken Mandarin is also commonly used in the Malaysian setting especially by Chinese speakers. Mandarin which is also known as ‘*Hanyu*’ or ‘*Putonghua*’ is the official language of China. This Sino-Tibetan language is one of the six official languages used by United Nations. It is a tonal language and basically there are four types of tones for a simple character with each tone depicting a different meaning. In Malaysia, Mandarin is the medium of instruction in the national-type Chinese schools. Most Malaysian Chinese children have the opportunity to acquire at least three languages, for instance Malay, English and Mandarin. This advantage enables a Malaysian Chinese speaker to be more versatile within a turn of utterance. Jamaliah Mohd. Ali (1995, p. 93-114) mentions that Malaysians can switch from one language to another quite easily, for instance “Hey guys! Relax*lah*; Hey, brother! *Macam mana?* (How are you?) and Oh! *Lu ya!* (Oh! It is you)”.

### 1.4 Hokkien a Chinese Dialectal Group

Mandarin helps to unite Chinese speakers through the written medium form but Chinese speakers in Malaysia are from variably sub-dialects such as Hokkien, Cantonese, Hakka, Teochew and Hainanese. In Malaysia, the Hokkien descendants from Fujian province is the largest dialect group. They significantly form the local Chinese populace in Malacca and Penang. However, there is a slight difference in the Hokkien

dialect used in Malacca (Quanzhou Hokkien) and in Penang (Zhangzhou Hokkien), for instance vocabulary and meanings due to the different areas of their origins. In International Phonetic Alphabet (IPA) the terminology for chicken, in Quanzhou Hokkien is “*kue*” whilst in Zhangzhou Hokkien is “*ke*”. Most of these Chinese dialectal groups blend well in the society.

### **1.5 Prelude to Study**

In the past, especially in the western countries, the communication ‘deficits’ of children with autism and minimal or no speech in oral communication have been the main focus of much research (Potter & Whittaker, 2001). In Malaysia, in the meantime, Kow (2000) states that preschool children create many kinds of communication strategies in communicating meaning in educational institution, for example kindergarten setting.

Cohen and Uhry (2007), have integrated the application of Bakhtin's theories of dialogism in their study on nineteen five-year-old preschool children's communication strategies adopted in block play. ‘Block play’ in this context was a child game whereby it used pieces of four-sided blocks which a child could stack up or used to build things. The results of their investigation indicated that five-year-old preschool children used significantly different communication strategies with regard to social groupings and in existence for an understanding between them in block play. Their respondents employed paralinguistic cues, namely voicing (onomatopoeia) (Corsaro, 1986), as a preferred strategy especially for individuals as well as dyadic groups.

A pilot study which was carried out prior to this study, revealed that the child participant could employ different kinds of communication strategies in order to get his

meanings across, for instance through ‘spelling’ and ‘singing’, two strategies unstated in previous studies. There is thus a need to investigate similar studies on child language because how five-year-old bilingual children communicate in getting their meanings across particularly in the home setting, may differ from child to child.

## **1.6 Background to Study**

This study focalizes on one Malaysian bilingual child that resides in a suburban area in Subang Jaya, Selangor. His family members consist of his parents, the child participant himself and his maternal grandaunt. The child participant is also the only child and is a five year old bilingual who uses two languages at home: Hokkien and English. Both parents use only English with the child whilst, his maternal grandaunt (caretaker) uses Hokkien with him in the home setting. At home, the child participant relates well to his family members in that he is a normal growing child.

He is active and he adores the character of the famous cartoon, Ben 10. The researcher is also a part of the family member in this study, hence a participant observer, note taker and researcher. Data were collected through close observation in the home setting for seven consecutive months, hence the approach used is qualitative in nature (Nunan, 1995).

This study was not immersed in block play but the bilingual child’s participant of this study was also given task-based activities namely drawing and coloring where he was asked to draw and color the drawings of his kindergarten’s peers, kindergarten’s teachers, family members and himself. Subsequently, he was asked to describe the drawings which allowed all the communication strategies employed to be observed and

collected as data. Analysis of data suggested that the bilingual child participant of this study employed both verbal and non-verbal communication strategies in conveying his meanings to others. According to The United Nation on the Rights of the Child (1989), children should enjoy freedom to seek, receive and impart information and ideas of all kinds. Children thus are able to initiate communication through verbal and nonverbal means.

### **1.7 Statement of the Problem**

In eastern countries, like Asia, some research have been done on communication strategies employed by normal children via verbal or non-verbal communication (Kow, 2000; Tan, 2005, Jawakhir, 2006 and Zaitul Azma Zainon, 2006). Jawakhir (2006) states that her four subjects cooperated with each other by employing communication strategies to avoid communication breakdown. Nonetheless, the results do not exactly tell us that these communication strategies are effective or defective. If effective, parents and educators should be given more exposure to them to enable them to help their youngsters become more efficient communicators. If defective, then there is a need for both parties to discuss and develop a more sound educational programme which can ease young children into communicating their meanings, whether at home or at preschool. Due to this lack of knowledge, many parents, educators and even caretakers are often at a loss in educating children to become effective communicators.

In the absence of such information, this study strives to find out what could be the more commonly used communication strategies employed by a 5-year-old, particularly in compensating for non-existing knowledge. This study hopes to fill in the gap by providing some answers which could be used as a way to inform parents of young

children on the more effective communication strategies that they can empower their children with in conveying meanings during oral interactions in the home setting.

### **1.8 Aim of the Study**

This study thus aims to identify the kinds of communication strategies employed by a five-year-old bilingual Chinese child in getting his meanings across to family members in the home setting.

### **1.9 Research Questions**

From the above-mentioned aim of the study, this research hopes to find answers to the following research questions:

- (i) What communication strategies are employed by a five-year-old bilingual in getting his meanings across to family members in the home setting?
- (ii) What particular strategy is preferred by the five-year-old bilingual child?
- (iii) What are the possible reasons that could have influenced this?

### **1.10 Significance of the Study**

The findings of this study will enable parents, educators and caretakers to be more appreciative and be more aware of young children who can be creative with word usage if they are not restrained unnecessarily. Teachers and curriculum designers can also benefit from the findings of this study in that better and more effective teaching materials can be developed to enhance young children's language and literacy skills. Such a syllabus can empower young children to become more confident communicators

and speakers, thereby developing their personality which can contribute to human capital development in this country.

### **1.11 Limitations of the Study**

There were many limitations in this study. Firstly, this study focuses on only one 5-year-old bilingual child. Secondly, the ethnicity of the child is Chinese hence the findings cannot be extended to five year olds of Malay, Indian or other ethnicities. Thirdly, data were drawn from observations of the home setting only. It is possible that when the child interacts with his peers or teachers, other communication strategies could be in use and this may not be revealed in the interactions confined within a home setting.

### **1.12 Summary**

This chapter has provided the background to the research by discussing the common languages used in the Malaysian setting. It has also provided a brief understanding of what Malaysian English, Mandarin and Hokkien is in the Malaysian context. In addition, this chapter also briefly discusses background to the study, the statement of the problem and the three Research Questions which this study hopes to answer. The significance and limitations of the study were also discussed.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter provides an introduction to the field of child research. The chapter begins with a discussion on the theories underlying child development. This will delve into theories proposed by Vygotsky (1896-1934), Piaget (1896 – 1980), Pavlov (1897), Thorndike (1898), Skinner (1948), Bruner (1961) and Bandura, Ross & Ross (1961). The chapter will then focus on current psychologists' works on child development and this looks at Brewer's (2001) recommendations. Most research in child language acquisition have been carried out by researchers who looked at their own children. Piaget (1926) looked at his own children as the subjects of his research; Leopold (1939-1949) studied his own daughter and even Halliday (1975) looked at language development of his own son, Nigel, for inspiration.

#### **2.1 Theories of Child Development**

Many theories underlying child development were developed by well-known researchers for instance Piaget, Vygotsky, Bruner, Bandura, Ross & Ross, Pavlov and Skinner. Some of these researched areas were on cognitive theories, socio-cultural theories and behaviorist theories.



### 2.1.1 Cognitive Child Development Theories

Cognitive development theorists observe and explicate the way children's thinking process at certain ages. The most influential theory of cognitive development is that of Piaget (1926) which is used over the decades by most researchers all over the world to assess young children's cognitive development.

Piaget (1926) envisions a child's knowledge as composed of schemas (cognitive map) where basic units of knowledge is used to organize past experiences and serve as a basis for understanding new ones; both verbally and behaviorally wherein the terms of assimilation and accommodation are part and parcel of the whole process. Children's cognitive development schemas are constructed through the processes of assimilation and accommodation as a child undergoes the four different stages of cognitive development, in other words, 'self-initiated discovery'.

In Piaget's theory of cognitive development, the first stage is the 'Sensorimotor stage' (birth – 2 years) where a child explores and discovers his/ her immediate surroundings via his/ her own senses especially through the coordination of motor-skills, for instance crawl, walk, run, kick a ball and point at objects. At the end of this stage, a child has acquired some linguistics repertoire of about 200 words, although he/ she is still not a perfect conversationalist (Patterson, 2009). From birth, a baby communicates with the world through masses of meaningless sounds (these sounds, like crying, cooing, grunting or babbling do not have vocabulary meaning in any language) until he/ she is able to converse using comprehensible words. According to Chomsky (1965) this ordering of words comes naturally to all human beings, which is known as 'Language Acquisition Device' (LAD). The ordering of words specific to a language is a manifestation of this LAD.

The second stage is the 'Preoperational stage' (2 years – 7 years) which is paralleled by the age of the child participant in this study. At this stage, a child has become an almost perfect conversationalist. He/ She is considered to be able to use his/ her imaginary and memory skills to distinguish symbols, for instance words or pictures, also known as 'symbolic function' (Piaget, 2002) which enables him/ her to represent objects in his/ her immediate world although he/ she has not attained the ability to use reversibility and logic, in other words, to think from backward to the beginning (Woolfolk, 2004). He/ She demonstrates surprising insights as well as surprising gaps in understanding. He/ She has likewise detailed memories of certain events and no memory at all of others (Paley, 1990).

Though a child develops intuitive thought he/ she still cannot grasp the thoughts of others. Besides learning to read, count, classify according to similarity and develop time concepts, a child can understand the concept of 'cause and effect' in a concrete situation (Voyat, 1982) at this particular stage. Unfortunately, his/ her world and thinking are still very much about himself/ herself only, in other words the pre-dominance of egocentric thinking wherein he/ she presumes that everybody has the same viewpoint as he/ she does (Woolfolk, 2004). Another significant aspect of the Preoperational stage is the involvement in collective monologues, that is to say egocentrism in which each child is talking without interacting with the other children (Woolfolk, 2004).

Based on Piaget's theory of cognitive development, for instance at this Preoperational stage which coincides with the age of the child participant of this study, the researcher must be sensitive to the fact that the child participant is still dominated by egocentric thinking. At this stage, the child participant has not yet mastered thinking through processes, it is advisable to keep verbal instructions short and to use visual aids

(photographs), whilst hands-on activities for instance drawing and coloring will be beneficial for learning future complex skills, such as sculpture (Woolfolk, 2004).

Brewer (2001) on the other hand, states that children five years of age cannot be considered as a perfect conversationalist. She says that they can create absurd imaginative stories due to their own fantasy. However, they are able to express their thoughts through words and drawings. This implies that a child may move from reality to fantasy (see Chapter 3, Table 3.4).

The third stage is the 'Concrete Operational stage' (7 years – 11 years) where a pivotal system of logic is demonstrated between symbols and concrete objects wherein operational thinking develops via reversibility. A child realizes that a person or an object remains the same over time (identity) and one action can cause changes in another (compensation) (Woolfolk, 2004). At this stage, egocentric thinking starts to diminish as well.

The 'Formal Operational stage' (11 years – adulthood) is the final stage in Piaget's theory of cognitive development. At this stage, a child can relate symbols to abstract concepts where he/ she understands the important areas of logical and systematic reasoning. Woolfolk (2004) claims that one is able to deduce solutions for the sources of a difficulty/ problem through hypothetico-deductive reasoning at this stage, in other words one can infer and think logically by giving the best possible solutions to solve a problem or a difficulty.

Piaget (1926) says that in order to achieve the state of equilibration within the four cognitive stages of cognitive development, a child assimilates only new knowledge to

his/ her own schemas (assimilation) and later on he/ she modifies his/ her own schemas to accommodate the new information or knowledge (accommodation). In other words, when learning the concept of identity, a child must first “contend” with the fact that it is the same table after ten years. The state of equilibration happens after the child can assimilate and accommodate this new knowledge. The table does not change its appearance for ten years. The child knows that it is the same table for the past ten years before he/ she can advance to a new cognitive stage, that is to say Formal Operational stage. On the other hand, disequilibrium can happen if the child cannot adapt this new knowledge to his/ her own schemas.

The second stage of Piaget’s theory of cognitive development is also known as the Preoperational stage (toddler and early childhood) provides the backdrop to this study with significant views on cognitive development in children. Piaget believes that a child is only capable of performing a certain task based on its respective stages, in other words the age of the child is the determining factor of his/ her behavior especially when the child interacts with others. He/ She may be displaying egocentrism whereby a sensitive adult must be able to detect.

### **2.1.2 Socio-cultural Child Development Theories**

Another perspective of child development says that a child’s cultural background can also affect the way he/ she thinks because different cultures have different beliefs. Therefore a person can subscribe strictly to one aspect of a subject while another person can disagree vehemently. For instance in the Chinese culture, ‘red’ represents ‘auspicious color’ but in the Indian culture, ‘red’ is seen as purity. Whilst in the western

world, 'red' symbolizes anger or aggression. This variation dictates how 'red' may be used within their lives.

The socio-cultural approach was developed by Vygotsky (1978), Bruner (1961) and subsequently Bandura (1961) elaborated on it.

Vygotsky (1978) and Bruner (1961) emphasize on the social contributions provided by adults in the child's development of cognition. Vygotsky (1978) states that culture plays an integral part in its contribution to the learning process of an individual in a community. According to Vygotsky (1978), a child learns through the social interaction with an experienced tutor, for instance parents or teachers. The child internalizes the information or knowledge in order to produce his/ her own performance. Schaffer (1996) states that the guidance and encouragement of an adult, for example a father contributes in helping a young girl, his daughter to solve her first jigsaw puzzle. Vygotsky (1978) says that this type of co-operative or collaborative dialogue promotes cognitive development. In the process of scaffolding (Wood, Bruner & Ross, 1976), likewise in Zone of Proximal Development (Vygotsky, 1978), an adult/ a tutor interacts and guides a child/ a preschooler with the intention of assisting the child/ the preschooler accomplishes a specific goal.

The two main principles of Vygotsky's (1978) work are:

- the More Knowledgeable Other (MKO) refers to someone/ something that is more knowledgeable or experienced (understanding and ability) than the learner in performing certain task.
- the Zone of Proximal Development (ZPD) is an area where the social interaction takes place between a more knowledgeable person and a less competent learner (a

child). The knowledgeable person can assist and encourage a child in developing his/ her skills which in turn can be developed to higher mental functions. Freund (1990) states that a child who is being guided within ZPD (Vygotsky's socio-cultural approach) by an adult can perform a challenging task better than those who are working alone (Piaget's discovery learning).

Bruner (1961) agrees with Vygotsky (1978), in that active social interaction within the community along with the beliefs, values and tools of intellectual adaptation of the culture can contribute to the development of cognitive functions. In Bruner's constructivist theory (1966), he suggests that a learner, irrespective of his age (even of a very young age) is adequate to require any information if the instruction is organized appropriately.

Bruner (1966) proposes three modes of representation on the cognitive development of children:

- enactive representation (0-1 year) involves encoding action based information and thus storing it in memory. For example, by shaking a rattle, a baby creates also muscles memory whereby the baby learns to expect the accustomed sound of a rattle being shaken due to his/ her past experience with it.
- iconic representation (1-6 years) involves the storage of information in the form of visual images which helps children in learning. For example, a child who has been to the zoo can definitely describe the situation in a zoo better than a child who has never been to a zoo.
- symbolic representation such as diagrams or illustrations (7 years onwards) involves the storage of information in the form of a code or symbol such as language. For

example, frog is a symbolic representation of amphibian which is a cold-blooded vertebrate, typically living on land but breeding in water.

According to Bruner (1966), the three modes of representation on the cognitive development do not exist in separate entities, on the contrary they coexist and integrate with each other. Therefore, cognitive development is a continuous process. Language is thus of great importance in determining cognitive development (Bruner, 1966).

In the Social Learning Theory, a subset of the behaviorist theory, Bandura (1977) states that children observe and imitate their models' behaviors from the environment. In society, these models maybe influential models, for instance parents, siblings, characters on children's television, peers and teachers at school. This process of observational learning can directly influence the reproduction of such a behavior in a child who then perceives that such a behavior is appropriate for his/ her gender by his/ her society. This is clearly embedded in our culture.

Bandura, Ross and Ross's (1961) famous 'Bobo Doll Experiment' demonstrated that children learned and imitated social behavior (aggression) through the process of observational learning, in other words through watching the behavior of another aggressive person. Their findings showed that children who were exposed to the aggressive models in turn make far more imitative aggressive responses than those who were in the non-aggressive or control groups. Apparently, boys imitated more physically aggressive acts than girls, suggesting how our sanity may be moulded.

Bandura, Ross and Ross's study (1961) which was carried out in a laboratory denoted low ecologically validity. Furthermore, there was limited social interaction between the

adult model and the child who happened to be total strangers. This social situation is absolutely different from 'normal' home modeling. Demonstrations which are measured immediately are also difficult to ascertain if such a single exposure can have long-term effects.

### **2.1.3 Behaviorist Child Development Theories**

Behavioral psychology concerns the observable human behavior (McLeod, 2007). We are all constantly learning and adopting new behaviors from our contact with the environment. Behavioral psychology is thus the psychological approach that focuses on how this learning takes place. In behaviorists approach, we shall first look at Pavlov's (1897), Thorndike's (1898) and subsequently Skinner's (1948) works.

Pavlov (1897) states that a dog changes its behavior due to the process of learning. In his experiment on dogs, Pavlov discovered that his dogs salivated whenever they heard the sound of a bell. As a result, in classical conditioning, the dogs had learned (conditioned response) a new behavior which was associating food with the sound of bell (conditioned stimulus).

Thorndike (1898), a famous psychologist, states that in 'Law of Effect', operant conditioning is learned from the consequences of our behavior, in other words, any behavior which is followed by favorable consequences is likely to be repeated, and any behavior followed by unfavorable consequences is likely to be ceased. Thorndike (1898) conducted an experiment where he studied the learning behavior in a cat. The cat was placed in a puzzle box where it tried to find a way to escape through a lever to reach a scrap of fish placed outside the puzzle box. In this classic experiment, the cat



learned that pressing the lever would have favorable consequences and thus it adopted this behavior repeatedly.

Skinner (1938), psychologist, founder of the Behaviourist approach, says that “all behavior is learned or operant”. The resultant of the change observable behaviors is called ‘learning’ or ‘operant conditioning’. Children acquire language from their observation of their immediate surroundings. Children ‘imitate’, ‘practise’ and ‘select’ the things that are of interest to them.

According to Skinner (1938), there are three types of operant conditioning:

- neutral operants – responses from the environment/ consequences that neither increase nor decrease the repetition of a behavior
- reinforcers (positive or negative) – responses from the environment/ consequences that increase the repetition of a behavior
- punishers – responses from the environment/ consequences that decrease the repetition of a behavior

Skinner (1948) presents ‘Reinforcement’ into the Law of Effect. According to Skinner, positive reinforcement strengthens behavior whilst any behavior which is not reinforced tends to die out or be extinguished (weakened). He devised ‘Skinner Box’ to observe the behavior of a hungry rat in finding a food pellet and how another rat acquired a way to escape the electric current. In both the outcomes, the experimental rats were observed to adopt certain behavior due to positive and negative reinforcement. Skinner claims that the way humans learn behavior is similar to that of the rats that learned to press repeatedly a lever (observable behavior) to gain its food (consequence).

Skinner (1938) states that human behavior is a great influence of learning from their environment and thus observable behavior is the causes of an action and its consequences as opposed to internal events of ‘thinking’ and ‘emotion’.

**Table 2.1:** The difference between classical and operant conditioning

<b>Classical Conditioning</b>	<b>Operant Conditioning</b>
Developing an association between food with the sound of bell	Learning from the consequences of our behavior

The experiments on the learning behavior of animals conducted by Pavlov (1897), Thorndike (1898) and Skinner (1948) can provide a good discussion in paving understanding of child development theories which can be diverse. A parallel research on classical conditioning which was carried out on animals (Pavlov’s dogs) was carried out too on humans (Little Albert).

## **2.2 Cognitive Development Milestones of a Five-year-old Child**

Wells (2006) defines cognitive development as the construction of thought processes, including remembering, problem solving and decision making. Terman (1916), a psychologist, used the Stanford Binet Intelligence Quotient (IQ) to evaluate intelligence and cognitive abilities of children in the United States. The Stanford Binet Intelligence Quotient measures cognitive tests such as fluid reasoning, knowledge, quantitative reasoning, visual-spatial processing and working memory. The concept of ‘mental age’ determines the IQ scoring. In effect, the test result from Stanford Binet Intelligence Quotient is important in early childhood assessments especially for those children who are diagnosed with developmental learning disabilities.

From birth through adulthood, cognitive development concerns the learning structures and systems in the brain which comprises the construction of thought processes, for instance memory, problem solving, exploration of objects and concept attainment (Patterson, 2009). In this important milestone of cognitive development, most 5-year-olds will have increased memory skill and dominate symbolic thinking when they are able to infer their drawing to be a representation of something; like a person, a cat or a tree (Piaget, 1926). Moreover, they can differentiate between a word and a picture. Most 5-year-olds develop a strong curiosity for their surroundings and actively seek information through 'why' and 'how' questions. At this stage, most 5-year-olds' concentration have also increased and they can make their own rhyming words, mimic sounds or even create their own sounds or words. Most 5-year-olds interact and learn through observations and social interactions with their immediate world (Bruner, 1961; Bandura, Ross & Ross, 1961; Wood, Bruner & Ross, 1976; Vygotsky, 1978; Freund 1990 and Schaffer, 1996).

### **2.3 Physical Development Milestones of a Five-year-old Child**

Patterson (2009, p. 262) states that the physical development of a five-year-old child comprised Gross Motor Milestones (large muscles) and Fine Motor Milestones (small muscles). At this stage, most 5-year-olds improve in Fine Motor Milestones using hand control to complete small tasks such as holding a color pencil correctly or cutting with a pair of scissors.

With the guidance and encouragement from a more knowledgeable person (Wood, Bruner & Ross, 1976; Vygotsky, 1978; Freund, 1990 & Schaffer, 1996), most 5-year-olds can progress steadily in handling and manipulating the development of the small

muscles of their body. Most 5-year-olds who possess a good coordination of their body know how to manipulate it in order to accomplish complex tasks and games. Most 5-year-olds are able to control the coordination of their arms and fingers to draw recognizable pictures, to color within the frame, and to copy short words (Wood, 1988). They are normally very energetic. They skip, gallop, tumble, throw and catch a ball. They are also capable of learning complex body coordination skills such as to swim or to ride a bicycle (Oesterreich, 1995).

In this study, the child participant was asked to perform task-based activities such as 'drawing' and 'coloring' the drawings of his friends and teachers at the kindergarten, his family members and the participant himself as well. The child participant of this study could draw a person and differentiate his/ her attire correctly, for instance his friends' kindergarten uniform according to their gender (a boy wears a shirt with a pair of trousers as uniform). Whilst for his female teachers, he colored their lips red because all his female teachers applied lipstick. He could even use different colors to differentiate different races, for instance brighter skin color for Chinese and darker skin color for Indian. This shows that the child participant is stereotypical for a child of his age.

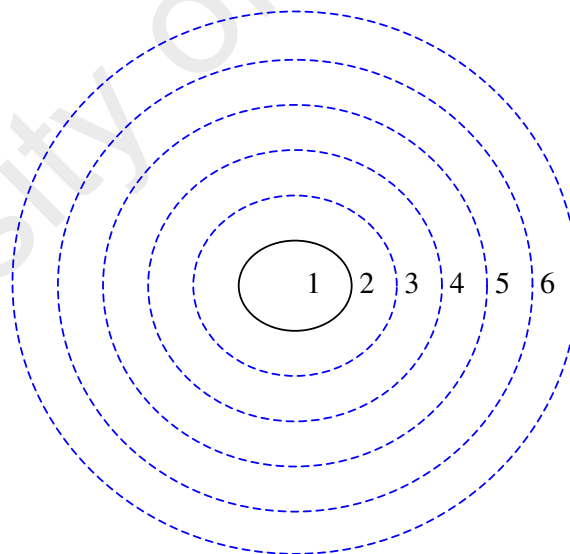
#### **2.4 Social and Emotional Development Milestones of a Five-year-old Child**

According to child psychologists (Piaget, 1957 & Schaffer, 1996), five years old are fraught with emotional extremes, for instance fear of dark. At this stage, most 5-year-olds interact actively with others and the notion of 'best friends' is very vital in their lives. They can understand the basic concept of family and the relationship between the

members of the family (Patterson, 2009). They take pride in their accomplishment. Therefore, they are happy if people are aware of their achievements.

#### 2.4.1 The Idiolectal Circles

Based on idiolectal circles adapted from Baskaran (2005), the individual is the most basic unit of a society. The second circle denotes the family of the individual. The third circle represents the individual's relatives. The fourth circle is extended to the individual's peers, for instance institutional environment and working place. Meanwhile the fifth circle concerns the individual's social circle. Finally, this wide spectrum of variables will attain the last circle whereby this particular individual becomes a part of that society.



**Figure 2.1:** The idiolectal circles (Baskaran, 2005, p. 120)

- 1 The individual himself/ herself
- 2 His/ Her immediate family (umbilical/ marital)
- 3 His/ Her extended family/ relatives
- 4 His/ Her school/ workplace/ colleagues/ peers/ superiors/ subordinates
- 5 His/ Her social circle/ friends
- 6 His/ Her role as a member of that community/ society/ nation

In the idiolectal circles, it appears that the child participant of this study interacts with his family members first and foremost before he communicates with the outside world, for example peers and friends and becomes eventually a part of the community. According to Kuang (2012), a child can be bilingual, trilingual or multilingual due to his/ her interactions with his/ her surroundings. It seems that the child participant in this study can code-switch effortlessly with his interlocutors (see section 2.7).

## **2.5 Language Development Milestones of a Five-year-old Child**

Speech and language are our means of verbal communication with others in relaying our needs or sharing our thoughts, feelings and ideas. Speech is part of language. Speech is the articulated sound or sounds uttered to convey a message (American Heritage Dictionary, 1992). According to Halliday (1975), language is 'systemic' and it is 'paradigmatically organized', that is to say any output of a language derives from a system of choices. For example, if the choice of a child is to express his/ her needs, he/ she will say 'I want ice cream'.

Halliday (1975), notable for his grammatical theory and descriptions, posited that a child's speech conveys seven functions. They are constantly in used during the child's early years of language development.

1. instrumental – express needs, for instance 'I want ice cream'
2. regulatory – tell others what to do, for instance 'Look here'
3. interactional – make contact with others and form relationships, for instance 'I love you, mummy'
4. personal – express feelings, opinions and individual identity, for instance 'Me good girl'

5. heuristic – gain knowledge about the environment, for instance ‘What sound make tiger?’
6. imaginative – tell stories and jokes and to create an imaginary environment, for instance ‘Camel has one hump, one hump, one hump’
7. representational – convey facts and information, for instance ‘It is hot really hot and hot all day’

Children acquire language, and so they can express their needs/ purposes through language. According to Halliday (1975), the first four functions, namely instrumental, regulatory, interactional and personal serve to satisfy the physical, emotional and social needs of a child. Whilst the next three functions such as heuristic, imaginative and representational aid a child to integrate in his/ her environment.

An utterance whether it is a word, a phrase or a sentence, involves two main elements namely the segmental and the supra-segmental which is also known as the prosodic features. These two features synchronize to make an utterance meaningful and comprehensible to its auditors (Kulshreshtha, Singh & Sharma, 2011). Prosodic features play an important role in the interpretation of an intended message. They are the seasonings and the flavors of a sentence. The supra-segmental features superimpose on the segmental features (Baskaran, 2005). Without the supra-segmental features, an utterance is meaningless, lifeless and dull.

The process of a normal communication comprises encoding, transmitting and decoding an intended message of the sender by the receiver (Heath & Bryant, 2000). The success of a two-way communication depends greatly on how the intended message is being interpreted (Heath & Bryant, 2000). Communication includes the verbal and non-verbal components. Most 5-year-olds enjoy talking and love to share their ideas with others. In their studies of children’s language development (Oesterreich, 1995; Foster-Cohen,

1999 & Wells, 2006) observed that most 5-year-olds enunciated words with more syllables intelligibly when they spoke compared with the words they spoke when they were younger. They had an expressive vocabulary of 2,100 – 2,200 words. Most 5-year-olds are talkative, too, for instance discussing and giving their opinions concerning a particular subject (Patterson, 2009).

## **2.6 Discourse Analysis**

Discourse Analysis, a contemporary trend in social sciences, aims to analyze the implicit meanings of discourse in particular. In other words, analysis of discourse is not limited to looking at the explicit meanings in language, but it also takes into consideration the social practices and its system.

The field of Discourse Analysis is broad as it could also be applied to socio-linguistics, psychology and anthropology. As an approach, Discourse Analysis can be viewed from three perspectives, for instance looking at language use beyond the sentence level, language behaviors linked to social practice and language as a system of thought. Most approaches focusing on Discourse Analysis looks at language use from these three perspectives. At the micro level, Discourse Analysis looks at what is said in the surrounding or context it is said in. For instance, when we use the expression, “Nagasaki bomb” in the context of a classroom, we know that the person saying it was referring to a historical event such as World War 1. However, when the same expression is said after a person had eaten the wrong food and have had to visit the toilet numerous times, we understand the same expression to mean “having an immense measure of loose bowels to clear”.



Literature suggests that Discourse Analysis will look at any given text or anything that communicates a message and in particular how that message constructs a social reality of a view of the world. However, in view of this case study, the approach applied is confined to looking at the discourse of a young child interacting within the confines of a home setting (mainly) and how he uses language to convey the meanings he meant to those in his surroundings. In this regard, discourse would thus refer to the conversations going on between him and other adults in his vicinity and meaning would refer to what the child wishes to convey. Analysis of the child's utterances in this study is thus based on the context in which he articulates his words and to whom and for what purpose. It is hereby also mentioned that what the child conveys is interpreted from the perspective of the child, that is to say his version of playmate, teacher, class, game and so on. Whenever the meaning conveyed is vague or ambiguous to the researcher, an interview is conducted with the child to determine its true meaning.

Brown and Yule (1983) state that the analysis of discourse is based on the linguistic output of someone which can be taken from written texts or tape recordings. 'Critical Discourse Analysis' (CDA), a sub-discipline of Discourse Analysis, analyses discourse from a corpus of texts especially for a politically motivated level. Whilst, Conversation Analysis aims to study the social interaction which encompasses both verbal language and nonverbal language.

Kuang and David (2009) say that Discourse Analysis helped to unravel the identities of the male speakers through their spoken discourses. Their findings disclosed that the younger generation used very direct speech and thus perceived to be rude, sarcastic and impolite. On the other hand, the older generation tried to fit into the younger generation's culture but of no avail. To understand and decipher an intended message,

is practically based on the interpretation of the interlocutor through his/ her cultural experiences.

## **2.7 Bilingualism**

Under normal circumstances, a normal individual's language developmental patterns are quite similar and predictable compared to those of an autistic child. In the context of child language acquisition, a newborn produces masses of meaningless sounds before he/ she acquires the power of speech to make his/ her intentions known (Baskaran, 2005). The child participant's language developmental patterns of this study is similar to those of a normal child. At this stage, the child participant can be talkative and bilingual, in other words he can speak English and Hokkien.

An individual speaker can be monolingual, bilingual, trilingual or even multilingual depending on the environment in which he/ she is brought up. A multilingual person is generally referred to as a polyglot. According to The New Oxford Dictionary of English (1998, p. 1437), a polyglot has a command of many languages. It is more common to find that a person is bilingual and rarely is there a monolingual speaker, especially in multicultural Malaysia because the Malaysian education system makes it compulsory for all children to attend formal education at the age of seven. Edwards (1978), says that it is common and absolutely necessary for an individual to be able to speak at least two languages in the world today. This phenomenon is visibly realizable due to the demand of work, the government's policy or the free will of the individual. Research has been done on the oral language abilities of bilingual children (Leopold, 1939-1949; Taeschner, 1983 & Dopke, 1998) and research has also been done on Malaysian children, (Kow, 2000; Tan, 2003; David and Kow, 2008 & Kuang, 2012).

There are many facets of bilingualism. One of the fundamental issues of bilingualism is that a bilingual can speak at least two languages (Jakobson, 1968 & David, 1999). It is very rare to find a true balanced bilingualism where a bilingual has equal proficiency in both languages in his/ her repertoire.

Hakuta and Diaz (1985), say that the language in which the individual is more proficient may not be the native language, and it can recede if devalued or used infrequently. The first language or languages can be considered as that/ those acquired by a child below the age of three. After his/ her third birthday, whatever language a child acquires is considered a second language (McLaughlin, 1978).

Kuang (2012) says that a child can be bilingual, trilingual or multilingual due to the encouraging environment. In other words, when a child is exposed to a multilingual environment, the child will gradually internalize words to reproduce them in the respective languages when the occasion arises or when the child is ready. In this study, it was seen that the child participant can code-switch effortlessly with his interlocutors.

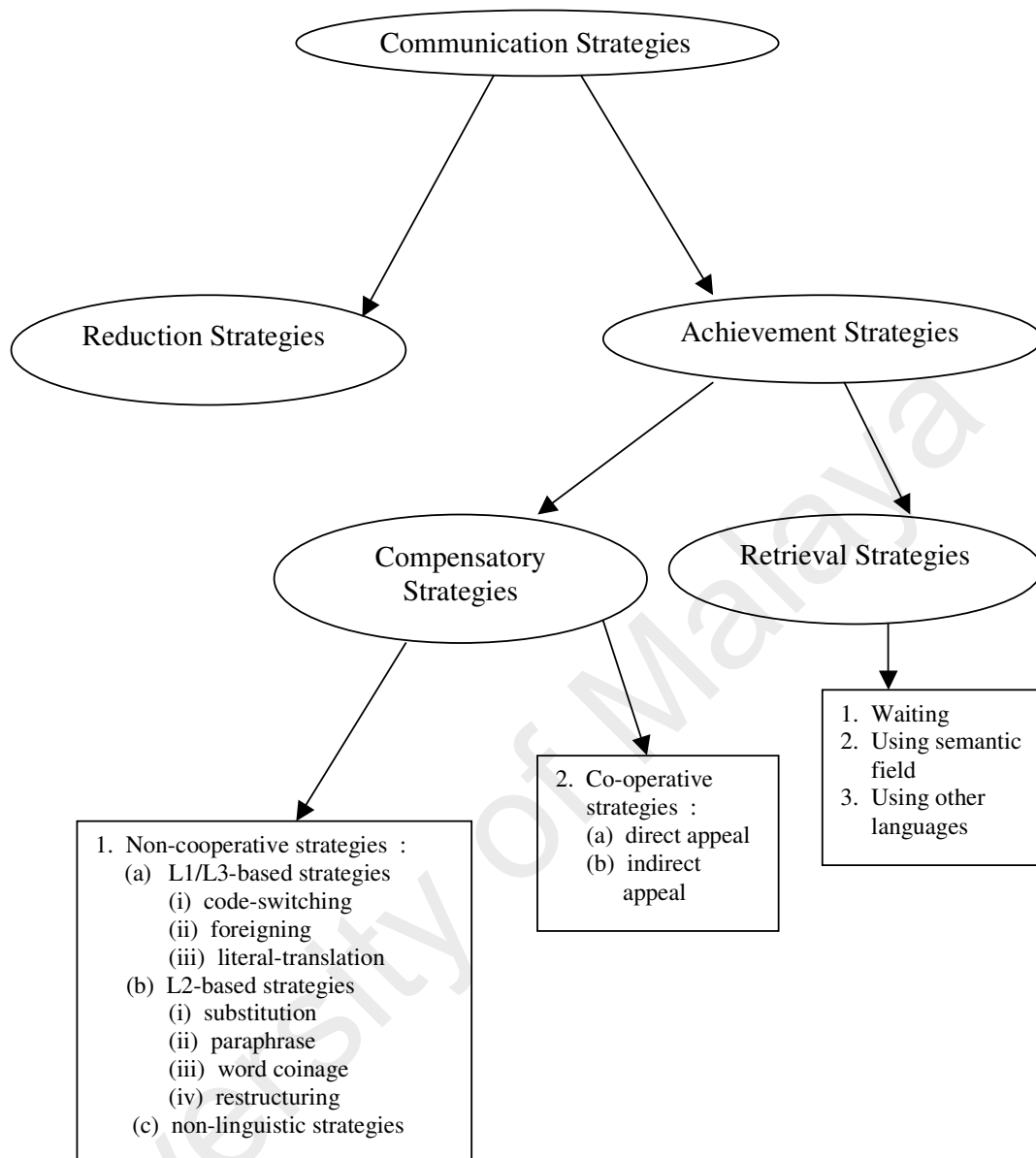
## **2.8 An Overview of Communication Strategies**

Bialystok (1990) states that communication strategies are the alternative ways to resolve problems in communication. According to Tarone (1981), when a speaker has difficulties in expressing meanings, he/ she overcomes these difficulties by adopting communication strategies.

The term 'Communication Strategies' was coined by Selinker (1972), which he describes as the processes which are responsible for interlanguage, a go-between

language competency which English Second Language (ESL) or English Foreign Language (EFL) learners apply before acquiring the target language fully. Faerch and Kasper (1983) categorize communication strategies as the realization of an optional plan when the initial plan could not be carried out due to insufficient means. In other words, communication strategies can be employed to realize certain plan.

Figure 2.2 illustrates the various strategies in communication proposed by (Ellis, 1985, p. 184 & 185). The two main sub-categories of communication strategies are reduction and achievement strategies. In achievement strategies, there are two subdivisions namely the compensatory strategies and retrieval strategies.



**Figure 2.2:** A typology of communication strategies (Ellis, 1985, p. 184 & 185)

Kow (2000), Jawakhir (2006) and Lam (2006) indicated that their respondents used various communication strategies in order to engage in a two-way communication. Kow (2000) focussed on kindergarteners, Jawakhir (2006) focussed on grandfather and grandchildren interaction while Lam (2006) focussed on school going children. Although their studies focussed on how these respondents communicated, it was quite obvious that some strategies were common and others were not. Table 2.2 briefly summarises the research done by Kow (2000), Jawakhir (2006) and Lam (2006).

**Table 2.2:** Comparison of the three research in favoring communication strategies

<b>Researcher</b>	<b>Kow (2000)</b>	<b>Jawakhir (2006)</b>	<b>Lam (2006)</b>
Age of subjects	4 – 6 years old	78, 23, 14 & 10 years old respectively	13 – 14 years old
Sample	60 Malay and Chinese preschoolers	4-hour taped conversation between a grandfather with hearing impairment and his three grandsons	40 Secondary Two – ESL students (Treatment class - 20) (Comparison class – 20)
Research strategies	Quantitative and qualitative	Qualitative	Quantitative and qualitative
Collection of data	<p>3 task-based activities</p> <ol style="list-style-type: none"> <li>1. recite nursery rhyme Humpty Dumpty</li> <li>2. retell the story of the greedy dog</li> </ol> <p>For these two tasks, the subjects were given the opportunity to listen to the nursery rhyme and the story of the greedy dog first. Subsequently, the subjects were asked to answer a set of 6 questions each for each task.</p> <ol style="list-style-type: none"> <li>3. free style story-telling</li> <li>4. ‘rich interpretation’ method of analysis to analyze the nonverbal language/ body language employed by preschoolers to convey meaning.</li> </ol>	The taped recording were transcribed.	<ol style="list-style-type: none"> <li>1. performance in group of work discussions</li> <li>2. self-report questionnaires</li> <li>3. observations of learners’ strategy</li> <li>4. stimulated recall</li> </ol>
Findings	Children created innovative communication strategies verbally and non-verbal language/ body instead of employing avoidance strategies.	Her four subjects cooperated with each other by employing communication strategies to avoid communication breakdown.	After 16 hours of oral communication strategy teaching (OCST), the treatment class (E) generally outperformed the comparison class (C) in utilizing all the eight communication strategies which had been taught to the former.

As can be seen in the table, the age of the participants are diverse. This means that the findings may not be similar because the older the participants, the better their ability in communicating meanings to their younger participants (Oesterreich, 1995, Foster-Cohen, 1999 & Wells, 2006). According to Littleton, Joiner, Messer & Light (1998), 9-year-old children could give instructions to their absent peer and thus they managed to list and describe the materials needed in an Egg Trick in more detail than 5-year-old children.

## **2.9 Verbal Communication Strategy**

Vygotsky (1962) says that language is a significant medium and it is also the primary means of transmitting messages. Words are the building blocks of communication where words can be used to facilitate the process of abstract concepts they represent (Bruner, 1966). Verbal communication transmits messages verbally, in other words saying aloud the spoken words through mouth/ oral cavity. Young children may need to rely on verbal communication to express themselves. Inevitably, as they interact, young children may develop 'racial language' (Teaching Tolerance Project, 1997), to help describe themselves and others.

Each school year, Strasser (2000), educator, starts her lesson with a unit called 'Beautiful Me!' (Childhood Education, Vol. 77, 2000) which combines with children's literature to assist the children develop a rich vocabulary to enable them to deliver their perceptions of people via their performance pragmatically. In the findings of her study, her subjects could describe people using the adjective for colors, for instance the skin was yellow, black or white. Strasser (2000) used photographs as a medium to ask questions to her subjects. The child participant in this study is asked to draw and color

drawings of his peers and teachers in his kindergarten, his family members and himself. The child participant is subsequently interviewed about the drawings and the choice of colors used. This shows that visual images can enhance data collection.

### **2.9.1 Spelling**

The conventional literacy includes 'reading', 'writing' and 'spelling' of text (Purcell-Gates, 1996). In 1996, a study on 20 low-income families from diverse backgrounds was conducted by Purcell-Gates. The findings of this study showed that those children who had access to books for reading and materials for writing at home would be much better in print task via spelling in comparison to those children without such opportunity. This encouraging result was due to their parents who emphasized the importance of literacy. This demonstrates that a child whose parents have some exposure to education is likely to develop the ability to spell. On the other hand, Hart & Risley (1995) state that children from middle and upper income homes usually have bigger vocabularies than do children from low-income homes.

### **2.9.2 Singing**

A fetus' brain and ears are receptive to musical awareness as early as in its fifth month (Stoppard, 1996). Rauscher, Shaw, Levine, Wright, Dennis & Newcomb (1997) say that parents who encourage their children to musical exploration such as singing can subsequently promote their children's confidence in communication and self-expression.



Why can the lyrics of songs we sang as children leave a deep trace in our heart, even if we have not heard them in years? An action research project done by Dunne (year not mentioned) on 'Singing with 4 to 5 year olds' affirmed that the songs we learnt in childhood can often stay with us for life. Children can memorize the lyrics of a song better (Wallace, 1994 & Dunne, year not mentioned), without truly understanding the meanings of the words. Most 5-year-olds just adore singing.

The child participant joined Yamaha Music Class at the age of three. During data collection, he is in Junior Music Course. The child participant loves to sing in his music class.

### **2.9.3 Repetition**

Children love to repeat words, phrases and sometimes sentences too. When they are young, they love to recite nursery rhymes (Patterson, 2009). They love to repeat the same nursery rhyme. Songs may contain lots of repetitions too. Repetition or echolalia can reinforce our memory (Voyat, 1982).

Weir (1962), a linguist, did a research on her son, Anthony, on how he practiced his counting skill. Her findings showed that Anthony used a lot of repetitions in his verbal communication.

Both Kow (2000) and Jawakhir (2006) indicate that repetition is one of the commonest communication strategies employed by Malaysians regardless of their ages. The subjects of their studies used different types of repetition in their daily communication. In Kow (2000) and Jawakhir (2006), one of the communication strategies identified, for

instance repetition, was not categorized as words, phrases and sentences. Kow (2000) and Jawakhir (2006) provided the reasons for their respondents' repetitions as shown in table 2.3. In contrast, this study hopes to categorize repetition under word, phrase and sentence levels.

**Table 2.3:** Reasons in repetition as perceived by Kow (2000) and Jawakhir (2006)

	<b>Kow (2000)</b>	<b>Jawakhir (2006)</b>
Repetition	(i) to request for answers (ii) to reinforce new meaning (iii) to guide a peer through an activity	(i) entire utterance (ii) modification (iii) rephrasing (iv) attention getter followed by repetition (v) stressing the problem (syllable stressing breakdown)

Whilst Table 2.4 was sourced from an online journal which depicts the eight strategies used by speakers in an ESL classroom setting.

**Table 2.4:** The eight strategies in ‘Gauging the Effects of ESL Oral Communication Strategy Teaching: Multi-method Approach’ (Electronic Journal of Foreign Language Teaching, Vol. 3, No. 2, p. 142-157; Lam, 2006)

Name of strategy	Definition of strategy
Resourcing	The speaker resorts to the vocabulary, structures and ideas suggested in the task instruction sheet to help him/her solve problems with ‘what to say’ or ‘how to say it’.
Paraphrasing	The speaker uses alternative expressions with similar meanings to replace those that he/ she does not know or cannot think of ‘what to say’ or ‘how to say it’.
Using self-repetition	The speaker repeats what he/ she has just said as a stalling device to gain time to think of ‘what to say’ or ‘how to say it’.
Using fillers	The speaker uses empty words such as ‘well’, ‘actually’, ‘you know’, etc., as a stalling device to gain time to think of ‘what to say’ or ‘how to say it’.
Using self-correction	The speaker hears himself/ herself make a mistake in pronunciation, grammar, choice of words, etc., and immediately corrects it.
Asking for repetition	The speaker asks the interlocutor to repeat what he/ she has just said to facilitate comprehension.
Asking for clarification	The speaker asks the interlocutor to clarify the meaning of what he/ she has just said to facilitate comprehension.
Asking for confirmation	The speaker asks the interlocutor to confirm the meaning of what he/ she has just said to facilitate comprehension.

According to Platt and Weber (1980), ‘Repetition’ is a common feature of all the New Englishes such as Indian English, Sri Lankan English, Malaysian English as well as Singaporean English, particularly in colloquial speech. Its grammatical functions are to express intensity, abundance and frequency. This study affirms previous studies of repetition (Platt and Weber, 1980; Leo, 1995; Kow, 2000; Menon, 2003; Lam, 2006 & Jawakhir, 2006). Menon (2003) aggroups this type of repetition as juxtaposed reduplication which is a sub-category of lexico-semantic reduplication. According to The New Oxford Dictionary of English (1998, p. 1557), reduplication is derived from

the verb reduplicate which means to repeat a syllable or other linguistic element exactly or with a slight change whereas repetition is the action of repeating something that has already been said or written (The New Oxford Dictionary of English, 1998, p. 1573). In the context of this study, it will employ the term repetition as the communication strategy. Table 2.5 illustrates some examples of repetition in Malaysian English and Singaporean English proposed by Platt, Weber and Ho (1984).

**Table 2.5:** Examples of Repetition in Malaysian and Singaporean Englishes (Platt, Weber & Ho, 1984, p. 57)

New Englishes	Examples of Repetition
Malaysian English	(i) You watch TV until late - late - (ii) Have you ever taken honeycomb honey – that type of honey, the beehive, beehive type? (iii) My son’s results terrible, man! All FFF – every subject also fail.
Singaporean English	(i) I don’t like this sort of dress – all frill, frill, gather, gather. (ii) I find find find – don’t have!

#### 2.9.4 Substitution

Corsaro (1986) defines voicing (onomatopoeia) as a preferred communication strategy and it is most frequently used by dyadic groups. Children employ onomatopoeia to imitate the sounds of cars, animals and voices of people as they play with blocks. The previous studies of onomatopoeia in the use of replicas or small-scale figures (Corsaro, 1986; Anderson, 1991; Paley, 1990; Farver, 1992 & Sawyer, 1997) were similar to the findings in this study. The participant of this study employed onomatopoeia to substitute for the sounds of gun, fighting, fire, lion and the sound of knocking on the door.

### 2.9.5 Code-switching

Kuang and David (2008) state that there is a slight difference in meanings for code mixing, code switching and code alternation. Code mixing occurs when one lexical item in a different language is embedded within an utterance. Code switching happens when chunks of phrases and expressions in a different language is inserted within an utterance and code alternation takes place in instances where the same speaker alternates between one language with one respondent and another language with another respondent (Kuang & David, 2008, p. 56). Their findings showed that code mixing, code switching and code alternation were the common communication strategies employed by one female academician. She employed code mixing, code switching and code alternation in her message to display her subtle attitudes, for instance to instill seriousness, to neutralize and to joke. This phenomenon of intermixing languages is manifested in our day-to-day communication and in written text especially in emails (electronic mails).

The use of a mixed discourse, both in formal and informal settings, by professionals, young adults and even children as young as four years of age (Kow, 2000; Tan, 2003; David, 2006 & Kuang, 2012), establishes the role of this variety of language choice as an inherent and distinct code that Malaysians have in their language repertoire.

The ability to speak at least two languages at the same time is termed 'code-switching'. It is a common phenomenon in a normal discourse (Marasigan, 1983; Morais, 1995; Jamaliah Mohd. Ali, 1995 & David, 1999). Code-switching occurs when an utterance contains elements from at least two different languages. These local studies suggest that code-switching is a common phenomenon in diverse societies such as Malaysia. Asmah Haji Omar (1992) has talked about this phenomenon even as early as 1984. She adds

that code-switching is now a norm among Malaysians, particularly when they are involved in face-to-face interaction.

Appel & Muysken (1987) suggest that code-switching can be classified as intrasentential or intersentential. In intrasentential code-switching, the change in language happens in the middle of a sentence. In intersentential code-switching, the alternation between two languages happens in two different sentences. In other words, the use of language A happens first and the next sentence starts with language B.

## **2.10 Nonverbal Communication Strategy**

The concept of nonverbal communication refers to the process of sending and receiving wordless messages through facial expressions, gaze, gestures, postures and tones of voice (Pease, 1986). Although Darwin (1872) considers nonverbal signals as innate/ inborn actions, La Barre (1947) and Birdwhistell (1970) suggest that nonverbal signals are learnt by participation in a socio-cultural environment. Mehrabian (1971) states that nonverbal communication concerns the entire body language of a speaker.

Body languages signals may include :

- learned – eye-wink, thumbs-up and military-salute gestures
- innate – eye-blink, throat-clear and facial-flushing
- mixed – laugh, cry, shoulder-shrug (originally they are innate/ inborn actions, but cultural rules later shape their timing, energy and use)

Mehrabian (1971) states that nonverbal communication comprises gestures, body movement (kinesics), facial expressions (smile, frown, wink, grimace, pout and even

turning away), physical distance (proxemics), touching (haptics) and smell (olfactics). These nonverbal communications can exist independently or exist simultaneously with the verbal communication. However, to interpret precisely they have to be read as a whole!

Mahany (1997) says that utterances contribute only 25 percent of meaning in language study. Nonverbal messages can spice up the communication and thus improve verbal language acquisition (Acredolo & Goodwyn, 1998).

In the works of Kuang, David, Lau and Ang (2011), nonverbal transactions which comprised silence, smile and some levels of body gesture such as 'handshake and nodding of head' were demonstrated by Malay staff at front counter transactions of six government hospitals in Peninsular Malaysia, as greetings and closings of public transactions. These nonverbal expressions were later categorized as polite, semi-polite and impolite. Hence, the nonverbal communication is of great importance in language study and in the community, too.

### **2.10.1 Gestures**

Sapir (1949) says that gestures, for instance clenched fist, the wave of the hand, the shrugging of the shoulders or the lifting of the eyebrows can directly demonstrate the attitudes and feelings of an individual.

Hand gestures were the earliest pre-linguistic system that was being studied (Fast, 1970). Researchers have observed the behavioural gestures of numerous different cultures around the world and of our nearest ancestors, the apes and the monkeys

(deWaal & Pollick, 2006). Mizuno, K., Mizuno, N., Shinohara & Noda (2004) mention that all newborns of the homo sapiens as well as those of apes and monkeys automatically know some gestures such as how to suck their mothers' nipples as soon as they are born. Research has also shown that pygmy chimpanzees use gestures to communicate meanings (deWaal & Pollick, 2006).

When a child desires something, he/ she might use his/ her fingers to point to this specific object or he/ she might even just reach to grasp it. A child nods his/ her head in conventional positive manner and shake his/ her head in conventional negative manner (Acredolo & Goodwyn, 1988 & Goodwyn, Acredolo and Brown, 2000).

Literature states that most of these behavioural gestures are common among and across cultures around the world. Studies also showed that children who used gesture more, without being prompted by others, were more likely to retain what they have learned (Alabali & Goldin-Meadow, 1993 & Cook and Goldin-Meadow, 2008).

### **2.10.2 Facial Expressions**

According to Burgoon, Buller & Woodall (1989), every child in the world, regardless of his/ her cultural background, demonstrates the same facial expressions to show his/ her anger, fear and joy, whilst Mehrabian (1971) states that facial expressions is the act of communicating mood, attitude, opinion, feeling or other messages through the combined expressive force of the mobile chin, lip, cheek, eye and brow muscles. In effect, we may dilate our eyes, nose, throat and mouth openings to demonstrate positive, friendly and confident moods. On the contrary, in demonstrating negative, anxious feelings and inferiority, we constrict our eyes, nose, throat and mouth openings.



In 1872, Charles Darwin's masterpiece, 'The Expression of the Emotions in Man and Animals' inspired many researchers around the world to investigate the nonverbal cues and signals. Darwin (1872) states that most of the expressions exhibited by man, regardless of their culture, are the same throughout the world.

The universality of the most common facial expressions of the emotions in human beings regardless of the vast difference in cultures and languages amongst others are 'smiling' to demonstrate happiness and 'crying' to demonstrate sorrow (Ekman & Friesen, 1971). Hence, culture does not influence the universality of the most common facial expressions, for instance smiling and crying.

### **2.10.3 Kinesics**

Bateson (1972) claims that kinesics can perform functions which verbal language is unable to do so.

According to the International Encyclopedia of the Social Sciences (1968), kinesics is the science of body behavioral communication. This physical developmental growth is acquired naturally as a child develops. A child who can manipulate well his motor skills will excel too in his/ her physical endeavors (Patterson, 2009). By the fifth birthday, a child possesses a good coordination of his/ her body, thus, he/ she can perform complex tasks such as rolling to the front in small somersault movements, performing some dancing steps in accordance with the different types of music and playing piano. In the context of this study, actions such as turn, assemble, demonstrate, write, dance, move, erase, pull and beat are considered as kinesics.

## 2.11 Summary

The great works of notable child psychologists such as Piaget, Vygotsky, Bruner, Bandura and Ross & Ross, Pavlov, Thorndike and Skinner have been discussed in this chapter. Their findings have shed light on child research. Having considered all the theories discussed, it would be more apt to apply Piagetian and Vygotskian principles to this study. The principles such as self-initiated discovery especially at the Preoperational stage, scaffolding, co-constructed knowledge, social interactions and cultural tools are indispensable factors of a child's knowledge construction. With the guidance from the More Knowledgeable Other (MKO) and assisting a child within his/her Zone of Proximal Development (ZPD), a more knowledgeable person can help a less knowledgeable child/ learner in acquiring useful learning strategies which the latter can internalize and utilize later.

The accomplishment of language in a normal and healthy child develops concurrently with his/ her mental and physical developmental growth (Wood, Bruner & Ross, 1976). (Birdwhistell, 1970 & Mehrabian, 1971) agreed upon the importance of nonverbal communication. According to the latter, the nonverbal communication plays a more important role than the verbal communication. Statistically, the total impact of a message consists of "7 % verbal (words only), 38 % vocal (tone of voice, inflection and other sounds) and 55 % nonverbal cues" (Mehrabian, 1971, p. 56).

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter will provide the background to the research methodology employed. Details of the research design, the procedure engaged in collecting data, data analysis and the analytical framework used in analyzing data will be presented and discussed.

#### **3.1 Qualitative Research Method**

In applied linguistics, there are two distinctive binary research paradigms namely the quantitative and qualitative research (Nunan, 1995). Each of these two research methods has its own distinctiveness and functions. Depending on the research method chosen, the type of analysis conducted on the data might differ. The analysis for a quantitative research method is statistical compared to the analysis for a qualitative research method which is interpretive (Creswell, 2003). The interpretive methodology attempts to express the quality of people's behavior by interpreting such behavior from an interactive perspective. According to Reichardt and Cook (1979), a qualitative approach is the understanding of human behaviors, based on naturalistic, uncontrolled observation, is discovery-oriented, 'rich' and subjective. The interpretation from the data of a qualitative research thus enables one to authenticate the results better holistically. In this study, the qualitative research method is considered more suitable than the quantitative research method because the qualitative research method employs the naturalistic technique in actual data collection. In Child Language Studies (Ingram, 1981), the period of diary studies concerns descriptive data which were kept by the

## **CHAPTER 4**

### **FINDINGS AND DISCUSSION**

#### **4.0 Introduction**

This Chapter focuses on data analysis. The child's communication strategies in conveying his meanings are first categorized into verbal and nonverbal strategies. In verbal communication strategy, they are sub-categorized under spelling, singing, repetition at word, phrase and sentence levels, substitution and code-switching. Whilst in nonverbal communication strategy, they are sub-categorized under gestures, facial expressions and kinesics as shown in Table 3.2.

#### **4.1. Verbal Communication**

The child participant of this study adopted different communication strategies whilst engaging in a conversation to make himself understood. The different types of strategies employed by the subject were identified and categorized. There are spelling, singing, repetition at word level, repetition at phrase level, repetition at sentence level, substitution and code-switching communication strategies.

##### **4.1.1 Spelling Strategy**

As mentioned in Chapter 3, this study will focus on the framework provided in Table 3.3 as a model for analysis. According to Piaget (2002), at this 'Preoperational stage' which is also paralleled by the age of the child participant in this study, a child is still dominated by egocentric thinking. A child is able to distinguish symbols, for instance

words or pictures, also known as ‘symbolic function’ (Piaget, 2002 & Brewer, 2001). (Gentry and Gillet, 1993; Scala, 2001 & Armstrong, 2003) say that spelling instruction is an integral component in multiple intelligences of literacy.

In her study on young children using various communication strategies, Kow (2000) did not mention any thing about the children in her study using spelling as one of their communication strategies. However, Kow’s (2000) study was confined to an outside setting. In Jawakhir’s (2006) and Lam’s (2006) studies, spelling strategy was also not identified.

In the current study, the child participant, JH, was seen using the spelling strategy to communicate his meanings. In this section, all the examples from the data showing this particular strategy will be discussed. The child participant of this study adopted spelling as one of his verbal communication strategies in order to convey his meanings. Data which illustrated this strategy would be in bold and italic.

**Excerpt 1** : In this excerpt, the child participant, JH was telling his mother, M at 5.38 p.m. on 31<sup>st</sup> July 2009 in the study room. M was asking JH who is his dancing partner.

*Turn*

- 9 M : Who is your dancing partner?  
10 JH : I partner with *S-z-e K-a-y*. (JH spells)  
11 M : Do you like Sze Kay?  
12 JH : Yes, mama. Must practise at home.

In excerpt 1, the subject’s mother, M was asking the child, JH, who his dancing partner is for his kindergarten’s concert and in turn 10, JH immediately spelt his dancing partner’s name. JH spelt his partner’s name instead of saying out the name loudly because the researcher, M did not know who ‘Sze Kay’ is. The child participant, JH, probably wanted the researcher, M to remember the name of his dancing partner so that she would not ask the same question again (please refer to the question at Turn 11).

Subsequently, when M asked JH : ‘Do you like Sze Kay?’ Without hesitation JH said : Yes, mama as shown in turn 12. This excerpt illustrated a spelling strategy used as in ‘*S-z-e K-a-y*’.

**Excerpt 2 :** In this excerpt, the child participant, JH was informing his mother, M about N’s dancing partner at 7.05 p.m. on 20th September 2009 in the study room.

*Turn*

19 M : Who is N’s dancing partner?

20 JH : JJ. Lim JJ. **L-I-M** (JH spells) JJ.

In excerpt 2, at turn 19 M asked who N’s dancing partner is. In turn 20, JH mentioned the name of N’s dancing partner first. Then, JH stated N’s dancing partner’s full name, Lim JJ. Later on, he spelt N’s dancing partner’s surname ‘**L-I-M**’. The child participant, JH spelt loudly (Jefferson, 1984 : ix-xvi) the surname ‘**L-I-M**’ because he was probably quite annoyed and wanted to stop discussing about N’s dancing partner. JH preferred to talk about N to her dancing partner who happened to be Lim JJ.

**Excerpt 3 :** At 10.52 a.m. on 21<sup>st</sup> September 2009 in the living room, the child participant, JH was relating the function of the ‘Omnitrix’ to his mother, M.

*Turn*

7 JH : Got the watch. He <<*beat*>> ((*JH beats his wrist*)) the watch.  
Then he become bad people. When green can beat ::: when red  
cannot beat is :::

8 M : Pardon?

9 JH : ::: *i-s* (JH spells) stop↑ Gwen and Ben help people.

In excerpt 3, JH spelt the verb ‘*i-s*’ at turn 9. JH spelt the verb because the researcher, M had interrupted him half way on his explanation about the function of the ‘Omnitrix’. The ‘Omnitrix’ is an object which perplexes JH. In this excerpt, JH probably thought M did not hear the verb ‘is’ because M interrupted his explanation after the verb ‘is’. In order to make M understand better and to possibly avoid further interruption, JH spelt ‘*i-s*’ and then said the word ‘stop’.

**Excerpt 4** : This excerpt happened in the living room at 10.08 a.m on 22<sup>nd</sup> September 2009. JH was telling M that his teacher, L, at the kindergarten, put her food in a box.

*Turn*

50 JH : In the box. He put box in the food↑

51 M : He ::: ah?

52 JH : <<*S-h-e*>> (JH spells)

In excerpt 4, a simple question was asked by M using the pronoun ‘He’ to confirm the gender via the interjection ‘ah’ as a question tag. In responding to this simple question, the child participant, JH spelt the correct answer, ‘*S-h-e*’. The child participant, JH probably used self-correction, when he realized that he had used the wrong pronoun. To rectify his mistake, JH adopted the spelling technique at turn 52. According to Lam (2006), one of the eight strategies was the strategy of ‘self-correction’ when the speaker heard himself/ herself made a mistake in pronunciation, grammar, choice of words and so forth, he/ she immediately corrected it and this is obvious in this excerpt.

**Excerpt 5** : This excerpt happened on 23<sup>rd</sup> September 2009 when the child participant, JH was answering his mother’s question, M at 1.48 p.m. in the study room. M was pointing at a particular boy from JH’s kindergarten photograph and M wanted to know the boy’s name.

*Turn*

3 M : Okay. <<*Who is this boy?*>> ((*M shows JH’s birthday photograph at the kindergarten*))

4 JH : J. <<*F-O-O*>> (JH spells). J Foo.

In excerpt 5, the subject’s mother, M was asking the child, JH, who was the boy in his class photograph. At turn 4, JH mentioned his friend’s name first before he spelt his friend’s surname, ‘*F-O-O*’. Later he mentioned his friend’s full name again as in J Foo. The child participant, JH raised his voice (Jefferson, 1984 : ix-xvi) when he spelt the surname ‘F-O-O’ because he did not like J Foo (please refer to turn 6 in data). JH did not like J Foo because J Foo wanted to share his yakult drinks.

**Excerpt 6 :** In this conversation, five occurrences of spelling strategy happened at turns 14, 16 and 18 respectively. The conversation took place in the study room at 1.38 p.m. on 24<sup>th</sup> September 2009. M wanted to know more about JH's classmates' dancing partners for their upcoming kindergarten's concert.

*Turn*

- 13 M : Who are their dancing partners?  
 14 JH : WK ::: A. WY ::: F and me, **Tan JH**. *T-A-N* (JH spells) **JH**.  
 15 M : Why don't you partner with SK?  
 16 JH : Because DD and SK ::: *a-n-d* (JH spells) *S-z-e K-a-y* (JH spells)  
 17 M : Can you tell Mama about DD?  
 18 JH : DD ::: DD ::: DD has Ben *B-E-N* (JH spells) 10 ruler and Ben *B-E-N* (JH spells) 10 eraser. He has a Transformer pencil. Has a KFC pencil box. Jerk ::: he always never wash his uniform.

In excerpt 6, most of the spelling were on names which included the participant's own surname, 'TAN', 'Sze Kay' again (please refer to the first same occurrence of the same name in excerpt 1) and Ben. At turn 16, JH simultaneously used the spelling strategy twice. JH spelt the word '*a-n-d*' because probably he wanted to link the conjunction 'and' to Sze Kay. This phenomenon occurred again at turn 18 when the same spelling for Ben was repeated twice because Ben 10 is his idol. JH said Ben first before he spelt '*B-E-N*' loudly twice. In this excerpt, the spelling communication strategy was clearly employed five times.

**Excerpt 7 :** This excerpt took place at 6.33 p.m. on 8<sup>th</sup> October 2009 in the study room between the child participant, JH and his mother, M. M was asking JH to describe his maternal grandaunt, GA.

*Turn*

- 14 M : Can you describe *Lāu Koh* to Mama? For example : is she fat or is she thin?  
 15 JH : Thin. Then, she always stay home. (.hhh) She always watch TV. He don't ::: she don't let me watch TV. I want to watch, she want to watch also. I want to watch Ben 10, he SHE *s-h-e* (JH spells) want to watch that. Everyday watch the same movie. She watch movie, couldn't care about me. She watch movie everyday, got nothing better to do. She watch TV.

In excerpt 7, M was asking JH to describe his maternal grandaunt at turn 14. In turn 15, at the sixth occurrence, JH realized that he had used the wrong pronoun to represent his



maternal grandaunt. He stressed on the pronoun 'SHE' and subsequently by spelling it out '*s-h-e*' before continuing with the rest of his conversation. The child participant, JH spelt the pronoun '*s-h-e*' to emphasize that he knew the gender of his maternal grandaunt. His spelling emphasized the pronoun 'SHE' thus.

**Excerpt 8 :** This excerpt occurred at 4.38 p.m. on 18<sup>th</sup> October 2009 in the study room between the child participant, JH and his mother, M. JH was explaining to M about J's birthday party at his kindergarten the previous Friday. The communication strategy using 'spelling' technique was adopted twice by JH in turns 28 and 34.

*Turn*

- 27 M : Did he like them?  
28 JH : Yes. He gave me two piece of one piece of chocolate cake ::: one plus one equals *t-w-o*. (JH spells).  
29 M : The other day was J's birthday, right?  
30 JH : Yes  
31 M : What happened?  
32 JH : The *Poh Poh* bring a big cake and a small cake. He likes his birthday. He like his cake.  
33 M : Who sang birthday song to J?  
34 JH : J *F-O-O* (JH spells). We all↓

In excerpt 8, JH spelt the sum of one plus one equals '*t-w-o*' at turn 28. JH wanted to show that he knew the correct spelling for the answer. According to Patterson (2009), children take pride in their accomplishment and they are happy if people are aware of their achievements. The second occurrence happened when JH spelt the surname of his friend, J '*F-O-O*' again. This same surname was spelt in excerpt 5. In M's question, at turn 33, she just mentioned the boy's name. At turn 34, JH affirmed the birthday's boy name by saying his name first and followed subsequently by the spelling of his surname.

**Excerpt 9 :** This excerpt happened on Christmas Day, 25<sup>th</sup> December 2009 at 8.53 a.m. in the living room. JH was drawing his teacher P. Teacher P was in charge of reading skill for JH's class at the kindergarten.

*Turn*

- 10 JH : Not the same eh↑ Here got Vawa. ((*JH points to the temple of the spectacles*))

*Turn*

11 M : Vawa?

12 JH : **V-a-w-a** (*JH spells*).

13 M : Can you see teacher P's eyes clearly?

14 JH : Yes. The eyes is white. Her eyes is black and white. The eyelashes big.

In excerpt 9, M has not heard the brand 'Vawa'. At turn 11, M clarified her doubt through the question 'Vawa'? JH then confidently spelt '**V-a-w-a**' when asked. JH probably spelt the brand '**V-a-w-a**' to reinforce what he had already mentioned earlier in the conversation.

#### 4.1.2 Singing Strategy

Singing can help to stimulate the brain. Songs will always be retained at the back of our memory and they can be retrieved easily later (Dunne, year not mentioned). The child participant of this research was also observed to be using singing as a communication strategy. The singing communication strategy emerged one and a half month later after the spelling strategy was employed by the child participant in this case study.

For the purpose of discussing this section, the framework in Table 3.3 will be used as a model for analysis. In Gardner's Multiple Intelligences, singing can be assessed under Production. It is further reiterated here that in Kow's (2000), Mior Jaafar's (2006) and Lam's (2006) studies, there was no mention of using singing as a communication strategy by their respective participants.

In this section, all the examples from the data showing this particular strategy will be discussed. Data which illustrated this strategy would be in bold and italic.

**Excerpt 1 :** In this excerpt, the child participant, JH was responding to the question of his mother, M at 10.52 a.m. on 21<sup>st</sup> September 2009 in the living room. M was asking JH who those people that Ben and Gwen helped were as the TV cartoon illustrated.

*Turn*

10 M : Who are the people?

11 JH : Hero. When Ben beat the watch then he can help people. ***Yeh*** ::: ***yeh*** ::: ***yeh*** ::: ***yeh*** (JH sings). Grandpa have everything in the car. The car (.hhh) the car got gun. But Ben say HERO TIME and going hero and taking hero↑ Then he <<*beat*>> ((*JH beats his wrist*)) the watch.

In excerpt 1, the subject's mother, M wanted to know who were those people that Ben and Gwen helped. JH did not understand the question and he responded 'Hero' in turn 11. JH thought that M was asking about Ben and Gwen, who were his heroes. JH then continued to explain how Ben helped people and subsequently JH sang '***yeh*** ::: ***yeh*** ::: ***yeh*** ::: ***yeh***' to demonstrate his triumph for his hero. JH was proud of Ben who could help people once 'Ben beats his watch' ('omnitrix'). This excerpt illustrated a singing strategy used although JH only adopted the local particle, 'yeh' as a song lyric.

**Excerpt 2 :** In this excerpt, the child participant, JH was responding to the question of his mother, M at 10.08 a.m. on 22<sup>nd</sup> September 2009 in the living room. M was asking JH who teacher J is.

*Turn*

1 M : Who is teacher J?

2 JH : Don't know. <<*Eerk* ::: >> ((*JH makes face*))  
<<***Alien Force*** ::: ***Alien Force***>> (JH sings) K wen :::

In excerpt 2, at turn 1, M was asking the child, JH, who teacher J was. JH used the avoidance strategy as shown in 'don't know' and <<*eerk*>>. JH clearly wanted to change the subject of the conversation because he did not like his Yamaha Music teacher, J so he made face. JH preferred to discuss his favorite cartoon character, namely Ben 10. JH also sang loudly <<***Alien Force*** ::: ***Alien Force***>>. This excerpt showed a singing strategy adopted by JH to convey his meaning, and in this case to make reference to his favorite cartoon character, Ben 10.

**Excerpt 3 :** In this excerpt, JH was answering the question which his mother, M, had asked at 1.38 p.m. on 24<sup>th</sup> September 2009 in the study room. M wanted to know if JH likes DD, a kindergartener, and whether JH wants to befriend DD.

*Turn*

- 27 M : Do you like him DD and would you like to befriend him?  
28 JH : Yes ::: he has a Ben 10 bag. And he Ben 10 bag got tire. He always push the tire. His tire *rosak* already. He got so many aliens. Ben 10 got fire. ***Jerk boy ::: jerk boy ::: jerk boy :::***  
(JH sings).  
29 M : It is bad to call DD a jerk.  
30 JH : Jerk means *busuk*, you know.

Excerpt 3 showed that JH employed the singing communication strategy in turn 28. According to JH, he does not really like DD, his classmate, because DD is not hygienically clean. DD's uniform is always dirty and his teeth are yellow. DD does not brush his teeth everyday. To demonstrate his feeling about DD, JH seemed to prefer conveying his comment via the singing strategy of '***Jerk boy ::: jerk boy ::: jerk boy :::***'. By this term 'jerk boy', JH was telling M that DD was not one of his likeable friend. 'Jerk', according to JH means 'smelly'.

**Excerpt 4 :** This excerpt occurred when JH was responding to the question of his mother, M at 4.38 p.m. in the study room on 18<sup>th</sup> October 2009. M was asking JH why he does not like people touching his things.

*Turn*

- 17 M : What things did she touch?  
18 JH : All my things. All my bag. Then all my pencil case and all my books and all my Chinese book and my homework pouch. And all my clips. Not clips, it is clip NO 's'. Then finish.  
19 M : Why don't you like people touching your things?  
20 JH : I don't know. "***Little break of day***" ... *singing, dancing, let's all have a party ... singing, dancing, take the break of day ...*  
(JH sings)

In excerpt 4, JH adopted the singing communication strategy at turn 20. JH refused to tell the reason why he did not like people touching his things as M in turn 19 had expressed. It also seemed that in turn 20, JH adopted the avoidance strategy 'I don't know', probably to end the discussion. JH subsequently used the singing strategy to avoid answering the same question by M. This song was one of the songs that he had

learnt in Junior Music Course at Yamaha and it happened to be the same song which he sang for his JMC examination. Though the lyric of the song was long, JH could still remember it (Dunne, year not mentioned). If JH was occupied with something, in this situation, singing, M did not have the opportunity to ask him another question.

**Excerpt 5 :** This excerpt happened at 9.08 p.m. on 9<sup>th</sup> December 2009 in the living room. JH was on his fourth drawing of Fr, one of his best friends at the kindergarten. M asked JH how does he know that Fr likes him.

*Turn*

55 M : How do you know he likes you?

56 JH : Just listen to me. In the concert there, the hair like chicken. >I never touch the Avatar, the light just come out by the self< I just touch Bulkhead. ***Ayam brand ::: ayam brand ::: ayam brand.***  
(JH sings the advertisement song of Ayam brand)  
Fr like chicken hair. *Lí bē tong.* {*You cannot touch.*}  
*Hit-ê ou* battery yeah↑ {That one has battery↑}

In excerpt 5, the subject's mother, M was asking JH, how does he know that Fr likes him and at turn 56, JH explained that Fr only listens to him. For JH if someone listens to him that means this particular person likes him. When JH described Fr's hair which looked like that of chicken at the concert, he accidentally touch 'Avatar figurine' but he denied it and he said that he was only touching 'Bulkhead'. To avoid being scolded from M, JH sang '***ayam brand ::: ayam brand ::: ayam brand***' to relate Fr's hairstyle to the advertisement on the song of Ayam brand which he has heard on the television some time ago (Dunne, year not mentioned). In other words, the participant was mocking Fr's hairstyle.

**Excerpt 6 :** In this excerpt, the participant, JH was drawing J Foo at 10.10 a.m. in the living room on 15<sup>th</sup> December 2009. JH does not like J Foo. At turn 1, JH suddenly exclaimed about the size of J Foo and thus comparing J Foo with KX (a girl) who is also fat. Subsequently M asked JH who was he drawing.

*Turn*

1 JH : You see, so big like giant. J is so big than KX ::: A giant boy↑

2 M : Who are you drawing?

*Turn*

3 JH : J. J always call me friend everyday. Everyday so many times. J is a fatter. JJ is a thinner. J is very fat. JJ is very thin.  
J *fat* ::: *fat* ::: *fat* ::: (JH sings).

In excerpt 6, JH gave spontaneous remarks while drawing J Foo and he asked M to look at the drawing. When JH commented on the size of J Foo, M asked JH who he was drawing to get the confirmation on the identity of the drawing. JH responded to the question of M at turn 3. JH said that J Foo is really fat and JH compared J Foo to another boy, JJ who is very thin. At the end of turn 3, JH sang the adjective '*fat* ::: *fat* ::: *fat* :::', three times. At this point, it is possible that JH repeated the adjective 'fat' to mock J Foo as JH did not like J Foo.

#### **4.1.3 Different Levels of Repetition**

Longman Dictionary Of Contemporary English (1995) cites two definitions for repetition. Firstly, repetition means doing the same thing many times and secondly, repetition is something that is done again. It is not clear how children of different cultures repeat but in this study, repetition occurred at several levels.

##### **4.1.3.1 Repetition at Word Level**

'Words are the building blocks of communication'. A word may consist of a single morpheme (the minimal meaningful unit of a language) or more than one morphemes (Baskaran, 2005). Longman Dictionary Of Contemporary English (1995) defines word as the smallest unit of language that people can understand if it is said or written on its own. As a 5-year-old child recognizes more vocabularies, he/ she can draw them together into meaningful sentences and larger texts (Armstrong, 2003).

Previous works of Kow (2000), Jawakhir (2006) and Lam (2006) showed that repetition was a common strategy used. Repetition is a common feature in Malaysian English and in this study, the grammatical functions of repetition pointed out by Platt and Weber (1980) will also be considered.

In the current study, JH, was seen using repetition at the word level as a strategy to get his meanings across to others. In this section, only data which demonstrated juxtaposed repetition will be discussed. The participant of this study repeated word which was juxtaposed with the first occurrence of the same word in an utterance or a sentence (Menon, 2003) which occurred at word level as one of his verbal communication strategies in order to get his meanings across. Data on repetition at word level will be categorized under verb, adjective, pronoun, adverb, noun, conjunction and interjection. For noun, it will be sub-categorized under common noun and proper noun. In Chapter 3, it was mentioned that data which illustrated this strategy would be in bold.

**Excerpt 1** : This excerpt took place at 10.51 a.m. on 6<sup>th</sup> June 2009 in the living room. Mother, M was asking the child participant, JH what he was writing. JH was looking at the leaflet of 'Toys R Us' on Transformer's figurines.

*Turn*

- 6 M : What are you writing?  
 7 JH : Transformer. You go and **tear** (hhh) **tear** until finish.  
     Mama go and **tear tear** until finish.  
     You go and **tear tear** finish, mama.  
     You go and **tear** (hhh) **tear** the book until finish, mama.  
     Jacky Chan↑ :: the Jacky Chan.  
     Mama, I tell you ah ::, when I finish Ladybird ah (.hhh),  
     I go to primary school.  
 8 M : 'Choo-choo' train got battery!

Excerpt 1 illustrated that JH employed the repetition strategy. Repetition at word level was observed for the verb '**tear**' at turn 7. The verb '**tear**' was juxtaposed on the second, third, fourth and fifth occurrences at turn 7. The function of this juxtaposed

repetition for the verb ‘**tear**’ was to express frequency (Leo, 1995), in other words to demonstrate the repeated action of tearing.

**Excerpt 2 :** In this excerpt, JH was repeating the script of an advertisement for a type of milk product which he has heard on the television at 8.08 p.m. on 11<sup>th</sup> June 2009 in the living room.

*Turn*

1 JH : Drink **more, more, more** milk, become ::: a man↑!

Excerpt 2 illustrated repetition at word level. This happened when the participant gave spontaneous remarks after he watched an advertisement about a type of milk powder on the television. The participant repeated the comparative adjective ‘**more**’ three times to show the effect of this adjective. According to Longman Dictionary of Contemporary English (1995 : pp. 924), the adjective ‘**more**’ has a particular quality or characteristic to a greater degree than someone or something else. This advertisement would like to inform the public that after drinking **more** of this particular milk, a normal boy can turn into a strong man.

**Excerpt 3 :** This excerpt was recorded after 15 minutes into conversation between the child participant JH, father F, maternal grandaunt GA and mother M on 14<sup>th</sup> June 2009 in the living room. The researcher, M started to record the conversation at 7.50 p.m. It ended at 8.05 p.m. There were altogether 71 turns. At the beginning, the child participant, JH was very conscious of the recording and he kept on looking at the time on Astro Decoder. JH only stopped mentioning the time at turn 33 when he had totally forgotten about the recording. His conversation became more natural.

*Turn*

29 JH : *Xiǎo.*

{A Mandarin character which means ‘small’}

30 M : *Xiǎo* = only?

31 JH : **This, this, this** one robot he open. He turn to lorry, he go to close.  
Ya, **this = this** one is my lorry. This one can turn to car.  
19.54↓.

((JH talks to F))

32 M : Ha ha.

33 JH : Papa, you see.

34 F : You read or not?

35 JH : Ya, I read # haven’t finish yet. **Why, why** here this one? You teach her = teach her. Yes. Nos. M. F. Chicken, chick. Now



Turn

you press the one # you turn. You see. Why = ya.

Turn

56 M : Transformer again!- Ask *Lāu Koh* to buy for you.

57 JH : Mama say buy Energizer. **He # he** say he want to buy Transformer Energizer battery only. Mama say he want to buy the one you see # eh. Free Transformer. See up there. ((*JH looks at the 'Toy R Us' leaflet*)) Energizer Transformer.

58 JH : *Góa beh khòa<sup>n</sup>* = *Lāu Koh*.

{I want to see = great aunt}

59 JH : Ah, this one I don't want. I want this one. But I go and see = got this one. This one got battery = this one got battery, em. **Water, water, water. Baju, baju, baju**, ah? This one got battery. Mama say got = Mama say got. You see here. Must press here, then it come out one. See by yourself↑. ((*F yawns*))

60 JH : You put the hand already, like that. You see ah! This one only = Bumblebee. This is the bad Bumblebee?

61 M : Ask Papa to change the Transformer into an aeroplane for you! Ask Papa to teach you↑.

62 JH : Papa = teach me.

(F teaches JH)

63 JH : Ah, no!- Robot! Bumblebee! Papa # car change to robot. Change to car. **Robot, robot, robot** !- Terminator! Robot # Bumblebee. Change the robot to car. Except for robot. Transformer robot?

In excerpt 3, repetition at word level only occurred at turn 31. Repetition at word level ended at turn 63. All the repetitions at word level from these data occurred at the beginning of every occurrence except at turn 31 where it occurred in the third occurrence. The sixth occurrence at turn 59 was a repetition of Malay word (**baju**). Lastly at turn 63, it happened at the fourth occurrence. JH employed frequently repetition at word level to express intensity for pronoun (**this** and **he**), adverb (**why**) and noun (**water**, '**baju**' and **robot**).

**Excerpt 4** : This excerpt took place on 31<sup>st</sup> July 2009 at 5.38 p.m. in the study room. M asked JH if he thinks that Sze Kay is pretty. At turn 22, JH told M that Sze Kay is cute and her long hair turned around when she danced.

Turn

22 JH : Don't know. A partner with WY. Aaa ::: N partner with JJ. Sze Kay is cute. And she hair **turn** ::: **turn** and long.↑ She has clip hair. She sits with me.

Turn

27 M : Are you sure?

*Turn*

- 28 JH : Yes. Sze Kay water tumbler is Bunny. She water tumbler can ::: press and drink. Don't want to drink can just press down. She water tumbler same like N. Until Friday must go down and wait, 'Peter And Jane'. Sze Kay and me ::: every Friday **must, must** go down and wait. Put your bag up↑ and come down and read. And must take up and go down and read the book with teacher ::: 'Peter And Jane'. Must go down, Sze Kay and Tan JH.

Excerpt 4 clearly illustrated that JH adopted juxtaposed repetition at word level two times. Both the juxtaposed repetition at word level were in the form of verb (**turn** and **must**). In this excerpt, repetition at word level was exhibited to express frequency for the verb '**turn**' and to express intensity for the verb '**must**'.

**Excerpt 5** : This excerpt occurred at 8.38 p.m. on 6<sup>th</sup> August 2009 in the living room. The child participant, JH was watching 'Pink Panther' on the television. JH started the conversation first by asking the researcher, M what is an inspector because he heard the word 'inspector' in 'Pink Panther'.

*Turn*

- 3 JH : They all say inspector. The big and the small is the inspector. Pink Panther always like to beat people. And Pink Panther like to eat money. Afterward the stomach sharp.
- 4 M : What is sharp?
- 5 JH : Sharp is sharp. ((*JH shows the sharp edge of a table*)) >Pink Panther always like to take smelly fish bone< ((*JH instructs to put a full stop*)). Pink Panther ::: his teeth ((*JH shows his teeth*)) is sharp.↓ Now turn to Tom and Jerry already. Tom like to catch Jerry. The dog, Tom catch Jerry, the dog then bite Tom. Tom always naughty. Tom always like to beat Jerry. Tom like to do girl. Jerry like girl. Tom wear the girl hat. He like girl **but but** the girl don't like Tom. She like Jerry. He always take tomato, pour down the tomato, then she fall down.

Excerpt 5 showed that JH used juxtaposed repetition at word level for the conjunction (**but**). JH employed juxtaposed repetition at word level to explain that Tom (the cat) likes girls but unfortunately the girls do not like him.

**Excerpt 6** : This excerpt occurred at 10.29 p.m. in the living room on 6<sup>th</sup> August 2009. The child participant, JH was asking his mother, M why his father comes home very late.

*Turn*

- 1 JH : Why papa **late late** only come back?  
2 M : Papa has a lot of work.

Excerpt 6 illustrated that JH used juxtaposed repetition at word level for the adverb 'late' to question his father lateness. He did not understand why his father always comes home late.

**Excerpt 7** : This excerpt took place in the study room. At 7.05 p.m. on 20<sup>th</sup> September 2009, the researcher, M started the conversation by asking the child participant, JH who N is. At turn 27, M wanted to know why L does not want to dance at the concert. Both N and L are his classmates.

*Turn*

- 27 M : Why L does not want to dance in the concert?  
28 JH : He sits down only (hhh). But teacher asks him to dance<sup>↑</sup> but L want to dance. L always fight with people. L got a Ben 10 bag. L don't bag got tire. He always don't want to use her ... his tire. And L always hold his bag. I tell you ah ::: he don't to use his tire because he push the tire will break in the staircase. Always hold the bag, Monday, Tuesday, Wednesday, Thursday, Friday ::: always hold the bag. **No, no, no** ::: everyday hold the bag. L is very *kay po* {busybody}. Everyday give me water tumbeler (tumbler). I say L hand so dirty.  
29 M : Does L go to Arts class?

Excerpt 7 showed that the participant employed repetition at word level on the tenth occurrence at turn 28. JH mentioned that L's Ben 10 school bag has tires but L refused to use the tires to move on the staircase. L is afraid that the tires might break. Everyday, L always holds on to his Ben 10 school bag while moving on the staircase. JH employed the interjection 'No' three times because he thought that he did not mention all the schooling days namely Monday, Tuesday, Wednesday, Thursday and Friday.

**Excerpt 8** : This excerpt happened at 10.52 a.m. in the living room on 21<sup>st</sup> September 2009. Mother, M told the child participant, JH to start reading 'Ben 10, Kevin 11, No 7' storybook from the beginning. JH was quite irritated because he has already read the storybook and he did not want to restart from the beginning.

*Turn*

- 2 M : Can you tell lies?  
3 JH : No.  
4 M : Must start from the beginning. (M refers to JHs Ben 10, Kevin 11, No 7 booklet).  
5 JH : <<Everyday **beginning** ↑ **beginning**. How can finish one?>>. ((JH makes face)).  
6 M : Tell mama about Ben 10.

In excerpt 8, JH used juxtaposed repetition at word level for the noun, **beginning**. JH disagreed with the idea to start reading 'Ben 10, Kevin 11, No 7' storybook from the beginning again because he has read the beginning of the story book. JH refused to reread the beginning of the storybook because he was afraid that he might not be able to finish reading the whole storybook. JH was probably trying to emphasize the noun, **beginning**.

**Excerpt 9** : This excerpt happened at 11.36 a.m on 4<sup>th</sup> October 2009. The child participant, JH and the researcher, M were talking about JH's concert in the living room. Father F, maternal grandaunt GA and M attended the concert which took place at Sri KL yesterday.

*Turn*

- 11 M : Why? Don't you think it was funny?  
12 JH : Yes. He like a chicken. He doing **straight straight** like this ((JH demonstrates on his own hair)). Like a chicken :: Like a chicken :: Like a  
13 M : Who did Fr's hairstyle?  
14 JH : I don't know, I don't come early.  
15 M : Tell Mama about Fr?  
16 JH : Fr is a good boy. But last time is a naughty boy. Last time he got a Batman bag. And now has a Power Ranger bag. He says he's. alien Alien Force also like. He like every bag. He like **yes YES** :: lefting.  
17 M : Ah, what is lefting?

In excerpt 9, JH explained and demonstrated to the researcher M, Fr's hair style at the concert. JH adopted juxtaposed repetition at word level for the adjective '**straight**' and the interjection '**yes**'. Both these juxtaposed repetitions at word level expressed intensity (Platt & Weber, 1980).

**Excerpt 10** : This excerpt occurred at 6.06 p.m. on 19<sup>th</sup> October 2009 in the living room. Previously, JH had stated that M's hair style looked like a lion. At turn 26, M asked JH about her hair style to get an affirmation.

Turn

- 25 JH : That is not Barbie. That (Swingarella) {Cinderella}.  
 26 M : The other day, you said Mama's hair look like what?  
 27 JH : **Lion** ::: lion hair until here. ((JH points at his chin))  
 28 M : Among your friends, who do you like best?

Excerpt 10 indicated that JH employed juxtaposed repetition at word level for the noun 'lion' to describe M's hair style. JH compared the mane of a lion to M's hair style. According to Platt & Weber (1980), this grammatical function expressed 'abundance'.

**Excerpt 11** : This excerpt took place at 6.38 p.m. on 10<sup>th</sup> November 2009 in the living room when JH started the conversation by telling M that JJ and DD always say silly things. Actually JH hurt three of his fingers because JJ closed the bathroom's door without realizing that JH's fingers were at the side of the bathroom's door at the kindergarten.

Turn

- 7 JH : JJ↑ Because he tell JH. I don't want to listen ::: then he want to pull my ears.  
 8 M : Tell Mama, what happen to your fingers? {JJ closed the bathroom's door without realizing that JHs fingers were at the side of the bathroom's door}  
 9 JH : [**Red, red**].  
 10 M : How come they are red?  
 11 JH : Because JJ and DD close the door↓

Turn

- 32 M : Was it painful?  
 33 JH : Not painful. It was not painful. It's okay = and my hand no blood. That's okay thing. But **sharp, sharp** one. ((JH demonstrates how Mrs. N applied some medicine on his fingers)) It okay = *ubat*. The medicine is good. I like the *ubat*. It's very good. 10.50 I go up to class already {JHs classroom is on the second floor}. But DD and JJ and DD have go to class. Afternoon, DD and JJ go to class. I never do everything = and I never color. I just sit down. I never color the paper. Afternoon, I color the paper. But my hand is not feel painful. Mrs. N put again *ubat*. Then, no more blood. It's okay =and JJ say 'Ultraman' again. Then ::: DD and JJ naughty and second part also say 'Ultraman'. Keeping say 'Ultraman' and [DD say 'Ultraman' DD say 'Ultraman']. DD and JJ change place. I like them sit ... I like them to change↑ place. Oh! I so like it they change place. They change place, they still **naughty = naughty** again. DD and JJ always naughty. [DD and JJ say 'Ultraman'. Then, everyday DD and JJ 'Ultraman']. Then, DD and JJ behave (heself){themselves}. I like them behave heself. He behave heself

Turn

then he like me.

Excerpt 11 demonstrated that JH used juxtaposed repetition at word level for the noun ‘red’ to show the color of his fingers after they got stuck at the bathroom’s door. JH used the adjective ‘sharp’ to explain that the medicine which Mrs. N applied on his fingers had a sharp effect. Whilst the adjective ‘naughty’ refers to the naughtiness of JJ and DD. Though their class teacher had changed the sitting position of JJ and DD, they are still naughty. JH was probably trying to emphasize the noun (red) and the adjectives (sharp and naughty).

**Excerpt 12 :** This excerpt happened at 11.00 a.m. on 3<sup>rd</sup> December 2009 when the child participant, JH was on his second drawing of Lim JJ in the living room. Though JH and Lim JJ are in the same class, they are not the best of friends.

Turn

4 M : Have you finished drawing and coloring JJ?

5 JH : Yes↑

6 M : Is he fat?

7 JH : No. He is naughty boy. It ::: **always** ::: **always** he likes to play water.

8 M : Is he angry? ((M points at JJ’s mouth))

9 JH : No↓

10 M : But he looks angry to me!

11 JH : He is very naughty. **Play, play, play** water ::: play a lot of water. Teacher ask him to do the work, he just play water. Afterward, teacher angry to him.

12 M : Can you describe L JJ to Mama from your drawing?

13 JH : No.

Turn

34 M : That is right! After *chi chi*, we need to flush.

35 JH : Never **CHI CHI** I say. Mama why the Pooh plate is dirty? When teacher say **Batman, Batman** again, then teacher say he want food or not = JJ. He say don’t want.

36 M : Why teacher says Batman?

Excerpt 12 clearly demonstrated that juxtaposed repetition at word level took place firstly in turn 7 at the third occurrence. JH used the adverb ‘always’ and the verb ‘play’ to show the ‘abundance’ of water wasted by Lim JJ (Platt and Weber, 1980). In

addition Lim JJ likes to mention '**Batman**' (proper noun) and his class teacher was quite irritated.

**Excerpt 13** : This excerpt took place at 11.50 a.m. on 4<sup>th</sup> December 2009 when the child participant, JH was on his third drawing of L in the living room. JH is not on good terms with L.

*Turn*

15 M : Have you ever quarreled with him?

16 JH : Yes↓ Just **push, push, push**.

17 M : Who won? You said push, push, push!

18 JH : ((*JH demonstrates how he pushed L*))

*Turn*

21 M : Do you still want to befriend L?

22 JH : No.

23 M : Why?

24 JH : Naughty = very naughty boy, always **cry, cry, cry** in the class from everyday.

25 M : Who is fatter, you or L?

26 JH : Everybody is not a fatter = is only J Foo↑ J Foo ah ::: **Mama** = **Mama**↑ ::: **Mama** something is wrong with L.

27 M : What is wrong with L?

28 JH : L say girl cannot wear Spiderman shoe.

In excerpt 13, there were three occurrences of repetition at word level. The first two repetitions of word level were verbs. Firstly, when M asked JH whether he has ever quarreled with L and in turn 16, JH affirmed that he quarreled with L only by pushing softly at L. The second occurrence of repetition at word level happened when M asked JH why he is unwilling to befriend L. At turn 24, JH explained that L is very naughty and he cries in class everyday. Finally, in the second occurrence at turn 26, JH tried to get M's attention by calling '**Mama**' (proper noun) three times (Jawakhir, 2006) to discuss the present subject which was L.

**Excerpt 14** : This excerpt occurred at 9.08 p.m. on 9<sup>th</sup> December 2009. The child participant, JH was on his fourth drawing of Fr in the living room. Fr is a mixed-blood boy whose father is English and mother is Malay. Fr speaks English fluently. Fr is also JH's best friend at the kindergarten.

Turn

- 9 M : What cartoon?  
10 JH : **Word, word.**  
11 M : Word, like 'apple'?  
12 JH : No, **work, work**, that means you're working.  
13 M : Where have you seen this cartoon?  
14 JH : 613↑ **Work, work** build the work one = the Astro one.  
15 M : Tell Mama about Fr.  
16 JH : It's a telephone ::: [work, work build the work ::: work, work, build the work.] **Work, work** kill the work.

In excerpt 14, M wanted to know more about Fr. Instead JH related the cartoon serial on Astro at channel 613. At the previous turns, on the drawing of Fr, M was curious why there was a white area between Fr's hair and head. JH explained that this white area was the same as that on the cartoon serial which he watched on Astro. At first JH pronounced 'word' instead of 'work'. When he realised that he had made a mistake in term of pronunciation he stressed on the letter 'k' of the verb 'work'. In other words, JH used self-correction (Lam, 2006). The verb '**work**' was repeated at turns 12, 14 and 16 respectively. This excerpt clearly illustrated repetition at word level of the noun '**word**' and the verb '**work**'.

**Excerpt 15** : This excerpt happened at 11.22 a.m. in the living room on 11<sup>th</sup> December 2009. The researcher started the conversation by asking the participant, JH who he was drawing. The child participant, JH was on his sixth drawing of Chan WY. Chan WY is the elder sister between the twins.

Turn

- 9 M : Would like to tell Mama about your drawing of WY?  
10 JH : How about the leg? **Short** ::: **short.**  
11 M : Short ::: short?

Turn

- 24 JH : *Kay po.* {busybody}  
25 M : What do '*kay po*' people do?  
26 JH : He = she just look my thing. I know how to do want ::: **look** ::: **look** ::: **look.** WY's hair got clip.

In excerpt 15, WY might be a short girl because JH explained that WY has short legs.

In this occurrence, JH used the adjective, short. JH's definition of 'busybody' was



someone who likes to look at other's things. JH thus, used the verb 'look' three times to describe a busybody. The grammatical function of the verb is to express intensity.

**Excerpt 16** : This excerpt took place at 11.05 a.m. on 13<sup>th</sup> December 2009 in the living room. The child participant, JH was on his seventh drawing of N C. N C has long hairs too but JH prefers her to Chan WY.

*Turn*

- 9 M : Tell Mama about N?  
10 JH : The Ladybird is smaller and smaller. The hair **long, long, long, long, long** :::  
11 M : But you say that you don't like girls with long hair?

In excerpt 16, JH employed juxtaposed repetition at word level for the adjective 'long' five times to demonstrate the opposite of small is 'long'. The grammatical function of the adjective is to express abundance.

**Excerpt 17** : This excerpt occurred at 9.19 a.m. on 14<sup>th</sup> December 2009 when JH was on his drawing of Mok KX in the living room. Mok KX is a pretty Chinese girl though she is a bit plump. JH likes Mok KX because according to him Mok KX is pretty. In addition, Mok KX has a small black mole on her face.

*Turn*

- 1 M : Who is this?  
2 JH : Mok KX! **Mok, Mok, Mok** ::: **K, K, K** ::: **X, X, X** ::: [Let me think::: Let me think.] The feet is beige also.  
3 M : May I know what is the black dot on her face?  
4 JH : That's a mole.  
5 M : What is the size of the mole?  
6 JH : **Small, small.**

*Turn*

- 38 JH : The mole is getting smaller and smaller.  
39 M : How do you know?  
40 JH : Ya. I just see her. She is so pretty ::: ((JH whispers)) = but talks **soft** ::: **soft.**

In excerpt 17, JH used juxtaposed repetition at word level, firstly to repeat the name of **Mok KX** (proper noun) and then to describe the mole on Mok KX's face. In this excerpt, two types of adjective were used namely 'small' and 'soft'. JH whispered to demonstrate the meaning of 'talk softly'.

#### 4.1.3.2 Repetition at Phrase Level

The New Oxford Dictionary of English (1998, p. 1399) defines a phrase as a small group of words standing together as a conceptual unit, typically forming a component of a clause. According to Longman Phrasal Verbs Dictionary (2000, p. xi), ‘a phrasal verb is a verb that consists of two or three words – the first word is a verb, and the second word is a particle, for instance **‘turn on’**’.

In the current study, JH, was seen using repetition at phrase level as a strategy to get his meanings across to others. In this section, data which demonstrated repetition at phrase level will be discussed. The participant of this study adopted only phrasal verb repetition as one of his verbal communication strategies in order to convey his meanings.

Data which illustrated this strategy would be in bold.

**Excerpt 1** : This excerpt occurred on 8<sup>th</sup> June 2009 in the living room when the child participant JH, his maternal grandaunt, GA and mother, M, were watching the movie of Tarzan II in the afternoon at 12.55 p.m.

*Turn*

- 1 JH : Started↑. Night already!↓  
What? What to spell?
- 2 M : Tarzan II↓
- 3 JH : See!
- 4 M : What?
- 5 JH : He **fell down**↑ :: Tarzan **fell down**.  
Which one is (Zhean) {Jane}?  
The girl, yes or no?
- 6 M : Yes (.hhh)

In excerpt 1, the child participant, JH told the researcher, M to watch Tarzan II on the television. JH repeated the phrasal verb **‘fell down’** to inform M that Tarzan fell down in the movie at that particular moment. JH started by saying he **‘fell down’** which was

reformulated by replacing the pronoun 'he' with Tarzan '**fell down**', in order to be more specific.

**Excerpt 2** : This excerpt was the same recorded 15 minutes conversation on 14<sup>th</sup> June 2009 between the child participant JH, mother M, father F and maternal grandaunt GA in the living room. M started to record the conversation at 7.50 p.m. It ended at 8.05 p.m. There were altogether 71 turns. Repetition of phrasal verb took place at turn 35.

*Turn*

34 F : You read or not?

35 JH : Ya, I read # haven't finish yet. Why, why here this one? You **teach her = teach her**. Yes. Nos. M. F. Chicken, chick. Now you press the one # you turn. You see. Why = ya.

36 M : He doesn't know how to change it to an aeroplane!-  
(M speaks to F)

In excerpt 2, the subject's mother, M was telling father, F who was on the first floor to come down and talk to JH because she needed to record the conversation. Unfortunately, F spoke too softly. M could hardly hear him. At turn 35, JH asked F to teach M to assemble the 'Transformer' figurine. This excerpt manifested phrasal verb repetition being employed by the child participant. JH probably used phrasal verb repetition to insist that F taught M so that she would be able to transform the figurine of Transformer into a car.

**Excerpt 3** : This excerpt occurred at 5.38 p.m. on 31<sup>st</sup> July 2009 in the study room. JH informed M that his dancing partner, Sze Kay brings a white towel to the kindergarten.

*Turn*

16 JH : She has one towel. She towel ::: is white.

17 M : Why does she bring towel to kindergarten?

18 JH : That one baby one in a bag ::: in pink. She like **partner with me** =she like to **partner with me**. She dance carefully. She with me dancing. [One ::: two ::: turn ::: One, two, turn] ((JH dances))  
Mama ::: Sze Kay sch ::: ool :::

In excerpt 3, at turn 18, JH employed phrasal verb repetition to emphasize '**partner with me**' at the second occurrence. JH was explaining that Sze Kay likes to partner

with him. Sze Kay and the child participant were dancing together at the kindergarten.

They followed the dancing steps by counting one ::: two ::: turn.

**Excerpt 4** : This excerpt took place at 6.08 p.m. on 20<sup>th</sup> November 2009 in the living room when the child participant, JH started the conversation by telling M that Fr can drink two bottles of Vitagen in a day.

*Turn*

- 1 JH : You know ah ::: Fr Mama say ah ::: he can drink two Vitagen in 1 days.
- 2 M : Tell Mama about your class party this morning?
- 3 JH : Mama, ah, today L push me. L say **GO AWAY, GO AWAY**.  
((JH demonstrates))

In excerpt 4, the communication strategy using phrasal verb repetition occurred at turn 3 when JH said L pushed him during their class party that morning. L told JH to ‘**GO AWAY**’ probably emphasizing that he did not like JH.

#### 4.1.3.3 Repetition at Sentence Level

The Longman Dictionary Of Contemporary English (1995) says there is one definition of sentence in this context. Sentence is a group of words that usually contains a subject and a verb, expresses a complete idea or asks a question, and that, when written in English, begins with a capital letter and ends with a full-stop.

In the current study, JH, was seen using repetition at sentence level as a strategy to get his meanings across to others. In this section, data demonstrated repetition at sentence level will be discussed. The participant of this study adopted repetition at sentence level as one of his verbal communication strategies in order to convey his meanings.

Data which illustrated this strategy would also be in bold.

**Excerpt 1** : This excerpt occurred at the final turn in the living room at 11.58 a.m. on 12<sup>th</sup> June 2009. Mother, M asked JH to do his homework but at that instance JH was doing something else. JH was explaining how to manipulate his toy gun.

*Turn*

13 M : NOW. Darling. Eh :::, what're you doing?

14 JH : **Mama, you can like that also can, Mama ::: you can like that also can.** When you want to like that also can. Mama :::, see, look! You want to like that also can.

In excerpt 1, the subject's mother, M told the child, JH to do his homework. But JH was playing with his toy gun. JH showed M how to manipulate his toy gun. This excerpt demonstrated repetition at sentence level occurred for the first time which was 'Mama, you can like that also can'. JH probably wanted to emphasize the correct way to manipulate his toy gun to M.

**Excerpt 2** : This excerpt was the same recorded 15 minutes conversation between the child participant JH, mother M, father F and maternal grandaunt GA on 14<sup>th</sup> June 2009 in the living room. M started to record the conversation at 7.50 p.m. It ended at 8.05 p.m. There were altogether 71 turns. Repetition at sentence level took place in turn 59 at the fourth and eighth occurrences.

*Turn*

58 JH : *Góa beh khòa"* = *Lâu Koh*.

{I want to see = great aunt}

59 JH : Ah, this one I don't want. I want this one. But I go and see = got this one. **This one got battery = this one got battery, em.** Water, water, water. *Baju, baju, baju*, ah? This one got battery. **Mama say got = Mama say got.** You see here. Must press here, then it come out one. See by yourself↑ ((*F yawns*))

60 JH : You put the hand already, like that. You see ah! This one only = Bumblebee. This is the bad Bumblebee?

In excerpt 2, JH was telling his maternal grandaunt GA that he wanted to see 'Toy R Us' leaflet in turn 58. At turn 59, JH was explaining to F that he has seen the 'Transformer' figurine which he wished to have at one of the 'Toy R Us' outlets. This figurine used battery to operate as indicated in '**This one got battery = this one got battery, em**'. In this repetition at sentence level, JH added the local particle 'em' at the end of the sentence. This local particle was used to affirm the fact that this 'Transformer' figurine really operated on battery. At the eighth occurrence in turn 59

too, JH confirmed the statement of M which was ‘this figurine used battery to operate’ as indicated in ‘**Mama say got = Mama say got**’. In this excerpt, repetition at sentence level was being employed, a total of two times because it is likely that JH wanted to stress that the ‘Transformer’ figurine which he intended to have; it was definitely operating on battery.

**Excerpt 3** : This excerpt occurred at 11.00 a.m. on 3<sup>rd</sup> December 2009 in the living room when JH told M that JJ is a naughty boy. JJ likes to waste water.

*Turn*

- 31 JH : Mama, JJ is a naughty boy. He always waste water.  
 32 M : Do you want to waste water?  
 33 JH : No↓ **He always throw water**, ah when we *chi chi* ah ::: **he always throw water**.

In excerpt 3, M asked JH whether he wants to waste water and at turn 33, JH replied ‘No’. JH kept on saying that JJ always waste water by employing repetition at sentence level ‘**He always throw water**’. JH probably wanted to emphasize the naughtiness of JJ by repeating the sentence ‘**He always throw water**’.

**Excerpt 4** : This excerpt happened at 9.08 p.m. on 9<sup>th</sup> December 2009. The child participant, JH was on his fourth drawing of Fr in the living room. JH likes Fr and Fr likes him, too. Their friendship is reciprocal.

*Turn*

- 14 JH : 613↑ Work, work build the work one = the Astro one.  
 15 M : Tell Mama about F.  
 16 JH : It’s a telephone ::: [**Work, work build the work** ::: **work, work, build the work.**] Work, work kill the work.

*Turn*

- 50 JH : I don’t know ::: emm.  
 51 M : What do you want to tell Mama about F?  
 52 JH : [**Let me think** ::: **Let me think** ::: **Let me think.**]↑ F concert there, the hair like chicken. I love him!  
 53 M : Does he like you?  
 54 JH : Yes↑

In excerpt 4, M wanted to know more about Fr. Instead of relating Fr, JH repeated the sentence ‘**Work, work build the work**’. JH was telling M about a cartoon serial at channel 613. At turn 51, M asked JH the same question again which was to tell her

about Fr. At turn 52, JH employed repetition at sentence level which was ‘**Let me think**’, a total of three times. It appears that JH used this strategy because he wanted to gain some time before giving the information about Fr.

**Excerpt 5 :** This excerpt happened at 11.22 a.m. on 11<sup>th</sup> December 2009 in the living room. M did not understand why JH said WY legs are ‘sharp’.

*Turn*

- 13 M : What do you mean sharp?  
14 JH : **I don’t know** ::: I mean ::: **I don’t know**.  
15 M : Do you like to befriend WY?  
16 JH : No↑

In excerpt 5, M asked JH what he meant when he said ‘sharp’ and JH repeated the sentence ‘**I don’t know**’ to reinforce that he did not know the correct answer either.

**Excerpt 6:** This excerpt occurred at 9.19 a.m. in the living room on 14<sup>th</sup> December 2009. JH was on his eighth drawing of Mok KX. JH is on good terms with Mok KX.

*Turn*

- 1 M : Who is this?  
2 JH : Mok KX! Mok, Mok, Mok ::: K, K, K ::: X, X, X ::: [**Let me think::: Let me think.**] The feet is beige also.

In excerpt 6, the subject’s mother, M was asking the child, JH, who the girl is on his drawing and at turn 2, JH adopted repetition at sentence level which was ‘**Let me think**’. JH repeated the sentence to gain time so he could have some time to think of what to say next (Lam, 2006).

#### 4.1.4 Substitution

In Kow’s research (2000), preschool children used exemplification as their communication strategies. According to Kow, exemplification is parallel to paraphrasing. The child participant of this study employed substitution particularly, in the forms of voicing (onomatopoeia). Longman Dictionary Of Contemporary English

(1995) defines substitution as ‘someone/ something that you use instead of the person or thing you would usually use’.

In the current study, JH, was seen using substitution as a strategy to get his meanings across to others. In this section, data demonstrated substitution will be discussed.

Data which illustrated this strategy would be in italic.

**Excerpt 1** : In this excerpt, the child participant, JH was asking his father, F the price for ‘Transformer’ figurine Bumblebee at 9.18 a.m. on 11<sup>th</sup> June 2009 in the living room. F told JH the price of ‘Bumblebee’ which was RM 59.90.

*Turn*

- 6 F : RM 59.90  
7 JH : *Peng, peng, peng* :::  
Papa, can you do for me?  
I can do la, la... ((JH assembles Bumblebee))  
8 GA : *Qǐlái! Nǐ bùxiǎng jǐ zìjǐ qīnglǐ*↑  
{Stand up! You do not want to clean up yourself↑}  
9 GA : *Gǎnjǐn pá qǐlái!*  
{Get up quickly! }  
10 JH : You be slower a bit.  
Must be like that↑.  
My one faster.  
*Tock, tock* :::  
11 JH : Mama, excuse me, I want my slippers↓.

In excerpt 1, JH made the sound of a gun. JH knew how to voice the sound of a gun, for instance ‘*peng, peng, peng*’. In turn 10, JH substitute the act of ‘knocking’ on the door with the sound of ‘*tock, tock*’ in requesting for permission to take his slippers. JH knew that he needed to knock on the door to get permission for entrance. Hence, JH employed the same strategy which was voicing (onomatopoeia) the sound of ‘knocking’ so that he could get back his slippers. This excerpt illustrated a substitution strategy being employed because JH was stereotypical of his age.



**Excerpt 2 :** In this excerpt, the child participant, JH was playing by himself on the couch in the living room at 11.58 a.m. on 12<sup>th</sup> June 2009.

*Turn*

- 5 JH : Today is Friday, Saturday, Sunday.  
Ah, Monday I go to school.  
Tomorrow Saturday, I got Arts class and Music class↑  
6 M : Eh, not on the sofa ah!  
7 JH : *Peng, peng, peng* :::

In excerpt 2, JH substituted a gun with an onomatopoeia - a sound that reflects the activity. In this case, '*peng, peng, peng*'. JH loved to employ voicing when he was playing alone (Farver, 1992), in other words JH was probably trying to inform others that he had a gun in his hand (an imaginary gun).

**Excerpt 3 :** This excerpt was the same 15 minutes recording of the child participant JH, father F, maternal grandaunt GA and mother M in the living room on 14<sup>th</sup> June 2009. The start of the recording was at 7.50 p.m. The recorded session ended at 8.05 p.m. M was asking the child participant, JH whether he understands what he has read.

*Turn*

- 41 M : You understand meh # you know to read meh?  
42 JH : >This one the bad one.< The bad one, red eyes. It is no what? Ya, it is no what? Ya, but this one is the bad one. He fight like that # *wa, wa, wa*. ((JH demonstrates in front of F)) *Boom, boom, boom*, ah, fire #- [This one what is that? 1,52 # now what is that?] My one haven't finish yet. This, this one together. One hundred # 2,38 # 3,30

In excerpt 3, JH used substitution strategy for the sound of a bad 'Transformer' figurine '*wa, wa, wa*' when it fought. For the sound of fire, JH made the sound of '*boom, boom, boom*'. This excerpt exhibited that the substitution strategy was being used for a total of two times. Onomatopoeia was used to reflect the sound of a strong force.

**Excerpt 4 :** This excerpt happened in the study room at 6.33 p.m. on 8<sup>th</sup> October 2009. JH told M about the crazy Hokkien serial on television which GA fancied.

*Turn*

- 2 M : Can you tell Mama about this '*chi xin*' Hokkien serial?  
3 JH : He :: She say so funny.  
4 M : What is so funny?  
5 JH : Funny say like this, *ha, ha, ha* :: ((JH laughs)).

Excerpt 4 showed that at turn 4, M asked JH ‘what is so funny’? At turn 5, JH voiced ‘funny’ with ‘*ha, ha, ha*’. This excerpt indicated a substitution strategy adopted by the child participant, JH to imitate the sound of laughter.

**Excerpt 5 :** This excerpt took place at 12.02 p.m. on 7<sup>th</sup> December 2009 in Singapore Zoo. F, M, GA, JH’s second maternal aunty and JH visited Singapore Zoo.

*Turn*

- 1 JH : Mama ::: see lion!
- 2 M : Wow, such a big lion!
- 3 JH : Lion say ‘*gaum*’!
- 4 M : Do you like lion?
- 5 JH : No, lion can bite people one!

In excerpt 5, JH saw a big lion in Singapore Zoo. JH thus imitated the sound made by the lion with ‘*gaum*’. Onomatopoeia was used to substitute the sound made by the ‘lion’.

**Excerpt 6 :** This excerpt took place at 11.12 a.m. on 21<sup>st</sup> December 2009 in the living room. JH was on his thirteenth drawing of GA.

*Turn*

- 11 M : Why her hands look funny?
- 12 JH : Like monster. Monster is *argh, argh*. ((*JH shows his teeth and makes some sounds*))
- 13 M : Is *Lāu Koh* naughty?

In excerpt 6, at turn 12, JH employed substitution strategy to explain to M that GA hands looked funny because her hands were big like a ‘monster’. At the second occurrence in turn 12, JH voiced the sound made by a monster with ‘*argh*’, ‘*argh*’. Onomatopoeia was similarly employed (Corsaro, 1986). JH probably wanted to show M that he knew how to make the sound of a monster, ‘*argh*’.

#### 4.1.5 Code-switching

Code-switching is a common phenomenon in a multi-racial country. The ability to speak at least two languages at the same time, making code-switching, code-mixing and code alternation, common in a normal discourse (Morais, 1995; Jamaliah Mohd. Ali, 1995 and David, 1999). According to Appel & Muysken (1987), there are two types of code-switching : intrasentential code-switching and intersentential code-switching. In intrasentential code-switching, the alternation between two languages occurs within the same sentence. Whilst in intersentential code-switching, the alternation between two languages occurs after a sentence in a particular language has been completed and the next sentence starts with a different language.

In the current study, JH, was seen using code-switching as a strategy to get his meanings across to others. In this section, data which demonstrated code-switching will be discussed. The participant of this study adopted code-switching as one of his verbal communication strategies in order to get his meanings across.

Data which illustrated this strategy would also be in italic and there was an equivalent translation in English which was placed within the brackets.

**Excerpt 1** : This excerpt took place at 10.51 a.m. on 6<sup>th</sup> June 2009 in the living room. It was the first day of data collection. The child participant, JH was restless at home and he told his mother, M that he wanted to go somewhere to have fun.

*Turn*

- 1 JH : Please, I want to go to '*KAI-KAI*'! {go out for fun!}  
Please, mama, I want to go to '*KAI-KAI*'. {go out for fun}  
Afterwards, I tear okay?  
Please↓, don't give to Tebong *kor-kor*. {JHs elder cousin in  
Tebong} Papa go where?
- 2 JH : Mama, why ::: my school so long holidays?  
Mama, why so long my school holidays?  
I want to go to school↑

*Turn*

I think I want to go to schoo:::ol.

In excerpt 1, at turn 1, the child, JH pleaded with his mother, M to go out for fun. On the first occurrence in turn 1, JH code-switched from English to Hokkien. Likewise on the second and on the third occurrence in turn 1. JH adopted words in Hokkien for ‘*kai-kai*’ and ‘*kor-kor*’. At the age of four, JH probably did not know how to say ‘go out for fun’ in English. JH was not familiar with the vocabulary ‘brother’ because JH is the only child in his family. This excerpt clearly illustrated an intrasentential code-switching strategy being used.

**Excerpt 2 :** This excerpt occurred in the living room at 11.28 p.m. on 10<sup>th</sup> June 2009. The child participant, JH, father F, maternal grandaunt GA and mother M were watching ‘Tom and Jerry’ cartoon serial on the television. Suddenly GA changed the channel to 333 because she wanted to watch her Hokkien serial ‘Love’.

*Turn*

- 1 JH : I look papa feet.  
Tom also ‘*bodoh*’. ((JH watches Tom And Jerry))  
The one ‘*góa m̃-ti-e, góa m̃-ti-e*’ don’t want to see.  
{GA changes television’s channel to 333 ‘Love’}

In excerpt 2, at turn 1, JH was looking at F’s feet and he suddenly changed the subject to ‘Tom and Jerry’. JH used *Bahasa Melayu* ‘*bodoh*’ to explain Tom’s stupidity. When GA changed the channel to 333 to watch her favourite Hokkien serial ‘Love’, JH code-switched to the theme song of this particular serial ‘*góa m̃-ti-e, góa m̃-ti-e*’. JH knew the lyrics of this Hokkien serial theme song because every weekday GA watched this serial. JH, however, disliked this serial. Here, the intrasentential code-switching strategy was employed, changing from English to *Bahasa Melayu* in the first occurrence and from English to Hokkien dialect and to English again in the second occurrence.

**Excerpt 3 :** This excerpt was still the same 15 minutes recording of the child participant, JH, father F, maternal grandaunt GA and mother M on 14<sup>th</sup> June 2009 in the living room. The researcher, M started to record the conversation at 7.50 p.m. and it ended at 8.05 p.m. JH wanted to verify which homework that M had in mind.

Turn

- 31 JH : This, this, this one robot he open. He turn to lorry, he go to close.  
Ya, this = this one is my lorry. This one can turn to car. 19.54↓.  
(JH talks to F)
- 32 M : Ha ha.
- 33 JH : Papa, you see.
- 34 F : You read or not?
- 35 JH : Ya, I read # haven't finish yet. Why, why here this one? You  
teach her = teach her. Yes. Nos. M. F. Chicken, chick. Now  
you press the one # you turn. You see. Why = ya.

Turn

- 41 M : You understand meh # you know to read meh?
- 42 JH : >This one the bad one.< The bad one, red eyes. It is no what? Ya,  
it is no what? Ya, but this one is the bad one. He fight like that #  
wa, wa, wa. ((JH demonstrates in front of F)) Boom, boom,  
boom, ah, fire #- [This one what is that? 1,52 # now what is that?]  
My one haven't finish yet. This, this one together. One hundred #  
2,38 # 3,30

Turn

- 57 JH : Mama say buy Energizer. He # he say he want to buy Transformer  
Energizer battery only. Mama say he want to buy the one you see  
#eh. Free Transformer. See up there. ((JH looks at the 'Toy R  
Us' magazine)) Energizer Transformer.
- 58 JH : *Góa beh khòá" = Lâu Koh.*  
{I want to see = great aunt}
- 59 JH : Ah, this one I don't want. I want this one. But I go and see = got  
this one. This one got battery = this one got battery, em. Water,  
water, water. *Baju, baju, baju*, ah? This one got battery. Mama  
say got = Mama say got. You see here. Must press here, then it  
come out one. See by yourself↑. ((F yawns))

In excerpt 3, JH code-switched seven times. Besides using English, JH adopted *Bahasa Melayu* and Hokkien dialect respectively. At turns 31, 35 (third, first and eleventh occurrences) and 42 (fourth and fifth occurrences), JH code-switched to *Bahasa Melayu* 'ya' to give an affirmative response. These five occurrences of code-switching was intrasentential. At turn 58, JH code-switched to Hokkien dialect when he spoke to his maternal grandaunt. JH knows that GA cannot speak English. Whilst on the sixth occurrence at turn 59, JH said the common noun for shirt in *Bahasa Melayu* 'baju'. JH probably code-switched to *Bahasa Melayu* 'baju' because he has frequently heard this Malay vocabulary being used amongst his family members. In these two occurrences, JH employed an intersentential code-switching. The utterances before these two

occurrences were in English. This excerpt clearly illustrated a code-switching strategy being used, and the child code-switched in multi languages (Appel & Muysken, 1987).

**Excerpt 4 :** This excerpt occurred in the dining room at 10.08 a.m. on 9<sup>th</sup> August 2009. Father, F was having his breakfast at the dining table.

*Turn*

- 1 JH : Papa, Bumblebee is clever. But the big one ::: want to do Bumblebee, he just turn to the car and move.
- 2 F : Is this Mama's one? {Everyone has breakfast}
- 3 JH : No, Mama one is *ondeh-ondeh* and *kacang*.

In excerpt 4, JH code-switched to *Bahasa Melayu* '*ondeh-ondeh*' and '*kacang*' to inform F that M wanted to eat '*ondeh-ondeh*' and '*kacang*' for her breakfast. JH used *Bahasa Melayu* because he probably did not know the exact name for this Malay delicacies in English. This excerpt demonstrated an intrasentential code-switching strategy being adopted, switching from English to *Bahasa Melayu* in the same sentence.

**Excerpt 5 :** This excerpt happened when the child participant, JH exclaimed in Hokkien for 'I woke up' in the living room at 9.48 a.m. on 20<sup>th</sup> August 2009.

*Turn*

- 1 JH : 6.30 p.m. *Góa kih lai*.  
6.30 p.m. {I wake up}
- 2 GA : *Tsa kih?*  
{Morning}
- 3 JH : No, night.

In excerpt 5, JH was telling GA that he woke up '*Góa kih lai*' at 6.30 p.m. GA thought JH had employed the wrong time. Thus, GA asked him if it was in the morning. At first, JH gave a negative response and subsequently followed by night. This excerpt illustrated JH used an intersentential code-switching strategy, switching from English in the first utterance to Hokkien dialect in the second utterance at turn 1. JH probably code-switched to Hokkien because his maternal grandaunt could not understand English.

**Excerpt 6** : This excerpt took place when JH told his maternal grandaunt, GA that there was not enough space for him to write on his *Bahasa Melayu* book in the living room at 6.38 p.m. on 16<sup>th</sup> September 2009.

Turn

- 1 JH : *Lāu Koh*, no ::: space.  
(*( JH does his Bahasa Melayu homework )*) {Grandaunt}
- 2 GA : *Án-chóa<sup>n</sup>? Bô pik ah?*  
{Why? No pen?}
- 3 JH : *M̄sī*. No space.  
{No}

In excerpt 6, JH informed GA that he could not continue doing his *Bahasa Melayu* homework because there was not enough space. GA could not hear properly, thus, she asked JH ‘why’?. Was it because he did not have a pen? JH replied ‘*M̄sī*’ in Hokkien dialect which meant ‘no’. JH told GA that he could not do his *Bahasa Melayu* homework because there was not enough space for him to write. This excerpt exhibited an intersentential code-switching strategy being employed. At turn 3, the first sentence was in Hokkien dialect before JH code-switched to English in the second sentence. JH code-switched when he answered GA’s questions because he wanted his maternal grandaunt to comprehend fully his answers and he knew that his maternal grandaunt misunderstood the meaning of ‘no space’.

**Excerpt 7** : This excerpt happened in the living room on 16<sup>th</sup> September 2009 as in excerpt 6. JH was writing in his exercise book at 6.52 p.m.

Turn

- 40 GA : *Sía kâ sòe tâng pōe. Tân-chat bô-kàu ūi lo.*  
{Write smaller a bit. Afterward not enough space}
  - 41 JH : *Góa chai-íá<sup>n</sup>.*  
{I know}
  - 42 M : Everyday watch this silly movie!
- Turn
- 53 GA : *Nǐ xiǎng xiě wán? Kěyǐ chī mǐfànle ma? Kàn tā de yǎnjīng!*  
(*( JH glares at GA )*)  
{Do you want to finish writing? Can eat rice already? Look at his eyes!}
  - 54 JH : Tom and Jerry tale. Tiger cat. *Lí khòá<sup>n</sup> ah!* {You watch ah!}  
Tiger cat.

In excerpt 7, at turn 40, GA told JH to write in smaller scale in order to avoid any insufficiency in space. JH said he knew in Hokkien dialect which was ‘*Góa chai-iá<sup>n</sup>*’. In turn 54, JH used an intersentential code-switch. The second occurrence of turn 54 was in English and it was followed by ‘*Lí khòa<sup>n</sup>*’ in Hokkien dialect at the third occurrence. JH code-switched to Hokkien dialect when he spoke to his maternal grandaunt to ensure she understood him.

**Excerpt 8 :** This excerpt occurred in the living room on the same day as excerpts 6 and 7. JH showed the ‘*Selamat Hari Raya*’ card that he had created in the kindergarten at 8.38 p.m.

- Turn
- 1 JH : Mama, ‘*Selamat Hari Raya 15*’. (( JH shows his Raya card ))
- 2 M : Wrong. It is ‘*Selamat Hari Raya Aidilfitri*’.
- Turn
- 6 GA : *Lí ka le bē? Kín, ka le súi súi!*  
{Have you colored? Quickly color beautifully}
- 7 JH : *Góa color súi súi yeh!*  
{I color beautifully yeh!}
- 8 GA : *Sī, chit-ê sī siá<sup>n</sup>-mih?*  
{Okay, what is this?}
- 9 JH : *Píngguǒ.*  
{Apple}  
Why cat like to eat mouse, one?

In excerpt 8, JH showed M the ‘*Selamat Hari Raya*’ card that he had created in the kindergarten at turn 1. JH mentioned that ‘*Selamat Hari Raya 15*’ (fifteen) (intrasentential code-switching) and at turn 2, mother, M rectified his mistakes by saying ‘*Selamat Hari Raya Aidilfitri*’. At turn 7, JH code-switched to Hokkien dialect ‘*Góa color súi súi yeh!*’ when he spoke to his maternal grandaunt, GA. Whilst at turn 9, JH used Mandarin ‘*Píngguǒ*’ to explain ‘apple’ to GA. JH employed intrasentential code-switching strategy at turn 7. At turn 9, JH used intersentential code-switching. On the first occurrence at turn 9, JH was only repeating the exact word in Mandarin. Furthermore, JH knew that GA could understand Mandarin. Whilst on the second



occurrence at turn 9, JH employed a complete sentence in English because JH was addressing M.

**Excerpt 9** : This excerpt took place in the study room at 7.05 p.m. on 20<sup>th</sup> September 2009. At first, JH and M were discussing about N, one of JH's classmates at the kindergarten. Later on, the conversation turned to Lim JJ and L respectively.

Turn

17 M : Can you tell me how does she look like?

18 JH : Got long hair ::: put in the rubber band. Last time, we do *Hari Raya*, she say she has a glue then she checked her bag (.hhh) then no glue (hhh). Then N say me I got glue.

19 M : Who is N's dancing partner?

Turn

27 M : Why L does not want to dance in the concert?

28 JH : He sits down only (hhh). But teacher asks him to dance<sup>↑</sup> but L don't want to dance. L always fight with people. L got a Ben 10 bag. L bag got tire. He always don't want to use her ... his tire. And L always hold his bag. I tell you ah ::: he don't to use his tire because he push the tire will break in the staircase. Always hold the bag, Monday, Tuesday, Wednesday, Thursday, Friday ::: always hold the bag. No, no, no ::: everyday hold the bag. L is very *kay po* {busybody}. Everyday give me water tumbler (tumbler). I say L hand so dirty.

29 M : Does L go to Arts class?

30 JH : Yes. He has a Transformer's bag. He got a Pooh pencil box. (( *JH smiles* )). Nothing already, full stop. I want to *pang sai*. {JH wants to clear his bowel}.

In excerpt 9, JH told M that when he and N did their '*Hari Raya*' card not long ago, N had forgotten to bring her glue to school. In turn 28, JH code-switched to Hokkien dialect '*kay po*' to describe L who was a busybody person. Finally in turn 30, JH code-switched again to Hokkien dialect '*pang sai*' to state that he had a stomach ache and he wanted to clear his bowel. This excerpt exhibited an intrasentential code-switching strategy being adopted, switching from English to *Bahasa Melayu* at turn 18 in the same sentence. At turns 28 and 30, JH employed also an intrasentential code-switching strategy from English to Hokkien dialect in the same sentence. JH used an intrasentential code-switching for the three occurrences because '*Hari Raya*' was the

only appellation in *Bahasa Melayu* and in English as well. The Hokkien dialect for both ‘*kay po* and *pang sai*’ were the words that he was accustomed to.

**Excerpt 10 :** This excerpt happened in the living room at 10.08 a.m. on 22<sup>nd</sup> September 2009. At first, M asked JH, who teacher J is. Teacher J is JH’s Yamaha Music School teacher. JH does not like teacher J. Suddenly the conversation turned to teacher S. Teacher S is JH’s kindergarten teacher. JH likes teacher S.

Turn

19 M : Can you tell Mama about teacher S?

20 JH : The skin is black. Teacher S wear spectacles. But the spectacles got *tali* (( *JH demonstrates* )) = string. Fat lah = I think. The this one is red = the circle. (( *JH points at his forehead* )) DRESS, DRESS lah. The hair is long = but the ::: she tie the hair = got hair clip at the back = teacher S tie it. Teacher S tie the hair clip at the back↓ (( *JH puts his hands at the back of his head* ))

In excerpt 10, at turn 20, JH employed *Bahasa Melayu* ‘*tali*’ which meant string. In this excerpt, an intrasentential code-switching strategy is being adopted by the child participant, switching at the word level, from English to *Bahasa Melayu* in the same sentence. JH code-switched because he did not know the equivalent vocabulary for *tali* in English.

**Excerpt 11 :** This excerpt happened in the study room at 1.38 p.m. on 24<sup>th</sup> September 2009. M showed one of JH’s birthday photographs at the kindergarten. JH did not partner with Sze Kay because Sze Kay’s partner was DD for their concert.

Turn

25 M : Smelly or not?

26 JH : But my teacher say *busuk*.

27 M : Do you like him DD and would you like to befriend him?

28 JH : Yes ::: he has a Ben 10 bag. And he Ben 10 bag got tire. He always push the tire. His tire *rosak* already. He got so many aliens. Ben 10 got fire. **Jerk boy ::: jerk boy ::: jerk boy** ::: (JH sings).

29 M : It is bad to call DD a jerk?

30 JH : Jerk means *busuk*, you know.

In excerpt 11, JH only code-switched to *Bahasa Melayu* three times. JH used ‘*busuk*’ to represent jerk whilst ‘*rosak*’ to state that the tires of DD’s Ben 10 bag were spoilt because DD always pushed his Ben 10 bag. This excerpt illustrated an intrasentential

code-switching strategy being employed. Here, the code-switching strategy involved *Bahasa Melayu* adjective '*busuk*'. JH reemployed '*busuk*' because his kindergarten teacher used the same vocabulary to describe DD.

**Excerpt 12** : This excerpt took place in the living room at 1.30 p.m. on 4<sup>th</sup> October 2009. JH was telling M that J turned on the tap too hard and as a result his dancing costume was wet.

*Turn*

- 1 JH : When J ah ::: open the tap ah ::: it's so big. Then *kena* the costume. Then he close back. Then I open small.
- 2 M : Was his costume wet?
- 3 JH : Em :::

In excerpt 12, JH code-switched to *Bahasa Melayu* for the word '*kena*'. JH probably did not know the verb 'splash' so he code-switched to '*kena*'. This excerpt illustrated an intrasentential code-switching strategy being adopted. In this excerpt, code-switching strategy also occurred at word level, involving a 'verb' in *Bahasa Melayu* – *kena*.

**Excerpt 13** : This excerpt occurred in the study room at 6.33 p.m. on 8<sup>th</sup> October 2009. JH was complaining to M that his maternal grandaunt, GA likes to watch the crazy Hokkien serial on television.

*Turn*

- 1 JH : She always want to watch '*chi xin*' one. Everyday watch '*chi xin*' 6.00 p.m. until 7.00 p.m., they finish. 6.00 p.m. they start until 7.00 p.m they finish.
- 2 M : Can you tell Mama about this '*chi xin*' Hokkien serial?

In excerpt 13, JH code-switched to Hokkien dialect '*chi xin*' a total of two times to explain that GA adored to watch this crazy Hokkien serial on television. In both cases, an intrasentential code-switching strategy was involved in using Hokkien dialect '*chi xin*'. JH employed Hokkien dialect '*chi xin*' because he did not like this Hokkien serial. Moreover, JH thought that it was a crazy Hokkien serial. He code-switched to show

contempt because he could not watch his favorite cartoon serial Ben 10 if his maternal grandaunt watched this Hokkien serial (please refer to turn 15 in the data).

**Excerpt 14 :** This excerpt happened in the living room at 6.38 p.m. on 10<sup>th</sup> November 2009. M wanted to know what happened to JH's three fingers. This incident happened when JJ closed the bathroom's door without realizing that JH's fingers were at the side of the bathroom's door.

Turn

32 M : Was it painful?

33 JH : Not painful. It was not painful. It's okay = and my hand no blood. That's okay thing. But sharp, sharp one. ((JH demonstrates how Mrs. N applied some medicine on his fingers)) It okay = *ubat*. The medicine is good. I like the *ubat*. It's very good. 10.50 I go up to class already {JH's classroom is on the second floor}. But DD and JJ and DD have go to class. Afternoon, DD and JJ go to class. I never do everything = and I never color. I just sit down. I never color the paper. Afternoon, I color the paper. But my hand is not feel painful. Mrs. N put again *ubat*. Then, no more blood. It's okay = and JJ say 'Ultraman' again. Then :::

In excerpt 14, JH employed *Bahasa Melayu* word '*ubat*', a total of three times. JH code-switched to *Bahasa Melayu* '*ubat*' because of his lack of vocabularies. JH might not know the equivalent word for '*ubat*' in English. This excerpt illustrated an intrasentential code-switching strategy occurring at the word level, too.

**Excerpt 15 :** This excerpt occurred at 11.38 a.m. on 2<sup>nd</sup> December 2009 in the living room. JH was given his first task-based activity which was to draw Sze Kay.

Turn

25 M : Please tell Mama.

26 JH : *Lóu xià*. {Downstairs} *Lóu* is like this 上 and *xià* 下. I teach you how to write *xià*. {Down}  
((JH writes on Sze Kay's cheek))

27 M : What does *lóu xià* mean?

28 JH : *Lóu* means *lóu* is up and down. *Lóu shàng lóu xià*. {Upstairs, downstairs}

In excerpt 15, JH code-switched to Mandarin. In turns 26 and 28, JH employed Mandarin (orally and in written form) to explain '*lóu shàng*' for 'upstairs' whilst '*lóu xià*' for 'downstairs'. This excerpt showed an intrasentential code-switching strategy

being used at the phrase level. JH tried to explain and write the words in Mandarin. JH thought that M did not know how to write in Mandarin.

**Excerpt 16** : This excerpt happened at 11.00 a.m. on 3<sup>rd</sup> December 2009 in the living room. JH was on his second drawing of Lim JJ.

*Turn*

- 32 M : Do you want to waste water?  
33 JH : No↓ He always throw water, ah when we *chi chi* ah ::: he always throw water.  
34 M : That is right! After *chi chi*, we need to flush.  
35 JH : Never *CHI CHI* I say. Mama why the Pooh plate is dirty? When teacher say Batman, Batman again, then teacher say he want food or not = JJ. He say don't want.

In excerpt 16, JH told M that Lim JJ adored to waste water because when they urinated Lim JJ poured a lot of water. JH code-switched to Hokkien dialect '*chi chi*' for 'urinate', a total of two times. This excerpt illustrated an intrasentential code-switching strategy being employed. JH employed Hokkien dialect '*chi chi*' because it was the normal term used at home. At this juncture it appears that JH was able to speak two languages at the same time (Marasigan, 1983; Morais, 1995; Jamaliah Mohd. Ali, 1995 & David, 1999).

**Excerpt 17** : This excerpt took place at 11.50 a.m. on 4<sup>th</sup> December 2009 in the living room. JH was on his third drawing of L.

*Turn*

- 33 M : Which means you are something wrong also?  
34 JH : Eh ::: I'm not something wrong = I don't to say. Then L is a naughty boy already. Let me think ::: ((JH puts his hand on his chin)) *Shēngbìng* {Sick} now = L next time L will come Arts class.  
35 M : Who *shēngbìng*?  
36 JH : L *shēngbìng* means not feeling well.

In excerpt 17, JH code-switched to Mandarin '*shēngbìng*', a total of two times, to tell M that L was sick. In this excerpt, an intrasentential code-switching occurred at the word level '*shēngbìng*'. There was an intrasentential code-switching in this excerpt because

JH wanted to demonstrate that he knew the equivalent word for sick in Mandarin. JH might want to show M that his command of Mandarin was better than M.

**Excerpt 18** : This excerpt occurred at 9.08 p.m. on 5<sup>th</sup> December 2009 in the living room of JH's second auntie's house in Singapore. JH was disturbing his second cousin sister. She is one year older than JH.

Turn

- 5 M : Come here. Watch cartoon with Mama!  
 6 JH : Don't want. *Jiějiě, wǒ zhīdào zěnmē press zhège!*  
 {Elder sister I know how to press this one!}  
 ((JH presses on the keyboard))  
 7 3<sup>rd</sup> cousin : Mama↑ *nǐ kàn tā a tā a zàilái lēi!*  
 {Mama↑ you look at him ah him ah come again le!}

In excerpt 18, JH wanted to play some games on the computer but his second cousin sister would not allow him. JH did not give up. He kept on pestering his second cousin sister. His second cousin sister complained to her mother who is also JH's second maternal auntie. In this excerpt, JH code-switched to Mandarin '*Jiějiě, wǒ zhīdào zěnmē press zhège!*'. JH still employed the verb 'press' although his second cousin sister cannot speak English. In this excerpt, an intrasentential code-switching was used in the same sentence. JH used the verb 'press' because he did not know the equivalent word in Mandarin.

**Excerpt 19** : This excerpt happened at 3.00 p.m. on 6<sup>th</sup> December 2009 in a Chinese restaurant. F, GA, M and JH were attending a wedding luncheon in Singapore. It was JH's second grand cousin's wedding luncheon.

Turn

- 1 JH : [Yeah, *zhè shì wǒ de* water! Mama ::: you see *jiějiě* take my water↑]  
 [{Yeah, this is my water! Mama ::: you see elder sister take my water↑}]  
 2 2<sup>nd</sup> auntie : *Mèimei bùyào ná dìdì de shuǐ! Nǐ de shuǐ shì zài zhèlǐ!*  
 {Younger sister don't take younger brother's water! Your water is over here!}

In excerpt 19, during his spontaneous remarks, JH code-switched to Mandarin when he spoke to his second cousin sister. His second cousin sister took JH's glass of water. JH

used Mandarin [Yeah, *zhè shì wǒ de* water! Mama ::: you see *jiějiě* take my water↑] to say that it was his water which she took. This excerpt illustrated that JH is versatile in his linguistic repertoire. He embedded an English word ‘water’ in a predominant Mandarin utterance. Whilst in the second occurrence at turn 1, JH embedded the common Mandarin appellation for elder sister ‘*jiějiě*’ in a predominant English utterance. In this excerpt, an intrasentential code-switching was used in both the utterances.

**Excerpt 20** : This excerpt took place at 9.08 p.m. in the living room on 9<sup>th</sup> December 2009. JH was on his fourth drawing of Fr.

*Turn*

- 55 M : How do you know he likes you?
- 56 JH : Just listen to me. In the concert there, the hair like chicken. >I never touch the Avatar, the light just come out by the self< I just touch Bulkhead. *Ayam* brand ::: *ayam* brand ::: *ayam* brand. (JH sings the advertisement song of *Ayam* brand) F like chicken hair. *Lí bē tong*. {You cannot touch.} *Hit-ê ou* battery yeah↑ {That one has battery↑}
- 57 GA : *Góá ē tong*. {I can touch.} *Lí bē tong = lai tsih aa*. {You cannot touch = come here a moment.}
- 58 M : What is the color of F’s eyes?

In excerpt 20, at turn 56, JH sang the advertisement song of ‘*Ayam* brand’ to relate Fr’s hair style during the concert. When JH spoke to GA, JH code-switched spontaneously to Hokkien ‘*Lí bē tong*’ and ‘*Hit-ê ou*’ battery ‘yeah↑’. In turn 56, JH used an intrasentential code-switching at the fourth and the seventh occurrences. Whilst at the sixth occurrence which was completely in Hokkien dialect, JH employed an intersentential code-switching because at the fifth occurrence, JH spoke in complete English sentence. JH code-switched to Hokkien dialect when he addressed his maternal grandaunt to accommodate her language competency.

**Excerpt 21** : This excerpt occurred at 10.08 a.m. on 18<sup>th</sup> December 2009 in the living room. JH was on his twelfth drawing of himself.

Turn

- 7 M : Just like you describe your friends.  
8 JH : My skin beige. My nose big. My nose beige. My nose *kemek*.  
My hand only got hair.  
9 M : Why is the color of your face is different from your hands and legs?

In excerpt 21, JH was drawing himself. At turn 8, JH code-switched to *Bahasa Melayu* ‘*kemek*’ to say that his nose is flat. This excerpt illustrated an intrasentential code-switching strategy being employed, moving from English to embedding a *Bahasa Melayu* word ‘*kemek*’ at the end of a sentence. JH code-switched to *Bahasa Melayu* because he did not know how to say ‘a flat nose’ in English.

**Excerpt 22 :** This excerpt happened at 11.12 a.m. in the living room on 21<sup>st</sup> December 2009. JH was on his thirteenth drawing of GA.

Turn

- 7 M : Why is her hair brown?  
8 JH : She said she dye her hair become brown.  
9 M : What did she use to dye her hair?  
10 JH : *Inai*, some *inai* ::: *kelemur*.

In excerpt 22, at turn 10, JH code-switched to *Bahasa Melayu* ‘*inai*’ and ‘*kelemur*’ to describe the colour of his maternal grandaunt, GA’s hair. JH used ‘*inai*’ (a type of traditional dye) because there is no equivalent word in English for ‘*inai*’. In this excerpt, JH adopted an intrasentential code-switching strategy at the word level.

**Excerpt 23 :** This excerpt took place at 12.05 p.m. on 24<sup>th</sup> December 2009 in the living room. JH was on his sixteenth drawing of Mrs. L.

Turn

- 14 JH : I just color wrongly.  
15 M : Is Mrs. L tall?  
16 JH : Yes. Thin ::: *sòe mang kai* {thin}.

In excerpt 23, at turn 16, JH code-switched to Mandarin ‘*sòe mang kai*’ to say that Mrs. L is very thin. In this case, JH employed an intrasentential code-switching at the phrase



level, interjecting a connotative term which means ‘very thin’. JH wanted to show that he knew the equivalent meaning of ‘very thin’ in Mandarin.

**Excerpt 24** : This excerpt occurred at 10.35 a.m. on 28<sup>th</sup> December 2009. JH and GA were in the kitchen.

*Turn*

- 1 JH : *Lāu Koh* ::: *nǐ kàn, yǒu liǎng zhī lalat* flying *nàlǐ*!  
{Grandaunt ::: you see, there are two flies flying over there!}
- 2 GA : *Zài nǎlǐ?*  
{Where?}
- 3 JH : *Flying nàlǐ lo!*  
{Flying over there lo!}

In excerpt 24, JH told his maternal grandaunt, GA that he saw two flies flying in the kitchen. GA asked JH which part of the kitchen. At turns 1 and 3, JH code-switched to Hokkien dialect ‘*Lāu Koh*’ for the appellation of his maternal grandaunt, GA. JH used Mandarin, *Bahasa Melayu* and English as shown in ‘*nǐ kàn, yǒu liǎng zhī lalat* flying *nàlǐ*!’. In this excerpt, JH code-switched at three intervals. In turn 1, firstly, he spoke in Hokkien dialect (‘*Lāu Koh*’), then he spoke in Mandarin (‘*nǐ kàn, yǒu liǎng zhī*’), later he used *Bahasa Melayu* for the noun (*lalat*) and he moved to English (flying) and finally Mandarin again (‘*nàlǐ*!’). In this excerpt, an intrasentential code-switching was used in both sentences. At this point, it is possible that JH could effortlessly code-switch from one language to another language (Asmah Haji Omar, 1992).

## 4.2 Nonverbal Communication

The nonverbal communication comprises gestures, body movements (kinesics), facial expressions (smile, frown, wink, grimace, pout and even turning away), physical distance (proxemics), touching (haptics), smell (olfactics) and even paralanguage. These nonverbal communications can exist independently or exist simultaneously with

the verbal communication. In this study, the child participant mostly adopted gestures, facial expressions and kinesics as strategies for nonverbal communication.

#### 4.2.1 Gestures

In her study of young children using various communication strategies, Kow (2000) mentioned that children in her study employed nonverbal communication as one of their communication strategies.

In the current study, the child participant, JH, was seen using gestures as a nonverbal communication strategy to communicate his meanings. In this section, all the examples from the data showing this particular strategy will be discussed.

Data which illustrated this strategy would be in italic and placed within double parentheses.

**Excerpt 1** : This excerpt was a 15 minutes recording conversation among father F, mother M, maternal grandaunt GA and the child participant, JH. It took place in the living room between 7.50 p.m. till 8.05 p.m. on 14<sup>th</sup> June 2009.

*Turn*

65 M : Answer Mama. Cannot shake your head one.

66 JH : ((*JH shakes his head*))

In excerpt 1, JH adopted nonverbal communication via gestures. At turn 66, JH shook his head because he did not want to give his birthday gift (the electric train) to his cousin brother in Tebong.

**Excerpt 2** : This excerpt happened at 8.38 p.m. in the living room on 6<sup>th</sup> August 2009. JH was watching Pink Panther on television.

Turn

4 M : What is sharp?

5 JH : Sharp is sharp.

((JH points to the sharp edge of a table))

>Pink Panther always like to take smelly fish bone< ((JH points to put a full stop)). Pink Panther ::: his teeth

((JH points to his teeth)) is sharp.↓

Now turn to Tom and Jerry already. Tom like to catch Jerry. The dog, Tom catch Jerry, the dog then bite Tom. Tom always naughty. Tom always like to beat Jerry. Tom like to do girl. Jerry like girl. Tom wear the girl hat. He like girl *but but* the girl don't like Tom. She like Jerry. He always take tomato, pour down the tomato, then she fall down.

Turn

13 JH : The red. The red robot turn to police car. He always stays in the bathroom.

14 M : Finish.

15 JH : ((JH nods his head)) Green robot the hand can shoot. His hand can shoot. Can go in and out. Finish.

In excerpt 2, JH adopted nonverbal communication strategy via gestures in the form of pointing. At turn 5, JH employed 'gestures' a total of three times to point to something. At turn 15, JH nodded his head to indicate a positive response. In this excerpt, gestures were employed to point to the sharp edge of a table, a full stop, his teeth and to nod.

**Excerpt 3** : This excerpt occurred in the living room on 16<sup>th</sup> September 2009. At 6.52 p.m. JH was reading his *suku kata* homework.

Turn

20 M : You don't know what's your name, ah?

21 JH : ((JH shakes his head)) ::: ((JH continues doing his homework)).

Turn

50 M : Why is your 'r' and 's' are sticking to each other?

51 JH : ((JH ignores M))

52 GA : Eh, ::: *kín sía, tsah sin chá chá keō lí sía, lí mài sía, tī tī tea toh!*  
{Eh, ::: write quickly, earlier on ask you to write, you did not want to write, play only!}

Turn

60 JH : Don't know ::: monkey. It become tiger already.

61 M : Seen already one.

62 JH : ((JH shakes his head))

In excerpt 3, gestures were displayed three times. JH read his *suku kata* homework. When asked by M, JH answered by shaking his head. At turn 51, JH ignored M by shrugging of his shoulders because he refused to answer the question of M (Sapir, 1949). Finally at turn 62, JH shook his head to indicate that he had not seen this particular episode of Tom and Jerry. In this excerpt, JH shook his head two times. According to (Acredolo & Goodwyn, 1988 and Goodwyn, Acredolo & Brown, 2000), a child shakes his/ her head in conventional negative manner. JH shook his head to give a negative response.

**Excerpt 4 :** This excerpt happened in the living room on the same day as excerpt 3. JH was showing his '*Selamat Hari Raya*' card which he made in the kindergarten at 8.38 p.m.

*Turn*

- 1 JH : Mama, '*Selamat Hari Raya 15*'. ((JH shows his Raya card))
- 2 M : Wrong. It is '*Selamat Hari Raya Aidilfitri*'.
- 3 JH : She say one. ((JH points to GA))  
Mama, you see, poo ::: poo ::: poo. Can match one. I cross.  
Today, my Papa what time come back?
- 4 M : Don't know.

In excerpt 4, JH showed M the '*Selamat Hari Raya*' card that he had created in the kindergarten at turn 1. JH mentioned that '*Selamat Hari Raya 15*' and at turn 2, mother, M rectified his mistakes by saying '*Selamat Hari Raya Aidilfitri*'. JH defended himself by pointing to his maternal grandaunt, GA who told him that it was '*Selamat Hari Raya 15*'. In this excerpt, JH used his hand to show and to point. JH blamed GA for his mistake. JH probably pointed to his maternal grandaunt to reinforce what he had mentioned earlier.

**Excerpt 5 :** This excerpt took place in the living room on 21<sup>st</sup> September 2009. JH was watching Pinocchio trailer on television at 10.52 a.m.

*Turn*

- 14 M : Oh! By the way, who is Gwen?
- 15 JH : It's a girl↓ And Gwen can help people also. Ben and Gwen

Turn

always help people↓ Grandpa always drive the car. Kevin always  
::: he good people already and (hhh) next he become bad. <<Still  
got Ben 10 some more. Ben 10, Alien Force>> ((JH points to the  
television))

In excerpt 5, JH pointed to the television to say that Ben 10 was still showing on the television. In this excerpt, JH used his finger to point to the television.

**Excerpt 6 :** This excerpt occurred at 10.08 a.m. on 22<sup>nd</sup> September 2009 in the living room. M started the conversation by asking JH who teacher J is.

Turn

19 M : Can you tell Mama about teacher S?

20 JH : The skin is black. Teacher S wear spectacles. But the spectacles  
got *tali* ((JH demonstrates)) = string. Fat lah = I think. The *this*  
one is red = the circle. ((JH points to his forehead)) **DRESS,**  
**DRESS** lah. The hair is long = but the ::: she tie the hair = got hair  
clip at the back = teacher S tie it. Teacher S tie the hair clip at the  
back↓ ((JH puts his hands at the back of his head))

21 M : Is teacher P pretty?

In excerpt 6, JH pointed to his forehead to state the place where teacher S put the red circle (putu). JH used his hand to point to his own forehead and pointed to the specific location to reinforce what he had said.

**Excerpt 7 :** This excerpt happened at 1.48 p.m. on 23<sup>rd</sup> September 2009 in the study room. M and JH were talking about J Foo, one of JH's friends.

Turn

19 M : Why do you say so?

20 JH : *Ya* ::: I say yark. <<You see lah ::: J is here>> ((JH points to his  
birthday photograph))

21 M : I think J is more handsome than you↓ ((M looks at the  
photograph))

In excerpt 7, JH showed his birthday photograph to M. JH used his finger to point to J on his birthday photograph because he wanted M to see that J looked uglier than him in the birthday photograph.

**Excerpt 8** : This excerpt took place in the living room on 19<sup>th</sup> October 2009. JH was telling M about JJ, one of the boys in the kindergarten at 6.06 p.m.

*Turn*

10 M : Did Mrs. L scold him?

11 JH : Yes :::

12 M : Tell Mama, why did you cry this afternoon?

13 JH : Because here painful. ((*JH points to his cheek*))

14 M : Why did SK say that she would telephone Mama?

*Turn*

25 JH : That is not Barbie. That (Swingarella) {Cinderella}.

26 M : The other day, you said Mama's hair look like what?

27 JH : **Lion** ::: **lion** hair until here. ((*JH points to his chin*))

28 M : Among your friends, who do you like best?

*Turn*

42 M : Do you think that you are naughty?

43 JH : No.

44 M : Can you tell Mama about yourself. For example : what do you like?

45 JH : No. Mama my hand got stone ((*JH points to his scar*)).

46 M : That is not stone. It is a scar.

Excerpt 8 demonstrated that JH used his finger to point firstly to his cheek, then his chin and finally his scar. JH used his finger to point to the different parts of his body anatomy three times because he wanted to show M the exact locations of the stated spots.

**Excerpt 9** : This excerpt happened in the living room at 6.08 p.m. on 20<sup>th</sup> November 2009. JH and M were talking about JH's class party which occurred at the kindergarten that morning.

*Turn*

26 GA : Sausage white color eh meh?

27 JH : J F sausage white color eh. His *Poh Poh* (bo) {boiled} the sausage::: cancel this one. He *Poh Poh* (bo) {boiled} it. Very white color his sausage↑. Today → next page, here lah. I must tell you something ah ::: today we playground. I do *the one* ((*JH demonstrates : puts up both his hands*)) [I can = teacher help me. I can go here and go there ((*JH points*)). Today, teacher help me]. ((*JH plays his whistle*)).

28 M : What happened at N's birthday?

In excerpt 9, JH used his finger to point to the length of the 'monkey bar' at the playground of his kindergarten. In this excerpt, JH used his finger to point to the length of the 'monkey bar' (imaginary monkey bar).

**Excerpt 10** : This excerpt occurred at 11.38 a.m. on 2<sup>nd</sup> December 2009 in the living room. JH was drawing Sze Kay.

Turn

- 47 M : Which part of the uniform is dirty?  
48 JH : Here ((JH points to the left shoulder of Sze Kay's drawing))  
49 M : Does Sze Kay wear any ring on her finger?  
{One of her right hand fingers, JH accentuated it like a ring}.

In excerpt 10, JH used his finger to point to the left shoulder of Sze Kay's drawing to show the dirty spot on Sze Kay's uniform. In this excerpt, JH used his finger to point to the left shoulder of Sze Kay's drawing where the dirty spot was found.

**Excerpt 11** : This excerpt took place in the living room on 3<sup>rd</sup> December 2009. At 11.00 a.m., JH was on his second drawing of Lim JJ.

Turn

- 1 JH : Mama ::: how can draw Lim JJ angry face?  
((JH demonstrates an expression of angry face, eyes slit sideways and pouting of the lips))  
2 M : Draw him as you imagine him to be!  
3 JH : Like this↑ ((JH points to his class photograph))  
4 M : Have you finished drawing and coloring JJ?

Turn

- 36 M : Why teacher say Batman?  
37 JH : ((JH points to his left chest)) Batman ::: name tag↑ Do you know what's name tag? ((JH points to the left side of his shirt))  
38 M : Yes, I do. But why JJ uses 'Batman' name tag?  
39 JH : Next time, teacher ask he Mama to don't bring toys ::: Batman mask all. ((JH points to his face as if he is wearing a mask))

In excerpt 11, JH used his finger to point to Lim JJ on his class photograph. At turn 37, JH pointed to his left chest and left shirt to show the position of Batman's name tag. Whilst at turn 39, JH pointed to his own face as if he was wearing a Batman mask.

**Excerpt 12** : This excerpt happened in the living room on 4<sup>th</sup> December 2009. At 11.50 a.m., JH was on his third drawing of L.

Turn

- 1 M : Are you drawing L?  
2 JH : Yes↑ = L the face like a bad guy and bad man all or what!  
3 M : Does L have long hair?  
4 JH : Yes. ((JH points to his side burns)) This was hair was long↑

Turn

- 19 M : Who is stronger?  
20 JH : JJ. The shoe is Spiderman like JJ = two of them. A short hair L.  
Here ((*JH points to his forehead*))  
21 M : Do you still want to befriend L?

In excerpt 12, JH used his finger to point to his side burns and his forehead to show the length of L's hair.

**Excerpt 13** : This excerpt occurred in the living room on 11<sup>th</sup> December 2009. At 11.22 a.m., JH was on his sixth drawing of Chan WY. Chan WY has a twin sister in the same class at the kindergarten.

Turn

- 30 JH : The Ladybird is so small↓  
31 M : From your drawings of them, Mama thinks that they do not look alike?  
32 JH : ((*JH shakes his head*))  
33 M : But from the class photograph, they look alike?

Turn

- 42 JH : The hair come out. The hand one long, one short.  
43 M : In person, is WY's hands one long and one short?  
44 JH : ((*JH shakes his head*)) *Ya* :: they are two twins. I don't think so! But I think the face is yellow.

Excerpt 13 showed that JH shook his head twice in conventional negative manner. JH shook his head to affirm that Chan WY and Chan WK do not look alike as mentioned by M in his drawing of Chan WY. JH said that Chan WY's hands are of different length, in other words one hand is long, whilst the other is short as shown in his drawing. Actually both of her hands are of the same length.

**Excerpt 14** : This excerpt took place in the living room on 13<sup>th</sup> December 2009. At 11.05 a.m., JH was drawing N C, one of his classmates in the kindergarten.

Turn

- 20 JH : Emm :: I don't know. Just shorter. The shoes is :: about the shoes. I think, something wrong with the shoes.  
21 M : What is wrong with her shoes?  
22 JH : Let me think. ((*JH points to his temple*)) Mama see my leg.  
((*JH walks on tip toes*))



In excerpt 14, JH used his finger to point to his temple to show that he was deep in thought. In this excerpt, JH used his finger to point to his temple possibly to emphasize he was thinking.

**Excerpt 15 :** This excerpt happened in the living room on 14<sup>th</sup> December 2009. At 9.19 a.m., JH was on his eighth drawing of Mok KX.

*Turn*

- 11 M : That means she has long hair?  
12 JH : Yes, just a bit here only.  
          *((JH shows the length of Mok KX's hair))*  
13 M : Is that a leaf on her sleeve?  
14 JH : Yes, you're right. The leg short and long.  
15 M : Why do you say short and long?  
16 JH : You see the two legs. *((JH points to the drawing))*  
17 M : They are of the same length. The only difference is the hands.  
          One hand's sleeve is big whilst the other is small.

*Turn*

- 26 JH : Not the last. L is the last. *((JH points to the class photograph, L is standing at the far end {right}))*  
27 M : Does KX have a big mouth? *((M points to the drawing))*  
28 JH : No.

In excerpt 15, JH used his finger to show the length of Mok KX's hair, to point to the two legs on his drawing and to point to L who was standing at the far end on his class photograph.

**Excerpt 16 :** This excerpt occurred on 15<sup>th</sup> December 2009 in the living room. At 10.10 a.m., JH was on his ninth drawing of J Foo.

*Turn*

- 12 M : Is J tall?  
13 JH : Yes, he is taller than me. He is taller until here.  
          *((JH points above his head))*  
          I'm until here. *((JH points))*  
14 M : Who is J's best friend?  
15 JH : Me. JJ and me is J best friend. But his hand is thinner. *((JH shows his wrist))*

In excerpt 16, JH used his finger to point to the height of J and himself and to show the size of JJ's hand. In this excerpt, JH used his finger to point to show the height of J and himself and the size of JJ's hand.

**Excerpt 17** : This excerpt took place on 17<sup>th</sup> December 2009 in the living room. At 11.10 a.m., JH was on his eleventh drawing of DD.

*Turn*

- 9 M : Tell Mama about DD's face.  
10 JH : Brown. The nose, the mouth, the face and the eyes are too small. The nose is too small like A. All the body is too small. Eyebrow also too small. The hand also too small like A. The 2 hands are too small. Mama ::: the button big and small like A. ((*JH points to the picture he has drawn*))  
11 M : DD's nose looks big to Mama.  
12 JH : I draw something wrong. Mama the leaf is too small.  
13 M : What is leaf?  
14 JH : Nah ::: ((*JH points to DD's collar*)). Mama the *baju* also too small. The pocket small like A. The pants got half. ((*JH points to his pants*)) The pants is too small. Eh ::: I want to tell you something ::: The hair is too long.

Excerpt 17 revealed that JH used his finger to point to the picture at DD's collar and DD's pants. JH pointed to the picture he has drawn of DD because he wanted to reinstate his utterance with his drawing. When M did not comprehend the meaning of 'leaf', the easiest solution was by pointing to the collar of his drawing. Whilst in the utterance 'The pants got half', JH pointed to his own pants to show M the actual design of a pair of pants.

**Excerpt 18** : This excerpt happened in the living room on 22<sup>nd</sup> December 2009. At 9.02 a.m., JH was on his fourteenth drawing of F.

*Turn*

- 15 M : What dirty thing?  
16 JH : Some dirty things. But he always want to go cut his hair. The pocket is too big. ((*JH points to the pocket*)) This is the pocket ::: eh. Papa fat ::: no↑ Papa thin. The teeth ::: let me think↓ The teeth is too big for me. The lips, I don't think so.  
17 M : Do you love Papa?  
18 JH : Yes↑

In excerpt 18, JH used his finger to point to the pocket on his drawing of F to affirm his utterance with his drawing.

**Excerpt 19** : This excerpt occurred in the living room. On 23<sup>rd</sup> December, at 10.25 a.m., JH was on his fifteenth drawing of M.

*Turn*

9 M : Where are my ears?

10 JH : No ears. Your ears are at the hair there.

*((JH points to M's hairs))*

Your *baju* is so big but you are very thin. Your pants are very big but you are very thin also.

In excerpt 19, JH used his finger to point to M's hair which hid her ears in the drawing.

**Excerpt 20** : This excerpt took place in the living room on 25<sup>th</sup> December 2009. At 8.53 a.m., JH was on his seventeenth drawing of teacher P.

*Turn*

9 M : Are her temples the same colour as Papa's? *((M points to one of the temples of her spectacles))*

10 JH : Not the same eh↑ Here got Vawa. *((JH points to the temple of the spectacles))*

11 M : Vawa?

*Turn*

17 M : Is teacher P tall and thin?

18 JH : Tall. *((JH shakes his head))* fat↓

In excerpt 20, JH used his finger to point to the temple of teacher P's spectacles in the drawing and to shake his head to deny that teacher P is thin.

#### 4.2.2 Facial Expressions

Kow (2000) mentions that the children in her study used nonverbal communication as one of their communication strategies to convey their meanings.

In the current study, the child subject, JH, was seen using facial expressions as a nonverbal communication strategy to communicate his meanings. In this section, all the examples from the data showing this particular strategy will be discussed.

Data which illustrated this strategy would be in italic and placed within double parentheses.

**Excerpt 1 :** This excerpt occurred at 9.18 a.m. on 11<sup>th</sup> June 2009 in the living room. GA instructed JH to move quickly because she wanted to get him ready for bed.

*Turn*

12 GA : *KÓA<sup>n</sup> KIN LAI!*

{QUICKLY COME HERE!}

13 JH : ((Yek, erh :::)) ((JH mocks GA))

In excerpt 1, JH's maternal grandaunt, GA raised her voice because JH was still sitting down. JH constricted his eyes because he did not like when GA raised her voice at him.

**Excerpt 2 :** This excerpt happened in the living room. On 16<sup>th</sup> September 2009, at 6.52 p.m. JH was reading his suku kata homework.

*Turn*

50 M : Why are your 'r' and 's' so close to each other?

51 JH : ((JH ignores M))

52 GA : Eh, ::: *kín sía, tsah sin chá chá keō lí sía, lí mài sía, tī tī tea toh!*  
{Eh, ::: write quickly, earlier on ask you to write, you did not want to write, play only!}

53 GA : *Nǐ xiǎng xiě wán? Kěyǐ chī mǐfànle ma? Kàn tā de yǎnjīng!*  
((JH glares at GA))  
{Do you want to finish writing? Can eat rice already? Look at his eyes!}

In excerpt 2, JH adopted nonverbal communication strategy via facial expressions at turn 53. JH looked at his maternal grandaunt, GA with a fixed gaze because he did not like when GA asked him to eat his rice.

**Excerpt 3 :** In this excerpt, on 20<sup>th</sup> September 2009, at 7.05 p.m. in the study room, M asked the child participant, JH whether L goes to Arts class.

*Turn*

29 M : Does L go to Arts class?

30 JH : Yes. He has a Transformer bag. He got a Pooh pencil box.  
((JH smiles)). Nothing already, full stop. I want to *pang sai*.  
{JH wants to clear his bowel}.

In excerpt 3, JH smiled when he described L's Transformer bag and Pooh pencil box. Besides these two things, L did not have anything else. JH probably thought it was funny because in L's Transformer bag there was only a Pooh pencil box and nothing else.

**Excerpt 4 :** This excerpt took place in the living room on 21<sup>st</sup> September 2009. JH was watching Pinocchio trailer on television at 10.52 a.m.

*Turn*

- 4 M : Must start from the beginning. (M refers to JH's Ben 10, Kevin 11, No 7 booklet).  
 5 JH : <<Everyday beginning  $\hat{\uparrow}$  beginning. How can finish one?>>. ((JH makes face)).

In excerpt 4, there was a look of disdain in JH's eyes because M told him to start reading again Ben 10, Kevin 11, No 7 booklet from the beginning. In this excerpt, JH projected eye expression to demonstrate his dissatisfaction because if he was going to restart reading from the beginning, he was worried that he could not finish reading the booklet.

**Excerpt 5 :** This excerpt occurred on 22<sup>nd</sup> September 2009 in the living room. At 10.08 a.m. M started the conversation by asking JH who teacher J is.

*Turn*

- 1 M : Who is teacher J?  
 2 JH : Don't know. <<Eerk ::: >> ((JH twitches his nose))  
 <<Alien Force ::: Alien Force >> (JH sings) K wen :::

In excerpt 5, JH twitched his nose when he heard teacher J's name. Teacher J teaches at Yamaha Junior Musis class. JH does not like teacher J. In this excerpt, JH projected nose expression to show his dislike of teacher J was instinctive.

**Excerpt 6 :** This excerpt happened at 1.38 p.m. on 24<sup>th</sup> September 2009 in the study room. M was showing JH one of his birthday photographs.

*Turn*

- 18 JH : DD ::: DD ::: DD has Ben **B-E-N** (JH spells) 10 ruler and Ben

Turn

**B-E-N** (JH spells) 10 eraser. He has a Transformer pencil. Has a KFC pencil box. Jerk ::: he always never wash his uniform.

19 M : Are you sure?

20 JH : Yes ::: and he always never brush teeth? ((*JH twitches his nose*))

In excerpt 6, JH twitched his nose when he talked about DD, his friend at the kindergarten. DD did not brush his teeth. JH twitched his nose because this reminded him of the smell.

**Excerpt 7** : This excerpt occurred at 11.38 a.m. on 2<sup>nd</sup> December 2009 in the living room. JH was on his first drawing of Sze Kay.

Turn

17 M : Wow, her mouth is really big!

18 JH : Em ::: Mama, always Sze Kay do me the stick out of tongue like this↑ ((*JH sticks out his tongue*)) ::: emm.

19 M : What color is her tongue?

Turn

53 M : Why not?

54 JH : Because always she sticks out her tongue to me ((*JH sticks out his tongue*)) ::: emm.

55 M : But do you like your drawing of Sze Kay?

56 JH : No↓

In excerpt 7, JH stuck out his tongue twice at turns 18 and 54. JH stuck out his tongue to imitate how Sze Kay stuck out her tongue at him in the kindergarten. Actually, JH did not like Sze Kay sticking out her tongue at him in the kindergarten. Mehrabian (1971) states that facial expressions is the act of communicating mood, attitude, opinion, feeling or other messages. It appears that JH was probably annoyed.

**Excerpt 8** : This excerpt took place at 11.00 a.m. on 3<sup>rd</sup> December 2009 in the living room. JH was drawing Lim JJ.

Turn

1 JH : Mama ::: how can draw Lim JJ angry face  
((*JH demonstrates an expression of angry face, eyes constricting and pouting of his lips*))

2 M : Draw him as you imagine him to be!

3 JH : Like this↑ ((*JH points to his class photograph*))

4 M : Have you finished drawing and coloring JJ?

Excerpt 8 showed that JH constricted his eyes and pouted his lips to imitate an angry mood. In this excerpt, JH projected eyes and lips expression to demonstrate an angry mood.

**Excerpt 9 :** This excerpt occurred in a Chinese restaurant in Singapore on 6<sup>th</sup> December 2009. At 3.00 p.m. GA, F, M, JH and JH's second maternal auntie were attending JH's second maternal grandcousin's wedding.

*Turn*

- 2 2<sup>nd</sup> auntie : *Mèimei bù yào ná dì dì de shuǐ! Nǐ de shuǐ shì zài zhèlǐ!*  
{Younger sister don't take younger brother's water! Your water is over here!}  
3 JH : Yeak, I don't want to eat this! ((JH twitches his nose))  
4 M : It's shark fin soup. It's nice. Try a bit, okay!  
5 JH : Yeak, don't want! ((JH twitches his nose))

In excerpt 9, JH twitched his nose twice because he did not want to eat shark fin soup.

In this excerpt, JH projected nose expression to demonstrate his dislike.

**Excerpt 10 :** This excerpt happened at 12.02 p.m. on 7<sup>th</sup> December 2009. GA, F, M, JH and JH's second maternal auntie were at Singapore zoo.

*Turn*

- 3 JH : Okay↓ Papa piggyback me!  
4 F : Come here. Do you want to go for a pony ride?  
5 JH : Yes↑ ((JH smiles)) {JH sat very still and quietly throughout the ride}

In excerpt 10, JH smiled when he realized that he could go for a pony ride. In this

excerpt, JH projected mouth expression to convey his happiness.

**Excerpt 11 :** This excerpt took place on 8<sup>th</sup> December 2009 in the living room. M and JH were having breakfast at 8.02 a.m. JH ate a slice of fruit cake.

*Turn*

- 1 JH : Mama, I don't want to eat this circle thing.  
2 M : What is that?  
3 JH : This one↑ Eek. ((JH twitches his nose))  
4 M : Oh! That is a longan fruit.

Excerpt 11 indicated that JH twitched his nose because he did not want to eat the longan fruit on his fruit cake. In this excerpt, JH projected nose expression.

**Excerpt 12 :** This excerpt occurred on 21<sup>st</sup> December 2009 in the living room. At 11.12 a.m., JH was on his thirteenth drawing of GA.

*Turn*

10 JH : *Inai, some inai ::: kelemur.*

11 M : Why her hands look funny?

12 JH : Like monster. Monster is *argh, argh.* ((*JH exhibits his teeth and makes some sounds in his mouth*))

13 M : Is *Lāu Koh* naughty?

In excerpt 12, JH exhibited his teeth by opening his mouth and subsequently made some 'sounds' in his mouth. In this excerpt, the child participant employed facial expressions which involved exhibiting his teeth and making a sound in his mouth to demonstrate the look and the sound made by a monster.

#### 4.2.3 Kinesics

As mentioned in Chapter 3, this study will focus on the framework of Table 3.3 as a model for analysis. According to Gardner (1985), movement is one of the seven types of intelligence. Kow (2000), in her study noted that her respondents used nonverbal communication as one of their communication strategies.

In the current study, the child subject, JH, was seen using kinesics as a nonverbal communication strategy to communicate his meanings. In this section, all the examples from the data showing this particular strategy will be discussed.

Data which illustrated this strategy would be in italic and placed within double parentheses.



**Excerpt 1 :** This excerpt took place in the living room at 10.51 a.m. on 6<sup>th</sup> June 2009. JH told mother, M that he wanted to go out for fun. He was probably bored at home because it was a long break.

*Turn*

- 3 JH : Got two bananas only↓  
4 M : Why don't you finish them?  
Don't dig your nose!  
5 JH : ((*JH digs his nose*))  
Mama, I write.

In excerpt 1, at turn 5, JH dug his nose although M told him not to do so at turn 4. This excerpt showed 'kinesics' as a nonverbal communication strategy being employed. JH dug his nose probably to keep himself busy, and so he could avoid eating the two bananas.

**Excerpt 2 :** This excerpt happened at 10.15 a.m. on 9<sup>th</sup> June 2009 in the living room. Mother, M told JH to turn his blanket because it was upside down on the couch.

*Turn*

- 2 M : The blanket is upside down!  
Turn it.  
3 JH : ((*JH turns the blanket*))

In excerpt 2, at turn 3, JH turned the blanket after mother, M asked him to do so. By turning the blanket, JH understood the instruction of M and he obeyed it.

**Excerpt 3 :** This excerpt occurred at 9.18 a.m. on 11<sup>th</sup> June 2009. JH was telling his father, F to do him a favor in the living room.

*Turn*

- 7 JH : *Peng, peng, peng* :::  
Papa, can you do for me?  
I can do la, la... ((*JH assembles Bumblebee*))

In excerpt 3, at turn 7, JH assembled the figurine of 'Bumblebee'. This excerpt illustrated 'kinesics' as a nonverbal communication strategy being used to show that he was telling the truth.

**Excerpt 4 :** This excerpt was the 15 minutes recording conversation among father, mother, maternal grandaunt and the participant, JH on 14<sup>th</sup> June 2009. It took place in the living room between 7.50 p.m. till 8.05 p.m.

*Turn*

41 M : You understand meh # you know to read meh?

42 JH : >This one the bad one.< The bad one, red eyes. It is no what? Ya, it is no what? Ya, but this one is the bad one. He fight like that # *wa, wa, wa.* ((*JH demonstrates in front of F*)) *Boom, boom, boom,* ah, fire #- [This one what is that? 1,52 # now what is that?] My one haven't finish yet. This, this one together. One hundred # 2,38 # 3,30

In excerpt 4, at turn 42, JH employed nonverbal communication strategy via kinesics.

JH demonstrated how the bad 'robot' fought in front of father, F. JH wanted to show to F that he knew how the bad robot fought.

**Excerpt 5 :** This excerpt occurred at 5.38 p.m. on 31<sup>st</sup> July 2009 in the study room. M was asking JH, why does SK bring a towel to the kindergarten?

*Turn*

17 M : Why does she bring a towel to the kindergarten?

18 JH : That one baby one in a bag ::: in pink. She like partner with me = she like to partner with me. She dance carefully. She with me dancing. [One ::: two ::: turn ::: One, two, turn] ((*JH dances*))  
Mama ::: SK sch ::: ool :::

19 M : School?

In excerpt 5, at turn 18, JH danced because he wanted to demonstrate his dancing steps.

In this study, the child participant was proud to show his dancing steps (Patterson, 2009).

**Excerpt 6 :** This excerpt took place at 8.50 p.m. in the living room on 7<sup>th</sup> August 2009. JH was asking M why does she write his name.

*Turn*

1 JH : Papa, I found it already.

Papa, I need to use the big one or not?

Why you write my name? ((*JH looks at his mother*)) Don't want to write your name? I write your telephone number. Wrong.

((*JH erases*))

Nah, your name G GC.

In excerpt 6, JH wrote wrongly his mother, M's telephone number so he erased it. JH knew that he had wrongly written M's telephone number, so he erased his errors. At this point, it appears that JH knew the only way to clear M's wrong telephone number was to erase it.

**Excerpt 7 :** This excerpt happened in the living room on 16<sup>th</sup> September 2009. JH was reading his *suku kata* homework at 6.52 p.m.

Turn

9 JH : 'supaya badan bersih dan segar'.  
My Ben 10, Alien Force.

10 M : Erh ::: ((JH pulls his desk))

Turn

46 M : Excuse me!

47 JH : ((JH moves backward a bit to enable M to open his desk's drawer))

48 M : Eh, ::: where's your 'r'. 'Bersih', where's your 'r'?

49 JH : ((JH adds 'r' in 'bersih'))

In excerpt 7, JH pulled his desk because he wanted to write on the desk. At turn 47, JH moved backward to enable M to open his desk's drawer. Whilst at turn 49, JH wrote on his *Bahasa Melayu* exercise book by adding 'r' for the word 'bersih' as demanded by M. This indicated that JH understood his mother's instruction.

**Excerpt 8 :** This excerpt took place in the living room on 21<sup>st</sup> September 2009. JH was watching Pinocchio trailer on television at 10.52 a.m.

Turn

6 M : Tell mama about Ben 10.

7 JH : Got the watch. He <<beat>> ((JH beats his wrist)) the watch.  
Then he become bad people. When green can beat ::: when red  
cannot beat is :::

8 M : Pardon?

In excerpt 8, JH beat his wrist as if he was Ben 10.

**Excerpt 9** : This excerpt occurred in the living room on 22<sup>nd</sup> September 2009. M started the conversation by asking JH who teacher J is at 10.08 a.m.

*Turn*

19 M : Can you tell Mama about teacher S?

20 JH : The skin is black. Teacher S wear spectacles. But the spectacles got *tali* ((JH demonstrates)) = string. Fat lah = I think. The this one is red = the circle. ((JH points to his forehead)) **DRESS**, **DRESS** lah. The hair is long = but the ::: she tie the hair = got hair clip at the back = teacher S tie it. Teacher S tie the hair clip at the back↓ ((JH puts his hands at the back of his head))

21 M : Is teacher P pretty?

In excerpt 9, JH demonstrated by putting his hands at the back of his head to show the exact position where teacher S tied her hair clip. Nonverbal movements involved demonstrating and putting his hands at the back of his head.

**Excerpt 10** : This excerpt happened at 11.36 a.m. on 4<sup>th</sup> October 2009 in the living room. M and JH were discussing about the concert at Sri Kuala Lumpur yesterday.

*Turn*

5 M : Can you tell me why?

6 JH : Because I do the wrongly ((JH laughs)). WY also follow me the wrongly. When I hear the music, want to shake already then I shake. WY also want to follow me. Then I hear the music is turn, then I turn. ((JH runs around the living room)) Then I forgot. Then I forgot again. The want to shake I shake. ((JH laughs))

7 M : What about Fr, did he follow the music?

8 JH : Yes. He dance the correct music. Then he want to turn.

9 M : Did you like Fr's hairstyle?

10 JH : Yes.

11 M : Why? Don't you think it was funny?

12 JH : Yes. He like a chicken. He doing **straight straight** like this ((JH demonstrates on his own hair)). Like a chicken ::: Like a chicken ::: Like a

In excerpt 10, JH ran around the living room to show the way he danced at the concert yesterday. At turn 12, JH demonstrated Fr's hair style during the concert on his own hair.

**Excerpt 11** : This excerpt occurred at 6.38 p.m. on 10<sup>th</sup> November 2009 in the living room. JH was informing M that JJ and DD always talking nonsense at the kindergarten.

Turn

32 M : Was it painful?

33 JH : Not painful. It was not painful. It's okay = and my hand no blood. That's okay thing. But **sharp, sharp** one. ((JH demonstrates how Mrs. N applied some medicine on his fingers)) It okay = *ubat*. The medicine is good. I like the *ubat*. It's very good. 10.50 I go up to class already {JH's classroom is on the second floor}. But DD and JJ and DD have go to class. Afternoon, DD and JJ go to class. I never do everything = and I never color. I just sit down. I never color the paper. Afternoon, I color the paper. But my hand is not feel painful. Mrs. N put again *ubat*. Then, no more blood. It's okay = and JJ say 'Ultraman' again. Then ::: DD and JJ naughty and second part also say 'Ultraman'. Keeping say 'Ultraman' and [DD say 'Ultraman' DD say 'Ultraman']. DD and JJ change place. **I like them** sit ... **I like them** to change↑ place. Oh! I so like it they change place. They change place, they still **naughty** = **naughty** again. DD and JJ always naughty. [DD and JJ say 'Ultraman'. Then, everyday DD and JJ 'Ultraman']. Then, DD and JJ behave (heself) {themselves}. I like them behave heself. He behave heself then he like me.

In excerpt 11, JH demonstrated the way Mrs. N applied some medicine on his fingers.

In this excerpt, nonverbal movement involved demonstrating the way his kindergarten's headmistress applied some medicine on his fingers.

**Excerpt 12** : This excerpt happened in the living room at 6.08 p.m. on 20<sup>th</sup> November 2009. JH and M were discussing JH's class party which was held at the kindergarten this morning.

Turn

1 JH : You know ah ::: Fr Mama say ah ::: he can drink two Vitagen in 1 days.

2 M : Tell Mama about your class party this morning?

3 JH : Mama, ah, today L push me. L say **GO AWAY, GO AWAY**. ((JH demonstrates))

Turn

9 JH : Fight.

10 M : Whom did you fight with?

11 JH : L↑ L do like this ((JH demonstrates))

12 M : What did your teacher say?

Turn

26 GA : Sausage white color eh meh?

27 JH : J F sausage white color eh. His *Poh Poh* (bo) {boiled} the sausage::: cancel this one. He *Poh Poh* (bo) {boiled} it. Very white color his sausage↑. Today → next page, here lah. I must

Turn

tell you something ah ::: today we playground. I do *the one* ((*JH demonstrates : puts up both his hands*)) [I can = teacher help me. I can go here and go there ((*JH points*)). Today, teacher help me]. ((*JH plays his whistle*)).

28 M : What happened at N's birthday?

In excerpt 12, at turn 3, JH demonstrated the way L pushed him. At turn 11, JH demonstrated the way L fought with him and at turn 27, JH demonstrated the way he put both his hands at the 'imaginary monkey bar'. Whilst in turn 27, too at the eighth occurrence, JH played his whistle. In this excerpt, nonverbal movements happened four times which involved demonstrating the way L pushed him, demonstrating the way L fought with him, demonstrating the way he put both his hands at the 'imaginary monkey bar' and playing his whistle.

**Excerpt 13** : This excerpt took place in the living room on 2<sup>nd</sup> December 2009. At 11.38 a.m., JH was on his first drawing of Sze Kay.

Turn

21 M : What is that?

22 JH : That was a Chinese word↓ ((*JH writes on Sze Kay's chin*))

23 M : What does it mean?

24 JH : Nothing↓

25 M : Please tell Mama.

26 JH : *Lóu xià*. {Downstairs} *Lóu* is like this 上 and *xià* 下. I teach you how to write *xià*. {Down} ((*JH writes on Sze Kay's cheek*))

In excerpt 13, at turns 22 and 26, JH wrote some Chinese characters on his drawing of Sze Kay. Firstly, JH wrote a Chinese character on Sze Kay's chin and subsequently on Sze Kay's cheek. In this excerpt, nonverbal movements involved writing some Chinese characters on Sze Kay's chin and cheek. JH wrote on Sze Kay's chin and cheek because he wanted to get even with Sze Kay. Actually, JH did not like Sze Kay who stuck out her tongue at him in the kindergarten.

**Excerpt 14** : This excerpt occurred in the living room on 3<sup>rd</sup> December 2009. At 11.00 a.m., JH was on his second drawing of Lim JJ who he does not like.

Turn

- 16 M : Why does Lim JJ have only one eye, one hand and one leg?  
 17 JH : Ha, ha, ha because avatar cutting like this ((*JH cuts his body*))  
 because half mah! Afterward the nose become two.  
 18 M : Don't fold, can or not?  
 19 JH : ((*JH folds the drawing*)) I don't bend↑ = I never bend ah.

Turn

- 28 M : Okay. Is there anything else you want to say about JJ?  
 29 JH : Let me think ::: ((*JH taps his chin*)) Always, he ah ::: (hhh)  
 teacher say never finish work then no need to go home. Never do  
 his Chinese work finish.  
 30 M : Anything else?

In excerpt 14, at turn 17, JH pretended to cut his body into half just like the avatar had done. At turn 19, JH folded the drawing. Whilst at turn 29, JH tapped his chin to show that he was deep in thought. In this excerpt, nonverbal movements involved cutting his body, folding the drawing and tapping his chin.

**Excerpt 15** : This excerpt happened at 11.50 a.m. on 4<sup>th</sup> December 2009 in the living room. JH was on his third drawing of L. M wanted to confirm that JH was drawing L.

Turn

- 16 JH : Yes↓ Just **push, push, push**.  
 17 M : Who won? You said push, push, push!  
 18 JH : ((*JH demonstrates how he pushed L*))  
 19 M : Who is stronger?

Turn

- 33 M : Which means you are something wrong also?  
 34 JH : Eh ::: I'm not something wrong = I don't to say. Then L is a  
 naughty boy already. Let me think ::: ((*JH puts his hand on his*  
*chin*)) *Shēngbìng* {Sick} now = L next time L will come Arts  
 class.

In excerpt 15, at turn 18, JH demonstrated how he pushed L. Whilst at turn 34, JH put his hand on his chin to show that he was deep in thought. In this excerpt, nonverbal movements involved pushing and putting hand on the chin.

**Excerpt 16** : This excerpt took place in the living room at JH's second maternal auntie's house in Singapore on 5<sup>th</sup> December 2009. At 9.08 p.m., JH was disturbing his second cousin who was playing computer.

Turn

- 4 JH : I want to play.  
5 M : Come here. Watch cartoon with Mama!  
6 JH : Don't want. *Jiějiě, wǒ zhīdào zěnmē press zhège!*  
{Elder sister I know how to press this one!}  
{(*JH presses on the keyboard*)}  
7 3<sup>rd</sup> cousin : Mama↑ *nǐ kàn tā a tā a zàilái lēi↑*  
{Mama↑ you look at him ah him ah come again le!}

Excerpt 16 revealed that JH pressed the computer keyboard to show to his second cousin sister that he knew how to manipulate a computer as shown at turn 6. In this excerpt, nonverbal movement involved pressing the computer keyboard.

**Excerpt 17** : This excerpt occurred at 3.00 p.m. on 6<sup>th</sup> December 2009. GA, F, M and JH were attending a wedding luncheon in Singapore. It was JH's second maternal grand cousin's wedding which was held in one of the Chinese restaurants in Singapore.

Turn

- 1 M : Can I have a pair of fork and spoon?  
2 Waitress : {She nods her head}.  
3 JH : Mama, I know how to use chopstick. You see ::: (*JH demonstrates*)  
4 M : Don't play please!

In excerpt 17, at turn 3, JH demonstrated the way he held a pair of chopsticks. In this excerpt, nonverbal movement involved holding a pair of chopsticks. JH wanted to indicate that he knew how to use a pair of chopsticks to eat because M did not believe that he could manipulate a pair of chopsticks.

**Excerpt 18** : This excerpt happened in the living room at 9.08 p.m. on 9<sup>th</sup> December 2009. JH was on his fourth drawing of Fr. JH and Fr are good friends.

Turn

- 19 M : What are these two round things?  
20 JH : That's the like this (*JH folds his tee-shirt to look like a collar*)  
He is a good boy.  
21 M : Why do you say that he is a good boy?

In excerpt 18, at turn 20, JH folded his tee-shirt to look like a collar. In this excerpt, nonverbal movement involved folding his tee-shirt to look like a collar. JH tried to fold his tee-shirt to look like a collar similar to the collar in his drawing of Fr.



**Excerpt 19** : This excerpt took place in Yamaha Music School at Subang Parade on 12<sup>th</sup> December 2009. At 3.05 p.m., JH was playing a piano which was on display.

*Turn*

- 1 JH : Mama, you see I know how to play. ((*JH plays a piano*))  
2 M : That is great. But you cannot practise here. You might disturb the others.  
3 JH : Okay↓

Excerpt 19 indicated JH played a piano at Yamaha Music School at turn 1. By playing the piano, M could listen and thus believed that JH really knew how to play a piece of his songs.

**Excerpt 20** : This excerpt occurred at 11.05 a.m. on 13<sup>th</sup> December 2009 in the living room. JH was on his seventh drawing of N C.

*Turn*

- 20 JH : Emm ::: I don't know. Just shorter. The shoes is ::: about the shoes. I think, something wrong with the shoes.  
21 M : What is wrong with her shoes?  
22 JH : Let me think. ((*JH points to his temple*)) Mama see my leg. ((*JH walks on tiptoe*))

In excerpt 20, at turn 22, JH walked on tiptoe. JH wanted M to look at his leg so he walked on tiptoe.

**Excerpt 21** : This excerpt happened at 9.19 a.m. on 14<sup>th</sup> December 2009 in the living room. JH was drawing Mok KX. Mok KX is a pretty Chinese girl in his class.

*Turn*

- 43 M : Is KX's mole here? ((M points to the left hand cheek))  
44 JH : Ya ::: you see on the photo. ((*JH takes the class photograph*))  
But no mole on the photo, just simply take photo.  
45 M : Anything else?

In excerpt 21, at turn 44, JH took his class photograph to indicate the position of Mok KX's mole as seen on his drawing. Unfortunately, the class photograph could not clearly show Mok KX's mole. Thus, JH blamed his class photograph. In this excerpt, nonverbal movement involved taking his class photograph to proof what he has drawn; in this case the little mole on the left cheek of Mok KX's face.

**Excerpt 22** : This excerpt took place in the living room on 21<sup>st</sup> December 2009. At 11.12 a.m., JH was on his thirteenth drawing of GA.

*Turn*

25 M : Not light brown. But it is yellow.

26 JH : Yellow↑ Her nose too big like her ears. But her ears one. I show you. ((*JH writes number 1*))

27 M : Do you love *Lâu Koh*?

Excerpt 22 revealed that JH wrote number 1 to show to M that he understood the meaning of one, though it was a bit weird to have only one ear as shown at turn 26. In this excerpt, nonverbal movements involved writing the number 1.

### 4.3 Summary

The data were categorized under Verbal Communication Strategy and Nonverbal Communication Strategy. For Verbal Communication Strategy, it was found that the child participant employed communication strategies such as spelling, singing, repetition, substitution and code-switching, whilst under repetition, there were sub-categories which included juxtaposed word level, phrase level and sentence level repetitions.

The participant first employed 'spelling' strategy before 'singing' strategy. The participant spelt the proper name of his friends and even his own name, his idol Ben 10, and during 'self-correction' for the pronoun 'she' instead of 'he'. The participant spelt the verb 'is' to avoid interruption from the researcher because he was in the course of explaining the function of the 'Omnitrix'. The participant spelt out the answer of the sum 'one plus one equals two' to show that he knew the answer and the spelling of 'two'. At this Preoperational stage, the child participant takes pride in his accomplishment (Patterson, 2009). At one occurrence, the participant spelt two words

together which were the conjunction 'and' and the name of his friend's (it was the same name which was spelt by the participant when he first employed the spelling strategy).

(Wood, Bruner & Ross, 1976; Vygotsky, 1978; Leichter, 1984; Freund, 1990; Schaffer, 1996 and Purcell-Gates, 1996) state that interpersonal interaction which involves literacy experiences shared with a child by parent, siblings or other individuals at home influences the literacy development of the child. Hart & Risley (1995), state that children from middle and upper income homes usually have bigger vocabularies than do children from low-income homes. The child participant of this study had the accessibility of reading materials at home. His ability to spell might be the cause of this reason thus.

The participant sang using the particle '*yeh :: yeh :: yeh :: yeh*' as a song lyric to express his triumph for his favourite hero which was Ben 10. At this stage, most 5-year-olds can make their own rhyming words, mimic sounds or even create their own sounds or words (Patterson, 2009). According to Gardner (1985), singing is a production under music intelligence. In the second excerpt, JH sang loudly <<*Alien Force :: Alien Force*>> which was also referred to his favorite cartoon character, Ben 10. In order to change the subject of discussion, the participant employed the singing strategy and subsequently introduced his preferred subject.

In excerpts 3, 5 and 6, the child participant employed singing strategy to comment and mock his friends' appearances. JH said that his friend, DD was a 'jerk boy' because he was not hygienically clean. Fr's hairstyle looked like 'a chicken' during the concert and J Foo was very fat. Whilst in excerpt 4, JH used singing communication strategy to avoid answering the same question.

In this study, the child participant employed singing as a communication strategy in expressing his triumph for his favorite hero, changing or diverting the subject of discussion, mocking at his friends' appearances and avoiding scolding or answering the same question.

Repetition was one of the verbal communication strategy that the child participant of this study employed to get his meanings across to others. JH adopted juxtaposed repetition at word level to express the abundance, frequency and intensity. Repetition at word level was the most adopted repetition compared to phrase and sentence repetitions. Data on repetition at word level were categorized under verb, adjective, pronoun, adverb, noun, conjunction and interjection. For noun, it was then sub-categorized under common noun and proper noun. JH employed some verbs such as 'tear, turn, must, play, push, cry, work and look' in repetition at word level. For adjective, JH used 'more, straight, sharp, naughty, short, long, small and soft'. In pronoun, JH employed 'this and he'. Concerning adverb, JH used 'why, late and always'. Some of the common nouns were 'water, *baju*, robot, beginning, lion, red and word'. Whilst, in proper noun, JH employed 'Batman, Mama and Mok KX'. The conjunction 'but' and the interjection 'no and yes' were also used by the child participant.

In this current study, there was only one type of repetition at phrase level. Phrasal verb repetition was employed by the child participant a total of four times. The phrasal verb repetition were 'fell down, teach her, partner with me and go away'.

Repetition at sentence level was employed by the child participant a total of eight times. There were 'Mama, you can like that also can; This one got battery; Mama say got; He always throw water; Work, work build the work; Let me think; I don't know and Let me

think'. Repetition at sentence level occurred because JH wanted to emphasize or stress on something, to gain some time and to inform something.

The child participant in this study used substitution, particularly in the forms of voicing (onomatopoeia) as one of his communication strategies. He imitated the sound of a gun, 'peng, peng, peng'; the act of 'knocking' on the door, 'tock, tock'; the sound of a bad 'Transformer' figurine 'wa, wa, wa' when it fought; the sound of fire, 'boom, boom, boom'; the sound of laughing, 'ha, ha, ha'; the sound made by the lion, 'gaum' and finally the sound made by a monster 'argh', 'argh'. JH used onomatopoeia to replace the object that he did not have in his hands, in other words a gun (please refer to excerpts 1 and 2, pages 103 and 104). At this points, it appears that JH was probably trying to inform others that he could imitate the sound of certain things and animals.

JH is raised in a multi-lingual surrounding. Hence, JH is versatile in his linguistic repertoire. In this study, JH employed two types of code-switching. He used intrasentential code-switching more frequently, for instance in excerpts 1, 2, 3, 4, 8, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23 and 24. JH employed only intersentential code-switching a total of five times in excerpts 3, 5, 6, 8 and 20. In excerpts 3, 8 and 20, JH employed both intrasentential code-switching and intersentential code-switching. In intrasentential code-switching, the alternation could happen between English and Hokkien dialect; English and *Bahasa Melayu*; English and Mandarin and vice versa within the same sentence. Whilst in intersentential code-switching, the alternation between two languages occurred after one complete sentence in a particular language was exhibited and the next sentence started with a different language, for instance 'switching from English in the first sentence to Hokkien dialect in the second sentence' as in excerpt 3 at turns 57, 58 and 59. The child participant of

this study adopted both intrasentential code-switching and intersentential code-switching due to his lack of vocabularies in certain language. The terms were the normal terms used at home or to display his command of Mandarin which was superior to M.

Under the Nonverbal Communication Strategy, it was found that gestures, facial expressions and kinesics were used. The child participant of this study used gestures to shake his head, to point at something, for example 'imaginary monkey bar', body anatomy, his drawings and photographs or at someone. For facial expressions, the child participant glared, mocked, made face, twitched his nose, smiled, stuck out his tongue, pouted his lips, exhibited his teeth and made a sound in his mouth. In the context of this study, actions such as digging nose, turning, assembling, fighting, dancing, erasing his errors, pulling, moving backward, beating, running, playing his whistle, pretending to cut his body into half, folding the drawing and his tee-shirt to look like a collar, tapping his chin, pushing, putting his hand on his chin, pressing the keyboard of a computer, holding a pair of chopsticks, playing the piano, walking on tiptoe, taking his class photograph and putting his hands at the back of his head were considered as kinesics. The child participant could convey his meanings through nonverbal communication strategy by employing gestures, facial expressions and kinesics. JH nodded his head to give an affirmative response. He constricted his eyes and pouted his lips to imitate an angry mood. He even danced to show that he could dance properly (Patterson, 2009).

parent or researcher on a child's learning over a fixed period of time. The period of diary studies (1876 – 1926) was the earliest method used for data collection. In this study, the data collection prolonged over a period of seven months.

The current study being discussed is descriptive in nature and as such the research design is qualitative in nature. For a study focusing on understanding the communicative intent projected by a young child during his interactions with family members, this qualitative research will thus be composed of descriptive data made up of spoken words which were a combination of spoken English, Mandarin and Hokkien. This longitudinal study was conducted over a period of seven months.

This study adopts the approach of Discourse Analysis in analyzing the spoken data. Discourse Analysis, as a modern discipline of the social sciences, applies a sociolinguistic approach by looking at what is said and by taking into consideration the setting and context of the interaction. In this study, the analysis will study the utterances and the message interpret.

It is apt to mention that data for this study were acquired from the observations of one bilingual child interacting with family members within a home setting. In other words, it is based on a naturalistic setting whereby interactions evolved on their own without any provocations or stimulations. The data analyzed are also descriptive in nature as it befits the aim of this study which focusses on understanding how a bilingual child conveys meanings through his interactions. Specifically, this study also looks at the various communications strategies employed in conveying meanings.

### 3.2 Pilot Study

A pilot study was carried out prior to this research to determine the feasibility of the study. From the initial findings of this pilot study, it appeared that observations had to be fine-tuned with the video recording procedures. The difficulty of each question postulated during the interviews was re-examined based on the time taken by the child participant in answering this particular question during the pilot study. Many 'close-ended questions' were asked, for instance "Would you like to drink some 'vomit water'?" The child participant answered 'No' immediately. Interesting remarks were also noted from the child participant's spontaneous remarks such as ensuring that similar questions were reformulated so as to extract more precise answers. While drawing J Foo, JH exclaimed suddenly "You see, so big like giant. J is so big than KX :: A giant boy↑" Later on, M asked JH "J does not look fat to me." (*M points to the drawing*))

It also seemed that the bilingual child participant was a creative inventor in using new communication strategies (Kow, 2000) to deliver his meanings. For instance, the results showed the young participant engaging an unstated strategy such as 'spelling' as well as 'singing' to deliver his meanings. These findings mooted the idea of focusing on communication strategies as part of this study.

### 3.3 Procedure for Data Collection

In this study, data were collected through close participant observation where the researcher, who is the mother, acts as a contributing participant in order to participate in the interactions within the home setting. In this regard, she could be biased in her role as the researcher because she was also the person studying the data. However, attempts



to minimize this were also taken in that another family member (either father or maternal grandaunt) was asked to oversee the reaction of the researcher when participating. Any overt effort was pointed out to the researcher, for instance when the child participant refused to carry on with the conversation. Hence, the researcher needed to stop the interview. Serving as the researcher as well as a participant can be difficult in terms of collecting data. Due to that overarching role, the video recorder used as the tool to extract data was placed in a position (on top of a shelf, facing the participants) where it is less obtrusive to all parties concerned so as to reduce over consciousness on all parties concerned. This was possible because the outcome of the pilot study created this awareness. Finally, the video recorder was placed in such a manner as to be close enough but out of sight to catch the interactions unseen. Figure 3.1 illustrates the placement of a video recorder which was similar to this study.



**Figure 3.1:** Placement of the video recorder (adapted from [bing.com/images](http://bing.com/images))

### **3.4 Schedule of Collecting Data**

All data were collected in the home setting especially on weekdays. Most of the interactions occurred during the day, a time when the child participant was more active hence recording also occurred mostly in the afternoon or in the early evenings when the participant was home. During weekends and public holidays, recording of interactions may also including the mornings. There was no specific schedule to collect data as the

intention was to accumulate as much data as possible. On average, it was about one interaction per day for at least three days a week over the seven months period lasting between June to December, 2009. In total there was approximately an accumulation of 308 minutes. On a few occasions, recording of interactions with other family members also occurred outside of the home setting. These occasions included a wedding luncheon in a Chinese restaurant in Singapore, a visit to a maternal cousin's home in Singapore and a visit to Singapore Zoo. However, data extracted for analysis were mostly from those of the home context. All utterances existing in the recordings were transcribed and where some actions were unclear, the researcher verified the happenings with two other family members who were constantly with the family. In addition, where recordings and utterances were not audible, they were excluded from being utilized for analysis.

### **3.5 Transcription and Notation**

In this study which focuses on oral interactions, data comprise of the utterances made by the interactants but in particular it is those made by the child participant that will be of importance. To transcribe data, the most basic of Jefferson's (1984) transcription conventions was used. This means that oral data were transcribed orthographically first and where there are kinesthetic gestures such as spelling or singing as well as paralinguistic features encompassing intonation and volume, data would then be indicated with Jefferson's symbols which are also highlighted in Table 3.1. As the purpose of the data extracted was more to identify the communicative strategies employed in order to convey meanings, data will not be transcribed in detail as required by Jefferson's notation.

**Table 3.1:** Jeffersonian Transcript Notation (Jefferson, 1984, p. ix-xvi)

Convention	Name	Use
[ text ]	Brackets	Indicates the start and end points of overlapping speech.
=	Equal Sign	Indicates the break and subsequent continuation of a single utterance.
(# of seconds)	Timed Pause	A number in parentheses indicates the time, in seconds, of a pause in speech.
(.)	Micropause	A brief pause, usually less than 0.2 seconds.
. or down arrow	Period or Down Arrow	Indicates falling pitch or intonation.
? or up arrow	Question Mark or Up Arrow	Indicates rising pitch or intonation.
,	Comma	Indicates a temporary rise or fall in intonation.
!-	Hyphen	Indicates an abrupt halt or interruption in utterance.
>text<	Greater than/	Indicates that the enclosed speech was delivered more rapidly than usual for the speaker.
	Less than symbols	
<text>	Less than/ Greater than symbols	Indicates that the enclosed speech was delivered more slowly than usual for the speaker.
°	Degree symbol	Indicates whisper, reduced volume, or quiet speech.
ALL CAPS	Capitalized text	Indicates shouted or increased volume speech.
underline	Underlined text	Indicates the speaker is emphasising or stressing the speech.
:::	Colon(s)	Indicates prolongation of a sound.
(hhh)		Audible exhalation.
•or (.hhh)	High Dot	Audible inhalation.
( text )	Parentheses	Speech which is unclear or in doubt in the transcript.
(( italic text ))	Double	Annotation of non-verbal activity.
	Parentheses	

Spoken data were first manually transcribed but as the conversation became more inundated with gestures and paralinguistic features, symbols denoting these were subsequently applied. Speech intonation, stress, time, pitch and others were also noted

where required only for analysis. All data were coded in terms of language used before the strategies that emerged were identified. Non-English utterances such as Mandarin would be noted in Hanyu Pinyin, whilst Hokkien utterances would be written in the adapted International Phonetic Alphabet (IPA)/ *Pe'h-ōe-jī*. *Pe'h-ōe-jī* is mainly used for Taiwanese Hokkien, therefore adaptations were made for the local variety of Hokkien used by the subject of this study. Their equivalent meanings would then be translated into English. These were placed within single bracket, for instance *Píngguǒ* {Apple}. All nonverbal communication strategies were then placed within double parentheses and written in italics, for instance, *((JH points to GA))*.

### 3.6 Presentation of Data for Analysis

Data for analysis were also categorized as verbal or nonverbal. Presentation of data were presented in different ways. Data which employed spelling as a communication strategy would be written in bold and italic. Data employing singing as a communication strategy would also be written in bold and italic. Data which illustrated repetition at word, phrase and sentence levels as a communication strategy would be written in bold. Data which exhibited substitution and code-switching as communication strategies would be written in italic. Meanwhile data which displayed nonverbal communication strategy would be written in italic and placed within double parentheses. This type of presentation for actual data would be more obvious to any reader who could immediately differentiate and distinguish the communication strategies employed.

**Table 3.2:** Presentation of Actual Data

Type of communication strategy	Data	Illustration of actual data
I. Verbal communication strategy	1) Spelling	bold and italic
	2) Singing	bold and italic
	3) Repetition (i) word level (ii) phrase level (iii) sentence level	bold bold bold
	4) Substitution	italic
	5) Code-switching	italic
II. Nonverbal communication strategy	1) Gestures	italic and placed within double parentheses
	2) Facial Expressions	italic and placed within double parentheses
	3) Kinesics	italic and placed within double parentheses

### 3.7 Analytical Framework

As mentioned, the analytical framework revolving around this case study involves the functional analysis in communication strategies (Kumpulainen & Wray, 1997). The analytical framework as the core of the study investigates the nature of a bilingual child's interactions in conveying meanings and thus the language used in interactions. The principle for the framework is mainly based on the socio-cultural and cognitive approaches. The framework is derived from the researcher's own study of the child participant, particularly in home setting.

The framework comprises 10 functional categories, namely, spelling, singing, repetition at word level, repetition at phrase level, repetition at sentence level, substitution, code-switching, gestures, facial expressions and kinesics. The functions and their descriptions are summarized in Table 3.3. It should be noted that the functions in the framework are not presented in any hierarchical order.

**Table 3.3:** The functional analysis of communication strategies (adapted from Kumpulainen & Wray, 1997)

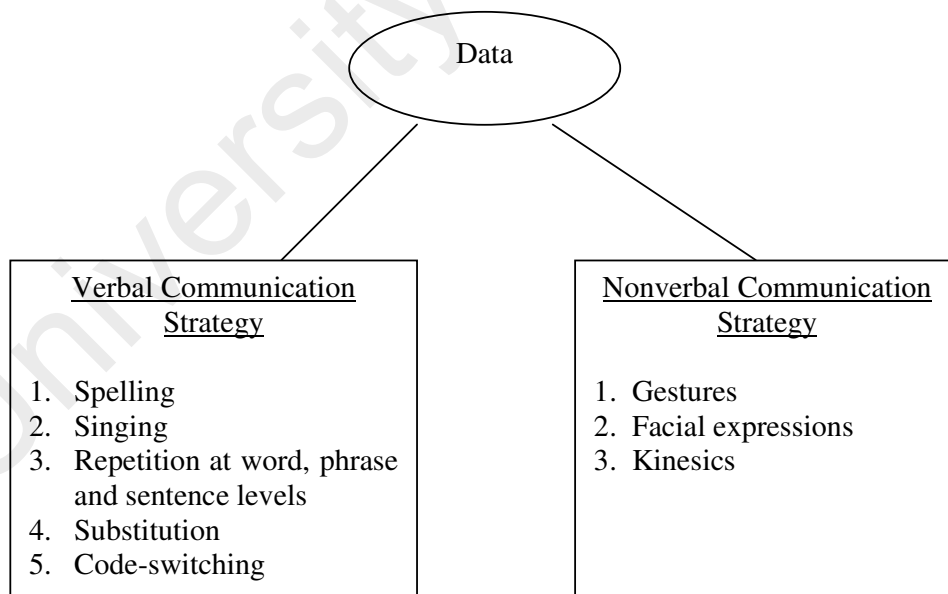
Function	Description
Spelling	A conventional literacy.
Singing	Promoting children's confidence in communication and self-expression.
Repetition at word level	Repeating word which is juxtaposed with the first occurrence of the same word in an utterance or a sentence.
Repetition at phrase level	Repeating phrasal verb meaning a verb of two or three words – the first word is a verb, and the second word is a particle, for instance 'turn on'.
Repetition at sentence level	Repeating a sentence which is a group of words that usually contains a subject and a verb, expresses a complete idea or asks a question, and that, when written in English, begins with a capital letter and ends with a full stop.
Substitution	Substituting/ imitating the sounds of gun, fire, animals and voices of people and so forth.
Code-switching	Occurring when chunks of phrases and expressions in a different language are inserted within an utterance.
Gestures	Demonstrating the attitudes and feelings of an individual, for instance clenching fist, the wave of the hand, the shrugging of the shoulders, the lifting of the eyebrows, pointing to someone/ something, nodding and shaking the head.
Facial Expressions	Communicating through mood, attitude, opinion, feeling or other messages through the combined expressive force of the mobile chin, lip, cheek, eye and brow muscles.
Kinesics	Performing functions which verbal language is unable to do so through manipulation of motor skills.

With close analysis of children's social meanings in discourse and their functioning in the interaction processes, the important information of the communication strategies will not be lost. The suggested framework for analyzing and understanding the functional analysis of communication strategies can provide information about the nature of children's discourse and its functioning. Furthermore, a valuable insight into

children's discourse in home setting can be added and the potential of a bilingual child's meanings can be highlighted.

### 3.8 Guide for Analysis

This study will specifically look into the different types of communication strategies employed by the child participant. In this study, data are firstly categorized under verbal communication and nonverbal communication strategies. For verbal communication strategy, data will then be subdivided under spelling, singing, repetition at word, phrase and sentence levels, substitution and code-switching. Whilst for nonverbal communication strategy, data will be subdivided under gestures, facial expressions and kinesics. Figure 3.2 illustrates the communication strategies involved and the guide for analysis in this study.



**Figure 3.2:** A guide for data analysis

### **3.9 Task-based Activities**

In the present study, the researcher uses two task-based interesting activities for stimulating data and for data collection namely 'drawing' and 'coloring'. In these tasks, instructions are given to the child participant in the dominant language which is English by the researcher. The child participant will be told to draw based on certain contexts which will include entities like his friends and teachers at the kindergarten, his family members as well as the participant himself. These drawings would subsequently also require coloring. After the task is completed, the researcher will conduct a casual talk which is also deemed as an interview with the child. This is to verify why he did what he did. All questions for the 'unstructured interview' session were posed to the child participant according to his understanding. Doing so would enable the researcher to probe into the child's intentions further as a child's cognitive ability at age 5 is still at the developing stage (Piaget, 1955). Moreover, what is interpreted by an adult may not be exactly what is meant by the child (Brewer, 2001). The casual talk (interview) with the child participant of this study helps to bridge this gap.

### **3.10 Interviews**

Interviews are face-to-face encounters between an interviewer and an interviewee. In most research, the researcher plays the role of the interviewer whilst the respondent is in the role of the interviewee. Questions for interviews are diverse, depending on the nature. In the context of this study, the interviews were basically questions posed to the child for clarification and for information. The interview is necessary besides observation and video recording so as to triangulate the procedure. It is a way of validating data. The interview is more naturalistic and personal, thus yielding more in-depth insights of the respondent.



In this study, the researcher employed simple questions based on the ability of the participant, such as “What’s the name of your kindergarten?”. In other words, the questions must not be ambiguous or misleading. The researcher also used prompts and probes when the participant was at a loss for words, for instance ‘He :: ah?’ (( *M smiles* )). To put the participant at ease, the researcher would smile or nod her head to encourage the participant, and to maintain the flow of the interview naturally, as in this example ‘Do you mean beautiful?’ ((*M smiles*)) and ‘Draw him as you imagine him to be!’ ((*M nods her head*)). To minimize the downside of interviews, the child participant needed to be at ease in responding freely to a conversational format whilst the researcher, in this regard, also tried her best to be researcher-like so as to ensure that data extracted from the interviews were neither biased nor misleading. The researcher is able to empathize, observe, share and experience the world as a participant while, at the same time, engaging the insights and understanding of a sociological observer without imposing her own beliefs on the participant. As mentioned earlier, a third party, a family member, was present to monitor the situation.

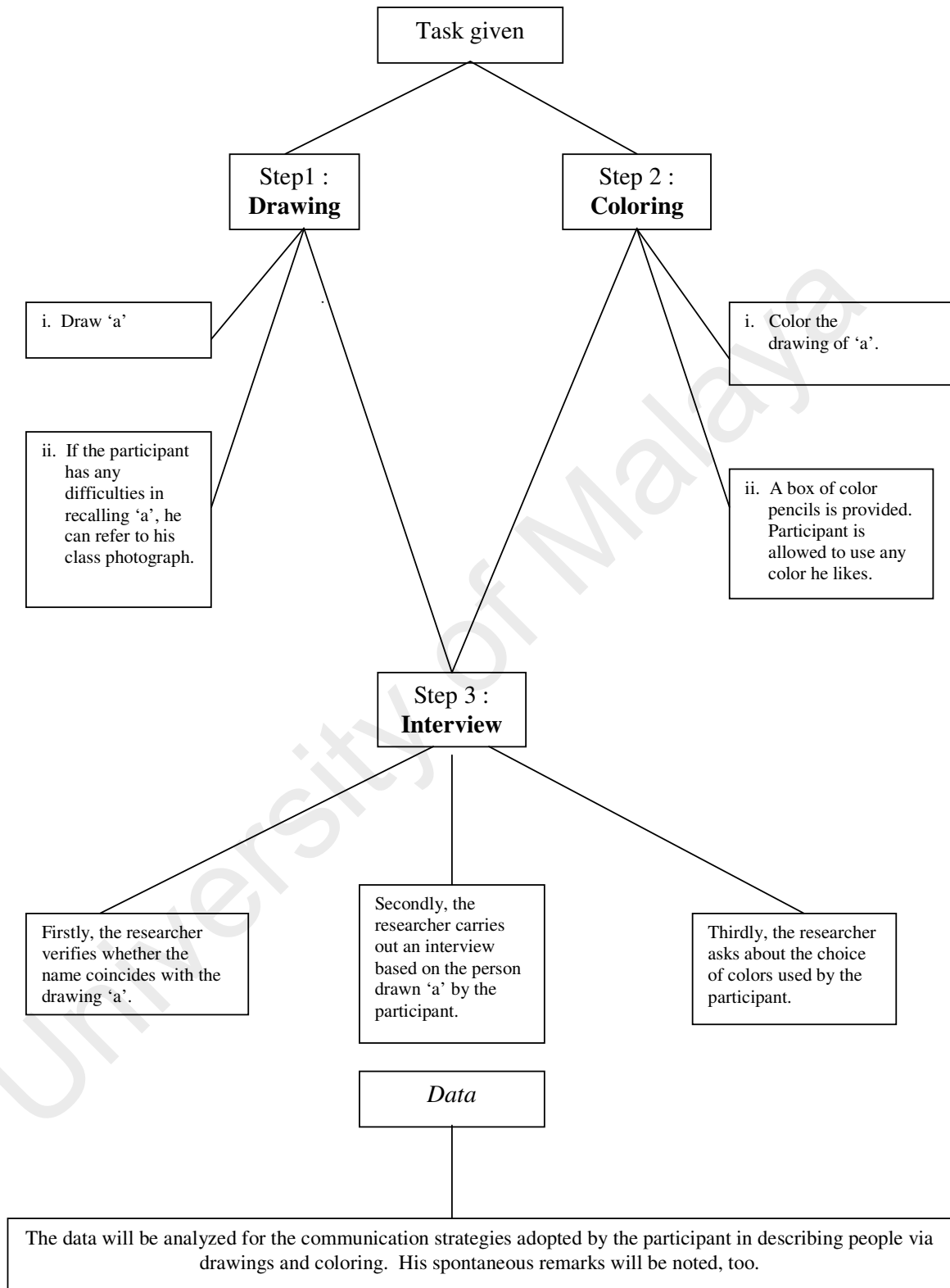
### **3.10.1 Close-ended Questions**

A close-ended question is more rigid than an open-ended question as there is not much speculation to be made; furthermore, it renders responses which can easily be quantified. The most common type of close-ended questions require the Yes/ No answer. Considering the limitation and short responses of a close-ended question, it seems clear that it cannot probe deeply to investigate the participant’s true and real feelings and values.

### 3.10.2 Open-ended Questions

An open-ended question can elicit an overwhelming set of responses but it is difficult to quantify these results. In an open-ended question using for example 'what' or 'why', the participant is free to contribute his/ her ideas without limit.

In her own research, Kow (2000) used three task-based activities such as 'recite nursery rhyme Humpty Dumpty', 'retell the story of the greedy dog' and 'free style story-telling' to engage her kindergarteners to talk but this is not feasible for one child, hence the interview. Based on the three task-based activities, Kow (2000) concluded that preschoolers used many communication strategies to convey their meanings. Kow did not mention holding any interviews with her child subjects but she interacted with them freely. Figure 3.3 is given to illustrate how the present study was conducted.



**Figure 3.3:** Data Collection Process

It is further stated that this study does not denote low ecological validity as in Bandura, Ross & Ross's study (1961) which was carried out in a laboratory. Thus, the present study can be considered as being low in stress level particularly for the child because it is based on home interactions with people who care and love him.

### **3.11 Concepts**

Besides using Discourse Analysis to look at the child's data, another concept applied in the present study is the concept of intelligence. According to Gardner (1985), there are seven different types of intelligence, namely music, language, numbers, visual arts, movement, science and social (see table 3.4). These multiple intelligences are a series of independent entities. A person may have several intelligences contained within his personality but most would have one or two dominant ones. Intelligence merely refers to the ability to focus on something and to analyze it with a critical mind besides having the ability to locate and solve problems.

In this study, the child participant of this study was not particularly identified for any intelligence but it is deduced that with his age of five years, the child would have acquired a certain level of intelligence to demonstrate what he wants as well as to convey what he means without much problem. Hence, Gardner's (1985) multiple intelligences of performing certain specific tasks is applied. The tasks which the child participant was able to perform include production, perception, narration, description, counting, calculating, drawing, dancing, as well as athletic, mechanical and social skills.

**Table 3.4:** Gardner's Multiple Intelligences and Examples of Tasks Used to Assess Them (A Pluralistic View of Early Assessment: *The Project Spectrum Approach*. Theory Into Practice, 27, 1988, p. 77-83)

Type of Intelligence	Tasks	Examples
Music	Production	Singing familiar and novel songs.
	Perception	Identifying patterns of bell chimes.
Language	Narrative	Telling a story from pictures on a storyboard.
	Descriptive	Reporting a sequence of events.
Numbers	Counting	Counting moves in a board game.
	Calculating	Creating a notational systems, performing mental calculations, and organizing number information in the context of a game.
Visual arts	Drawing	Making pictures.
	3-D	Working with clay.
Movement	Dance	Responding to rhythm and performing expressive dance movements.
	Athletic	Maneuvering through an obstacle course.
Science	Logical inference	Playing treasure hunt games.
	Mechanical	Using household gadgets.
	Naturalistic	Observing, appreciating and understanding natural phenomena in classroom 'Discovery Area'.
Social	Social analysis	Playing with scale model of classroom.
	Social roles	Interacting with peers.

Children of five years old tend to talk but there are gaps in their utterances (Brewer, 2001) but Piaget's theory of cognitive development (1926) which describes the Preoperational stage in which the child becomes an almost perfect conversationalist is also applied. At this second stage of Piaget's theory of cognitive development, the child is said to have developed sufficient memory and imaginary skills although the child may not have attained the ability to think logically. It was also mentioned by Piaget that at this age, the child's world is still very much self-centered. It is all about themselves because of the pre-domination of egocentric thinking. This Preoperational stage of

Piaget's cognitive development theory is parallel to the age of the participant in this study. In this regard, Piaget's cognitive development theory is applicable.

Brewer (2001), a child psychologist claims that young children view the world in different ways and sometimes they need to convey what they mean to adults through specific tasks such as using words and drawings. Buldu (2009) likewise also mentions that 5-year-olds have no perception of war. He verifies his claims via the findings of his study which indicated that only three out of his 23 respondents could portray a picture of war or were able to depict a description of war. Perhaps children do understand war but are so traumatized that they are unable to portray this negative side of life. However, this is just a hypothesis. Meanwhile, Buldu's study also showed that some of his 5-year-olds were able to draw pictures of irrelevant items such as flowers, smiley faces, houses, sun, clouds and so forth. In conclusion, Buldu (2009) deduces that this attested to the fact that most 5-year-olds could not relate symbols to abstract concepts although they may have developed memory and imaginary skills (Piaget, 1957). In this study, the participant is also of age five and likewise was expected to convey his meanings through two assigned tasks of drawing and coloring.

In her study, Lauriello (2009) implemented two visual strategies namely "Picture/ Word Association" and "Letter Bank" to help one of her first graders who had problems learning to spell new words. Technically, this particular student lacked good short-term and long-term memory which caused him difficulties in retaining new spelling words. Lauriello's study succeeded in increasing this particular student's spelling scores and his confidence in spelling overall. Spelling instruction, it has been claimed, is one of the components in multiple intelligences of literacy which plays an important role in improving students' academic achievement (Gentry and Gillet, 1993; Scala, 2001 &

Armstrong, 2003). As a 5-year-old child recognizes more vocabularies, he/she can put them together to form meaningful sentences and larger texts (Armstrong, 2003). This concept of a child's development was also adhered to in the present study. Therefore, the child participant of this study used spelling as a communication strategy.

### **3.12 Participant Observation**

The research method of participant observation is also known as the naturalistic method which involves the researcher personally. The researcher tries to put himself/ herself "in the participant's shoes" and to be able to see the world from the viewpoint of the participant (Mead, 1934). The methodology is interpretive (Creswell, 2003) which attempts to express the quality of people's behavior by interpreting such behavior from an interactive perspective.

In this study, the researcher's observations were based on a single child, therefore, the researcher was able to provide detailed accounts of the child participant's actions. The researcher closely observed the child, whom she is related to and the researcher also have a better understanding of the many sources of his behavior/ conduct that might otherwise not have been apparent to other observers. This method of close observation can yield richer information but as stated earlier, it is also likely to be influenced by her maternal instincts. Nonetheless, this limitation was monitored through the eyes of another family member.

### 3.13 Pen-and-Paper

In the 1980s, paper-and-pencil interviewing, otherwise known as PAPI, was an essential method in data collection used by interviewer (Hart and Risley, 1995). At present, PAPI is still the preferable method in collecting relatively small sample.

In this study, a standard pen is used whilst the normal and standard sized paper is used to capture data. According to the findings by Marshall and Scharff (2009), the Pen-and-Paper Method note-taking process can be handled relatively automatically, reducing the cognitive load. It helps to record data spontaneously where modern equipment like tape recorder and video recorder cannot function due to the lack of power points, cables, electricity and manpower. On the other hand, Walker (1985, p. 153) pointed out that the strengths of note-taking were numerous whereby the central issues, facts and context could be recorded.

Although we are now living in the digital world, we still need standard pen and paper as a recording mode as much as before the digital world. This can be for practical reason. According to (Hart and Risley, 1995), paper-and-pencil interviewing method can serve as a backup if computer systems go down. Zhang, Wu, Van Velthoven, Scherpbier, Chen, Wang, Li & Car, (2012) state that both smartphone and Pen-and-Paper methods are very useful in household survey data collection of infant feeding practices in rural China. One of the problems encountered with smartphone method was the problem of connexion especially in the rural areas in China. Johnston and Conrad, (2002) say that many students prefer online homework method to pen-and-paper homework method. But is it possible to carry out the online homework method in an area where there is no access to internet connexion. In this situation, is it still realizable with Pen-and-Paper method?



In this study, the researcher used the Pen-and-Paper Method to document any indispensable data that she observed, saw and heard from the participant. Any of the participant's spontaneous remarks would be noted down promptly. Piaget (1982) says that any spontaneous remarks made by a child is more authentic than the responses formulated for questions. Many tests are still carried out using pen, paper and stopwatch method in Cognitive Function Psychopharmacology Drug Research, due to its portability and inexpensiveness. Clinical psychologists use this principal traditional method to assess patients. All in all, the possible benefits of the traditional Pen-and-Paper Method are compelling when considering its size in comparison to the bulky digital pens, portability, usability, simplicity, practicality, accessibility and eco-friendliness.

### **3.14 Tape Recording**

In the American Sociological Review (1956), the tape recorder was an important technical device widely used in social research. Today, the tape recorder is still one of the most sought after electronic recording devices in many fields of research. In our digital world, we can easily buy a tiny but very advanced gadget - a tape recorder. It is not very expensive and it is a good and handy 'back-up'. Most of the conversations of the participant with the researcher and his family members were recorded. The medium of tape recording can only preserve audible data. Occasionally, there can be interferences from the background noises causing a bad recording quality. At times, the recording may not be audible because the participants spoke too softly. All of these 'noises' are challenging during transcribing periods.

According to the findings of the American Sociological Review (1956), one of the basic advantages of tape recording is that no amount of verbal productions would be lost in a

tape recorded interview in comparison to written interview. One of the purposes of using the tape recording is that it is quite cheap in comparison to the video camcorder. The tape recorder is more user-friendly compared to the video recorder. The tape recorder is also easy to handle, more practical and easier to take around. It can also function using portable dry batteries which can be purchased easily, unlike video camcorder batteries.

### **3.15 Video Camcorder**

A video camcorder signifies a video camera recorder. The outstanding feature of a video camcorder is its capacity to capture complete communicative situations via audio and video aspects (Lonergan, 1984). Its audio-visual effect is beyond words. In other words, the whole communication can be shown in its original context without suppressing all the nonverbal communicative cues which can be perceived easily and immediately by the researcher.

Although a video camcorder is more expensive compared to pen, paper and tape recorder, it still has lots of advantages. The video camcorder comes in different sizes, shapes and brands. It is not surprising to see a video camcorder as small as our palm. We can retrieve and replay the video camcorder anytime of the day. It can be stored easily and readily accessible. It is however, more costly, and is high-tech in nature compared with other devices. This makes it more vulnerable.

### **3.16 Justification of Techniques**

Besides the approach of the study that has been triangulated as a way of validating data, the various techniques that have been introduced as a task in this study, in order to attract the child participant to become active; are also justified in the subsequent section.

#### **3.16.1 Drawing Technique**

Both drawing and writing represent an underlying symbolization (Dyson, 1982 & Gourley, Benedict, Gundersheim and McClellan, 1983). Drawing through scribbling is on the top in the hierarchy of writing. Before a child can write words or sentences, he/ she learns how to scribble first. By the age of five, a child has a good coordination of his/ her hands (Oesterreich, 1995) and thus, he/ she can visualize and draw a person with much details to the body based on his memorization and imagination (Patterson, 2009).

Brewer (2001) states that children can communicate information graphically through drawing. Furthermore, research demonstrates that picture books can inspire children's imagination (Kiefer, 1995) whereas Beaty (1997) claims that by using picture books as well as meaningful activities related to children's interests can help them to recognize commonalities and learn to value differences.

Arts experiences encourage children to express freely their ideas/ imaginations on paper (Patterson, 2009). One of the reasons in choosing drawing as a technique is that besides its tension free advantage, it also leads itself to research that helps to assess children's view (Farell-Kirk, 2007). In addition, the use of the drawing technique can enhance

results acquired whereby children produce authentically a drawing which reflects their inner state.

By adopting this technique, we could observe the insights of a five-year-old bilingual child from a different perspective (Brewer, 2001).

### **3.16.2 Coloring Technique**

Young children love drawing and coloring (Farell-Kirk, 2007). By using the coloring technique, which is also a relaxing activity, the researcher hopes to gain more information from the mind of a five-year-old bilingual child. Coloring is an enjoyable activity, therefore it can enhance the result too. A phenomenological interpretation would be practised to analyze the data after every drawing session. It was then followed by an interview concerning the drawing in order to get a 'cue' or 'feel' in relation of the choice of color and particularly, the drawing itself (Mead, 1934).

Color can stimulate children's interest. Their motor skills will be refined through the coloring activity (Oesterreich, 1995). Moreover, coloring is a captivating and engaging learning activity which requires lots of patience. Indirectly, the child participant of this study was trained to be patient in his future undertakings.

### **3.17 Background Information of the Participants**

As mentioned earlier, the main participants involved are the child participant, parents, maternal grandaunt and maternal cousins in Singapore. In this study, the child participant is able to speak English, Hokkien, Mandarin and Bahasa Melayu. He chooses the related spoken language depending on the spoken language of his

interlocutors. For instance, he converses in English with both his parents but uses Hokkien dialect with his maternal grandaunt. In this regard, the participant could be considered multilingual as shown in Table 3.5.

**Table 3.5:** An overview of the spoken languages used during data collection

	<b>English</b>	<b>Hokkien</b>	<b>Mandarin</b>	<i><b>Bahasa Melayu</b></i>	<b>French</b>
JH	√	√	√	√	
Mother (M)	√	√	√	√	√
Father (F)	√	√	√	√	
Maternal Grandaunt (GA)		√	√		
Maternal cousins in Singapore	√		√	√	

### 3.17.1 The Child Participant (JH)

The participant of this study, a Chinese boy, was only four years old when the researcher started to collect data. In the midst of collecting data, JH turned five. Since he uses Hokkien and English interchangeably at home, he is considered a bilingual. He is the only child in a middle class family where both parents are professionals. Both parents can speak Hokkien and English but use only English with the child. JH attends an English medium kindergarten within walking distance from his house in Subang Jaya and is cared for by a maternal grandaunt (GA) who speaks Hokkien with him in the home setting. In his kindergarten, there is an optional Mandarin class after school.

There is also an optional Arts class on Saturday. JH attends both classes as well as a Junior Music Course at Yamaha Music School. JH likes going to his kindergarten, Arts class and Music class. However, based on observations, his literacy skill in English is

better than that of Mandarin. At the age of four, before going to a kindergarten, JH was already able to recognize the letters and some words in English. After attending kindergarten, he could converse in Bahasa Melayu in small doses. His Mandarin is better than his *Bahasa Melayu*. The participant is observed to be active, energetic, curious and full of questions. He likes to run, jump and ask 'WHY'? He also likes immersing himself in role-playing, transforming himself as the character of the famous Ben 10 cartoon. JH is however, shy with strangers. He converses mainly in English with both his parents and in Hokkien with his maternal grandaunt. When he attends preschool he uses both Mandarin and English.

### **3.17.2 The Mother/ Researcher/ Observer/ Investigator (M)**

The researcher, in her forties, is also the mother of the participant. She is the fourth generation Hokkien speaker in her family's lineage. Her hometown is in Malacca. Both her parents still reside in Malacca. She is the second in her family but she was brought up by her great grandmother who came from the province of Fujian, China. Her great grandmother had bound feet and had brought her son (the researcher's grandfather) to the Malaya peninsula to start a business. This indicates that the cultural background of the researcher is Chinese. Hokkien is the researcher's native tongue, but she uses *Bahasa Melayu* as the medium of instruction at work. She is also fluent in French and teaches the language in a residential school in Kuala Lumpur. She uses only Hokkien, English and Mandarin with family members.

### **3.17.3 Father (F)**

The father, in his forties, is the second generation in his family's lineage. He comes from Kluang. His native tongue is Hokkien, speaks Mandarin as a result of his primary

education. He uses *Bahasa Melayu* fluently and uses English as the main language of communication at work. He is a professional engineer.

#### **3.17.4 Maternal Grandaunt (GA)**

The maternal grandaunt, in her sixties, is from the third generation in her family's lineage. She uses mainly Hokkien but is also able to use Mandarin. She lives with the researcher and works as a caretaker. She often speaks 'pidgin' English and 'pidgin' Malay, otherwise known as basilect (Baskaran, 2005). She can write and read simple English and *Bahasa Melayu*. She communicates with the child in both Hokkien and Mandarin.

#### **3.17.5 Maternal cousins in Singapore**

Six maternal cousins who reside in Singapore converse in Mandarin and English with the child.

### **3.18 An Overview of the Multi-settings**

In this study, untutored settings were taken into account. In other words, untutored settings are confined to home setting, restaurants, shops, zoos and other places than schools. In the untutored settings, proper and formal education does not take place. Most of the data collection were in untutored setting which occurred at home. In his own house, the participant is more relaxed, hence, more reliable, authentic data could be collected. Some of the untutored settings happened in Singapore, for instance at his maternal cousins' house, in a Chinese restaurant and at Singapore Zoo. The different

settings had different ambiances. Consequently, the mood of the participant also varied and this can affect data collection.

### **3.18.1 Home Setting**

The home setting refers to the home environment. Most of the interviews as well as the spontaneous remarks took place at the participant's house. Besides spending his time at the kindergarten, most of the child participant's time was spent at home with his father, mother and maternal grandaunt.

#### **3.18.1.1 Living Room**

Part of the home environment is the living room which is small but comfortable. There is a couch, a television, a video player, a radio and shelves at the living room. Some of the interviews and all the task-based activities were conducted here. The participant and his family members spent most of their time watching television in the living room. The child participant also spent his time playing and doing his homework here.

#### **3.18.1.2 Study Room**

Linked to the home environment is the study room which is situated on the first floor of the house. In the study room, there is a computer, a printer, a telephone, a table with two chairs and shelves of books. The study room is air-conditioned and is a convivial place to have an interview. Most of the interviews for this study took place here.



### **3.18.1.3 Dining Room**

The dining room is on the ground floor between the living room and the kitchen. There is a round dining table with six chairs. The family members take their meals here. There is also a piano where JH practises whenever he is in the mood.

### **3.18.1.4 Kitchen**

The kitchen is at the back of the house. There is a refrigerator, a sink, a kitchen cabinet, a hob and a hood in the kitchen. The researcher's aunt spends most of her time in the kitchen, preparing and cooking for the family.

### **3.18.2 Maternal Cousins' House in Singapore**

The maternal cousins' house is in Singapore. The maternal female cousins, who are involved in this study, stay with their parents. The elder cousin is 12 years old whilst the younger cousin is 7 years old. The former can converse in English and Mandarin while the latter is not very fluent in English but she can converse in Mandarin.

### **3.18.3 Chinese Restaurant in Singapore**

The child participant, his father, his mother and maternal grandaunt attended a relative wedding luncheon in Singapore on 6<sup>th</sup> December 2009. This wedding luncheon was held in a Chinese restaurant. Most of the waiters and waitresses at this Chinese restaurant conversed in Mandarin.

### 3.18.4 Singapore Zoo

The participant went to Singapore with his parents and maternal grandaunt on 5<sup>th</sup> December 2009. On 7<sup>th</sup> December 2009, he spent half a day at Singapore Zoo. He was very excited to see many lively animals at the zoo especially the giraffes, lions, elephants, and so forth. This was his first time seeing many real life wild animals. On one occasion, he mimicked the roar of a lion. He enjoyed and loved his pony ride and carousel ride too.

### 3.19 Case Study

This study method is considered as a case study which involves close observation of the child participant within seven months. According to Stenhouse (1983), this type of case study is seen as Neo-ethnographic where an in-depth investigation of a single case study by a participant observer was carried out. In brief, the case study allows an investigation to retain the holistic and meaningful characteristics of individual and it indirectly contributes uniquely to our knowledge of this particular individual. Table 3.5 is provided as an illustration to the explanation.

**Table 3.6:** A typology of the case study (Stenhouse, 1983, p. 21)

Type	Description
Neo-ethnographic	The in-depth investigation of a single case by a participant observer
Evaluative	An investigation carried out in order to evaluate policy or practice
Multi-site	A study carried out by several researchers on more than one site
Action	An investigation carried out by a classroom practitioner in his or her professional context

### 3.20 Summary

This chapter has provided the background to the research design, analytical framework, justification to the qualitative research method used, the pilot study, the procedures for data collection, for instance technique and instrument, the task-based activities such as drawing and coloring, the transcription and notation, the concepts, the background information of the participants as well as the various locations of the home setting and outside the home environment. They were all provided in order to pave a clearer picture to the readers who may have no understanding to the multi-setting environment of the Malaysian home.

This chapter has also provided a brief understanding of the advantages in the techniques used in collecting data and it demonstrates the researcher's attempt to validate her findings through triangulation of the study process.

In general, no research is perfect. The suitability of a research method might not be applicable to another research. Despite all the queries on the validity and reliability of one single case research, its aim is that more thorough information about this particular participant could be inferred from this research which only used one child as a subject of study. By adopting the qualitative research method, both observations and interviews had their own continua respectively. The interactions, feelings and the body language of the child participant could be derived from a close observation.

The presence of the researcher was not distracting to the participant. Measures were taken to remove hearsay from being biased while conducting the study, for instance a family member was present to monitor data collection. Many far-famed researchers such as Piaget (1896 – 1980), Leopold (1939-1949), Weir (1962) and Halliday (1975)

looked at the language development of their own children as the subjects of their research. Their theories under child development have been widely accepted and used worldwide. There was no issue of any significance of deeply hidden fears, awkwardness and embarrassment for both the child participant and the researcher. Far from being a source of concern, real-life, first-hand and authentic data were collected during the seven months, analyzed and interpreted.

University of Malaya

## **CHAPTER 5**

### **CONCLUSION**

#### **5.0 Introduction**

As a final chapter concluding the entire study, this chapter will first summarize the main findings and answer the three research questions. It will then delve into implications and recommendations for future research.

#### **5.1 Summary of Main Findings**

From the analysis of the data, it can be said that the child participant demonstrated a very fluid and multilingual aspect of himself. Many languages appeared in his interactions which showed how diverse the family setting is. According to Bandura (1961), 'normal' modeling often takes place within the family which does not have limited social situation. The data collected, hence, were authentic. From the findings, many of the communication strategies have been employed by other subjects in other research. Nevertheless, the participant of this study employed 'spelling' and 'singing' strategies which were unstated in the previous studies.

This chapter summarizes the findings of the data for answering these three research questions :

- (i) What communication strategies are employed by a five-year-old bilingual in getting his meanings across to family members in the home setting?
- (ii) What particular strategy is preferred by the five-year-old bilingual child?
- (iii) What are the possible reasons that could have influenced this?

### 5.1.1 Summary of findings related to Research Question 1

- (i) What communication strategies are employed by a five-year-old bilingual in getting his meanings across to family members in the home setting?

In this study, there were two types of communication strategies involved, namely verbal and nonverbal communication strategies. Besides employing many other communication strategies, the child participant created verbal communication strategies such as 'spelling' and 'singing' which were not mentioned in previous studies. The other verbal communication strategy employed by the child participant was using repetitions at juxtaposed word level, phrasal verb level and sentence level. The child participant also employed substitution and code-switching as communication strategies.

According to Mehrabian (1971), nonverbal communication plays a more important role (93%) than the verbal communication (7%). Gestures, facial expressions and kinesics were amongst the nonverbal communication strategies employed by the child participant of this study.

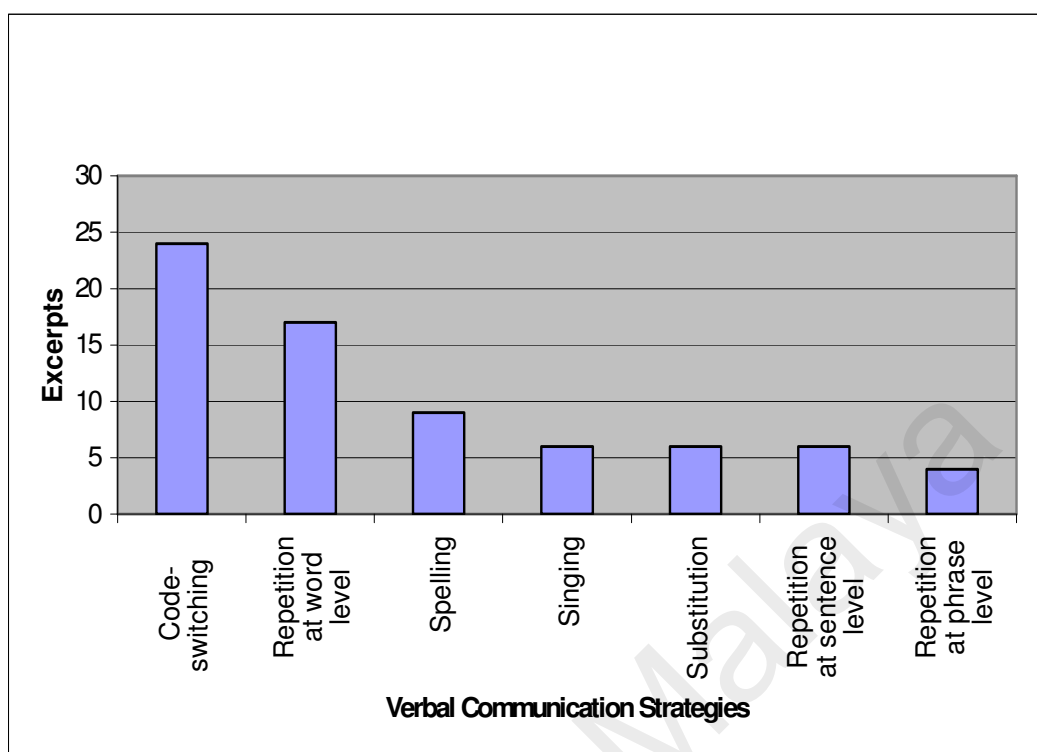
Data showed that if the child participant in this study was reluctant to be engaged in certain conversation, he would employ the avoidance strategy by saying : 'Don't know', 'I don't know already', 'Nothing', 'I don't know↓', 'I forgot', and 'I said I don't know↑'. According to Jefferson (1984), when an utterance is followed by a down arrow, for instance (↓), this indicates falling pitch or intonation whereas an up arrow, for example (↑) indicates rising pitch or intonation. Thus, it appears that a five-year-old child is both adept at using verbal and nonverbal communication strategies in getting his meanings across within the home setting.

### 5.1.2 Summary of findings related to Research Question 2

(ii) What particular strategy is preferred by the five-year-old bilingual child?

From the findings of this study, it appears that verbal communication strategy was more active and the child participant preferred to use code-switching more than the other communication strategies. Intrasentential code-switching was more frequently employed than intersentential code-switching. At certain juncture, as shown in excerpts 3, 8 and 20, the child participant had adopted both intrasentential and intersentential code-switching as strategies to convey his meanings. Meanwhile, repetition at phrasal verb level was the least preferred as the data seemed to demonstrate in this study. There were only four excerpts.

The 24 excerpts shown in this study demonstrated that the child participant, JH had employed code-switching as a communication strategy to get his meanings across to others more often. From the first day of data collection till the final day of data collection, JH had code-switched continuously between English, Hokkien, Mandarin and *Bahasa Melayu* respectively. At the initial stage, JH had code-switched from English to Hokkien when he spoke to his maternal grandaunt. According to Lanza (1997), children begin code-switching of single words from one language to another after the age of three years. Since attending kindergarten at the age of five, JH had started to code-switch in Mandarin and *Bahasa Melayu*, too. The most frequently used *Bahasa Melayu* words were 'ya', 'baju' and 'ubat'. JH either code-switched from Hokkien to Mandarin when he spoke to his maternal grandaunt because he knew that his maternal grandaunt could not speak English fluently or JH would code-switch from English to Mandarin when he spoke to his relatives in Singapore.

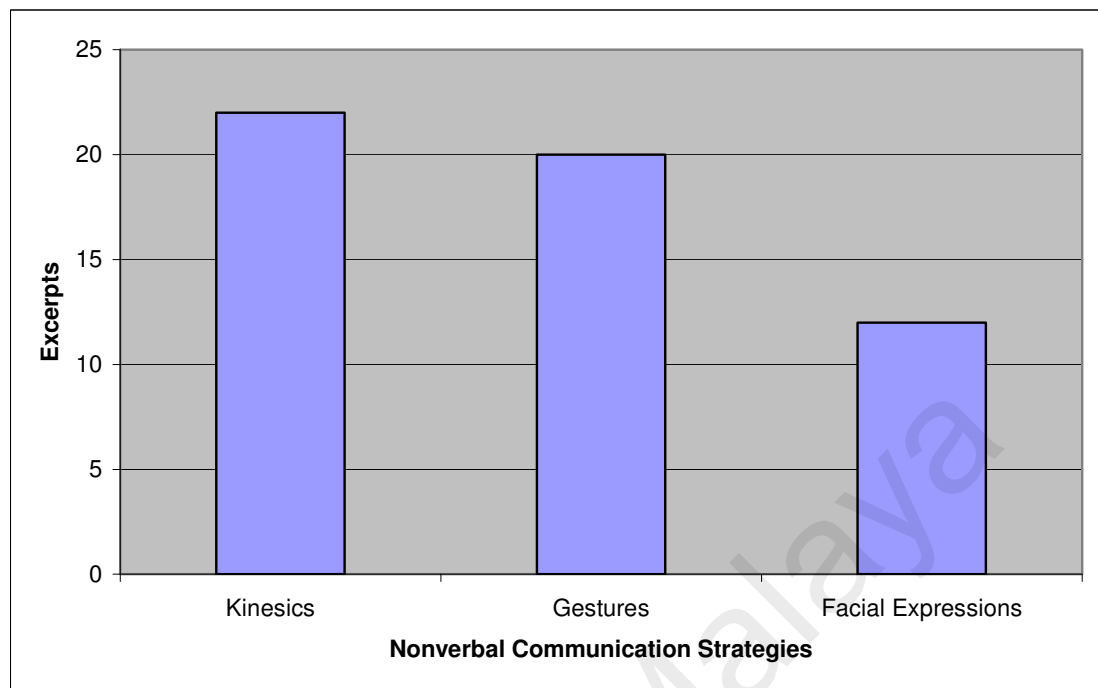


**Figure 5.1:** The breakdown of the Number of Excerpts for Verbal Communication Strategies

For nonverbal communication strategy, it appears that the child participant preferred kinesics (22 excerpts) more than the other communication strategies whilst facial expressions was the least preferred (12 excerpts).

JH was first observed to be using nonverbal communication strategy via kinesics on 6<sup>th</sup> June 2009. Finally, on 21<sup>st</sup> December 2009, JH was last seen using kinesics on this day. JH had used kinesics for instance to dig his nose, turn, assemble, fight, dance, erase his errors, pull, move backward, beat, run, play his whistle, pretend to cut his body into half, fold the drawing and his tee-shirt to look like a collar, tap his chin, push, put his hand on his chin, press the keyboard of a computer, hold a pair of chopsticks, play the piano, walk on tiptoe, take his class photograph and put his hands at the back of his head. All these were noted from the video recording.





**Figure 5.2:** The breakdown of the Number of Excerpts for Nonverbal Communication Strategies

### 5.1.3 Summary of findings related to Research Question 3

(iii) What are the possible reasons that could have influenced this?

As Chapter 3 has indicated, the child participant of this study is considered a multilingual. Before attending kindergarten, JH spoke only English and Hokkien dialect but upon entering kindergarten, JH began using Mandarin and *Bahasa Melayu*. He also speaks English and Hokkien due to his upbringing. This study has shown that JH code-switched without difficulty as in evidence in the various occurrences such as << He always throw water, ah when we *chi chi* ah ::: he always throw water. >>, << *L shēngbìng* means not feeling well. >>, << *Jiějiě, wǒ zhīdào zěnme* press *zhège!* >>, << My nose *kemek* >> and << *Lāu Koh* ::: *nǐ kàn, yǒu liǎng zhī lalat* flying *nàlǐ!*>>. In the last occurrence, JH also used Hokkien, Mandarin, *Bahasa Melayu* and English within one conversation when he communicated with his maternal grandaunt, GA. JH first

used the Hokkien dialect ‘*Lāu Koh*’ for the appellation of his maternal grandaunt. Then JH code-switched to Mandarin ‘*nǐ kàn, yǒu liǎng zhī*’, then *Bahasa Melayu* ‘*lalat*’, to English ‘flying’ and finally to Mandarin again ‘*nàlǐ*!’. This occurrence indicates that an emergence of multilingual is seen appearing in the child’s linguistic repertoire within the home setting.

Nonetheless, a deeper analysis suggests that the choice of languages depended on his audience. JH used Hokkien and Mandarin when he communicated with his maternal grandaunt, GA, for instance << *Góa color súi súi yeh!* >>, << *Lí bē tong.* >>, << *Hit-ê ou battery yeah* >>, << *Píngguǒ.* >>, << ... *nǐ kàn, yǒu liǎng zhī* ... >> and << ... *nàlǐ ...!* >>. JH seemed to realize that his maternal grandaunt, GA could not speak English. On the other hand, JH’s parents conversed in English with him. Thus, he would shift to English when he conversed with his parents and again Mandarin when he interacted with his relatives in Singapore, for instance << Yeah, *zhè shì wǒ de* water! Mama :: you see *jiějiě* take my water↑ >>. Data indicate that JH first addressed his maternal cousin sister in Mandarin. Then he code-switched to English when he complained about the incident to his mother.

In order to establish a two-way communication with his audience, JH did not have a choice but to accommodate his interlocutors’ language competencies. Code-switching strategy was preferred over the other verbal communication strategies because JH was fluent in English, Hokkien, Mandarin and *Bahasa Melayu* but his interlocutors were not as competent as he is. Due to the language barrier faced by his interlocutors, JH had to accommodate. In effect, it was probably his interlocutors who determined the choice of languages employed. Halliday (1975) claims that children use language as a medium to

serve their needs and purposes but it is highly probable that the child was influenced by his interlocutors needs and purposes.

The child participant preferred to employ kinesics more than the other communication strategies under the category of nonverbal communication strategies. Some of the kinesics presented were seen in the excerpts such as << ((*JH dances*)) >>, << ((*JH assembles Bumblebee*)) >>, << ((*JH beats his wrist*)) >> and << ((*JH puts his hands at the back of his head*))>>. According to Bateson (1972), kinesics can perform functions which verbal language fails to deliver. Patterson (2009) mentions that most 5-year-olds are adept in Gross Motor Milestones and in refining their Fine Motor Milestones. This study showed that the child participant is a normal active child, energetic and possesses good coordination of his body have much of his communication strategies aligned with what literature proposed.

## **5.2 Conclusion**

Children tend to be creative with word usage (Kow, 2000). They employ many communication strategies regardless of whether it is verbal or nonverbal communication and as Piaget (1957) and various other psychologists have indicated, children tend to do all those naturally without much effort.

Language is of great importance in determining cognitive development says Bruner, (1966) and Piaget's theory of cognitive development (1926), at this 'Preoperational stage' also states that most 5-year-olds are almost perfect conversationalists. In this study, the child participant had also communicated in incomplete sentences. His sentence structure was not grammatically correct. For instance, 'You be slower a bit',

‘Must be like that↑’ and so forth. His linguistic competence was that of a child, too. The child participant of this study was also found to replace words that he did not possess in his linguistic repertoire with the words he knew, such as ‘coinage of words’/ substitution. For instance, dot was used to represent ‘*putu*’, a traditional symbol put on the forehead by Indian women. The child participant also used stone to represent ‘scar’, vomit water to represent ‘alcohol’ and yakult to represent ‘milk’. In this study, it was also found that the child participant could make his own rhyming words, mimic sounds or even create his own sounds or words (Patterson, 2009), suggesting creativity. In this excerpt, the child participant had used the onomatopoeia << *Tock, tock* ::: >> to substitute for the sound of ‘knocking’ on the door. In addition, << He like **yes YES** ::: lefting. >>, the child participant had coined a new word for his own usage because ‘lefting’ is not documented as a word in the dictionary. This again illustrates creativity.

Brewer (2001) says that most 5-year-olds are able to answer ‘why’ questions by giving reasons although sometimes the reasons may be irrelevant as is shown in this example : << Why did she fall down? >> JH answered << Because she put on the shoulder, the two shoulder two tomato, I like two tomato. >> This type of co-operative or collaborative dialogue can promote cognitive development (Vygotsky, 1978). In the sample data, the child participant was asked why he wanted to become an engineer when he grew up? The child participant gave a relevant answer as in: << Like you lah # engineer!- ((JH looks at F)) >>. This finding suggests that the child showed relevance but is possible idolizing his own father (F). The findings also indicate that the child participant reinforced his statement by looking at his father (nonverbal communication). Evidence from the excerpts had shown the child participant being bold to pull gray hair, and to this, the child had said he did not know what ‘she’ meant. The mother explained to him that he had to pull her ‘white color’ hair and the child responded by asking

whether he should pull the 'black hair'? Clearly the child possessed a sense of humor. All these evidences suggest that the child's cognitive development might be broader than that of a five-year-old as is evidence in << You see, everybody is wearing face mask, except for you. People will coughing one, must wear face mask. >> Here, the child participant was showing concern for his father's safety. He also seemed to understand what the 'face mask' could do.

Brewer (2001) says that most 5-year-olds can question others, as is evidenced in << Mama, why so long my school holidays? >>. Engrossed in their own imaginary world (Brewer, 2001 & Woolfolk, 2004), children are also preoccupied in their egocentric thinking (Piaget, 1936). In the excerpt, << Mama, I want to watch Ben 10! >>, the child participant had wanted to watch his favorite cartoon serial Ben 10 on the television at 7.00 p.m. Mother would not allow him to switch on the television because there was thunder. Though there was thunder, JH tried to deny it. Here he was self-centred and still dominated by his egocentric thinking. Another example indicated that the child participant of this study was immersed in his own imaginary world whereby he served as Ben 10. << Got the watch. He <<beat>> ((JH beats his wrist)) the watch. Then he become bad people. When green can beat ::: when red cannot beat is ::: >>. This shows that a five-year-old cannot differentiate between fantasy and reality yet.

In this important milestone of cognitive development, most 5-year-olds would have increased their memory skill and their symbolic thinking would be dominant as they are able to infer from their drawings representations of something, like a person, a cat or a tree (Piaget, 1926). Moreover, they can differentiate between a word and a picture. In this study, the child participant was asked to perform task-based activities such as

‘drawing’ and ‘coloring’ the pictures of his friends and teachers at the kindergarten, family members and himself. The tasks performed showed that he was able to differentiate between words and pictures. In addition, the child participant of this study was also able to draw a person and by differentiate the attire correctly, for instance his friends’ kindergarten uniform according to their gender. The boy was drawn wearing a shirt with a pair of trousers as uniform, whilst the female teachers had red lips. The child could also differentiate races, for instance brighter skin color for Chinese and darker skin color for Indian. This shows JH is stereotypical.

The substitution technique using onomatopoeia indicate that the child participant’s cognitive developmental was still that of a child, for instance << *Peng, peng, peng* ::: >> to represent the sound of a gun. The use of hand gestures to show action is also at the child’s level, for example << ((*JH points to GA*)) >>. The juxtaposed repetition at word level also suggest that the child participant’s cognitive development level was that of a child, for instance <<The Ladybird is smaller and smaller. The hair **long, long, long, long, long** :::>>. Only children would speak this way to demonstrate what mean because they are not yet as well developed as adults.

The notion of ‘best friends’ is also crucial at this stage (Piaget, 1936). For instance, when mother was asking the child participant who he likes best amongst his friends, he had replied without hesitation and emphasized his best friend’s name, Fr.

Bruner (1961) and Vygotsky (1978) had agreed that active social interaction in the community besides beliefs, values and tools of intellectual adaptation of the culture can lead to cognitive functions. In the instance << Mama go and **tear tear** until finish. >> and << Please, mama, I want to go to ‘*KAI-KAI*’. >>, it appears that was the Chinese

way of saying 'going out'. In another, << Because he always want to share my yakult  
::: but he *Poh Poh* say can share. But I don't like him to share. J always want to share  
people things. J everyday want to share people things↓ food. But ::: (.hhh) my *Koh*  
*Koh* say don't like J drink. >> Here the child participant used Mandarin for the  
appellation of '*Poh Poh*' and '*Koh Koh*'. This excerpt showed that the child participant  
was attached to his Chinese culture whereby he used the Mandarin 'forms of address'.

With the presence of visual cues via photographs, the child participant could give a  
better description of his friends and teachers in his kindergarten. Vygotsky (1978) had  
emphasized the importance of cultural tools in cognition which among others are  
photographs. 'Cultural tools' aid in communication for problem solving or learning.  
With the help of these visual images, the participant could provide details for his peers  
and teachers. Likewise for his drawing and coloring activities, the participant had to  
refer to his class photographs to complete certain drawings.

The process of observational learning in children can directly influence their replication  
of their models' behaviors from the immediate world (Bruner, 1961; Bandura, Ross &  
Ross, 1961; Wood, Bruner & Ross, 1976; Vygotsky, 1978; Freund 1990 and Schaffer,  
1996). In this study, the child participant was obsessed with his favorite cartoon  
character, Ben 10. An instance where he imitated Ben 10 by beating his own wrist to  
turn into an alien illustrates this. Moreover, the child also wanted to become an  
engineer, when he grows up just like his father, another evidence of influence.

The child participant of this study employed 'spelling' strategy as a means of  
communicating his meanings to those people around him and in this case, his mother  
cum researcher, M. Though there were only nine excerpts, JH had used 'spelling' as a

communication strategy in a total of 14 times. The spelling communication strategy was continuously adopted by JH in five consecutive occasions. Purcell-Gates (1996) claims that the accessibility of books for reading and materials for writing at home could be an influential factor and data in this study showed that JH had used spelling as a communication strategy, either to engage himself in a conversation or to get his meanings across to others. Most of the spelling strategy were applied on nouns including names or brand names, the number for 'two', the verb 'is', the pronoun 'she' and for the conjunction 'and'. According to Kow (2000), child subjects employed repetition as a communication strategy to reinforce a new meaning but in this study, the child participant had used spelling so that the researcher could remember his dancing partner's name, Sze Kay. Lam (2006), however suggests that spelling is for self-correction but in this case, it was to avoid interruption.

The findings of this study had exhibited that the child participant had employed the singing strategy as a means of communication with those people around him. JH sang songs that he has heard or learnt before (Wallace, 1994 & Dunne, year not mentioned). JH also invented his own simple songs (in excerpts 1, 3 and 6) by using local particle 'yeh', 'jerk boy' and the adjective for 'fat'. JH also employed singing to demonstrate his triumph for his favorite hero, Ben 10 and to avoid scolding from M, to divert the subject of a conversation as well as to mock at his friends.

The study also illustrates that repetition at word level had occurred. Most of these words were repeated at least two times in the same occurrence. According to Piaget (1926), repetition or echolalia was classified in egocentric speech and in (Jawakhir, 2006), repetition was to get attention. Lam (2006), claims that a speaker repeats what he/ she has just said as a stalling device to gain time to think of 'what to say' or 'how to



say it'. In this study, the child participant, JH employed repetition at the word level which were in the forms of 'verb', 'adjective', 'pronoun', 'adverb', 'noun', 'conjunction' and 'interjection', probably to stress on the importance of these words. But Platt & Weber (1980) and Leo (1995) say that repetition conveys mainly three functions namely, to express 'abundance', 'frequency' and 'intensity'.

Most of the repetitions at the phrase level were on phrasal verb. The Longman Phrasal Verbs Dictionary (2000) defines a phrasal verb as a verb that consists of two or three words. Most phrasal verbs consist of two words – the first word is a verb, and the second word is a particle. The particle might be an adverb for instance '**fell down**' and '**go away**', as shown in excerpts 1 and 4. An important feature of phrasal verbs is that they are typically idiomatic.

There were six occurrences of repetition at sentence level. The child participant had adopted repetition at the sentence level as one of his communication strategies one week later after data collection which was on the 12<sup>th</sup> June 2009. Repetition at sentence level was employed either to reinforce a statement (Kow, 2000) or to stall for time (Lam, 2006).

The child participant had also employed 'substitution' to get his meanings across to others. JH voiced out to imitate the sound of something as in 'onomatopoeia'. JH imitated the sound of gun '*peng*', the sound of knocking on a door '*tock*', the sound of fighting '*wa*', the sound of fire '*boom*', the sound of laughing '*ha*', the sound made by a lion '*gaum*' and the sound made by a monster '*argh*'. (Corsaro, 1986; Paley, 1990 & Sawyer, 1997) claim that children use voicing to make sure that their meanings get across to their listeners.

The findings of this study can be beneficial to teachers, writers for educational television programmes and curriculum designers as they can incorporate better and more effective teaching materials to facilitate young children to be more confident when communicating with other people. Interesting and challenging activities can be developed to encourage children by participating in the activities thus minimizing the avoidance strategy. Parents also play an important part in a child's overall development. Parental involvement is crucial in stimulating a better and positive 'home environment' (Wood, Bruner & Ross, 1976; Vygotsky, 1978; Leichter, 1984; Freund, 1990; Schaffer, 1996 and Purcell-Gates, 1996). Parents can use the findings to provide appropriate and educational play materials for their children at home.

Parents and caretakers can use creative activities such as drawing or coloring to motivate their children to solve problem. Hence, children can feel more confident in decision making (Gable, 2000). Children are our hope. They are the future decision makers. If they are well educated from young, they would be better persons in future and this can stabilize their position in same way!

### **5.3 Recommendations for Future Research**

There are several limitations in this study. Researchers in child language are always amazed by the individual differences in children's overall development.

This is just one case study hence the data collected might not be sufficient or meant to be representative of a justified research on the communication strategies employed by a five-year old bilingual child in general. Furthermore, due to the uniqueness of every human being, even for identical twins, a bigger collection of data at random from

various bilingual children in both genders, of Chinese or any other ethnic groups definitely can contribute to more accurate findings. Data can also be collected from children with either higher or lower economy status.

Most of the data collected in this study were in the home setting though there were three occasions where the data were being collected outside the home setting, for instance at Yamaha Music School, in a Chinese Restaurant in Singapore and at Singapore Zoo. Technically, the data which were collected at second maternal auntie's house were categorized as in the home setting. For future study, data can be collected outside the home setting in several contexts. The findings might differ from this study and add to data on comparison between the use of communication strategies inside and outside the home environment.

This study only looked at the different levels of repetition, intrasentential code-switching and intersentential code-switching. It is also recommended that repetition and code switching strategies be analyzed for frequency count on the occurrence of verb, adjective, pronoun, adverb, noun, conjunction and interjection for future research. Thus the reasons for such occurrence can be discussed as well.

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