



**THE USES OF ENGLISH AS A SOCIAL PRACTICE AMONG
UNIVERSITI TUNKU ABDUL RAHMAN (UTAR) EL STUDENTS
AT HOME.**

SEAN LEE SHU HEN

17AAB03815

SUPERVISOR: DR. SUMATHI A/P RENGANATHAN

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ABSTRACT

Studies related to social practices at home and how these practices affect the English proficiency levels are limited. There are research gaps that are needed to be filled through further studies. This study aims to determine how social practices in English at home affects the English use and also English proficiency of UTAR EL students. To be exact, the study focuses mainly on social practices in English that improve their interest towards the language, and also to determine the most common social practices amongst UTAR EL students.

To conduct the study, the qualitative method, in-depth interviews were conducted with five different participants from UTAR EL. The interviews were transcribed and coded line-by-line to generate different themes that could categorise their statements. Participants also recorded their social practices in English through a recorded journal over a span of three weeks. Findings show that the social practices carried out by all five participants were almost the same, namely social media, listening to music, gaming, and watching television. The study also shows that the participants utilise these social practices indirectly in order to learn the language, and increase their use of it for university subjects.

The results show that UTAR EL students improve their English proficiency through the social practices they conduct at home. In general, the study is important for the education sector because it helps students to determine the most effective way of language learning. It also provides teachers with an insight of how different students react to different teaching methods, allowing them to adapt and improve on it.

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic, or personal.

Name: Sean Lee Shu Hen

Student ID: 1703815

Signed: *Sean*

Date: 28thAugust 2021

APPROVAL SHEET

This research paper attached hereto, entitled The uses of English as a social practice among Universiti Tunku Abdul Rahman (UTAR) EL students at home prepared and submitted by Sean Lee Shu Hen in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Language is hereby accepted.

Supervisor

Date: 28/8/2021

Dr. Sumathi A/P Renganathan

TABLE OF CONTENTS

	Page
ABSTRACT	3
DECLARATION	4
TABLE OF CONTENTS	6
LIST OF TABLES	8
CHAPTERS	
1 INTRODUCTION	9
• Introduction	9
• Scope of the study	12
• Problem statement	13
• Research questions	13
• Research objectives	14
2 LITERATURE REVIEW	15
3 METHODOLOGY	21
• Methodology	21
• Pilot Study	21
• In-depth interviews	23
• Recorded Journals	24
• Samplings	24
4 FINDINGS AND ANALYSIS	25

• Findings and analysis	25
• First level coding	26
• Second level coding	27
• Generating themes	28
• Findings and analysis from interview data	31
• Findings and analysis from journal data	48
• Conclusion	56
5 DISCUSSION AND CONCLUSION	57
• Discussion	57
• Limitations of the study	60
• Recommendations for future study	61
REFERENCE	62
APPENDIX	62

LIST OF TABLES

Tables	Page
1.1	21
1.2	25
1.3	26
1.4	27
1.5	29
1.6	31
1.7	48
1.8	50
1.9	51
1.10	53
1.11	55

CHAPTER 1: INTRODUCTION

1.1 Introduction

As of official reports released by (Department of Statistics Malaysia, 2020), the population in Malaysia is estimated to be approximately 32.7 million, with the estimation that it will grow even more by the end of 2020. Amongst these 32.7 million residents, they speak different languages. In fact, Malaysians are so diverse that there are a total number of 137 languages being spoken by them according to an article online (Chepkemoi, 2020). Amongst these 137 languages, the official language of Malaysia would be Bahasa Melayu. This is spoken by at least 80% of the overall population in Malaysia (MyGovernment, 2016). The main languages spoken by Malaysians besides Malay would be Chinese, Tamil and also English, which is why most Malaysians are multilingual. Although English was never the mother tongue of Malaysia, a recent ranking done by Education First, English Proficiency Index ranked Malaysia as the country that possesses the highest proficiency level amongst other Asian countries (Thirusanku & Yunus, 2014).

Based on the statistics provided above, English is an important language amongst Malaysians in terms of daily usage (Wong, Lee, Lee, & Yaacob, 2012). This also means that English is getting more and more important with the information provided above. With the increased use of English within Malaysians, the uses of the language as a social practice should increase correspondently. Consequently, this report will investigate how Malaysians use English as a social practice at home. English use as a social practice is necessary to be researched because although the use of English is rising in Malaysia, the English proficiency does not necessarily match the rate of use. This is why it is important to research on the use of English as a social practice of

Malaysians at home to determine the causes of this imbalance. Excluding the purposes of using English in schools due to education requirements, how do these multilingual Malaysians actually use English outside of classrooms, especially at home? Under normal circumstances, English will be used for communicating with others, watching English movies, listening to English radio stations and songs, and so on. Therefore, this research will explore the social practices that involve English used at home.

According to Xu (1999), a research was carried out to investigate the experiences of certain Chinese kindergarteners in terms of literacy at home. The experiences that were emphasised on included the extent to which their parents would provide their children with home environments that are literate, and also how these kindergarteners utilise English and Chinese languages to carry out literacy activities. Xu stated in the research that there was a lack of information on the home literacies of kindergarteners because communications were not established between teachers and the parents. Therefore, the study was carried out to answer the questions that teachers have about home literacy environments of kindergarteners. As concluded from the research, findings show a diverse experience in literacy at home in relation to different cultural nature and parental involvement. Some kindergarteners would have more literacy experience compared to others if their parents showed interest in learning the language. This also applies to the support they received from their family members on learning the language. It also presents that studying only in schools or classrooms are insufficient, and to have a healthy development on literacy, home practices are equally important on the learning process conducted in classrooms. This study shows that although kindergarteners might have the same types of literacy practices, the amount of each practice might differ according to how much time and effort they put into each practice with their families. This depends on how their respective family members react

to the process. In relation to the study, it has proven that not much data on home literacies had been researched in the past. It is important to understand the effects that home literacy environments or social practices have on the academic performances of students, because a literate home environment is equally important as learning in an educational environment. Researchers mainly focus on the language learning process in classrooms, but failed to see that balance is required between homes and schools to reach effective development of literacy skills.

Therefore, the research topic that will be focused on for the rest of the study will be the uses of English as a social practice among Universiti Tunku Abdul Rahman (UTAR) EL students at home. This research mainly focuses on researching how English Language major students of UTAR utilise English at home to carry out different activities and social practices. For language as a social practice, it means that language is tied to the society itself and is inseparable. Language co-exists with the society because it is required to advance the next generation. Without language, humans are unable to communicate and without humans, language will cease to exist. (Australian Agency for International Development (AusAID) GRM International, 2003). Based on the definition that was provided above, the definition of English as a social practice in this report, will be the uses of English in the daily activities and practices of ESL learners in the society. This research topic was formed because there was a lack of information and past studies on the use of English amongst students at home. Most studies that could be found only involved the usage of English in classrooms, whereas there was insufficient data about how students actually use English at home as a social practice. Research on English as a social practice of students is equally important, because these uses can be explored to identify if these practices affect the usage of English of multilingual students (Xu, 1999). Therefore, this research is necessary to be

carried out because it helps students that aim to increase their language proficiency with a different approach instead of following what was taught by their teachers. It also provides insight to understanding the correlation between English proficiency and these social practices conducted at home.

Through this research, students would benefit from it because it shows how English Language majors use the language outside of learning environments. This serves as one of the factors in the language learning process that made them interested in English. The findings would benefit multilingual students who intend to improve their English proficiency because it shows how different uses of English as a social practice would help improve academic performance. The research could also be useful for lecturers and educators who plan on teaching subjects related to English. With the obtained data after the study, educators can refer to the results to understand how different students use and react to different social practices of English Language at home. This provides insight that lecturers could use in their teaching methods, adapting to different students so that the learning process would be more effective.

1.2 Scope of the study

This study will be carried out to collect information on how English Language major students use English to carry out social practices at home. The results can be used to determine if it encourages them to use English more. In this report, the participants are five English Language majors who are currently doing their studies in UTAR, ranging from 18-25 years old. The main topic that will be researched on is how English Language students use English in their social practices at home and how they affect their overall interest towards the language itself. The study will be conducted through

phone calls and also recorded journals, due to the current situation of COVID-19, with students located in different parts of Malaysia.

1.3 Problem Statement

English Language is a crucial language that must be learnt in Malaysia, which shows how important it is in the local society. The importance of English has led individuals to accept the learning process of the language (Darmi, & Albion, 2013). Sometimes, students lose track of how home learning is equally important to them during language learning because they possess the opportunity for trial and error to find the most suitable method of learning while they are at home (Amalia, 2014).

The primary aim of this research is to investigate social practices that involve English Language and help students understand how social practices are useful in the language learning process. However, observations would be difficult due to the current situation of COVID-19. Therefore, qualitative methods are most suitable to carry out this study because pilot studies and interviews can be conducted through phone calls. This ensures the safety of all the participants while data can be obtained at the same time. Interviews on the phone will be used to gather information of how English Language students use English in their social practices to identify suitable activities for students to learn at home. Recorded journals can help gather data from each participant and present their uses of English in a detailed manner.

1.4 Research Questions

1. What are the social practices at home in English carried out by English Language students in UTAR to help grow their interest in English?
2. How do uses of English as social practices at home support their use of English in university?

3. What are the most common social practices conducted by UTAR English Language students at home in English?

1.5 Research Objectives

1. To determine the social practices at home carried out by English Language students in UTAR that help grow their interest in English.
2. To investigate the support of the usage of English in university obtained by social practices that use English at home.
3. To find out what are the commonly shared social practices at home conducted by UTAR English Language students in English.

CHAPTER 2: LITERATURE REVIEW

2.2 Literature Review

English Language, after the independence of Malaysia from colonisation, has had a wide role to partake upon in the society. Although Malay is known to be the official language for Malaysia, English can be seen as the second most important language through its' usefulness and effectiveness. It has been emphasised on according to Article 152(2), where although Malay is the national language of Malaysia, a transition period was formed for English Language to further its use for official usage, and the learning of English has been mandatory for primary and secondary schools ever since (Mohd. Nazri, 2008). Researchers have been trying to identify how English Language can be used in and outside of classrooms, and how does it affect the learners as a whole during the learning process.

According to Li (2007), certain types of variables revolving around a household can affect a child's second language acquisition skills, which is impactful for the language learning process. The researcher included Coleman's Theory, which indicates that social resources are important for the social and cognitive development of a youngster, together with variables related to home in order to investigate how these factors affect second language acquisition of immigrant children at home. The main research objective of the study was to observe how home variables are able to alter the success rate of immigrant children's language learning process. During the research, Li utilised a qualitative approach towards four Chinese families in different areas of Western Canada, and observations were done every week under different settings for a total of eight months. The results of this research were similar to the hypothesis, which tied together with Coleman's Theory. It proves that financial background was not the

primary influence in the children's literacy rate, rather it was how the families made social investments like the amount of education dedicated to their children and how they made choices to support them financially and emotionally. Through a variety of researches done, solid evidence provided by Li shows how family factors have a close relationship with their children's literacy as well as how they use English at home for second language acquisition. Overall, the research provides contribution to the field where it determines the actual factors that influences language use as well as literacy rate at home of immigrant children. However, the research failed to address the issue of other factors such as the financial status of each family that might influence the children's language learning process. This information is related to my study because it shows immigrant children using English at home with their families during conversations and how their parents educate them using English.

In another research done by Mohd. Anisur (2015), it was conducted to research on home factors such as the involvement of parents and the encouragement that were given to students during the language learning process, and the effects they would have against ESL learners in Bangladesh, which affects their use of English Language at home. In this research, the primary objective was to shed light on the relationship between the learning behaviour of ESL students in Bangladesh and home factors that revolve around their everyday life. The researcher used both quantitative and qualitative methods, so a survey was done to collect data prior to an interview that was continued after the surveys were collected. A total of one hundred participants from Bangla medium high schools were recruited under convenience sampling method to help conduct a survey, while twelve of them were randomly selected for an interview. According to the results, the students have shown significant relations between home factors and also the influence it implemented on them to learn English. Results have

shown that these students had increased their usage of English at home because of how they are treated by their family positively. Therefore, the research had been able to prove that how students learn and use English are dependent on home factors that influence them positively to use English at home. On the other hand, there were also limitations to the study whereby the students' self-esteem and confidence could not be influenced by the positive reinforcement given by these home factors, leaving a gap for the research. The research is also important when relating to my topic because it clearly demonstrates how the encouragement and involvement of the parents influence the use of English at home. This provides more insight on how students will use English due to involvement and encouragement from their parents, and allows the understanding on how English use is heightened.

In addition, Mindog (2016) conducted a research revolving around Japanese university students who use smartphone apps to learn English at home. In the research, Mindog explores how four Japanese students utilise applications on their smartphones to learn English in a home setting. The researcher has stated that English proficiency is one of the main difficulties faced by Japanese students, whereas one way to increase that is through mobile-assisted language learning (MALL). The main objective of the research was to determine why students prefer to use mobile apps to learn English and their preferences towards certain applications. The researcher utilised a semi-structured interview to collect data from the participants in order to form enough information for analysis. A total of four students were shortlisted from seven volunteers and they were required to introduce the applications they used in English. Mindog then formed four case studies that represent each participant in order to get a clear vision of the significance of these apps they use which are in English. After data analysis, the researcher had concluded that there was an absence of dictionary applications, and

instead was replaced by other applications that were not created for language learning. The participants had shown improvement of their language skills in English after the use of these applications which contributed to their communication and needs to improve English. The study is important as it dictates how certain applications could have an impact in language learning, as well as how it helps students to improve their language skills with extensive use. To conclude, this research is highly relatable to my topic because it shows how students use English in mobile applications, which is one of the social factors in the current society.

Sargsyan & Kurghinyan (2016) conducted a study on the usage of English outside of the classroom, which revolves around the research on Armenian EFL students and their usage of English knowledge outside of the classroom. In their research, the research objective was to determine the extent of Armenian EFL students on their usage of English Language outside of the classroom. A total of 38 students, aged between 11-16 years old were selected as samplings for the research. The results of the analysis had shown the activities conducted in English at home, including social media, listening to songs, and searching of information online. In conclusion, the research contributed additional information in terms of usage of English outside of the classroom because most studies are based inside classroom environments. This study is one of the few that researched on English knowledge outside of the classroom. The only limitation was the lack of observation during the study, as students can say anything without evidence to prove that they are using English to conduct the activities mentioned included in the results of the study. Overall, the research is important to my topic because it investigates the uses of English Language outside of the classroom, which is almost similar to the topic that will be researched upon. The information that

were included amongst the study could really provide more references and data on my study of social practices.

Firth (2012) published a paper related to the learning process involved in social practices outside the classroom during the practice of English. In the research, Firth planned to investigate how L2 learnings of English on the Internet correlates with the use of an application called “Skypecasts” which reflects on social practices. In the process, Firth explored the practices of English Language done by users on “Skypecasts” that allows them to learn English outside of the classroom environment, through verbal and written communication. By the end of the paper, Firth has concluded that social practices actually creates and encourages learning, which shows that social practices correspond with language learning. Therefore, the study supports the research topic in terms of the effects that social practices have through usage of English that affects language proficiency.

Besides that, Kajee (2011) conducted a research on the literacy practices done inside immigrant homes and the compatibilities that the practices have towards literacy in schools. The research was carried out because schooled literacy was always the focus of the society, and home literacies would be ignored because majority think that literacy practices are only effective in classroom environments. In this study, Kajee aimed to examine how home literacy in two different immigrant families would intertwine with literacy practices and performance in school. After analysing the data obtained, findings show that home literacy practices such as reading, watching television, and communication intersect together with school literacy practices. Findings show that the amount of home literacy practices carried out by each immigrant child would affect how they use the language during literacy practices in school. Although schools are purposed with educating the children with proper literacy practices, home literacy

practices serve as a foundation for the children to accept and heighten their interest towards literacy practices. This study is supportive of my research topic because it was conducted to address the importance of home literacy practices, and correlates these practices with the amount of literacy practices that these children conduct in school.

Last but not least, Haneda (2006) conducted a research on the relationship between literacy development competence in classroom environments and the literacy practices being adopted by students outside of the classroom. The main aim of the research was to come up with links that prove the correlation of literacy practices that were done at home, in the school or the community. Haneda stated that from an educational point of view, school literacy practices were always the defining factor of literacy development. Nonetheless, practices outside of the classroom are equally important and should be investigated to determine how home practices actually affect the developmental process of students. Results found out that outside of the classroom, multilingual and bilingual students carry out literacy practices as it were a part of their personal lives. Younger students were more eager to participate in these practices with assistance of important individuals like their families and peers while practicing with the students or providing emotional support. With these practices at hand, students are able to bring up diverse literacy experiences to the classroom. This benefits them in the language learning process because they have personal experience to conquer language barriers such as miscommunication or the lack of interest to learn a language. Thus, the research can be related to my research topic as it relates home literacy practices to those in school and proves that home literacy practices are important for students to perform better.

CHAPTER 3: METHODOLOGY

3.1 Methodology

Qualitative methods were selected to carry out the study. A pilot study was conducted with UTAR EL students through a recorded phone interview. The interview was conducted through the phone because of safety restrictions due to COVID-19. Phone interviews are also convenient because most meetings are done online now, and participants do not need to prepare beforehand. After the pilot study, in-depth interviews were conducted through the phone with each participant. Then, each participant is required to record their social practices in English over the span of 28 days in a journal. Due to the pandemic and privacy purposes, the study cannot be conducted under personal observation. Therefore, the participants are required to record themselves so that data can be analysed together with the interview data.

3.1.1 Pilot Study

The interviewees were interviewed on the ways they use English at home, as well as their communications with other family members who live together. Purposive sampling was used to select samples based on individuals who fulfil the study criteria. A total of three samples who major in EL from UTAR were selected to carry out the pilot study. For anonymity purposes, they will be known as Jason, Jonathan, and May.

Table 1.1: Information of the interviewees and language use

Name	Mother Tongue	Number of Family Members who Live Together with the Participants	Spoken Languages with Family Members

Jason	Chinese	Father, Mother, Younger Sister	Although Jason's first language was Chinese, he has spoken English with his family after going to primary school
Jonathan	Tamil	Father, Mother	Jonathan speaks Tamil with his parents, but he does include a little English during conversations.
May	Chinese	Mother, Elder Sister, Younger Brother	May speaks Chinese with her family and seldom uses English unless it's necessary.

1. Activities carried out in English

In the pilot study, questions related to their mother tongues and daily activities carried out in English were asked. Jason stated that English is his mother tongue and everything he does is conducted in English. When asked about specific activities, Jason said: *“For activities, I would say, maybe watching movies and dramas in English would count? I always listen to English radio stations and music in English as well.”* After

further pursuing Jason on other activities, he also stated: *“Oh, I do play video games in English as well.”* Another interviewee, Jonathan communicates with his family using Tamil at home. This is because his parents do not speak English fluently. When asked about his use of English at home, he stated: *“I’m not sure if you know this, but I like rap. I think you saw some of my rap videos on Instagram before right? That’s the thing I do. I listen to rap music in English, and of course English movies, because why not right? Who doesn’t like blockbusters?”* Jonathan then proceeded to state that he plays video games in English most of the time, in addition to the activities mentioned. The last interviewee, May speaks Chinese at home with her family members. Her daily activities carried out in English include listening to English music and reading English novels. There were no other activities mentioned by the interviewee.

2. Main Findings of the Pilot Study

In this pilot study, the findings are presented below. At home, even within these three participants majoring in English Language, choices of English use differ. Some prefer to listen to songs in English, while others prefer playing video games. Among the three interviewees, one would assume that as English majors, they would have excess use of English at home. However, that was not the case, as derived from the pilot study. Two out of three interviewees rarely use English to carry out daily practices, which was unexpected. More research on the social practices of English use is required to obtain more data for the study. Therefore, it is important to carry out a study on the social practices of English use at home.

3.2 In-depth Interviews

After obtaining enough data from the pilot study, the main report will be conducted based on in-depth interviews. After data from the pilot study is obtained, an

in-depth interview with five participants will be carried out to determine the use of English as a social practice in their daily lives. To secure their identities, they will be known as Jason, Ben, Tyler, Annie and James. More information will be collected further from the interviews for analysis. The questions for the interview will range from how, when and why they use English, to personal preferences for daily activities using English at home. These methods are suitable for the research because it provides more insight on the different uses of English. Questions can also be asked based on different interviewees. Unlike quantitative methods, which only collect similar data from different individuals, qualitative methods are able to improve on the data collected and further analysis can be made.

3.3 Recorded Journals

Upon extracting information from the in-depth interviews, participants are required to record their uses of English at home in a journal. This process will be conducted in the course of 28 days. This method allows the gathering of information for any unmentioned social practices during the interviews. This method is more efficient because of the inability to observe their social practices personally. The participants will then record any social practice that they did in English for further data analysis.

3.4 Samplings

The main participants will be five UTAR EL students, ranging from ages 18-25. Convenience sampling will be used to select the five samples for the research because a large amount of samples would affect the overall analysis if there are too many varieties. Samples are also voluntary because not everyone is willing to participate and spend time on a research for a few weeks.

CHAPTER 4: FINDINGS AND ANALYSIS

4.1 Findings and Analysis

In this chapter, the data collected will be divided into two different categories, namely findings and analysis from interview data and also diary data. This chapter will present the information obtained from five of the different participants through a recorded interview and their social practices in English recorded in a diary. For the interview, findings will be analysed based on how social practices in English improve their proficiency levels, while also presenting data on English use related to university subjects. The interviews were done through phone calls and video meetings online via Microsoft Teams. These interviews were then recorded and saved into five different audio files. These audio files were then transcribed verbatim. Amongst these five participants were Jason, Annie, Tyler, Ben, and James. The names of the participants were replaced with pseudo names to cover their identities so they remain anonymous.

Table 1.2 Transcription Data

Participants	Duration of the Interview	Word Count of the Transcription
Jason	11.25 minutes	2351
Ben	10.44 minutes	1927
Tyler	24.09 minutes	3964
Annie	13.78 minutes	2565
James	16.34 minutes	2878

The duration for each interview are as follows: Jason's interview was approximately 11.25 minutes, 10.44 minutes for Ben, 13.78 minutes for Annie, 24.09 minutes for Tyler, and 16.34 minutes for the interview of James. Through these interviews, findings were

presented in order to answer the research questions for this study based on different characters. The data presented in Table 1.2 presents information on the interviews.

Another source of data is the recorded diary of all five participants in which their social practices in English were jotted down every day. The participants were required to record their activities every time it uses English, and it lasted for a total of 28 days. In the diaries, information on how they use English at home can be found and analysed in order to determine any additional findings that were not mentioned in the interviews.

4.1.1 First Level Coding

In the analysis for the in-depth interviews, transcriptions were done and statements with meaning were extracted from the full transcript. This line-by-line coding process is then divided into two categories, first and second level coding. (Saldana, 2009) stated that first level coding maintains majority of the participant’s words and use them as an initial derivation to the meaning behind the sentence. In this level, first level coding is more towards a descriptive process where meaning is formed through the responses of each participant. Table 1.2 presents an example of first level coding that was obtained from the interview with Jason.

Table 1.3: Examples of First Level Coding

Transcription	First Level Coding
Kamparians speak Cantonese most of the time, and my family is no different. Majority of the time, we only speak	Jason uses Cantonese with his parents. The dominant language at home is Cantonese and a little bit of Mandarin with his parents.

Cantonese, while mixing in a little Chinese occasionally.	
As for my parents, traditional Chinese families don't really receive English education, so they only know simple terms.	Jason's parents did not receive English education when they were younger.
Even when I watch TV shows or discuss about a topic with my parents, everything is either in Mandarin or Cantonese.	Jason does not watch movies or make discussions in other languages except Mandarin and Cantonese with his family.

4.1.2 Second Level Coding

In relation to the inductive coding process mentioned, the process of second level coding is more summarised and less descriptive. Second level coding utilises the derivation of first level coding and creates general overview for the information provided. This forms a pattern in which similar or contrasting derivations can be determined according to each participant, showing different or similar meanings behind their words. Table 1.3 presents an example of second level coding for Jason's interview.

Table 1.4: Example of Second Level Coding

Transcription	First Level Coding	Second Level Coding
I don't like to use social media in other	Jason feels uncomfortable if he uses social media in other languages.	Jason is more secured in using language that is commonly used amongst

languages because it feels weird for me.		his friends and the public.
Taking TV shows as an example, with the subtitles included, I get to know what a word means when I don't understand it.	Jason learns English through TV shows by using subtitles that translate the meaning.	Jason watches TV shows with the subtitles on to learn the meaning of words.
Ever since I started playing games since primary school, my English has seen a great improvement.	Jason's English proficiency has improved after playing video games in primary school.	Jason had an effective way of improving his English.

4.1.3 Generating Themes

The inductive coding process was used to come up with the seven themes that were relevant for coding. According to (Thomas, 2003), this process is mainly used in qualitative research in order to summarise raw data into a simpler format, while linking the findings and research questions to establish a connection. The data from the diaries and the interviews were analysed and seven themes were derived. Initially, the raw data from the interviews were retrieved and inserted into a table. Text that contained meaning were selected for further coding to create a specific category that fits the meaning intended generally. The coding was done line by line until a full interview was done with a transcription and second level coding, generating a theme that covers that particular category. After the coding process was done for all five participants, their

transcriptions can be categorised into seven different themes in general. These themes are communications, social practices in English, personality, educational factors, use of English related to university subjects, expectations, and motivational factors. They were generated in relation to the research questions and also categorising similarities between each coding. Table 1.4 is an example of the theme categorising process.

Table 1.5: Generating Themes

Transcription	First Level Coding	Second Level Coding	Themes
<p>Kamparians speak Cantonese most of the time, and my family is no different. Majority of the time, we only speak Cantonese, while mixing in a little Chinese occasionally.</p>	<p>Jason uses Cantonese with his parents. The dominant language at home is Cantonese and a little bit of Mandarin with his parents.</p>	<p>Majority of Kamparians speak Cantonese as their main language.</p>	<p>Communications</p>

<p>I studied in an English primary and secondary school, so everything is in English. There's no Mandarin or Malay.</p>	<p>Ben studies in a primary and secondary school that specialises in English only.</p>	<p>Ben is English educated, so he does not speak Mandarin and Malay.</p>	<p>Educational factors</p>
<p>As a student then, if you fail at something, you wouldn't want to continue learning, right?</p>	<p>Tyler said that as a student, if he failed at something, he would not want to continue learning it.</p>	<p>Tyler is demotivated if he fails during his learning process.</p>	<p>Motivational factors</p>

4.2 Findings and Analysis from Interview Data

This section will mainly focus on different findings and data obtained from the five participants via interviews. The primary findings presented are related to the seven themes generated in the section above.

Table 1.6: Themes Generated from the Transcription

Communications
Social Practices in English
Personality
Educational Factors
Use of English Related to University Subjects
Expectations
Motivational Factors

4.2.1 Communications

The data was collected through five individual in-depth interviews with participants. There were seven themes that were discovered in order to address questions related to the research questions. Through in-depth interviews, these themes were developed by analysing the transcriptions of each participant. For the first theme, communications, it mainly focuses on how the participants communicate with the people around them through English or their mother tongues. According to Nordquist (2019), communication is defined as the process of exchanging information verbally and non-verbally. It is also known as the exchange of meaning. In this study, communications is simply explained as the daily interaction between the participant

and their respective family members or other people around them. This theme can mainly explain how each participant uses English at home.

For example, in the first interview with Jason, he stated that he uses Cantonese and Mandarin to communicate with his parents at home. He then proceeded to provide a reasoning that it was because they lived in Kampar ever since he was born, and Cantonese is the local language. Jason's communications with his parents in his mother tongue language is then categorised under the theme "communications" because it shows justification of the language Jason and his parents use. This can also be shown in the next transcription which he stated that most discussions and family activities were done in either Cantonese or Mandarin. This also proves the fact that Jason communicates with his parents verbally, which can then be categorised under this theme. In the final line coded, Jason stated that he still does not communicate in English at home even after majoring in English Language (EL). However, he does speak to his classmates in English, which means that verbal communication is also present, which fits the theme perfectly.

Next, in Ben's transcription, there are also a few lines that were coded and categorised under this theme as well. In the first few sentences, Ben said that he mainly communicates with his parents in English and Hokkien, which are the dominant languages at home. This shows that Ben is communicating in his mother tongue language. Since there is verbal communication, and it is a back and forth process, it is categorised here. No other coding in Ben's interview that was related to this theme could be identified after this.

In another interview with Tyler, he mentioned that he is now working in an environment where Mandarin is the main language, and he has colleagues that speak

both Mandarin and English. In this case, this particular statement is also categorised under communications because it shows how Tyler is able to cope into his environment by speaking different languages with others. Another line that is coded under the similar theme is how Tyler communicates with his family in his mother tongue. He stated that all the while he has been speaking English with them because he does not know Mandarin in the past. In another transcription, Tyler stated that he is speaking with his parents in Mandarin now to learn, instead of only English like before. As an informal social practice of the Mandarin learning process, it is categorised under the theme “communications” because it builds conversation. Therefore, it is a way of communication instead of only a social practice.

Moreover, the transcription for Annie’s interview stated “*When I call people, I mainly start with English first*”. This relates to her working environment and her current job as an intern, which shows the language that she uses during her work. In this case, it is also categorised under communications because it involves a speaker and a listener, alongside a language that is spoken. Annie also revealed that she will speak the same language as the opposite party as long as she knows the language, meaning that she can communicate under different languages as well. In the final lines of the interview, it was also presented that Annie speaks Mandarin, her mother tongue language with her family at home, which leads to it being categorised under this theme.

Lastly, in the interview with James, it is shown that he communicates with his family members in both Mandarin and English, which are his mother tongue and second language respectively. Since it involves basic exchange of ideas, it is a communication process which leads to this category. In relation to the statement of (Li, 2007), an individual’s second language acquisition is affected by family factors, namely how they use English at home and how much effort their families are willing to put in to the

process. For example, James's mother tongue is Mandarin. English, as his second language was developed through his mother's efforts which caused him to major in English. This proves that the research done by past researchers contained similarities with the current study. From James's statements, his mother trains both his and her own speaking skills by speaking English with him during daily conversations. In the literature review mentioned, the author only mentioned that the literacy rates for immigrant children are highly affected by family factors. Through this study, it can be said that family factors not only affect the literacy rate since young, but also university students.

4.2.2 Social Practices in English

The second theme: "social practices in English" answers the research question to determine the practices carried out at home to help grow their interest in English. Holtz (2014) defined social practice as everyday practices that are done habitually and typically among a society. Social practice, can also be explained as a certain pattern of behaviour that are not affected by rules or can be done intentionally. For this theme, the definition used is almost identical to the first definition. It focuses on the daily practices done by the participants that are a part of their lives. From the transcription, Jason stated that he carries out a lot of activities that are English related. This shows that he conducts social practices in English during his free time, which can be discussed later on in relation to his interest in the language. In another statement, Jason conducts informal English learning practices through watching TV shows and learning through subtitles. This is categorised under social practices in English because it is something that he does at home daily and it improves his English proficiency. In the interview, Jason also stated that he plays video games in English since primary school to improve his English

proficiency, which is an informal language learning process. This is also categorised under social practices because it is something that is done frequently at home.

In the following transcription, Ben stated that he uses English more than Hokkien at home. Since this statement not only specifies speaking, but also the social practices being conducted, this is a statement under this theme. He conducts formal English learning practices like doing research and proper learning (education in university). This is also categorised under social practices in English because he is in the process of learning almost every day, and this can be explained in his pique of interest in English.

Moving on, there is a line in Tyler's interview where he stated that he listens to English songs. This practice helps him to understand a term or word and how to use it in a sentence. Therefore, this is a social practice because it is done every day, which can be categorised under this theme. He also watches TV shows and movies in English to learn certain pronunciations, so it is also a social practice that he is used to doing in his daily life. Other than that, Tyler's transcription reads: "*I don't present as well, but I'm working on it because my current job needs me to speak a lot*". This is also a social practice because Tyler is trying to speak in English as much as possible so that he can perform well in his future jobs. Speaking everyday becomes a social practice that is done in English, which will provide explanations on how such practices improve his English proficiency.

Next, Annie's internship is also related to the theme of discussion. From the interview, it can be seen that Annie's current job scope does not have much to do with English, and there are only basic uses of the language. These include organising data and also making phone calls to customers or candidates that are shortlisted for job

interviews. This is categorised under this theme because it presents the social practices of Annie in English and also shows that not every English major will experience them frequently. Annie also listens to English songs and read novels, which are the most common social practices of an individual based on the past interviews. Reading also helped her to improve her vocabulary, which is also a social practice.

In the inductive coding process of James, his interview stated that he speaks Mandarin most of the time, but he is now speaking English with his mother because they intend to train their speaking skills in English. Since it is a communication with additional purposes, it is categorised under social practices in English because it is a practice that is done every day to improve on speaking. James also said that he conducts daily activities like gaming, playing board games and watching Netflix in English. These are all social practices in English that prove how James use English at home. Through these activities, James learns new words from gaming, pronunciation from movies, and listening skills instead of relying on subtitles.

In the literature review by Mindog (2016), the study shows that Japanese university students utilise applications on their smartphones, such as dictionaries for learning English. Although the researcher presented significant findings that online applications are important for language learning, the findings in this study were a little different. Primarily, the participants do learn English, but not through mobile-assisted language learning. From the data above, the main sources of learning English for the participants were through subtitles of movies and dramas, lyrics of English music, and pronunciation from the actors seen in movies. This is mainly because of the difference in culture and the language acquisition process.

4.2.3 Personality

This section emphasises on the personality traits of each participant and also how it affects them to conduct different actions. Personality is the character and nature of an individual. It explains the actions of a person and how they react to situations under different circumstances (Collins Dictionary, n.d.). In the current study, the definition of personality is more towards their personal character and how it affects their preferences on English or social practices. Similar or different preferences according to their personality are recorded.

In the first interview with Jason, one transcription reveals that he prefers using social media in English. This is because he thinks that using social media in other languages is weird. He also prefers English TV shows as they are more thrilling and exciting for his taste. This showcases the fact that Jason prefers to use English in both these practices, and he likes exciting genres for TV shows. His preference in English for social media also states that he is an individual which does not like to change. In the following lines, Jason also stated clearly that he chose English Language as his major for a few reasons. He was interested in the course overall, thought that it was easy to graduate from, and also because he cannot handle assignment groupmates that are a burden to him. These traits lead to the deduction that Jason does not like to be a leader and wants a smooth university life. He also stated that he is an introvert in the interview so he does not like to speak or teach in front of a crowd. This shows his perception towards himself that he has a quiet personality, and has a desire to live a normal and easy life. In the final sentences of the interview, Jason said that he was more interested in English than Science and Mathematics because they are complicated, further proving that Jason is an artistic person instead of a logical one, and does not seek challenges.

In Ben's interview, the first few transcriptions brought up his preferences of using English in gaming. This is because Ben uses English most of the time, so it

becomes his preferred language. This is categorised under personality because it indirectly shows that Ben conducts activities in his preferred language instead of trying out other languages that he is not used to. The transcription also shows that he is a very passionate individual. Although his dominant language is English, he is still finding ways to learn English to improve his own proficiency. This presents his personality that he is willing to accept challenges and learn new things to expand his horizon.

In addition, Tyler's interview also presented a few codes that can be categorised under this specific theme. For example, he said: "*And I'm learning Mandarin now, if you see my stories*". The reason behind this is that he is trying to cope in with his colleagues at work so that he can communicate better with them. This code presents a personality trait where Tyler is making efforts to build good relationships at his workplace. This can be explained as not wanting to be left out by others. The interview also presents Tyler as a humble and insecure individual because he thinks that he should be the one coping with them. He also revealed his intentions to become one of them. This shows that Tyler does not feel good about his original self, and is willing to change to become a part of his colleagues. In the same interview, Tyler also prefers listening to English songs and playing games in English. These are classified under the "personality" category as Tyler prefers conducting them in English, and it does not necessarily have to be so. Those are his preferences, which brings out his personality of being comfortable around things that he is used to at home.

For the transcription of Annie's interview, she also talked about her preferences in using English for different social practices. Examples of these social practices are reading, using social media, and listening to music. Compared to the analysis for Jason and Tyler, the reasons behind her preferences are similar to theirs as well. Annie uses social media in English because she does not feel comfortable when she uses other

languages. This proves that Annie also prefers what she likes and not seeking for change in her daily activities. She also stated that reading in English helps her to improve her English proficiency, and she prefers fictions as they are exciting and thrilling for her. This statement supports the fact that Annie reads fictions to learn and spark her interest. Therefore, she has a quiet but slightly exciting personality, which is similar to Jason.

In the fifth interview with James, there are also a few codes that belong under this theme. From the transcription, James stated that he does not like to play online games as he will get angry easily due to poor connections. From this statement, it is shown that James is an impatient individual and he has a temper when it comes to gaming. However, he is also respectful and polite, as he stated that he will communicate with his friends from other races in English when they are around. This shows that he does care about the feelings of others and not just only about himself. Furthermore, James's preferences in movies, TV shows and gaming proves that he has an exciting soul. He stated in the interview that he likes watching movies and TV shows with climaxes and not artistic genres. This means that James is not the quiet type and he loves action. He also entertains himself through gaming to relieve stress, which can support the fact that James is not an outdoor person. In the final section of the interview, James also admitted that he was a lazy person. He did not want to switch courses and learn everything all over again, so he remained at EL. This can reflect his personality being inflexible and is not willing to take risks or make efforts to keep himself on the track that he chose. Therefore, he is not determined when it comes to studies.

4.2.4 Educational Factors

The definition of education is explained as the teaching and learning system that helps to socialise the environment (Hotmart, 2020). On the other hand, Lumen Learning

(n.d.) defined education as a social institution where children are taught with skills and knowledge to survive in the society. For the current study, it will emphasis more on the education received by the participants from their parents, schools, or social environments. The theme also includes education of their family members for certain participants.

During the first interview with Jason, he mentioned about his parents not receiving English education as they were a traditional Chinese family. This causes them to not communicate in English at all because his parents only understand simple terms. Thus, this limits the chances of Jason being able to use English at home. More or less, such behaviours will affect the thoughts of Jason because of his family education. So, this coding is categorised under this theme because it involves family education. Another transcription in the interview goes like this: *“Although I do not use English for the first few years of my life, my education from primary school has taught me the importance of learning English.”* From Jason’s words, it is clear that he picked up on the language after he attended primary school. Even though he had little to none contact with English in his childhood, formal education made him see the importance of learning English. Since Jason stated that primary school was the turning point on his view towards English, this is also under educational factors.

Next, in the interview with Ben, it is known that his education since young had been in English all the time. He studied in an English school, where Mandarin was not present, and Malay was not the main language used. This can be arranged under this theme because it shows his primary and secondary education and the links to why English is his mother tongue. In the following interview, it can also be seen that Ben has no interest in Mandarin. This explains his educational background that leads to such disinterest, so it is also an educational factor. Another example of the theme is the

sentence where Ben discussed about his social environment. He stated that English speakers around him were far lesser than Mandarin speakers, but that did not affect his preference in language use. Since a social environment is a primary factor to control a person's education, Ben's statement can be coded under this theme as well. Around the end of the interview, he also agreed that English is his best subject, and other subjects do not come as close to it. This can be related to his personal preference and education on English since young, and because of his education, it resulted in him being highly proficient in English. Consequently, it is an educational factor.

Following up on this theme, Tyler also talked about how he doesn't like Mandarin as much as English. This is also due to his personal education which was mainly English and not Mandarin since he was young. Comparing it to Ben's statements, Tyler shared similarities with him on this topic. Hence, it was categorised under this theme. Other than that, Tyler also shared that his education was affected by his parents. They used to thin that English is the best language for a mother tongue, and did not emphasise enough on Mandarin. His parents only realised that Tyler was doing bad in Mandarin during school and it was too late to do anything at the time. This is also classified under this theme because parents are the main factor to a child's education, and their intentions will control their future indefinitely. He then continued to share that his sister prefers Mandarin because of the influence from her peers. This was completely different than his situation because his parents made sure that his sister had a balanced education. Peer influence is also categorised under this theme because it is related to the education a person receives and what their peers are able to teach them. Next, Tyler also mentioned that due to him being from a Chinese family, his parents wanted him to be fluent in different languages. After seeing him doing badly in Mandarin, they sent him to a Chinese school in hopes of helping him to learn the

language better. From this statement, it can be analysed that ethnicity plays a huge factor in education as well. Chinese parents are more emphasised on their children being the best, as it is a tradition among such families. Therefore, it relates over to education as its roots. Since Tyler is already English educated from the start, his education did not include learning Mandarin when he was young. This causes him to not prefer Mandarin over English due to his personal habits and can also be categorised under educational factors.

In addition, Annie's interview also brought out certain codes under the same theme. From her statements, it shows that Annie's mother tongue is Mandarin, and her entire family speaks Mandarin with one another since they learnt how to talk. Her education from her mother affected her use of English at home, which she does not prefer to use. Hence, it is coded under this theme because home education affects the preference of language use. Annie also stated that her interest in English is higher than other subjects. This is also categorised under this theme due to her interest in the language being sparked from the education she received in school. Since she thinks that English is fun, it indirectly heightens her preference in using English.

James also talked about similar codes in the interview where educational factors were present. He said that since he lived in Johor, just beside Singapore, the social environment around him is English friendly. The amount of English speakers in Johor is far greater than the other countries because of its strategic placement. Thus, such social environment means that English education is not strange for James and he has higher acceptance for it. He also talked about how he improved his English during secondary school where his English teacher guided him. That sparked his interest in the language and made him strive to do better. So, this is categorised under this theme because it shows that education affects the interest on language.

In the next literature review, Kajee (2011) conducted a study on home literacy among immigrant families. The researcher has concluded that the amount of literacy practices at home affects the usage of English in the classroom environment. A clearer explanation would be the more they conduct literacy practices at home, the more willing they are to use English in the classroom. In this study, however, the results show otherwise. There are participants such as Tyler and Ben who use English all the time, no matter at home or in the classroom that fits the results in the mentioned study. For participants like Jason, Annie, and James, whose mother tongue is in Mandarin, their use of English at home is not comparable to that of the other two. Even though that is the case, their use of English Language in the classroom did not reduce in any way. They are still willing to communicate with their peers in English. One of the possible reasons is that they are in a full English course, which makes sense to communicate only in English. But, Jason's statements show that he does not speak any English at all with his family, but he prefers to speak in English with his peers and lecturers in university. Therefore, it can be concluded that although literacy practices at home does affect the use of English in the classroom, it is not an absolute statement as there are still individuals who are not affected.

4.2.5 Use of English Related to University Subjects

This theme mainly focuses on analysing the use of English of the participants on university subjects. This relates to how social practices at home affect their uses of the language for their studies. This analysis is rather short because the research is mainly focused on the social practices in English at home.

In Ben's interview, he stated that English is mainly used for his university subjects for assignments. He said: "*It does broaden my usage for English, because the*

assignments require deeper understanding, which is where we need to do research.”

This shows that Ben uses English more during his classes because he does research to understand his assignments better.

Tyler’s interview also presented similar statements as Ben’s. In the transcription, one of the lines was him stating that he uses English for assignment purposes. This improves his usage of English related to university subjects because all assignments are done in English. In order to complete each of these assignments, research needs to be conducted, thus the usage of English in the process.

Furthermore, the same code was also found in the transcription for James’s interview. James stated that he started to speak more English to touch up on his presentation skills. This is related to the theme at hand because most subjects require students to present their assignment findings. Therefore, in order to make up for his lack of presentation skills, James uses English frequently to train himself for the upcoming presentations.

In the past research of (Firth, 2012), results show that English learning outside of the classroom can be reflected through social practices. The researcher stated that a student does not necessarily have to learn from the classroom for the process to be effective. Instead, social practices done at home encourage learners to learn a language more effectively and apply them in their classroom environments. Although the study was done through “Skypecasts” in that research, it still concludes that social practices in English at home boosts the learning process of an individual. For example, the five participants each conducted different social practices that helped them to learn during university classes. Ben does research and uses English to complete his assignments, which helps in elevating his classroom experience. James also plays video games to

relieve stress, which he will then have more motivation to learn instead of being stressed out all the time by university subjects. Thus, it can be said that social practices do have a positive effect of language learning on students. Indirectly, the social practices create a learning atmosphere that allows the participants to learn English through ways that grab their interest. Like learning the meaning of words through subtitles and translations of movies, or learning how to use a word through the lyrics in a song.

4.2.6 Expectations

Expectations refers to an act of anticipation of a state of expecting. It explains an action in which an individual looks forward to something or someone (Merriam-Webster, n.d.). The definition for this theme in particular is the expectations each participant has in mind for their work, studies, and also environment. In this section of the themes generated, it covers different expectation factors on the participant's major courses, future, and also on themselves. These expectations are related to the social practices and university subjects as it proves whether they seek improvement or face challenges.

In Jason's interview, he said something about his personal expectations of the course before he joined university. He had lower expectations because he thought it would be easy. A possible reason that made him think that way could have been his confidence in himself and his English proficiency. This might indirectly cause him to think that English Language is an easy course, which proved him wrong.

Next, Ben also stated his personal expectations towards his future job. His ambition was to become an English teacher, which was why he chose English Language as his major. These expectations revealed Ben's personal interest in the language, so it is considered as the main reason behind him choosing EL.

Besides that, Tyler also stated that he had a different expectation from what he encountered at his current working place. Initially, he thought that he would be joining an English environment company. However, he only realised that most of his colleagues spoke Mandarin, which was tough on him because he only speaks English. Tyler's expectations came from his social environment and also his personal education. This relates to his social practices at home because everything is done in English, and he has to completely get used to a new environment. Tyler also had expectations for his current job as he is making efforts to become noticeable and work as an official member. His social practices in English is now mixed with Mandarin because he expects to become one of the family. When he talks about his personal expectations of EL, he said that it was almost as he imagined. This is due to his daily social practices at home so that he can handle university subjects easily without having to struggle.

Furthermore, Annie's interview also included such themes from her coding. Annie was interested in EL as her major because she thinks that English has a broad demand. She prepares herself for the future as she had high expectations of her abilities. Since she intends to work in industries related to English, her ambition allowed her to major in EL and carry out social practices in English to maintain her proficiency. Annie also discussed about her initial expectations for EL before she enrolled into UTAR. Her personal expectations were quite high and it did manage to meet them. These expectations caused her to use English more often in order to catch up with her course subjects.

James had the same thing in mind with Ben, which is to become an English teacher when they graduate. He made plans before attending university, which allowed him to create links with English as it would become part of his daily life. With such expectations, it allowed James to carry out social practices in English so that he could

achieve his goal. James was also interested in EL because it was a fun experience for him up till now. His personal expectations were not that high of himself, so he could better enjoy it overall instead of stressing himself out. This led to him being able to handle university subjects easier.

4.2.7 Motivational Factors

Cherry (2020) stated that motivation is a process which stimulates and maintains goal-oriented behaviour. In this study, the definition for motivation is almost similar. It explains the process of how the participants are motivated during the language learning process. For the final theme, not every participant has a coding that can be categorised under it. Only Tyler and James discussed about such topics in the interviews. This theme is more focused on the motivation behind their learning process and also social practices. This section explains about what drives the participants to learn.

Talking about the motivational factors in Tyler's interview, he said: "*As a student then, if you fail at something, you wouldn't want to continue learning ma right?*" This shows that he will get demotivated easily whenever he fails or faces a challenge that cannot be solved. Such factors will affect his use of English at home if he failed, but he still continued to use it. This means that he was never demotivated by challenges met while learning English.

Lastly, James discussed about such factors in his interview as well. Being bilingual, it was a challenge for him to speak English continuously because he would speak in mixed languages. Although he is more flexible that way, it was still an issue to use English frequently because he had to switch between languages. This became a motivation for him to speak more English and carry out social practices in English to

improve on the language. In another code, James thinks that to learn English, he needed to do it interestingly, and not through the boring ways. He played games and watched movies in English to learn and improve his comprehension on the language itself. He is aware that he needs motivation to learn something, so he chose ways that could make him learn more in the process. These motivational factors are what drives James to carry out social practices in English.

4.3 Findings and Analysis from Journal Data

In this segment, the results from the recorded journals will be presented. Each participant was required to record their uses of English at home every day for a total of 28 days. The information is then extracted from the journals and analysed in this chapter. Data will be presented in the form of separate tables for each participant.

Table 1.7: Uses of English at home for Jason

Time Frame	Uses of English at Home
Week 1	Spoke with friends via social media, watched Marvel's Loki series and Lucifer season 4, played mobile games (Call of Duty), listened to music, scrolled through Facebook and Instagram, watched YouTube videos, meeting with FYP (final year project) supervisor
Week 2	Watched Marvel's Loki Series and Black Mirror on Netflix, watched The Hitman's Bodyguard 2, spoke with

	course mates through phone call about assignments, did Discourse Analysis presentation, scrolled through Facebook and Instagram, listened to music, contacted Shopee seller on product defects, meeting with FYP supervisor
Week 3	Scrolled through Facebook and Instagram, watched YouTube videos on how to make bows for archery, listened to music, did FYP 2, did assignment for Discourse Analysis, meeting with FYP supervisor
Week 4	Listened to music, watched Marvel's Loki series, contacted lecturer of Language for Negotiation and Persuasion, scrolled through Facebook and Instagram, went through Shopee for new headphones, meeting with FYP supervisor, did FYP 2

From Table 1.7, the data presented shows Jason's social practices and his uses of English over the span of 4 weeks. The data corresponds with the interview data and he has no communications with his parents because they do not know how to speak English. Most of what he conducted at home was stated during the interview. Jason did use English to communicate with others such as sellers on Shopee, which was not stated

in the transcription (refer to Appendix 1.1). This proves that Jason prefers to use English for communication, but just that his parents are not capable of speaking the language which prevents him from speaking English with them.

Table 1.8 Uses of English at home for Ben

Time Frame	Uses of English at Home
Week 1	Spoke with parents, listened to songs, played DOTA 2 (online game), read about assignments, studied lecture notes, played Marvel Future Fight (mobile game), used social media, watched YouTube
Week 2	Watched Avengers: Endgame, listened to music, spoke with parents, video-called sister in America, played Marvel Future Fight, played DOTA 2, helped to sort out company profiles (part-time job), used social media
Week 3	Did assignments for Discourse Analysis, did presentation for Discourse Analysis, communicated with friends through video calling, listened to music, watched Marvel's Loki series, did FYP 1, spoke with parents, used social media

Week 4	Did FYP 1, spoke with parents, played Marvel Future Fight, watched The Walking Dead, did assignment for Language for Negotiation and Persuasion, communicated with course mates, used social media, listened to music
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In Table 1.8, it also corresponds with Ben’s education and his family background. Referring to Appendix 1.2, it is shown that Ben speaks English and Hokkien with his parents. So it shows that Ben’s communications are mainly based on English with almost everyone. The rest of the social practices shown in the process which were similar to the contents in Appendix 1.2.

Table 1.9: Uses of English at Home for Tyler

Time Frame	Uses of English at Home
Week 1	Spoken with family (father, mother, sister), spoken with colleagues, spoke with clients, listened to the radio (Fly FM), listened to Apple Music, used Facebook, Twitter, Instagram, watched Netflix
Week 2	Spoke with family, spoke with colleagues, listened to Apple Music, listened to the radio (HITZ FM), used

	Facebook, Twitter, Instagram, watched Netflix, preparing paperwork, completing assignments for university courses, conducted meetings with the office
Week 3	Spoke with family, listened to the radio (HITZ FM), spoke to delivery guy on the phone, spoke to colleagues, played Mobile Legends (mobile game), did paperwork, used Facebook, Instagram and Twitter, did assignments for Video Production and Editing, read a book on financial planning
Week 4	Spoke with family, spoke with colleagues, met with supervisor, did paperwork, did presentation on Discourse Analysis, used Facebook, Twitter and Instagram, did a presentation for work, listened to Apple music, read a book on financial planning, watched Netflix

In Table 1.9, Tyler's social practices are more focused on communications because he is currently working a part-time job. That also corresponds with his transcription in Appendix 1.3. There were a few practices that were not included in the

interview, such as presenting during working hours, communicating with his supervisor, and also doing assignments. These are only brief activities that might not be conducted daily, which explains why Tyler did not state them during the interview. Although Tyler is learning Mandarin, his use of English is quite vast up till now because it is still his mother tongue and he feels comfortable while using it.

Table 1.10 Uses of English at Home for Annie

Time Frame	Uses of English at Home
Week 1	Listened to music on the radio (HITZ FM), sorted out paperwork during internship, communicated with shortlisted candidates for job interviews, spoke to colleagues, met with supervisor, used Facebook and Instagram, used SIRI to set alarms, Google searched for info, online shopping on Lazada and Shopee
Week 2	Used Facebook and Instagram, listened to the radio, spoke with colleagues, spoke with supervisor, sorted out profiles, called shortlisted candidates for interview, wrote a brief note about upcoming HR department changes, used SIRI to set alarms, contacted friends in university, made plans for the upcoming weeks

Week 3	Listened to the radio, listened to music on YouTube, sorted out profiles, called shortlisted candidates for interview, used SIRI to set alarms, online shopping on Lazada and Sephora, used Facebook and Instagram, watched YouTube and series online, Google search for information, ordered delivery through apps, wrote content for internship
Week 4	Spoke with colleagues, video called friends from hometown, had a meeting with the HR department, met with supervisor, used Facebook and Instagram, called shortlisted candidates for interview, watched Netflix, sorted out profiles

For Annie, it can be seen that during the duration of the recorded journal, she has been focusing more on practices for her internship. This is mainly because she does not have much to do at home with her being alone. Therefore, most practices are done during working hours, where her internship requires the use of English to complete her tasks. Since Annie is working on her internship, there are not many practices in English that can be done because she has to focus on her working environment and tasks.

Table 1.11: Uses of English at Home for James

Time Frame	Uses of English at Home
Week 1	Spoke with mother, used social media (Facebook and Instagram), playing Call of Duty (PC gaming), listening to music, working as a content creator, writing articles, created content for blog
Week 2	Spoke with mother, communicated with colleagues, wrote articles, created content for blog, listening to music, playing GTA 5 (PC gaming), using Facebook and Instagram, watching Netflix
Week 3	Listened to music, communicated with supervisor, wrote articles, created content for blog, spoke with mother, using Facebook and Instagram, calling bank operatives for enquiries, watching YouTube
Week 4	Wrote articles, created content for blog, spoke with mother, using Facebook and Instagram, played Monopoly with friends, online shopping at Shopee, listened to music on Spotify, playing GTA 5 (PC gaming)

Table 1.11 shows the uses of English for James at home. For James, it was almost similar with what was extracted from his interview.

4.4 Conclusion

A total of seven themes were generated from the transcriptions done for the interviews with the five participants. These themes were generated in order to create a better understanding on how the research is done, and also to explain their actions. In general, social practices are one of the main influences. Even if the participant does not speak English at home, the social practices conducted can also improve their English proficiency and interest towards the language itself. From the data obtained, it can be seen that there are no specific social practices that can improve their interest in English. Instead, each participant has their own way of learning, and studies show that as long as they like the practice, it will help improve their English proficiency. Furthermore, the study also shows that social practices in English done at home supports their use of English in university. For example, Annie learns English through reading. This social practice then carries on over to her studies in university because it helps her to be more diverse in writing and reading. Tyler also watches movies to learn pronunciation. Since university involves a lot of speaking, this is solid evidence that it helps Tyler to support his English use in university, whether during communications or in class activities. Another finding is the common social practice shared between EL students of UTAR. Among these five participants, it is shown that all of them listen to music and watch television, one way or another. They also tend to play video games, which is another common social practice shown. The uncommon social practice is the playing of board games which was carried out by James. There was no evidence to show that other participants do the same, so it is considered as an uncommon practice. These findings will then be analysed and continued in the next chapter for further discussion.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 Discussion

In this chapter, the findings and analysis will be combined to create a comprehensive segment. The findings above will be further elaborated on to state any significant findings or supporting elements for the literature review.

Overall, the information presented above shows that an individual's social environment and also their families play an important role in affecting their English proficiency. From the five participants for this study, it is shown that they possess similarities between each other. These similarities include their educational background, their personal interests, and also how their parents react to English as a whole. For participants that are fully English educated, like Ben and Tyler, their preference towards English is the strongest because that is their main strength. This causes them to major in English Language, while carrying out social practices in English as well. From this study alone, it can be seen that English educated background and their families are vital towards their current selection of courses. As for the other participants who take English as a second language, their preference towards English is mainly built during their primary or secondary school days. Although their families do not provide them with a full English environment since young, the influence they received in school was sufficient to bring up their passion towards the language. The other three participants each stated that they realised they liked English because they encountered a great teacher, or was influenced by their peers at school. This proves that their education background is also as important, and that family members and social environments are not the only factors that can affect one's interest in English. Also, the findings above show that even as English majors, the social practices they carry out at home are no

different than normal people. Especially since this study was conducted during the pandemic period, where their interaction with the outside world is scarce. They share most of the social practices at home, including listening to music, watching dramas and movies, gaming and also using English for social media. Even though they share the same social practices as other people, their preference in carrying them out in English is still present. This is mainly due to their personalities and also educational backgrounds where English is the main source of learning and conformity.

From the data extracted from both the interviews and diaries, information from findings and analysis can be used to answer the research questions. In the literature review of Mindog (2016), the study was based on Japanese university students who do not have much exposure with English. For this study, the participants are mainly English Language majoring students who are used to English learning. They do not learn through dictionaries, and instead use their personal understanding on the grammar structure and experience to carry out the process. However, the literature review is also related to the study at hand because it shows how students rely on technology, and not through traditional learning skills like reading books or doing English exercises. The most significant difference is that although most students still use online dictionaries in Malaysia for learning, these five participants do not. It can be concluded that online dictionaries are slower and their foundations in English Language are sufficient enough to help them construct a meaning quick enough. After all, there are still gaps between individuals who are good in a certain language, and those who just started to learn a language.

Furthermore, there are also links that can be connected between the current study and past research by Sargsyan & Kurghinyan. In their research, they mainly conducted a study on the use of English outside of the classroom environment for

secondary school Armenian EFL students. In this case, the results of both studies are similar because social practices carried out by both groups of samplings are alike. These include using social media, listening to songs, and also searching for information online in English. This also concludes the most common social practices carried out by EL major students at home are similar. Since the pandemic, students have been spending most of their time at home, which results in more social practices that can be carried out daily. The most common social practices were presented in the data above, but there were still some uncommon practices. For example, James communicates with his mother in Mandarin because it is their mother tongue. However, they have been trying to speak in English more often so that James can touch up on his speaking. This is also due to his mother having to interact with her customers in her business. Normally, in most cases it would seem like speaking English at home is the most common social practice for EL students. But, since they are a Chinese family, Mandarin was their comfort language and English is just a second language. This is interesting because the mother, who is supposed to be a guide in language learning, becomes the learner. Having a family member who majors in EL allows her to learn the language through speaking instead of having to attend online courses. In the literature review by Mohd. Anisur (2015), the research concluded that ESL learners in Bangladesh were motivated and had positive effects on their language learning process when they receive positive feedback from their family. That research focused on students, while in this study, James's mother also showed similar results in her English language learning. This shows that age group is not a deciding factor of the process, but instead family support and guidance controls the motivation of an individual when it comes to language learning.

5.2 Limitations of the Study

Although the study had findings and results that could support the research questions, there were still quite a few limitations to it. One of the main limitations was the lack of observations throughout the study. In this case, the study was limited by the pandemic and everything was done virtually and not face-to-face. The study lacked sufficient evidence to prove what the participants said were totally accurate. There might have been some information that has been left out because they forgot or ignored. Online calling is also not the best way to conducting an interview because there were connectivity disruptions or some minor details might be forgotten in the process. Besides that, the sample size was also of a smaller size with only five participants. This could not be avoided because of the inability to carry out meetings anytime and retrieve information because of the pandemic. Therefore, the data extracted might not be fully accurate because there was a lack of participants that could provide sufficient data towards the study. A better data collection would be beneficial in coming up with the most accurate information. This is because the use of recorded journals is all up to the participants. What they have recorded inside might not have been everything they carried out. Moreover, the timing of the entire study was not sufficient. Due to submission purposes, the study was only done in the matter of a few weeks. If given more time, the study could probably provide additional information that allows the research questions to be answered in detail. The time allocated for data collecting and analysing was mostly insufficient, which meant that the entire process could have been done better if there was more time allocated for the study itself. Lastly, there was also the limits of literature access. There weren't too many studies conducted on the topic, which means that the results have a chance of being inaccurate. The lack of literature also prevents the study from having references to compare to.

5.3 Recommendations for Future Research

From the limitations mentioned in the section above, there are a few recommendations for future studies that can be made to create a better study. First of all, the findings of the study have been presented in a detailed manner. However, a lack of information in the use of English for university subjects in present. Thus, future studies can try to answer this question significantly and provide detailed information so that the study is more complete. Besides that, since the study is done under the setting of UTAR EL students, future studies can focus more on different categories of samplings, such as students from other courses. A study on different EL students in different universities could also be conducted to contribute more data towards this topic. Since the study was conducted during the pandemic, future studies could also focus more on face-to-face communications and also different analysis techniques so that a complete data can be retrieved and presented. This way, the information gathered can be more in-depth compared to extracting this info virtually. Furthermore, another gap in the research that can be filled is the addressing of family factors. Since this study is mainly focused on the social practices in English that affects English proficiency, the issue of family factors was not addressed in detail. Future research could further expand on this topic and explain how family affects students in the language learning process. In addition, the time needed to complete the study should be lengthened. The study will not be able to bring out sufficient information over the course of a few weeks. Future studies should take up more time and effort to obtain data that can be analysed and presented in a detailed manner.

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Appendix

Appendix 1.1

Table 2.1: Information of the interviewee and language use

Name	Mother Tongue	Family Members who Live Together with the Participant	Spoken Language with Family Members
Jason	Mandarin	Father, Mother	Cantonese, Mandarin

Interviewee 1 (Jason)

Me: Good morning, Jason. Thank you for agreeing to this interview. Hope that you are doing well during this pandemic.

Jason: Good morning Sean. I am well, thanks for asking.

Me: So as mentioned earlier, the entire process will be recorded and transcribed for the usage of my FYP 2. Since this is a sensitive timing, we will be conducting this interview via call and not face-to-face. Is that acceptable for you?

Jason: Yes, I understand that, I am fine with it.

Me: Ok, shall we proceed?

Jason: Yes, yes.

Me: Alright, let's start the interview right now. So, first of all, may I know where are you staying as of now? Are you still living with your parents, or are you staying alone?

Jason: I am currently staying in Kampar, as I always do because I was born here. I still live with my parents, as we are all locals, but I am planning to move to KL to work after some time.

Me: Are there any other family members besides your parents that live with you currently?

Jason: I have a brother and a sister, but they are working in other states, so I only stay with my parents now.

Me: Ok, so I will only be talking about family members that stay together. Relating back to your parents at home, what language do you use to communicate with them every day?

Jason: As you know, Kamparians speak Cantonese most of the time, and my family is no different. Majority of the time, we only speak Cantonese, while mixing in a little Chinese occasionally.

Me: So basically, there is no English at all between your conversations? Do your parents know how to speak in English?

Jason: Nope, not at all, if you don't count the normal abbreviations like ok and everything. As for my parents, traditional Chinese families don't really receive English education, so they only know simple terms.

Me: Is it ok to share what type of abbreviations are common among your communication?

Jason: If I think about it, nothing much really, except for the term ok, because that's the most basic thing that is used by everyone.

Me: Alright, since you speak Cantonese most of the time, does it actually affect your usage of English at home at all?

Jason: Err, I think more or less it does affect the way I use English at home. Like, for example, I don't speak in English at all, so that limits how I use the language at home. Even when I watch TV shows or discuss about a topic with my parents, everything is either in Mandarin or Cantonese, since they don't know how to speak in English.

Me: Since you don't communicate in English with your parents, are there any other activities that you carry out alone at home? In English of course.

Jason: Yes, honestly I carry out a lot of activities that are English related, like social media, English music, English TV shows, and gaming are all carried out in English. I think those are the only things I do at home, despite not speaking in English with my parents.

Me: Is there a reason you choose to conduct the activities mentioned? Is there anything else in particular that you might have left out?

Jason: I think I do all those activities because I feel happy when I'm doing them. There isn't any specific reasoning, it's just become a norm for me in a way. Those are also mainly the things that I do at home, I can't think of something else.

Me: So why exactly are these activities conducted in English? Don't you do it in other languages as well? Like listening to Chinese pop music, or Cantonese dramas?

Jason: Most of the time, everything is conducted in English. But of course I do watch Cantonese dramas, listen to music of different languages, and stuff like that. My main focus is still in English, like social media, I don't like to use social media in other languages because it feels weird for me. Probably because everything online is normally

in English, so switching to another language makes it different, and unacceptable for me. Other activities, well mainly because English TV shows are more thrilling and fascinating for me, which grabs my attention easily.

Me: I see, so since you conduct these activities mostly in English, does this improve your English proficiency in any level?

Jason: I would say yes, carrying out all these activities definitely helps in making my English better. Taking TV shows as an example, with the subtitles included, I get to know what a word means when I don't understand it. Or with gaming, ever since I started playing games since primary school, my English has seen a great improvement, mainly because games implement English terms that widens my vocabulary.

Me: But how do you come in contact with all these mentioned activities though? You can't just suddenly feel like doing all these right? From your social environment, it's quite difficult to be involved with English Language as well isn't it?

Jason: Over the past years, my involvement with friends and peers of my age has become a big factor towards this. Although I do not use English for the first few years of my life, my education from primary school has taught me the importance of learning English. I started out by trying to watch English TV shows, and to my surprise it was quite interesting, and I began to learn English ever since.

Me: That's truly inspirational. But all these were during your primary and secondary school years correct? Since we are now in the same course in UTAR, what made you choose the course of English Language in the first place? Was it because of interest? Or something else?

Jason: Maybe because I'm mainly interested in the course overall, and at first it seemed like a pretty easy one to graduate from. During foundation, assignments were a

headache because of group members who can't write proper English, and I had to correct their mistakes every time. I figured that being in an English Language course would save me from all that trouble.

Me: Why did you prefer English Language over English Education then?

Jason: I'm more of an introvert, so I don't see myself teaching students, neither do I have the courage to talk in front of a bunch of people.

Me: Totally relatable, that's why I picked EL as well. Does this mean that English is your strongest and most preferred compared to other subjects?

Jason: You could say that, at least to me I prefer English over other subjects. Especially not mathematics and science, those things are very complicated.

Me: I get your reason. So far, since it's our last semester, does the course itself meet your initial expectations?

Jason: No, it's totally different than what I expected before coming in. It's pretty difficult in a sense, not like how I imagined it. I just thought about vocabulary, grammar, essay writings, all those kinds of stuff, but I was wrong. It isn't too difficult, but it's also not as easy as it seems.

Me: If it's challenging, have you ever thought about switching courses? Like other subjects like PR uses English too.

Jason: I still prefer staying in EL, cause most of it is based on writing, and speaking is not one of my strengths. As challenging as it is, it is still acceptable.

Me: That's why we are still in the same course up till now. Final question, since you are now majoring in EL, does it affect your daily life right now? Is your usage of English still limited as before?

Jason: At home, it is still the same. But I get more involved with English because of assignments, and research as everything needs to be done in English. I also communicate with my coursemates in the language as well, so that definitely has improved. Other than that, it's still the same I guess.

Me: Ok, thank you Jason for accepting my interview today. Stay safe and take care.

Jason: Same to you as well. Bye.

Table 2.2 First and second level coding for Jason's transcription

Transcription	First Level Coding	Second Level Coding	Themes
Kamparians speak Cantonese most of the time, and my family is no different. Majority of the time, we only speak Cantonese, while mixing in a little Chinese occasionally.	Jason uses Cantonese with his parents. The dominant language at home is Cantonese and a little bit of Mandarin with his parents.	Majority of Kamparians speak Cantonese as their main language. Jason is a local Kamparian.	Communications (with family in mother tongue language).
As for my parents, traditional Chinese families don't really receive English education, so they only know simple terms.	Jason's parents did not receive English education when they were younger.	Parent's educational background affects the education of their children.	Education factor (family).

<p>Even when I watch TV shows or discuss about a topic with my parents, everything is either in Mandarin or Cantonese.</p>	<p>Jason does not watch movies or make discussions in other languages except Mandarin and Cantonese with his family.</p>	<p>The lack of English usage among his family limits how he uses English at home, and there are no chances for him to speak English.</p>	<p>Communications (with parents in mother tongue language).</p>
<p>I carry out a lot of activities that are English related.</p>	<p>Jason has a lot of activities that he conducts using English.</p>	<p>Despite not being able to speak English at home, he still finds ways to use English in his daily activities.</p>	<p>Social practices in English (Daily activities)</p>
<p>I don't like to use social media in other languages because it feels weird for me.</p> <p>Well mainly because English TV shows are more thrilling and fascinating for me, which grabs my attention easily.</p>	<p>Jason feels uncomfortable if he uses social media in other languages.</p> <p>Jason is more interested in thrilling and fascinating TV shows.</p>	<p>Jason is more secured in using language that is commonly used amongst his friends and the public.</p> <p>Jason thinks that English TV shows are more interesting than other genres, and requires exciting stories to attract him.</p>	<p>Personality (Personal preferences in English for social media).</p>
<p>Taking TV shows as an example, with the subtitles included, I get to know what a word means</p>	<p>Jason learns English through TV shows by using subtitles that translate the meaning.</p>	<p>Jason watches TV shows with the subtitles on to learn the meaning of words.</p>	<p>Social practices (Informal English learning practices (TV Shows)).</p>

<p>when I don't understand it.</p> <p>Ever since I started playing games since primary school, my English has seen a great improvement.</p>	<p>Jason's English proficiency has improved after playing video games in primary school.</p>	<p>Jason had an effective way of improving his English.</p>	
<p>Although I do not use English for the first few years of my life, my education from primary school has taught me the importance of learning English.</p>	<p>Jason started learning English when he attended primary school, and he was not as interested before this.</p>	<p>Jason did not show huge interest in English until primary school, and his education changed his thoughts.</p>	<p>Educational factors (Importance of English learnt during primary school).</p>
<p>Maybe because I'm mainly interested in the course overall, and at first it seemed like a pretty easy one to graduate from.</p> <p>Assignments were a headache because of group members who can't write proper English, I</p>	<p>Jason chose the course because of his personal interest and overall difficulty to graduate from university.</p> <p>Jason was fed up with groupmates who couldn't complete their assignments properly, so he assumed that</p>	<p>Jason preferred an easier course compared to a challenging one so he can graduate easily.</p> <p>Jason possesses greater English proficiency compared to his friends, and he was tired of</p>	<p>Personality (Reasons of majoring in EL).</p>

<p>figured that being in an English Language course would save me from all that trouble.</p>	<p>being in EL will lighten his burden.</p>	<p>needing to pick up their mess every time.</p>	
<p>I'm more of an introvert, so I don't see myself teaching students, neither do I have the courage to talk in front of a bunch of people.</p>	<p>Jason does not like to talk in front of others because he has stage fright.</p>	<p>Jason prefers writing over speaking so that he does not have to face his fears.</p>	<p>Personality (Personal perception of self).</p>
<p>I prefer English over other subjects. Especially not mathematics and science, those things are very complicated.</p>	<p>Jason likes English more than other subjects, and does not like mathematics and science subjects because they are difficult.</p>	<p>Jason is more of a person who goes with his feelings instead of logical thinking.</p>	<p>Personality (Personal preferences (related to school subjects)).</p>
<p>It's pretty difficult in a sense, not like how I imagined it.</p>	<p>Jason thinks that the course is more difficult than he imagined.</p>	<p>Jason had low expectations for the course.</p>	<p>Expectations (Personal expectations of the course).</p>
<p>At home, it is still the same.</p> <p>I also communicate with my coursemates in the</p>	<p>Jason does not speak English with his parents still.</p> <p>Jason now speaks to his coursemates in English which</p>	<p>Nothing has changed for Jason even though he is now an EL major.</p> <p>Jason has more chances to use English ever since he attended</p>	<p>Communications (Preference in using English).</p>

language as well, so that definitely has improved.	increases his usage of the language.	university because his coursemates speak the same language.	
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Appendix 1.2

Table 2.3: Information of the interviewee and language use

Name	Mother Tongue	Family Members who Live Together with the Participant	Spoken Language with Family Members
Ben	English	Father, Mother	English, Hokkien

Interviewee 2 (Ben)

Me: Hi Ben. How are you doing?

Ben: Hello Sean, I'm doing, sort of ok, what kind of interview would you like to do? Is it for your FYP?

Me: Yes, it's for my FYP 2. I'm just going to interview you on a few questions regarding your daily life and English and it will be recorded, is that alright?

Ben: Sure sure, go on ahead.

Me: I'll start the interview now. First question, where are you staying now? Who do you have that lives with you currently?

Ben: I'm now back in Penang, and I live with my dad and my mother right now.

Me: Do you have any other family members staying under the same roof?

Ben: My sister is married and she lives in the U.S., so it's only the 3 of us at home.

Me: I see I see, may I know what types of languages do you communicate in with your parents? It can be any language, doesn't has to be only one.

Ben: I speak English, that's my most common language at home. I do speak in Hokkien sometimes, when my parents speak to me in Hokkien. It depends on how they start the conversation first.

Me: Normally what language do you use if you take the initiative?

Ben: That depends as well, it can be Hokkien or English, I use them interchangeably.

Me: So there's no other languages used in the speaking process?

Ben: No there is not. I studied in an English primary and secondary school, so everything is in English. There's no Mandarin or Malay.

Me: Ok. So apart from your conversations in English, does using Hokkien affect how you use English at home?

Ben: I don't think so. Mainly everything I do or say is in English, so I use English more than I use Hokkien. The only times I use Hokkien is for communication purposes only, the rest are done in English.

Me: Can you elaborate more on the rest? Like what do you exactly do at home that uses English?

Ben: As you know, I am a heavy gamer. All games I play are in English, because that is my preferred language. I also read novels from time to time, in English as well of

course. Other entertainment like music genres, television and also my part-time job is in English. I think 90% of my life revolves around English.

Me: Wow, that's quite a lot you have there. Why do you conduct these in English? Why don't you listen to Chinese or Malay music, or maybe read novels in other languages?

Ben: I don't really understand Chinese, because my education is mainly done in English. I didn't even take Chinese as a subject during SPM, so I can only make out a few words in conversations. English is still my go to because it is what I do best.

Me: Then what about your job? Are there things you are required to complete in Malay or any other language?

Ben: Not at all. My part-time job is something like assisting the HR department to file different profiles into their suitable positions and input basic information into an excel sheet. Everything is in English as well.

Me: Seeing that everything you do is mainly in English, that must mean that you are very skilled and fluent in English. Do these activities help to improve your English levels?

Ben: In the long run, it does improve the way I speak and think. It is like, an everlasting process, so there is no limit to how much I can learn. I am still learning new words and new rules from time to time, so it does improve my English bit by bit.

Me: What are your thoughts on your social environment then? Is it beneficial towards your learning of English?

Ben: I think my social environment is different than others, most likely because the amount of English speakers are far inferior than Mandarin speakers. It grants me a special path that brought my English where it is today. Although it isn't much of a feat,

it is sufficient enough to assist me in everything I do, which I appreciate. My family members speak English, my friends speak English, so the environment overall allows me to learn and grow in terms of my language abilities.

Me: That's really great to hear. It's rare to see a social environment like this. Moving on, as a current EL student, do you have a reason for choosing English Language instead of other courses when you finished your foundation studies?

Ben: I wanted to be a teacher, so supposedly I should have gone to English Education. But I filled up the wrong course during my application form, so I just went with it instead of changing courses. I still want to be a teacher, so this course is good enough for me.

Me: In that case, I can assume that English is your best subject right?

Ben: Yes, it is. I don't think my other subjects come close to it. At least that is what I prefer the most.

Me: Is the course suitable up till now? Does it suit your expectations of how it is supposed to be?

Ben: Yeah, so far it's everything I have imagined, like Literature, public speaking, and writing are among what I expected. I am still learning new things because those are not something that I will just look up during my spare time.

Me: So as an EL major, does it still affect your daily life at home with your parents, or limit your usage of the language at all?

Ben: I think it does not affect as much? Because it's still the same thing, I still communicate with them through English and Hokkien. It does broaden my usage for English, because the assignments require deeper understanding, which is where we

need to do research. Communication with my friends are always done in English, so I am using it more than before.

Me: Ok thank you Tim. I appreciate the time you took to conduct this interview with me. Have a nice day!

Ben: Welcome Sean, thank you as well. Bye.

Table 2.4: First and Second Level Coding of Ben's Transcription

Transcription	First Level Coding	Second Level Coding	Themes
I speak English, that's my most common language at home. I do speak in Hokkien sometimes, when my parents speak to me in Hokkien. It depends on how they start the conversation first.	Ben speaks with his parents through English and Hokkien depending on the situation.	Ben is somewhat a passive speaker because he does not seem to initiate conversations as much.	Communications (with family in mother tongue language).
I studied in an English primary and secondary school, so everything is in English. There's no Mandarin or Malay.	Ben studies in a primary and secondary school that specialises in English only.	Ben is English educated, so he does not speak Mandarin and Malay.	Educational factor (Social environment of English since young).
Mainly everything I do or say is in English, so I use	Ben uses more English than Hokkien at home.	Ben is more comfortable with using English	Social practices in English (daily activities).

English more than I use Hokkien.		because of his daily habits.	
All games I play are in English, because that is my preferred language. Other entertainment like music genres, television and also my part-time job is in English.	Ben plays games that are in English because he uses the language often. Ben carries out his daily activities and his part-time job in English.	Ben is very specific on the language he uses for his games due to his preference. Ben only chooses to work and conduct daily activities that adhere to his spoken language.	Personality (Preferences in gaming).
I didn't even take Chinese as a subject during SPM, so I can only make out a few words in conversations.	Ben did not take any Chinese examinations, but can understand very basic Chinese.	Ben is not interested in the subject due to his environment, but he is still influenced by others to make out a few words.	Educational factors (Weakness in other languages (Mandarin)).
I am still learning new words and new rules from time to time, so it does improve my English bit by bit.	Ben is still improving his English by learning new things.	Ben has passion in learning the language even though he is good at it.	Personality (Passion towards English).
I think my social environment is different than others, most likely	Ben thinks that English speakers are way lesser	Ben feels different because he belongs to a group that has lesser	Educational factors (Social environment of English).

<p>because the amount of English speakers are far inferior than Mandarin speakers.</p> <p>My family members speak English, my friends speak English, so the environment overall allows me to learn and grow in terms of my language abilities.</p>	<p>than Mandarin speakers around him.</p> <p>Ben lives in an English speaking environment, which guided him to improve on his language abilities.</p>	<p>numbers, which makes him the odd one out.</p> <p>Ben appreciates his living environment that brought his language skills to a higher level.</p>	
<p>I wanted to be a teacher, so supposedly I should have gone to English Education.</p> <p>I still want to be a teacher, so this course is good enough for me.</p>	<p>Ben's ambition was to be an English teacher and he signed up for the wrong course.</p> <p>Ben still wants to be a teacher after he graduates.</p>	<p>Ben has plans for his future career in the education field.</p> <p>His thinks that he can still achieve what he wants through this course.</p>	<p>Expectations (Plans for the future (teaching English))</p>
<p>I don't think my other subjects come close to it.</p>	<p>Ben agrees that English is his best subject.</p>	<p>Ben is confident in his English skills compared to other subjects.</p>	<p>Educational factors (Personal strengths (in English)).</p>

<p>I am still learning new things because those are not something that I will just look up during my spare time.</p>	<p>Ben is on his learning process where he learns something that is new to him.</p>	<p>Ben has the urge to learn because he thinks that there is knowledge that is out of his personal understanding.</p>	<p>Social practices in English (Formal English learning practices (through proper learning and research)).</p>
<p>It does broaden my usage for English, because the assignments require deeper understanding, which is where we need to do research.</p> <p>Communication with my friends are always done in English, so I am using it more than before.</p>	<p>Ben has more use for English than before because of his assignments.</p> <p>Ben uses English more because he speaks to his friends in English.</p>	<p>Ben feels like he uses English in a wider area instead of certain daily activities.</p> <p>Ben has a bunch of friends that speak English with him in UTAR.</p>	<p>Use of English related to university subjects.</p>

Appendix 1.3

Table 2.5: Information of the interviewee and language use

Name	Mother Tongue	Family Members who Live Together with the Participant	Spoken Language with Family Members
Tyler	English	Father, Mother, Younger Sister	English

Interviewee 3 (Tyler)

Me: Hello?

Tyler: Hello?

Me: Uh Tyler? Can you hear me?

Tyler: Yeah, I can hear you.

Me: Ok, good. So, uhm, as I mentioned, I'm going to conduct an interview with you for my FYP ah. Is that ok? I need your consent first before we can proceed.

Tyler: Can lah, no problem. You got how many questions? I remember you told me around... 10 is it?

Me: Yup, more or less lah. But I'll still ask something like, extended questions if I think I have something new to add in lah. Good?

Tyler: Ok sure. You wanna start now? I'm ready.

Me: Ok sorry (chuckle). Err, before that, you do know, ah, what the main interview is about right? We did a similar but shorter one, like few months ago if I remembered correctly.

Tyler: Ohh really meh?

Me: Yeah wei, you remember the one where I asked you about how you use English at home one?

Tyler: Ohhhhhh yeah yeah yeah, ok I know now.

Me: Yes, it's going to be the same theme, but under more detailed questions lah. If you have anything that can be added you can just add it in, I need as much info as possible. Thanks ah.

Tyler: I'll try lah, if I can add anything I'll do it.

Me: Ok thanks first. I'll begin with the first question yeah. So what I want to know is, where are you at ah currently? Any other family members that live together with you?

Tyler: Uhm, I'm currently in JB, Kulai, to be exact. Err, I live with my parents lah, and also my younger sister.

Me: Ohhh yeah, your sister is the same age as me right?

Tyler: She's the same batch as you, she's supposed to be in PR but she graduated last sem.

Me: Yes I know. So now she's not working? Or are you working?

Tyler: She's still looking for a job lah from what I know. For me, I am working currently, as a part time financial advisor.

Me: Wah financial advisor ah? Are you working from home? Or you need to go to the office one?

Tyler: Half half lah actually. Sometimes when I have class then I will just work from home lor, when I don't have classes then I'll just attend work at the office. Quite chill la there, they don't mind letting me having classes and working at the same time.

Me: You can cope ah? How's the environment? Do they speak English most of the time? Or do you have any trouble communicating with them?

Tyler: Errr the environment is quite ok lah honestly, the people there are nice, I have some friends there also. Majority of them speak Mandarin, but there are still some of them who speak English with me. Communicating I think no problem lah so far, cause I can understand what they say, they can understand what I say also, and I'm learning Mandarin now, if you see my stories.

Me: Why did you choose this job leh? Cause you know, you don't speak Mandarin ma right? Not that you don't speak, but only a little bit. Why don't you choose an environment that speaks English?

Tyler: I worked as an Intern there ma last sem. I didn't really know about this until I attended the office, then I was like, yo, so much Chinese here, haha. Although they can understand me, and communications are not a problem, but I think it's important to cope in with them instead of having to ask them to, you know, speak English because of me. That's why I started learning Mandarin so that I can become one of them. Some clients only speak Mandarin also, so I got no choice also lah, if I don't learn then gg already, clients all run.

Me: Ok ok, I see. That's why you were learning Mandarin. Then how about your family ah? Your parents, your sister, what languages do you use to communicate then?

Tyler: My parents ah, I speak to them in English. Sometimes they forget to switch languages lah, then they will speak to me in Mandarin, but I'll still reply them in English. But now, I start talking back in Mandarin also, cause you know I am learning ma. My sister, I talk to her in English also, but normally she replies me in Mandarin. I don't know why, our family communicates like that since I was born. Very weird for most people lah, but for me, it's ok because I'm used to it already.

Me: Can you explain in detail ah as to why this is happening? Like why do you speak English with them, but they reply in Mandarin? Or why your sister doesn't speak English with you?

Tyler: Explain ah, wait ah let me think. I'll start with my sister, because hers is easier. The difference between me and my sister is education, and also our circle of friends. We both went to Chinese primary schools, secondary schools, even UTAR is kind of like a Chinese uni. But, our language preferences are different. When I was in primary school, I am more interested in English, compared to Mandarin. I think because I started speaking English when I was young, so I don't really like Mandarin as much, even if I attended a Chinese school. Even if like, a lot of people was speaking in Mandarin at the time, I still got a bunch of friends who can speak both languages. I did try to learn Mandarin, but for me, a new language was so hard at the time.

Me: Don't you ever feel like speaking in Mandarin with them? Because you know, to fit in? Stuff like that?

Tyler: I did, but I tried, and honestly the results you know lah. As a student then, if you fail at something, you wouldn't want to continue learning ma right? Especially when I fail most of my Chinese exams, even in UPSR. Since my friends are ok with this communication, then ok lah, comfortable like that.

Me: So why do you speak with your sister in that way though?

Tyler: My sister is different than me lah, my parents realised that Mandarin was important after they see me not doing that well in that language. Errr, if I remember correctly, most of her education time was in mixed languages of English and Mandarin, even when my parents speak with her it's in English and Mandarin as well. Just that when she grew up and attended school, maybe she was influenced by her friends or something, so she felt like speaking Mandarin was what she wanted. Then until today lor.

Me: Isn't English good though? Why do your parents think that learning Mandarin is better?

Tyler: Errr, I didn't ask actually. I'm not quite sure also, it's just a normal thing for me, I've never thought of it.

Me: Then what about your parents?

Tyler: My parents ah. So like I mentioned just now, my initial educations were done in English. They spoke to me in English, but then as a Chinese family, you cannot just be fluent in one language ma, so they sent me to a Chinese school so I can learn Mandarin. They speak Mandarin also, just that they feel like it's important for me to learn both languages, so they talk to me in English first, then the school will teach me Mandarin. But I don't prefer Mandarin lah, so no choice.

Me: But you are learning Mandarin now right?

Tyler: Uhm because of my job ma, I'm hoping to turn it into my main job after graduation, so I think better to learn now so that I stand out.

Me: Ohhh ok I understand now. Then, like you said, your family uses Mandarin, so does it actually affect how you use English at home? Like do you use lesser English because of that?

Tyler: If we are talking about before I started using Mandarin, then actually I don't think it affects as much. Mainly because it's been 24 years, we are used to each other's lives, so I would say it does not affect me lah. I still use English the way I use it normally.

Me: Ok, so, uhm, may I know what kind of activities ah, you do at home? Like what do you do that relates to English?

Tyler: Activities ah? Same lor, like what we do every day. Now my work content is in English lah, like preparing financial advice, the drafts, and everything. The courses are in English also, so when I do paperwork everything is in English. Music also, I mainly stream on Apple music, that's in English as well. I normally watch English dramas, movies, ermmm, ohh right, games also, but now I seldom play lah, cause I'm busy.

Me: Is it possible to share your work content? Or which artists you listen to, what kind of dramas, that kind of stuff?

Tyler: Errr, I cannot share my work with you lah cause it's confidential, but mostly all those paperwork stuff that you can imagine, kind of like Excel sheets, preparations, yeah. Artists ah, I personally like Ed Sheeran more, but uhm, I listen to any kind of music, as long as I find it nice. A recent drama I'm watching ah, Loki lor, you are watching also right?

Me: So why, err why do you listen to English songs? Don't you listen to anything else? Any other genres? Why Ed Sheeran? And yes, I'm watching Loki as well, Marvel fans don't miss this hahaha.

Tyler: Yeah I only listen to English songs, not sure why. I never really thought about listening to other genres or languages. I mean I like Ed Sheeran because his songs are catchy, they are nice, and I feel like he is very talented as well. He makes his own songs, and is quite funny.

Me: Then what about gaming? What games did you play before this?

Tyler: I don't play as much now, but before this I used to play Dota 2 on pc.

Me: Did you ever meet any other players from other regions ah? Were there any communications there?

Tyler: Of course, we meet people in Asia cause we play on Asia servers. Mostly Phillipinos and Malaysians, maybe some other countries, not quite sure actually. We only judge through the languages they type, we don't communicate with each other, we just play. Most of the chat are toxic also, all like vulgarity in different languages, so there's no point in joining them also lah.

Me: I totally get you, Asia servers are so toxic. So, from the above activities, do they actually improve your English levels ah?

Tyler: Errr, yes maybe? Because right, when I listen to a lot of songs, the lyrics sometimes give me an idea of how to use a particular word or term. The update me on the newest slangs as well, because they sometimes use new web words in their songs. Dramas and movies, uhm, I learn some pronunciation as well, new words too, because you know got some words that we don't really know how to pronounce it, so when you hear it in a series you will be like, ohhh so that's how you say it.

Me: Are there any examples that you can give from the words you learned how to pronounce?

Tyler: Errr, I can't think of one immediately, but I do remember one when I was younger. The word "flour", there are different ways to pronounce it right? I used to pronounce it as "flower", but a movie taught me that it's called "flar".

Me: Do you still remember which movie you learnt this from?

Tyler: I can't really recall now, cause it's been quite a long time already.

Me: It's ok it's ok, I just wanted to know. We move on to the next topic lah ok? Errr, do you have any particular reason, on why you chose English Language as your major course before you attended UTAR?

Tyler: Reason ah? Hmmm... I think, probably because I think that I am better in English than in other subjects? I don't know man, it just seems like the correct way to go when I was browsing through all the courses.

Me: Why do you think English is your best subject? Are you good in grammar? Or anything else? Can you also elaborate more on the correct way to go?

Tyler: Uhm, I, English is probably what I do best because I always get higher scores in primary and secondary school exams. My grammar and vocab, I can't say it's very good, but at least I know enough to handle myself. I don't present as well, but I'm working on it because my current job needs me to speak a lot. As for the correct way, it's just a gut feeling lah, like ok, I like this course, I think I can graduate from here, then I just pick it lor.

Me: Ok, ermm, so currently, is the course up to your expectations? Do you think that you did the right choice?

Tyler: I think it's fine, it hasn't really like exceed what I expected, everything is still in a normal, uhm, area. I can't say for sure if I did the right choice, but I'm graduating soon, so at least I achieved my goal.

Me: Were there any challenges during your studies?

Tyler: Yes lah of course. There were quite a lot like we experienced, complicated assignments, useless group members. You remember that History class ah, that one we totally don't understand what she was talking about.

Me: Yeah yeah yeah I remember, History of English Language or something, that was probably one of the most difficult subjects I've went through. Which complicated assignments though?

Tyler: Got lah, that phonetics assignment you still remember? The transcription one, we did like crazy man, don't even understand it until now.

Me: Ohhhh that one ah, of course I remember. Took us a few weeks to finish it, quite difficult lah. So is this one of the subjects that you weren't interested in?

Tyler: Definitely, it's too complicated. Maybe for someone else it's still ok, but for us I think it's not what we are good at.

Me: Ok ok, nevermind, I'll just ask one more question and we are done. So, since you are an EL major right, does it affect how you spend time at home? Like your interaction with parents, does it limit the usage of English at home for you?

Tyler: It doesn't really limit it, but at the same time I don't think it affects my life as well. Because right, I think when we do assignments, we do research ma, then everything is in English, which means we use it more. It's a learning process lah, I learn something that I never thought about approaching before, but not to an extent that I

become a master in it you know? So I can't say it limits me, just that I got too many things to learn and it becomes separated. I learn a little bit of this, then that, like rojak style.

Me: Alright, that's all for my interview session Tyler. Thank you for taking so much time to help me out, I really really appreciate it.

Tyler: It's ok lah, for your FYP, I try to help you if I can.

Me: Ok thank you Tyler, thank you very much ah. You can hang up now.

Tyler: Ok, bye bye.

Table 2.6 First and second level coding for Tyler's transcription

Transcription	First Level Coding	Second Level Coding	Themes
Sometimes when I have class then I will just work from home lor, when I don't have classes then I'll just attend work at the office.	Tyler stated that he works from home if he has classes, and he attends the office when he is free that day.	Tyler has a flexible supervisor.	Working environment (part-time job)
Quite chill la there, they don't mind letting me having classes and working at the same time.	Tuler said that his workplace is chill and his colleagues do not mind him having to work and study at the same time.	Tyler does not feel stressed working as a part-timer.	

Majority of them speak Mandarin, but there are still some of them who speak English with me.	Most of Tyler's co-workers speak Mandarin, but there are some of them who speak English with him.	Tyler is working at an environment that does not mainly speak his mother tongue.	Communications (with colleagues in different languages).
And I'm learning Mandarin now, if you see my stories.	Tyler stated that he is now learning Mandarin and he posts them on his stories.	Tyler is trying to cope with his working environment and colleagues.	Personality (flexible and wanting to cope with others)
I didn't really know about this until I attended the office, then I was like, yo, so much Chinese here.	Tyler did not know about his office environment until he attended it, and realised it was mostly Chinese.	Tyler's expectations were different than what he encountered during work.	Expectations (Personal expectations of office environment)
Communications are not a problem, but I think it's important to cope in with them instead of having to ask them to, you know, speak English because of me.	Tyler stated that it is important for him to cope in with his colleagues instead of having them to cope with him.	Tyler takes his colleague's views in a serious manner.	Personality (Sense of belonging).
I started learning Mandarin so that I can become one of them.	Tyler is learning Mandarin to mix in with the company culture.	Tyler copes with others by learning their language.	

I speak to them in English. Sometimes they forget to switch languages lah, then they will speak to me in Mandarin, but I'll still reply them in English.	Tyler stated that he speaks to his family in English, even when they speak to him in Mandarin.	Tyler is more comfortable speaking in English than in Mandarin.	Communications (with family in mother tongue).
But now, I start talking back in Mandarin also.	Tyler starts talking to his family in Mandarin.	Tyler is willing to learn a new language by speaking it.	Communications (Formal Mandarin learning practices)
I think because I started speaking English when I was young, so I don't really like Mandarin as much.	Tyler stated that he prefers English over Mandarin because he has been speaking it since young.	Child education shapes preferences and habits.	Educational factor (education since young)
As a student then, if you fail at something, you wouldn't want to continue learning ma right?	Tyler said that as a student, if he failed at something, he would not want to continue learning it.	Tyler is demotivated if he fails during his learning process.	Motivational factors (Demotivation (doing bad at academics))
Parents realised that Mandarin was important after they see me not doing that well in that language.	Tyler's parents realised that Mandarin is also important when they saw him doing bad in the language.	Tyler's performance changed the perspectives of his parents.	Educational factor (parent's intentions)
Maybe she was influenced by her friends or something, so she felt like speaking	Tyler thinks that his sister was influenced by her friends, so she preferred Mandarin.	Peers are a huge influence on an individual's language learning process.	Educational factors (influenced by friends in school)

Mandarin was what she wanted.			
They spoke to me in English, but then as a Chinese family, you cannot just be fluent in one language ma, so they sent me to a Chinese school so I can learn Mandarin.	Tyler said that his parents spoke to him in English, but because he was born in a Chinese family, he needs to be fluent in different languages, which was why he was sent to a Chinese school to learn Mandarin.	Tyler's education was fully controlled by his parents and their desires.	Educational factors (ethnicity)
But I don't prefer Mandarin lah, so no choice.	Tyler does not prefer Mandarin over English.	Tyler has his own preferences even after following his parent's intentions.	Educational factors (Preference in using English).
I'm hoping to turn it into my main job after graduation, so I think better to learn now so that I stand out.	Tyler hopes to turn his part-time job into his main job after he graduates, so now is the best time for him to stand out.	Tyler is determined in continuing to work at his current workplace.	Expectations (Plans for the future).
I personally like Ed Sheeran more, but uhm, I listen to any kind of music, as long as I find it nice. Yeah I only listen to English songs, not sure why.	Tyler stated that the artist he likes is Ed Sheeran, but he listens to any kinds of music as long as it is nice. Tyler only listens to English songs without a reason.	Tyler is interested in nice English music. Tyler prefers English songs only.	Personality (Preferences in music).

Of course, we meet people in Asia cause we play on Asia servers.	Tyler stated that he meets Asia players online because he plays on Asia servers.	Tyler does not play in other servers.	Personality (Preferences in gaming (online servers))
Because right, when I listen to a lot of songs, the lyrics sometimes give me an idea of how to use a particular word or term.	Tyler said that listening to songs gave him an idea of how to use an English word or term.	Tyler listens to songs to learn English.	Social practices in English (Informal English learning practices (lyrics of songs))
Dramas and movies, uhm, I learn some pronunciation as well, new words too, because you know got some words that we don't really know how to pronounce it.	Tyler learns how to pronounce new words through dramas and movies because there are words that he doesn't know how to pronounce.	Tyler learns pronunciation from the way actors pronounce words.	Social practices in English (Informal English learning practices (TV shows))
I don't present as well, but I'm working on it because my current job needs me to speak a lot.	Tyler does not do well in presentation, but he is improving on it because he needs to speak more in his current job.	Tyler is making changes to cope with his work.	Social practices in English (Efforts made for future job).
I think it's fine, it hasn't really like exceed what I expected, everything is still in a normal, uhm, area.	Tyler said that everything he experienced in the course is within his expectations.	Tyler has an achievable expectation of EL.	Expectations (Personal expectations of the course).

I think when we do assignments, we do research ma, then everything is in English, which means we use it more.	Tyler stated that he uses English more because of research done for assignment purposes.	Tyler uses English for assignments.	Use of English related to university subjects (Preference in using English).
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Appendix 1.4

Table 2.7: Information of the interviewee and language use

Name	Mother Tongue	Family Members who Live Together with the Participant	Spoken Language with Family Members
Annie	Mandarin	Mother, Elder Sister, Younger Brother	Mandarin

Interviewee 4 (Annie)

Me: Hello, hi, hi, Annie?

Annie: Yes, hello. I can hear you.

Me: Ok nice, so I already mentioned to you that this interview is mainly for my FYP 2, ok? Do you agree for me to errr, transcribe this interview and use it?

Annie: Yes of course.

Me: Ok great, so I'll start the interview now ok? Ahhh, let me see. Ok so Annie, where are you currently at? And who is staying together with you as of now?

Annie: Uhm, I am now at KL, because I am having my internship here. I stay alone now in a hostel, there's no one around actually.

Me: Ahhh I see, what type of internship are you doing?

Annie: I am working in a company called CBRE, and I'm working in the HR department.

Me: Why HR leh? It's not really related to our course right?

Annie: I got no more choices left, no company wants me (laughs). This is the only company that wants to hire me, so I go there lor.

Me: I know it's quite difficult lah to find a job now, especially for internship. Does your work involve English?

Annie: Ermmm, English as a basic yes. But not very deep that kind. It's more towards organising the data given by my supervisor and just maybe making a few phone calls to people who are shortlisted, to inform them about the hiring process, something like that.

Me: So how's your social environment there? Not the whole environment lah, I mean how is the English environment around you? Do you communicate with the people you want to call in English?

Annie: The environment, for me it's just like normal, not a lot of people speak English, majority of my colleagues speak Mandarin, there's not many Malay colleagues here as well. But when I call people, I mainly start with English first, because it is like an SOP

right, what if they don't speak Mandarin or Malay? So I always speak to them in English.

I think until now, almost 70% of the conversations are done in English.

Me: Do they only speak English? Or they can speak in other languages as well?

Annie: I think most of them are bilingual, cause you can differentiate through their accents, there's a slang there.

Me: Then why do you think they speak in English back to you?

Annie: Most probably because of manners, like if I hear someone speak Mandarin to me, I will also speak in Mandarin with them, assuming that I know the language lah.

Me: Yeah, I get that feeling. Ok so, moving back to the previous question, which family members live with you at your hometown? Erm, before you to KL?

Annie: I live with my mom, my elder sister and my younger brother. My elder sister went to work already right now in my hometown, Sabah, and my younger brother is still studying in secondary school.

Me: So, before this right, what language do you use in your everyday communications? With your mother, your brother, or any family members?

Annie: We speak Mandarin at home. Mandarin is my first language, so everyone speaks Mandarin here.

Me: Is there any other forms of English spoken? Do you errr, communicate in English every once in a while?

Annie: Not that I remember, no. I don't recall talking in English at home lah.

Me: Is there a reason why you don't speak in English? Is it because you don't like it, or?

Annie: No lah, not to say that I don't like it, but I think it's because of how my mom taught me. Since I was born, she has been speaking Mandarin with me and my sister, even my brother as well after he was born. It's errr, a tradition? Never thought about speaking English at home.

Me: Hmmmm, interesting. So since you speak Mandarin at home right, does the language affect your usage of English ah? Because you don't speak in English, so you don't like to use it as much at home also?

Annie: More or less I think it does affect a bit, but uhm, it's not a very big deal. Although I don't speak as much, I still use it every day under different situations.

Me: Can you explain or list out, err what these activities are?

Annie: Uhhh, the first thing is that I listen to songs, English, Chinese, K-Pop, but English songs are included. Social media maybe? Errrr, I use Facebook, Instagram, those are in English as well. I guess also reading? I used to read lah, but now very busy so I don't read as much as I use to dy lor.

Me: Can you tell me a little more specific details ah? Like which English songs or artists do you prefer, what books do you read, or why do you use social media in English?

Annie: I don't have a preference leh for songs, I listen to whatever that's trending right now, mostly whatever is on the radio lah. Then uhm, I used to read novels like Twilight, Harry Potter, yeah mainly those. For social media, I think because English is the standard way of using it? I am not sure, I use all my social media in English, maybe because it feels different if I use it in like BM or Chinese.

Me: Ah, ok ok, so what radio stations do you listen to? How, how frequent do you tune in?

Annie: I listen to Hitz, you know Hitz FM? Fly FM as well, errr I listen to these stations when I get on the car, so maybe around once or twice a day.

Me: Are there any specific reasons that you choose to listen to these stations?

Annie: Because Hitz FM got a lot of hit songs ma, like trending ones, then the other one has like, older songs, nostalgic ones, so it suits me quite well.

Me: Ok, then what about your novels? Do you like fictions only?

Annie: Errr, I like stories, if compared to non-fictions, because it's more attractive and, ermm, more creative. You can say I prefer fictions compared to other genres, because it gives me a, kind of, errr, exciting feeling.

Me: Ok can can, so do you think that conducting these activities in English, can actually improve your English proficiency?

Annie: To me, actually yes. Take reading as an example, when I was in secondary school, my vocabulary was limited, even though it is still not very good now, but reading helps me to improve overall. My essays used to be shorter, but then I started to write, longer sentences and turn them into better versions. So, yeah, I think it does improve my proficiency, but maybe because I am interested to learn also lah.

Me: Got it, so let's move on to a topic on, errrr UTAR, EL. Before you came to UTAR right, what made you pick EL as your main course? Do you have any particular reasons?

Annie: I think it's the same as you guys lor, I don't know what to study so I picked the easiest course on the list. Psychology was my other choice, but then after my family told me that, the jobs in Malaysia are quite less, so I decided to go for EL instead.

Me: So you think EL has a higher chance of getting a job?

Annie: If you compare it together, then yes, because right, English got a lot of uses, wherever you go also you use English, so the way out is, errr broader.

Me: Ok. So is English your best language? Cause if your English isn't that good you also won't pick EL correct?

Annie: I wouldn't say it's my best lah, just that I am more interested in English than other subjects. I'm still not very good at it hahaha.

Me: Do you have a specific range on what you are good in ah? Like grammar, history, that kind?

Annie: I am better in essay writing, grammar, errrr I think that's it. The others I'm ok only, not very good, but not very bad. Maybe like average.

Me: Ok, great. So do you have like any expectations of the course overall? Does it meet your expectations?

Annie: To be honest I did have some expectations like having nice lecturers that teach me interesting facts, maybe write some articles and essays. The course did exceed because, errrr I get to learn much more than what I had in mind, such as linguistics, public speaking, even video editing.

Me: Since you think that the course fits what you think of it at first, do you have any challenges at home? Like being an EL major, does it affect the way you speak to your family?

Annie: It's doesn't actually. Mainly because I have spoken, errrr Mandarin with them for all my life, so I don't suddenly speak English because that would be weird, at least for me lah.

Me: I see, so have you ever asked your mom or your siblings, if you were to speak English with them, would they do the same?

Annie: No, I haven't. I think they will feel the same as well, so it might take some getting used to.

Me: Ok, thank you Annie. I think that's all for today. Really thanks for accepting my interview. Take care.

Annie: Ok stay safe. Bye bye.

Table 2.8: First and second level coding for Annie's transcription

Transcription	First Level Coding	Second Level Coding	Themes
Erm, English as a basic yes. But not very deep that kind. It's more towards organising the data given by my supervisor and just maybe making a few phone calls to people who are shortlisted, to inform them about the hiring process, something like that.	Annie's usage of English during her internship is limited.	Annie's internship has nothing much that is related to her studies.	Social practices in English (Daily activities in English during internship).
The environment, for me it's just like normal, not a lot of people speak English,	Annie's colleagues mainly speak in Mandarin.	Annie does not work in an environment that is very indulged in English.	Communications (Working environment)

<p>majority of my colleagues speak Mandarin.</p> <p>When I call people, I mainly start with English first, because it is like an SOP right, what if they don't speak Mandarin or Malay?</p>	<p>Annie initiates calls in her work with English to showcase her professionalism.</p>	<p>Annie thinks that English is the main language for communication with clients and people she doesn't know.</p>	<p>(speaking in Mandarin)).</p>
<p>Most probably because of manners, like if I hear someone speak Mandarin to me, I will also speak in Mandarin with them.</p>	<p>Annie stated that she will speak the same language as the other end because it is polite that way.</p>	<p>Replying in the same language is basic manners.</p>	<p>Communications (with clients in English).</p>
<p>Since I was born, she has been speaking Mandarin with me and my sister, even my brother as well after he was born. It's errr, a tradition? Never thought about speaking English at home.</p>	<p>Annie stated that it is their family tradition to speak Mandarin at home and she never thought about speaking English.</p>	<p>Home education affects the usage of English language at home.</p>	<p>Educational factors (did not speak English at home since young).</p>

<p>Uhhh, the first thing is that I listen to songs, English, Chinese, K-Pop, but English songs are included.</p> <p>I guess also reading? I used to read lah, but now very busy so I don't read as much as I use to dy lor.</p>	<p>Annie listens to different genres of songs (including English).</p> <p>Annie stated that she used to read but she does not do that now because she is busy.</p>	<p>Annie is not limited to only English activities but also conducts them in different languages.</p> <p>Reading is limited due to time restraints.</p>	<p>Social practices in English (Daily activities)</p>
<p>I don't have a preference leh for songs, I listen to whatever that's trending right now, mostly whatever is on the radio lah.</p> <p>For social media, I think because English is the standard way of using it? I am not sure, I use all my social media in English, maybe because it feels</p>	<p>Annie listens to songs through the radio, and she has no specific genres that she likes.</p> <p>Annie thinks that using social media in English is comfortable, while using it in other languages is weird for her.</p>	<p>Annie prefers using the radio for songs.</p> <p>Annie elaborates on why she uses social media in English.</p>	<p>Personality (Personal preferences for English in social media and music).</p>

<p>different if I use it in like BM or Chinese.</p>			
<p>Errr, I like stories, if compared to non-fictions, because it's more attractive and, ermm, more creative. You can say I prefer fictions compared to other genres, because it gives me a, kind of, errr, exciting feeling.</p>	<p>Annie likes stories because it attracts her attention due to the creativity and also exciting storyline.</p>	<p>Fiction book genres are exciting and thrilling.</p>	<p>Personality (Personal preference for English in reading).</p>
<p>When I was in secondary school, my vocabulary was limited, even though it is still not very good now, but reading helps me to improve overall.</p>	<p>Annie's vocabulary was limited and reading helped her to improve.</p>	<p>Reading helps in improving English proficiency.</p>	<p>Social practices in English (Formal English learning practices (reading)).</p>
<p>English got a lot of uses, wherever you go also you use English, so the way out is, errr broader.</p>	<p>Annie stated that the demand for English is very broad.</p>	<p>English has a better job scope in society.</p>	<p>Expectations (Plans for the future (jobs related to English))</p>

<p>I wouldn't say it's my best lah, just that I am more interested in English than other subjects.</p>	<p>Annie stated that she has a higher interest in English than other subjects.</p>	<p>English is Annie's preferred subject.</p>	<p>Educational factors (Preference in using English).</p>
<p>I did have some expectations like having nice lecturers that teach me interesting facts, maybe write some articles and essays.</p> <p>I get to learn much more than what I had in mind.</p>	<p>Annie had good expectations of the course before she enrolled for UTAR.</p> <p>Annie learnt much more from the course than what she thought.</p>	<p>Annie discusses about her initial expectations.</p> <p>The actual experience exceeded her own expectations.</p>	<p>Expectations (Personal expectations of the course)</p>
<p>It's doesn't actually. Mainly because I have spoken, errrr Mandarin with them for all my life, so I don't suddenly speak English because that would be weird.</p>	<p>Annie stated that she would not speak English with her family out of the blue because she is familiar with Mandarin at home.</p>	<p>Childhood education affects Annie's habits and the willingness to change.</p>	<p>Communications (with family in mother tongue language).</p>

Appendix 1.5

Table 2.9: Information of the interviewee and language use

Name	Mother Tongue	Family Members who Live Together with the Participant	Spoken Language with Family Members
James	Mandarin	Mother, Younger Sister	Mandarin, English

Interviewee 5 (James)

James: Hello?

Me: Hello, good morning James, sorry to bother you today.

James: No no it's fine, everything good.

Me: Ok, so, erm today I'll be interviewing you for my FYP 2 topic, it's, err a topic about how UTAR EL students use English at home. So can we start? Or do you need some time to prepare?

James: Yeah can. You can start.

Me: Ok, so first question, where are you currently at James? Do you have any family members staying with you or not?

James: Err, I'm now in Johor, which is err my hometown. I stay with my mother, and my sis err younger sister.

Me: So what language do you use to communicate with your family members at home?
Is it Mandarin? Or any other languages?

James: Normally we speak in Mandarin, but err sometimes I mix in a little bit of English as well.

Me: Can you explain more ah on why this happens? Like why aren't you speaking one language only?

James: Majority of it is in Mandarin, but then because my mother is working, sometimes she has to errr, speak English with her customers. So she will kind of like mix it in between to train our speaking, and also herself.

Me: Ah I see I see, so I want to ask right, since you use mixed languages, and also majority of it is Mandarin, does it affect how you use English though? At home of course.

James: In some ways it does errr affect me, as I speak in both languages. It means that I have to switch between both, but then I can have more like, room on how I use the language.

Me: Can you elaborate more on this ah? About how it affects you?

James: When I speak in Mandarin, I don't speak English, so in some ways it does affect me lah on how I use it, because I don't speak as much English as Mandarin.

Me: Then how about other activities? Except speaking, what else do you do that is in English at home?

James: I, errr, gaming? Is that counted? Then movies, Netflix, what else, ohh right, if I have friends over I play board games also.

Me: Wow, that's a lot of stuff. Let's start with gaming and board games first, ok? What kind of games and board games do you play?

James: I play single player games, Call of Duty, GTA I play the most. Then for board games, it's err monopoly.

Me: So you don't play online games then?

James: Not really, my connection here isn't really good, so I try not to play because I'll rage.

Me: Hahaha ok ok I understand. Then what about board games? What languages do you use to communicate with your friends and other players?

James: That depends lah, cause I have friends from other races, so they can't understand Chinese. Then we will communicate in in English. If it's normal Chinese friends then we will still use Mandarin.

Me: Ohh I see, so you don't speak in English with your Chinese friends lah correct?

James: No, not really.

Me: Alright, then how about your movies and Netflix? Do you have any recent ones that you are watching?

James: Errr, movies I'll just watch whatever I feel interesting, it doesn't matter what it is as long as the content is good. Then for Netflix, I am binge watching a series, Lucifer, I am not sure if you heard of it.

Me: Yeah I have, I finished watching all the seasons already. Quite nice I would say. Definitely should finish watching it. Why does it pique your interest though?

James: The story is good, err the character developments are good, and then it has that powerful feeling you know? Like when you watch something and feel very anxious.

Me: It has amazing cliff hangers. So does this mean that you like more exciting genres? Like action and all?

James: Yeah, you can say that. It needs to have a climax, so works of art are not that suitable for me.

Me: Ok got it. So James, why do you choose to carry out these activities above? Does it make you feel relaxed, or maybe it helps you to learn something?

James: Why ah, uhm I think that games mostly help me to get relaxed, that's one thing. When I play I don't feel stressed by all the problems going on. Most of them is just for entertainment really, I feel relaxed about it, maybe learn something here and there.

Me: Can you elaborate on what you have learnt? Maybe, errr like an example or anything lah.

James: Hmmm, this is actually tricky. Let me think...I learn new words, that's for sure. Even in Monopoly, I can learn how to manage my money, and how should I try to expand my properties, yeah.

Me: Do you still remember the words you learnt?

James: I don't really recall most of them, but one of them is the word rendezvous, and how to pronounce it.

Me: Ohhh right, it's in COD all the time.

James: Yeah, there's still more words, but I really cannot remember which one.

Me: It's ok, no worries at all. So, do you have any reasons that you conduct these in English? Why not other languages?

James: Because they say that gaming and movies are a great way to improve overall comprehension of English, instead of the boring way. I need motivation to learn English, so when I do something I like, I can learn more.

Me: So does it actually improve your English proficiency ah?

James: Yes.

Me: What do you think has improved?

James: The first one is definitely the way I speak, because I learn from their pronunciations and how they talk. Then I improve on how I speak English as well. My listening is better also, because I used to need subtitles, but then after I get used to it, I no longer need to rely on subtitles.

Me: Ok, ahhh that's good. That concludes the activity part, so what are thoughts on your social environment on English? What do you think about this?

James: Social environment? As in the uses of English around me?

Me: Yes that's correct.

James: I think mine is considered quite ok, because my family can speak English. Err, my friends can also speak English, then in uni I am in EL, so, yeah, should be above average.

Me: So, uhm, do you think that the environment around you is friendly towards English? You know, some who don't speak Chinese they call them bananas, it's very rude but it's true.

James: Err, the acceptance is, higher if I would say. Johor is just beside Singapore, and most people speak English there. Maybe my place is different, but there are quite a number of people who speaks English here also.

Me: Yeah makes sense. Ok, we are almost done, let's move to the next one. So before you came to UTAR right, why did you choose EL as your main degree?

James: I actually wanted to go to ED, because I wanted to be an English teacher. But then, I filled in the wrong information because I didn't know the difference of EL and ED. I was quite lazy lah to be honest, so I just went on with it. If I change courses then I need to study all over again, which takes a lot of time.

Me: Ohhh, so you wanted to teach English right, in primary schools ah? Or where?

James: Maybe primary or secondary lah, err to teach in uni I would need to study Masters and maybe PHD. Maybe in the future I will think about it.

Me: Ok, why do you like teaching?

James: I was actually inspired by my secondary school English, err teacher. She guided me on everything I did not understand about, then she taught me about ways to improve it. Like learning through games and all that, she was the one who taught me.

Me: I see, so since she guided you, English should be your best subject right?

James: It's, err one of my stronger subjects. Language overall is what I am better at, but then I prefer English, and it has better job opportunities also.

Me: Then before you took this course right, did you have any expectations ah? Did the course meet those expectations?

James: I didn't expect much, cause I, ahh I was supposed to go to ED. EL for me is like reciting poems, writing essays, doing proofreading, and so on. It is quite fun until now.

Me: Ok, so last question. Do you see any changes in your usage of English, like before and after you were an EL major? At home lah let's say, does it limit or expand your usage?

James: Of course it increases my use of English, because I talk more English now at home to make up for my lack of presentation skills.

Me: Alright, thank you James for the interview today. That should be all lah.

James: Ok, so it's done right?

Me: Yes it's done, I will ask you if I have any more questions. Thanks ah. Take care bro.

James: Ok sure. Take care too. Bye.

Table 2.10 First and second level coding for James's transcription

Transcription	First Level Coding	Second Level Coding	Themes
Normally we speak in Mandarin, but err sometimes I mix in a little bit of English as well.	James speaks Mandarin and also a little English with his family.	James and his family can communicate in different languages.	Communications (with family in mother tongue and second language).
Majority of it is in Mandarin, but then because	James mainly speaks Mandarin with his family, but	James's family has a reason to learn and speak fluent English.	Social practices in English (Informal

<p>my mother is working, sometimes she has to errr, speak English with her customers. So she will kind of like mix it in between to train our speaking, and also herself.</p>	<p>speaks English as well to help train their fluency in English.</p>		<p>English learning practices (speaking).</p>
<p>In some ways it does errr affect me, as I speak in both languages. It means that I have to switch between both, but then I can have more like, room on how I use the language.</p> <p>When I speak in Mandarin, I don't speak English, so in some ways it does affect me lah on how I use it, because I don't speak as much English as Mandarin.</p>	<p>James speaks in Mandarin and English which affects his use of the languages at home, but he is more flexible on the use of languages.</p> <p>James states that he does not speak as much English as he speaks Mandarin, so his use of English is affected.</p>	<p>Being bilingual affects the overall use of a certain language.</p> <p>The dominant language will limit the use of the second language in terms of speaking.</p>	<p>Motivational factors (Challenges of being bilingual).</p>
<p>I, errr, gaming? Is that counted? Then movies, Netflix, what else, ohh</p>	<p>James stated that he plays games, watch movies and</p>	<p>James has a wide variety of activities that he conducts in English.</p>	<p>Social practices in English.</p>

right, if I have friends over I play board games also.	Netflix, and also play board games in English.		
Not really, my connection here isn't really good, so I try not to play because I'll rage.	James does not play online games because he has a bad connection and he will rage.	James does not have enough patience to account for lagging during gaming.	Personality (Personal perception of self).
Cause I have friends from other races, so they can't understand Chinese. Then we will communicate in in English. If it's normal Chinese friends then we will still use Mandarin.	James communicates with his friends depending on the language they understand.	James can communicate with friends from different races.	Personality (Respectful and polite)
Yeah, you can say that. It needs to have a climax, so works of art are not that suitable for me.	James stated that he likes to watch movies and TV shows that have a climax, and not artistic ones.	James prefers movies that are exciting compared to works of art.	Personality (Preference in movies/TV shows)
I think that games mostly help me to get relaxed, that's one thing. When I play I don't feel stressed by all the problems going on. Most of them is just for	James stated that games help him to relax and keep him entertained, while learning from it at the same time.	James feels relaxed when playing games, and also able to relief his stress levels.	Personality (Preferences in gaming)

<p>entertainment really, I feel relaxed about it, maybe learn something here and there.</p>			
<p>Let me think...I learn new words, that's for sure.</p>	<p>James learns new English words through gaming.</p>	<p>Gaming is beneficial because it brings out new vocabulary for learning.</p>	<p>Social practices in English (Informal English learning process (video games))</p>
<p>Because they say that gaming and movies are a great way to improve overall comprehension of English, instead of err the boring way.</p> <p>I need motivation to learn English, so when I do something I like, I can learn more.</p>	<p>James thinks that he can improve his overall comprehension on English through gaming and watching movies.</p> <p>James stated that he needs motivation to be able to learn English easier.</p>	<p>James utilises games and movies to strengthen his English proficiency.</p> <p>James is aware of how to learn something effectively for himself.</p>	<p>Motivational factors (to learn English)</p>
<p>The first one is definitely the way I speak, because I learn from their pronunciations and how they talk.</p>	<p>James stated that he learnt how to speak from the pronunciations and the way the actors talk in movies.</p>	<p>Pronunciations of actors are efficient in learning how to speak English.</p>	<p>Social practices in English (Informal English learning process (movies and TV shows))</p>

My listening is better also, because I used to need subtitles, but then after I get used to it, I no longer need to rely on subtitles.	James stated that he improved his listening through subtitles at first, and didn't rely on it after he got used to it.	Listening can be improved on through the use of subtitles.	
Err, the acceptance is, higher if I would say. Johor is just beside Singapore, and most people speak English there. Maybe my place is different, but there are quite a number of people who speaks English here also.	James stated that a lot of people in his area speaks English because he lives near Singapore.	James grew up in a social environment that is English-friendly.	Educational factors (Social environment of English)
I actually wanted to go to ED, because I wanted to be an English teacher.	James wanted to study in ED because he wanted to be an English teacher.	James had plans to work in the education sector.	Expectations (Plans for the future (ambition))
I was quite lazy lah to be honest, so I just went on with it. If I change courses then I need to study all over again, which takes a lot of time.	James said that he was lazy to switch courses, and he did not want to study different things all over again and waste more time.	James did not insist on changing courses because he felt that he would waste more time to graduate.	Personality (personal perception on self)
I was actually inspired by my secondary school English, err teacher. She	James was inspired by his secondary school English teacher because she taught	Teachers can inspire students to guide others if they teach with passion.	Educational factors (Guidance from a responsible teacher)

<p>guided me on everything I did not understand about, then she taught me about ways to improve it.</p>	<p>him how to improve his English.</p>		
<p>I didn't expect much, cause I, ahh I was supposed to go to ED. EL for me is like reciting poems, writing essays, doing proofreading, and so on. It is quite fun until now.</p>	<p>James did not had much expectations for the course and he thinks it's fun.</p>	<p>Lower expectations can lighten up the entire course so that it's not stressful from the start.</p>	<p>Expectations (Personal expectations of the course)</p>
<p>I talk more English now at home to make up for my lack of presentation skills.</p>	<p>James speaks more English now at home to improve his presentation skills.</p>	<p>Speaking in English can improve the overall fluency when talking.</p>	<p>Use of English related to university subjects (Preference in using English).</p>

Appendix 1.6

Jason's Recorded Journal

Week 1

- Chatted with friends on Facebook Messenger
- Played Call of Duty on mobile
- Scrolled through Instagram
- Scrolled through Facebook
- Met with FYP supervisor
- Played Call of Duty on Mobile
- Listened to music
- Scrolled through Facebook
- Scrolled through Instagram
- Chatted with friends on WhatsApp
- Watched Loki
- Watched YouTube
- Scrolled through Facebook
- Scrolled through Instagram
- Played Call of Duty on Mobile
- Chatted with friends on WhatsApp
- Replied to a friend's story on Instagram
- Listened to music
- Watched YouTube
- Played Call of Duty on Mobile
- Watched YouTube

- Scrolled through Facebook

Week 2

- Scrolled through Facebook
- Scrolled through Instagram
- Listened to music
- Met with FYP supervisor
- Did presentation for Discourse Analysis
- Called course mates to discuss about assignments
- Watched Loki
- Scrolled through Facebook
- Scrolled through Instagram
- Watched YouTube
- Watched Black Mirror on Netflix
- Scrolled through Facebook
- Listened to music
- Contacted Shopee seller about defects on product
- Called course mates to discuss about assignments
- Listened to music
- Watched The Hitman's Bodyguard 2
- Watched YouTube
- Scrolled through Facebook
- Scrolled through Instagram

Week 3

- Listened to music
- Watched YouTube
- Met with FYP supervisor
- Listened to music
- Scrolled through Facebook
- Scrolled through Instagram
- Scrolled through Facebook
- Watched YouTube videos on how to make bows for archery
- Did assignments for Discourse Analysis
- Listened to music
- Did FYP 2
- Scrolled through Facebook
- Watched YouTube
- Scrolled through Instagram
- Did FYP 2
- Watched Loki
- Watched Black Mirror
- Listened to music
- Scrolled through Instagram
- Scrolled through Facebook
- Did FYP 2

- Watched YouTube
- Listened to music

Week 4

- Scrolled through Instagram
- Scrolled through Facebook
- Watched Loki
- Listened to music
- Met with FYP Supervisor
- Watched Loki
- Scrolled through Facebook
- Contacted lecturer for Language for Negotiation and Persuasion
- Went to Shopee to search for new headphones
- Listened to music
- Scrolled through Instagram
- Scrolled through Facebook
- Listened to music
- Did FYP 2
- Watched Loki
- Listened to music
- Scrolled through Instagram
- Scrolled through Facebook
- Did FYP 2

Appendix 1.7

Ben's Recorded Journal

Week 1

- Spoke with parents
- Listened to songs
- Read about assignments
- Read lecture notes
- Played DOTA 2
- Listened to songs
- Used Facebook
- Used Twitter
- Played DOTA 2
- Used Facebook
- Used Instagram
- Played Marvel Future Fight
- Spoke with parents
- Watched YouTube

Week 2

- Spoke with parents
- Listened to music
- Played DOTA 2
- Watched Avengers: Endgame
- Video called sister in America
- Used Facebook
- Watched YouTube
- Used Instagram
- Played DOTA 2
- Listened to music
- Sorted out company profiles for part time job
- Played Marvel Future Fight
- Listened to music
- Spoke with parents
- Video called sister together
- Listened to music
- Used Facebook
- Played DOTA 2
- Sorted out company profiles

Week 3

- Spoke with parents
- Used Instagram
- Used Facebook
- Video called friends
- Did FYP 1
- Played Marvel Future Fight
- Used Facebook
- Played DOTA 2
- Did Discourse Analysis assignment
- Listened to music
- Watched Loki
- Used Facebook
- Played Marvel Future Fight
- Did FYP 1
- Used Facebook
- Spoke to parents
- Did FYP 1

Week 4

- Did FYP 1
- Spoke with parents
- Played Marvel Future Fight
- Watched The Walking Dead
- Communicated with course mates for assignments
- Used Facebook
- Used Instagram
- Did Language for Negotiation and Persuasion Assignment
- Played Marvel Future Fight
- Did FYP 1
- Watched The Walking Dead
- Used Facebook
- Spoke with parents
- Played Marvel Future Fight
- Did FYP 1
- Talked to course mates about assignments
- Did assignment for Language for Negotiation and Persuasion
- Listened to songs
- Watched The Walking Dead

Appendix 1.8

Tyler's Recorded Journal

Week 1

- Spoke with father
- Spoke with mother
- Spoke with colleagues
- Listened to FLY FM on the car
- Spoke with clients
- Listened to Apple music
- Used Facebook
- Used Instagram
- Spoke with sister
- Watched Netflix
- Used Instagram
- Spoke with colleagues
- Used Twitter
- Listened to Apple music

Week 2

- Listened to HITZ FM
- Spoke with father
- Spoke with mother
- Spoke with sister
- Listened to Apple music
- Spoke with colleagues
- Prepared paperwork for work
- Used Facebook
- Used Instagram
- Conducted meetings in the office
- Used Twitter
- Did assignments for university

Week 3

- Listened to HITZ FM
- Talked to father
- Talked to mother
- Talked to sister
- Spoke to colleagues
- Did paperwork for work
- Used Facebook
- Used Instagram
- Read a book on financial planning
- Used Twitter
- Spoke to delivery guy on the phone
- Played Mobile Legends
- Did Video Production and Editing assignment

Week 4

- Spoke with father
- Spoke with sister
- Spoke with colleagues
- Met with supervisor
- Did paperwork
- Used Facebook
- Used Instagram
- Listened to Apple music
- Did presentation for Discourse Analysis assignment
- Presented for work
- Read a book on financial planning
- Watched Netflix

Appendix 1.9

Annie's Recorded Journal

Week 1

- Listened to music on HITZ FM
- Did paperwork for internship
- Communicated with shortlisted candidates for job interviews from previous paperwork
- Communicated with colleagues
- Met with internship supervisor
- Used Facebook
- Used Instagram
- Used SIRI to set alarms
- Google search for info on work
- Online shopping on Shopee
- Online shopping on Lazada

Week 2

- Used Facebook
- Used Instagram
- Listened to HITZ FM
- Spoke with colleagues
- Spoke with supervisor
- Did paperwork for internship
- Communicated shortlisted candidates for job interview
- Wrote a brief note for the HR department's recent changes
- Used SIRI to set alarms
- Contacted university friends through social media
- Made plans for upcoming weeks

Week 3

- Listened to HITZ FM
- Listened to music through YouTube
- Sorted out profiles for upcoming interviews
- Wrote content for internship
- Called shortlisted candidates for interview
- Used SIRI to set alarms
- Online shopping on Lazada
- Online shopping on Shopee
- Used Facebook
- Used Instagram
- Watched Youtube
- Watched movie series
- Google search for information
- Ordered food on delivery app

Week 4

- Spoke with colleagues
- Video called friends from hometown
- Had a meeting with the HR department

- Met with supervisor
- Used Facebook
- Used Instagram
- Called shortlisted candidates for job interview
- Watched Netflix
- Sorted out profiles for internship
- Listened to HITZ FM
- Watched YouTube
- Online shopping on Lazada and Shopee
- Wrote content for internship

Appendix 1.10

James's Recorded Journal

Week 1

- Spoke with mother
- Used Facebook
- Used Instagram
- Played Call of Duty on PC
- Listened to music
- Worked as a content creator
- Wrote articles for jobs
- Created content for blogs

Week 2

- Spoke with mother
- Communicated with colleagues
- Wrote articles
- Created content for blog
- Listened to music
- Played GTA 5
- Used Facebook and Instagram
- Watched Netflix

Week 3

- Listened to music
- Communicated with supervisor
- Wrote articles
- Created content for blog
- Spoke with mother
- Used Facebook
- Used Instagram
- Called bank operatives for card enquiries
- Watched YouTube

Week 4

- Wrote articles
- Created content for blog
- Spoke with mother
- Used Facebook
- Used Instagram
- Played monopoly with friends
- Online shopping at Shopee
- Listened to music on Spotify
- Played GTA 5