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THE LINGUISTIC SIGNIFICANCE OF TAMALAY IN MALAYSIA

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Abstract

Malaysia has now become one of the important developing countries having many regional languages. The study has aimed to analyse the linguistic significance of Tamalay language in Malaysia. A survey approach has been used for collecting data about the Tamalay language. The transforming behavior status of English in Malaysian communities, “Malaya” has renamed as “Bahasa Malaysia”, and become the official language of Malaysia and replaced English as a major source of instruction in colleges and schools. As a consequence of deteriorated command on English in rural areas, the emergence of code-switching, Manglish and other variations are significantly seen in Malaysia. The Malay language is unquestionably an appropriate language within Austronesian vernacular or Malayo-Polynesian family. This article is meant to talk about Tamalay as a growing language within Malaysia. There are millions of Tamils living in Malaysia; therefore, it is necessary to identify the significance of Tamalay language. The article has also contributed to evaluate the usage of Tamalay language and its effects on the transparency of English language for the speakers in Malaysia and their cultural phenomenon.

Keywords: Communication, English, Malaya, Malaysia, Tamalay

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Introduction

The importance of language cannot be undermined in the competitive and globalised environment. It is a fact that people are becoming multi-lingual with an aim to maximise their

communication with the passage of time. Language is a viable tool for conveying messages in the personal or professional environment. Generally, every country has its official national language, and every community uses its own mother tongue. There would not be any exaggeration if it is suggested that language is of sheer importance as people cannot communicate without understanding each other's languages. The countries that attract tourism are often the ones where diversified languages are spoken. Malaysia, in this case is really special since it has multicultural and multilingual atmosphere, due to the existence of multi-ethnic community (Gill, 2014)¹. Many different languages such as Malay, Chinese, Tamil, Ibanese, Asli and others are used in different communities of Malaysia.

The English language was once a primary medium of Malaysia as it is a country located in South Asia, and was previously colonized by the British government. However, when Malaya in 1957 gained its independence, a significant number of aspects were altered respectively. English was then became the second language as an alternative of being an official medium. There has been more emphasis placed upon the Malay language and other races and languages in Malaysia.

The official of Malaysia is Malay and English. However, there have been enormous languages that have been spoken in Malaysia because of the multiracial reasons in the country. For instance, the people from China in Malaysia speak different Chinese dialects: among many Cantonese, Hakka, Hokkien, Mandarin and Teochew. The similar case can also be observed among the Indians living in Malaysia with languages such as Malayalam, Punjabi, Hindi and Tamil. Many other languages are also been spoken in Malaysia including Creole language like from Kristang people and Nyonya race and last but not the least the indigenous languages.

Since the independence of English language in Malaysia has undergone much resistance; despite that, the English language has administered to ensue into being a part of the Malaysian culture and education, alienated into three types: the basilect, acrolect and mesolect (Thirusanku & Yunus, 2012)².

It is worth mentioning that how English language came into the Malaysian country. English language has been adapted by Malaysia after the independence that eventually brought Malaysian English. That was the acroteal version of English spoken in Malaysia. Malaysia is built up of mainly Chinese, Indians and Malays individuals along with other races including Portuguese Eurasians. The immigrants are also a viable part of Malaysian communities, who came to Malaysia for professional and educational purposes. They found different languages, which were convenient for them. The only exemption to the teaching of Malays was the setting up of a special English medium school to coach the higher level people of Malay society. The British supposed that upper class Malay children should receive special trainings as they will be the leaders in the future. However, due to the changing status of English in Malaysia, particularly since the 1960s, when Malay language, renamed "Bahasa Malaysia". This had become Malaysia's sole official language that replaced English as the predominant medium of instruction in schools for several decades. The command of English among students especially in rural areas has thus "deteriorated". As a result, the emergence of Manglish, code-switching and other variations are greatly seen in this country.

Although, due to the transforming behavior status of English in Malaysia, specifically since 1960s, when the language "Malaya" renamed "Bahasa Malaysia" and become the official

language of Malaysia and replaced English as the prime medium of instruction in colleges and schools for a number of decades. The command of English deteriorated among students especially in rural areas. As a consequence, the emergence of code-switching, Manglish and other variations are significantly seen in Malaysia.

This multi-lingual scenario has led to the formation of mixed variation of languages such as Manglish, Bahasa Rojak, Peranakan language, and more (Subramaniam & Mohammad, 2010)³. Manglish is a unique dialect of English in Malaysia. The vocabulary of Manglish consists of words from English, Malay, Chinese and Tamil (Zuckermann, 2014)⁴. Code mixed English-Malay has been given the name of bahasa rojak (Kirkpatrick, 2007)⁵. Bahasa Rojak is based on using different languages simultaneously. For instance, a person may start off speaking in Malay language, branch out to Chinese or Indian language and throw in Manglish words (Ting & Majadhir, 2009)⁶. However, Peranakan refers to mixture of Malay language and Hokkien (Subramaniam & Mohammad, 2010)³.

This language mixing can be seen in Indian languages as well. Other Indian languages in Malaysia are Tamil, Telugu, Malayalam, Hindi, Punjabi and Gujarati. Strong regional influence, in the way of speaking English, tends to cause the formation of Hinglish, Tanglish, Benglish and many other Indian English (Ramesh, 2010)⁷. Majority of Indians in Malaysia are Tamils, and they speak Tamil. A study found that the new generation of Tamils tend to use more English and Malay words in their daily conversation (Sankar, 2014)⁸. This results in the formation of Tanglish and Tamalay, respectively. Tanglish refers to the mixing of English words while speaking Tamil and Tamalay, points to the amalgamation of Malay words into Tamil language partially or fully in a speech.

These two forms of languages formed as a result of frequent code switching. Code-switching is the “use of elements from two languages in the same utterance or in the same stretch of conversation” (Genesee, 2004)⁹. This article explores the formation and usage of Tamalay language which is increasing among the Malaysian Tamils. The basic purpose of this article is to make the readers aware about the relevance of Tamalay and its importance in Malaysian culture. Also, the article articulates the important information about how the Malay remains dominant in the formation of other ethnic languages spoken in Malaysia.

Being a multi-racial society, Malaysia is strongly bounded by the system of monarchy. Although Tamalay is the national language, English is gaining more importance in the country. Malaysians believe that it is no longer necessary to aim at an English native speakers’ speech to achieve their communicative function. Moreover, English is the second most important language in Malaysia after Malay. The sociolinguistic competence requires an understanding of the socio context in which the language is used. In order to impart sociolinguistic skills to learners carefully designed language activities needs to be carried out by the instructors. In accordance to cultural reference and cultural appropriateness, the students need to be taught proper contextual use of English as a part of learners’ core sociolinguistic competence (Muniandy, 2010)¹⁰.

The dependency on technology and the global economy has led to educational reforms in Malaysia. The educational reforms in Malaysia includes the language policies that is associated with the upholding of Tamalay language and strengthening of English language policy. It has been indicated that bilingual policy is interpreted differently in each university (Yamat, 2014)¹¹.

The difference in implementation of policy results in different language abilities among the students. A clear framework on the bilingual language is needed to assess for successful educational reform to strengthen the English language competency and also uphold the Tamalay language among the nation.

At national level the language planning has been conceived as an effort to change the behaviour of language of the nation for some stated reasons (Kaplan & Baldauf, 2008)¹². The language planning mainly focuses on the status planning and corpus planning. The modification of old forms, creation of new forms, and selection from alternative forms defines the status planning. Language planning plays vital role in a multilingual country like Malaysia. It is necessary for the educational and governmental institutions to effectively meet the demands of population varied in linguistic repertoire. They have an equal chance to participate in their government and receive services from the government. When a single language is declared as national language in a multi-lingual country the demands of language planning decisions can be met by reducing linguistic diversity. In Malaysia the Tamalay language is declared as national and official language; while, English is declared as an official language. Therefore, to promote linguistic unity in a country where divergent dialects exist, a single variety of a language is declared.

The success of a developing country like Malaysia, depends extensively on the, competencies, knowledge, and skills of the nation. The lust for success has led the Malaysian government to take various economic measure to increase the socio-economic status of the nation. These economic measures include; New Economic Policy, National Vision Policy, National Development Policy, and the 1st Malayan Plan to the 9th Malayan Plan. According to the Malaysian government there is need for educational transformation as it plays a significant role in the growth and economic development of the country.

The two goals of bilingual education need to be distinguished for the development of academic English and also the development of the heritage language. English is important as it enables to access greater mass of information in the globalized world. Therefore, the government wants to enable the learners to master two languages namely Tamalay and the official language. This policy seems to be parallel with not only modernization but also globalization.

The learners in order to use any language for communication need to develop specific skills and knowledge to act effectively. On basis of the proficiency level the progress of learners is measured at each level of learning. Due to rapid internationalizing in Malaysia, particularly in the educational field, the Malaysian Ministry of Education has involved Common European Framework of Reference for Language (CEFR) to scale the language abilities of students against the globally acknowledged levels (Yamat, 2014)¹¹. CEFR just provide guideline for the interpretation of the language ability of the students. A clear framework on the educational and assessment of bilingual education is needed for the Tamalay and English language for teaching and learning process.

The educational policies in Malaysia has undergone a number of radical changes. Moreover, most of the institutions use Tamalay as medium of instruction except for courses related to science and technology that are taught in English. The government know that for the success of educational sector the freedom regarding the medium of instruction policy has to be

given. Therefore, there is no enforcement of the national language act in the private sector. As a result of this, the undergraduates of public universities study in Tamalay and private institution of higher learning provide instructions in English (Kaplan & Baldauf, 2008)¹². This transformation produces enterprising global technopreneurs where students have to be proficient in English.

The significance of any policy can be viewed through the medium of instruction being the most powerful mean of maintaining and revitalizing language, culture, and inter-generational transmission (Puteh, 2010)¹³. The children with mother tongue other than Tamalay need to develop their fluency in their mother tongue before acquiring competency in their second language. It facilitates the successful transfer of language acquisition skills that is necessary to acquire fluency in the English language at a later stage in education. The process of students becoming successful bilinguals as intended by the language planning is hindered by the medium of instruction (Tsui, 2004)¹⁴.

Tamalalay

Tamalalay is a new form of language, which is almost the same as Tanglish and Manglish. Both Tanglish and Manglish are informal languages in Malaysia. The new generation of Tamils have started to use Malay words while conversing in Tamil language. However, new hybrid language has not been named nor recognized officially. So, this research coined the word ‘Tamalay’ due to the mixing of Malay and Tamil language. This term is derived from the word Tamil and Malay.

There is a need to explain the concept of Malaysian English that refer to an umbrella term of all the languages spoken in Malaysia. The term Malaysian English is sometimes used derogatorily to refer the conversational language in Malaysia. This language is also similar to Sanglish that is a Singaporean conversational language, but with more variety of languages. The conversational variety of the Malaysian English is the most spoken language in the country. This variety of English is mostly used by Malaysians when communicating in the informal or less formal situations as this form of language provides a more convenient opportunity for Malaysians to get their messages across (Pillai, 2012)¹⁵. Manglish is known amongst the people of Malaysia as an effective language as it is short and simple and provides influence of other languages to insert closeness and a local flavor into their conversation. Malaysian languages can be spoken in a multitude of accents, and it is not restricted to an array of sub-varieties due to the different educational and ethical backgrounds. Depending on the crowd, it is also very common to notice that a Malaysian can switch to different accents of English. It is a practice of being an identity marker or to incorporate with the speakers from other ethical and geographical background. The change of accent also depends on the current situation of speaker being informal and formal while speaking.

Different Malaysians’ observation on the topic of colloquial Malaysian English language version: there is one side, thinking that the conversational language of Malaysia “Manglish” poses many problems to Malaysians. While some other have been reported to have an opposite viewpoint affirming that language is not an issue but instead an identity of culture and the representation of country in a very unique way. There are many refugees and non-Malaysians who wrote their viewpoint in a local newspaper stating their interest on the language and

supporting the observations that the usage of conversational language of Malaysian language does not pose any issue to Malaysians but instead provides a unique way of expressing their views in an informal manner (Lee, 2015)¹⁶.

Background of Tamalay

The Malay language is unquestionably an appropriate language within Austronesian vernacular or Malayo-Polynesian family. For a significant long time, Malay language has served the people of Indonesia, Malaysia, Sumatra, Borneo, and the Malay Peninsula for their better communication. Therefore, Malay is always considered as the official language of Malaysia (Ammon, 2001)¹⁷. Malaysia can be seen as one of those countries, where the people come from different regions of the world to earn their livelihoods and improving their lifestyles. The number of immigrants within Malaysia is higher as compared to other neighbourhood countries. From all the different communities living in Malaysia, Tamil community is a prominent one (Weiner, 2012)¹⁸. Due to the multi-language environment, the Tamil community is exposed to Malay words. The working and living environment require them to use Malay language in their daily communication. Hence, it directly influences their choice of words when communicating.

Variation of language happens everywhere. Tamil is a very useful language for Malaysian Indians. Interestingly, many people in Malaysia are fluent in three different forms of Tamil which is Standard Tamil, Tamalay, and Tanglish. In fact, Tamalay is widespread throughout all social classes in Malaysia, inclusive of all government employees and common people.

Tamalay is gradually forming its own vocabulary. This vocabulary is being used in variety of informal situations. For instance, Tamil album songs produced in Malaysia are best known for their multi-language slang and it is widely accepted among the Tamilians. As a result, Malay words are getting widespread in daily conversations. Below are, some of the Tamalay words extracted from the Malaysian Tamil album songs

Table 1
Tamalay words in Tamil songs

No.	Tamalay Words	Song Title/Group	English Translation
1	Cettē pōnēṅṅi unnai pārkaiyile <i>Bintang ānenṅṅi unnai ninaikaiyile...</i>	Scooter Vandi	I died at our first sight and turn into stars when I think of you.
2	<i>Cintaku Buta...</i>	Cintaku Buta	My love is blind
3	<i>goyang..goyang...goyang kepala goyang..</i>	Tamila Boys	Shake...shake...Shake your head.
4	<i>Kambingkaikals</i>	Psycho Unit	Goat's gang...
5	<i>kawan- kawan...kappa kawan...</i>	Hervin	Friends Friend Close friends...
6	<i>ūra viṭṭu ūru vantu kātāl kītal paṅṅatinkō pēru rosak ānatuna</i>	Psycho Unit	Don't flirt around when you are abroad...In case your good name is spoiled...
7	<i>Silap āna poṅṅa kalyāṅam nīyum kalyāṅam paṅṅā kōvintā</i>	Silap Kahwin	Life will be like hell if you marry a wrong woman...
8	<i>Sudahkah Belum...Sudahkah Belum...</i>	Emergency	Are you done?

Formation of Tamalay

Verbs, adjectives, pronouns, expressions, directions and numbers are few of the basic language components, which the Tamils prefer to use in Malay language.

Malay Verbs + Tamil Sentences

Table 2

Verbs in Tamil sentences

No.	Tamil Sentences with Malay Verb Tamil - T Malay - M English- E	English Translation
1	cāṭapōkalām+jom T M	Let's go to eat.
2	Masuk + Koṭunka M T	Give attention.
3	Licence + Mati+ āyiṭucu E M T	The license has expired.
4	Adalah + koḷikari M T	Good news (kolikari means chicken curry. But it represents good news in this context)

Malay Adjectives + Tamil Sentences

Table 3

Adjectives in Tamil sentences

No.	Tamil Sentences with Malay Pronouns	English Translation
1	Butā M T T	ākittānpaiyan. The boy has cheated me.
2	reṇṇunālā tūnkāmbintang āccu enaku. T T M T T	Being sleepless for two days making me dizzy now.
3	nīnkakaṇakkule cekaplah. T M	You are excellent in Mathematics.

The particular 'lah' is used together with the verbs in Malay language. According to Bravo (2009)¹⁹, the Malays "use lah by appending it to the end of a verb to change it to a command or to soften its tone, especially when the usage of the verb may seem impolite" (271).

Malay Pronouns + Tamil Sentences

Table 4

Pronoun in Tamil sentence

No.	Malay Pronoun words	English Translation
1	Innikku papanhitamalīkavēṇṇiyatu Mālinitānē? T M T T	Is Malini the person on duty to erase the black board?
2	Pemadam collectionseiyaratu Valavanin hobby. M E T E	Valavan's hobby is to collect erasers.

Malay Expression Words + Tamil Sentences

Emotions are the spontaneous reactions of humans to express feelings. Even though emotions are related to biological changes in bodies, the influence of Malay language is very deep for Malaysian Indians (Lim & Presmeg, 2011)²⁰. They automatically speak Malay words instead of Tamil words to express their emotions. This situation supports the claim made that “strong emotional arousal will increase the frequency of code switching” (Deawele, 2008)²¹.

Table 5

Expression words in Tamil sentence

No.	Malay expression words	English Translation
1	anta paiyan rompo rānki <i>lah!</i> T M	That boy is so naughty.
2	<i>Nah!</i> inta phone aikoñcannēramvaccikongke. M T	Nah! keep this phone. with you for a while
3	<i>Alamak!..Bookeh</i> marantuankeyēvecciṭēnē! M E T	Alamak! I forgot to take my book back!

Malay Direction Words + Tamil Sentences

Table 6

Direction words in Tamil sentence

No.	Malay direction words	English Translation
1	<i>Pintu Timur</i> -la nillunka. M T	Stand at the north gate.
2	<i>Terusa</i> pōnka. M T	Go straight.

Malay Numbers + Tamil Sentences

Table 7

Numbers in Tamil sentence

No.	Malay	English Explanation
1	<i>Kōse</i> vaiyirōṭa irukkātinka. M T	Don't be on empty stomach.
2	<i>Kurangmanis</i> ah koṭunka. MM T	Give me with less sugar.

‘*Kosong*’ means zero in Malay. So in the sentence, it means empty. Tamils use the word ‘*kosong*’ to indicate emptiness. ‘*Kurang*’ refers to less. In Tamil language it is called as kuṛaiivu.

Malay as a Primarily Transactional Language

Malay words are used by the Tamils for both official and non-official purposes. Official and non-official usage of Tamalay words can be divided into few more elements. Administration and academic usage are under official purpose, whereas common communication and household items are categorised under non-official purpose.

- Administration usage
- Academic usage

- Common Communication
- Household items

Administration Usage

Tendency for language shift among Malaysian Tamilsis very high as they are vulnerable to multilingual environment especially in official, administration usage.

Table 8

Tamalay in administration

No.	Official usage	Tamalay Sentence	English
1	Bubar(Dissolution)	<i>Parlimen bubar paṇṇiṭānka ;</i> M M T election rombo thūramilai! E T T	Parliament has been dissolved as the election is just around the corner!
2	Buka(Open)	<i>Kaunter innum bukapaṇṇala.</i> M T M T	The counter is yet to open.
3	Daftar (Register)	<i>Unka paiyanaischool le</i> T T E <i>standard one kudaftar</i> E E M <i>paṇṇiṭānka?</i> T	Have you registered your son for Standard One in school?
4	Kebajikan (Welfare)	<i>enakkuan takebajikan form</i> T T M E <i>eḷutikot;ukkakoṇcamuthavi</i> T T T sei. T	Please help me to fill up the welfare form.
5	Lain-lain(Others)	<i>educational qualification</i> E E <i>column le 'lain- lain' cērkkā</i> E M T <i>maṇantuṭinka.</i> T	I have missed out 'others' category in that particular job application
6	Rehat (Recess/break)	<i>Ippō rehat, 2 maṇikku</i> T M T <i>pōkalām!</i> T	Its break time, we will go at 2pm.
7	Surat (Letter/Notice)	<i>TNB la iruntusuratmerah</i> M T M M <i>anuppiṭṭān.</i> M	TNB has sent red notice as we haven't paid the bill yet, it's better to pay ASAP!

Academic Usage

Malay language is also used for academic purpose in Malaysia. The Tamil speaking younger generations tend to use Malay words in their conversation as a part of application for their subject learning. This situation extends and happens in all educational institutes inclusive of primary schools, secondary schools, colleges, and even universities.

Table 9
Tamalay in Academics

No.	Academic Usage	Tamalay Sentence	English
1.	Bedek (To aim at)	Nīnkabedek paṇṇuratha T M T nituttulenā, nān aḷuturuvēn! T T T	Stop aiming at me and stop bullying, if not I will cry!
2.	Betul(Right)	<i>Betul</i> thalah.appurom ēn M T T T kaṇakku ācīriyar tappu M T T pōṭṭurukkānka? T	Its right, but why the teacher marked it as wrong?
3	Bidang(field)	Enakkku intabidang le T T M anupavamilai. T T	I am not much experienced in this field!
4	Cikgu(Teacher)	<i>Cikgu</i> , en pencil lahkānōm! M T T	Teacher, my pencil is missed!
5	Hantar (Submit)	Nān tamiḷ iṭupaṇiyainēṛṛē T T T T <i>hantar</i> paṇṇi viṭṭēn Ram! M T T T	I have submitted my Tamil assignment yesterday itself, Ram!
9	Longkang(Drain)	Pāttu pō, <i>longkang</i> irukku! T T M T	Watch your steps, there's a drain!
10	Minggu (Week)	<i>Semester</i> oṭeminggu <i>pertama</i> M T M M lēyē <i>class</i> kumaṭṭam pōṭe T E T T T ārampicchiṭātēSan! T	Don't start to bunk classes on the first week of semester itself, San!
11	Pakar(Specialist)	<i>Science subject</i> oṭe <i>pakar</i> eh E E T M T aḷaiccumāṇavarkalukku <i>seminar</i> T T E naṭatinālenna? T	What if we invite the Science subject specialist and provide seminar to the students?

14.	Tandas(Toilet)	Raani <i>tandas</i> le mayanki M T T viḷuntuttā <i>teacher!</i> T E	Rani has fainted in the toilet, Teacher!
15.	Yuran(Fee)	Nān maṭṭumtāninum <i>class</i> leye T T T E T <i>yurankattule ammā!</i> M T T	I'm the only one in class whom haven't pay school fee yet, mom!

Common Communication

Tamils use Tamalay for non-official purpose in their daily conversations. The friendlier version of this hybrid language where the speakers do not limit themselves in any boundaries is apparent in the common communication.

Table 10

Tamalay in non-official communication

No.	Common Communication	Tamalay Sentence	English
1.	Ada(Have)	<i>Adalah</i> kolikari! M T	Good News!
2.	Bang(Brother) Goreng (Fry-in this context it means to fool with)	<i>Ennabang, gorengah?</i> T M M	Hey brother, are you trying to fool me?
3.	Biasalah(Usual/common)	<i>Biasalah,</i> <i>enakkuantasāppāṭṭu</i> M T T T <i>kaṭaiyileppovumdiskau</i> <i>n</i> T T M <i>kiṭaikkum!</i> T	I usually get discount from that restaurant!
4.	Belanja (treat)	<i>nī</i> paṛiṭcaile pass <i>paṇṇatāle</i> T T E T <i>kaṇṭippābelanjapaṇṇan</i> <i>um!</i> T M T	You have to treat me for getting colourful result in exam!
5.	Buta(cheat)	<i>Buta</i> <i>āyiṭṭān</i> <i>antapaiyan.</i> M T T T	That boy has been cheated.
6.	Budak(Junior)	<i>Antapaiyen</i> <i>ennōṭebudak.</i> T T T M	He's my junior boy.
7.	CantikMacamBunga(beautiful)	<i>CantikMacamBunga.</i> <i>Rompe</i> M T	That girl looks so beautiful!

		A _l akāirukkāantapoṇṇu! T	
8.	Cuci Mata(flirt)	Vā Macha, kalyāṇattukku pōnā T T T T nallācucimatapaṇṇalām ! T M T	Come on Bro, we can flirt well by in the wedding function!
9.	Empat Mata(Wearing Spectacles)	Empatmatanu avankaḷa M T veṭaicān. T	He teasesher for wearing spectacles.
10.	EmpatPuluh(Big shot)	PeriyaEmpatpuluhmātir i T M T pēcaratunallatilla! T T	It is not good to talk as if you are a big shot!
11.	Gila(Mad)	Gilamātiriankēyuminkē yum M T T T suttikiṭṭu irukkān, avanyāru? T T T	Who is that guy loitering around here and there? He looks like mad.
12.	Jadi(happened/succeed)	ante Toyota car maṭṭum jadi T E T M ācunā, unakkukantippātreat T T T E kodukkerēn lah! T	I will treat youif I bought that Toyota car.
13.	Jaga(Takecare)	Nān jagapaṇṇikkirēn, T M T kavalaiya viṭunka akkā! T T T	No worries sis, I will takecare!
14.	Jalan-jalan (walk around)	5 maṇikkujalan- jalan T M pōkalamā? T	Can we go for a walk around 5pm?
15.	Kampung (Village)	sariyānakampong poṇṇu nī! T M T	Seriously, you are a village girl!
16.	Kedekut (Stingy)	avankedukutilmu nu teriṅcum T M T science sollittarakēṭṭatu en	It is my fault to request him to teach me Science subject even though I knew that he is stingy in sharing knowledge!

		E T T T tapputān! T	
17.	Kopi Kaasu(pocket money/ bribe)	anta <i>officer</i> ku <i>kopikaa:su</i> T E M T koṭutālum un <i>license</i> <i>test pass</i> T T E paṅṅamuṭiyātuKaṅmaṅ i!	We can't bribe that officer to pass your car license test, Kanmani!
18.	Kot(maybe)	T T Intanikaḷcci <i>bore</i> aṭikutukot, T T E T M atānmāṅavarkaḷ eḷuntu T T T pōiṭānka! T	The programme might be boring. Probably that is why the students left the venue!
19.	Koyak Paṅṅutu (Suffering)	Enakkē <i>kācu</i> illāmakoyak T T T M paṅṅutu unakkuvērapinjam T T T M paṅṅenuma? T	How could I help you? I myself suffering without the money
20.	Mangsa (Situational Victim)	avankapēccusaṅṅailanā n T T T T <i>mangsa</i> āyittēnlah! M T T	I became victim in their fighting conversation!
21.	Mat Rempit/ MinahRempit(Motor Racing boy/ Motor Racing girl)	<i>Minahrempitmātiri</i> motor M T M oṭṭure? <i>āpatte</i> vilaikkuvānkāte! T T T T	Why are u driving like motor racing girl? It is very dangerous!
22.	Nipis (light/ tiny)	Teh-Onipisonnu!	Tea please! make it light.
23.	Pasang(Fix/ Repair)	uṭaiṅca <i>paip</i> eppō <i>pasang</i> T M T M paṅṅapōrinka aṅṅā? T T T	When you are going to repair the broken pipe, bro?
24.	PerasaanSyokSendiri(Proud as if)	Ranikusariyā <i>naperasaa</i> <i>nsyok</i> T M	Rani is seriously proud as if she is the prettiest in our class!

		<i>sendiri,</i> vakuppule avankatān M T T aḷakunnu! T	
25.	Pinjam(borrow)	kainka <i>carpinjam</i> koṭuppānka T E M T lah, kavalai paṭātē! T T	Don't worry, our friends will borrow you a car!
26.	Potong Trip(Bypass)	<i>Bus</i> la ērum <i>poḷutupotong trip</i> E T T M paṇṇakuṭātu! T	Don't bypass when you are queuing up for bus!
27.	Saman(Summon)	Polis <i>saman</i> vacitṭān <i>bang!</i> M M T M	Police has given me summon, Bro!
28.	Sempoi(Cool)	Vēlanepṭōtum <i>sempoi.</i> T T M Avarotaṅvēlaiellāmcarīy ā T T T T seṅcumuṭiciruvāru! T T	Velan is always cool. He makes sure that all his tasks are being done on time!
29.	Silap ah(Mistakenly)	Avaru manase puṇṇaṭuramātiri T T T T <i>silap</i> ah vārtaiyaviṭṭuṭēn, en M T T T tappu tān! T T	It is my fault, I mistakenly utter words that hurt him.
30.	Tahan(hold/bear)	Ennālagastric valitahanpaṇṇa T E T M T muṭiyala! T	I couldn't bear the gastric pain!
31.	Tak Puas(Not satisfied)	<i>Takpuasna,</i> nērā colunkalah! M T T T	Tell me directly if you are not satisfied!
32.	Terima(Accept)	Sollerate nān <i>terima</i> T T M paṇṇikkurēn! T	I accept your opinion!
33.	Teruk(bad)	<i>Teruklah</i> ninke! M T T	You are bad!

34.	Tidakapa (It is okay)	<i>Tidakapa. Aperom</i> M T pātukkelām! T	It is okay. We may get back to it later!
35.	Tumpang (lift)	Unke car le apperomtumpang T E T M paṅṅikkemudiyumā <i>please?</i> T T E	Can u give me a lift, please?

House Hold Items

Observations made by the researcher showed that Indian housewives prefer using Malay words for the kitchenware items.

Table 11
Kitchenware items

No.	Kitchenware items	
1.	Air- Water	9. Laci –Drawer
2.	Basin- Basin	10. Lampu- Light
3.	Botol- Bottle	11. Paip- Pipe
4.	Cawan- Cup	12. Sayur -Vegetables
5.	Campur- Mix	13. Serai –Lemongrass Leaves
6.	Gula- Sugar	14. Sinki –Sink
7.	Kabinet- Cabinet	15. Tambah –Add
8.	Kobis- Cabbage	16. Tepung – Flour

Therefore, it is understood that Tamalay has become one of the dominant languages among the housewives of a family institute.

Tamalay in Telecommunication

Technology is improving tremendously. Gadgets such as smart phones and I-phones are becoming people’s best buddies. Along with the technology paradigm shift, the way of sending messages has also changed accordingly, where words and sentences are being written in short forms. It is done due to the time saving concern and for easy understanding. Some Tamils prefer typing in Malay compared to Tamil words. Tamalay words frequently used in SMS, WhatsApp and WeChat are given as below.

Table 12

Tamalay in Telecommunication

No.	Tamalay Words Being Used in English Telecommunication	
1.	<i>Apa you sedangbuat?</i>	What are you doing?
2.	<i>Bolehjugak!</i>	Can also!
3.	Enna Bang, <i>tak puas</i> ah?	Hey bro, looks like you are not satisfied/ are you looking for trouble?
4.	<i>Jom makan!</i>	Let's eat!
5.	<i>Mari cepat!</i>	Come fast!
6.	<i>Mukakoṭukkemāṭṭiyā?</i>	Don't you talk properly?
7.	<i>Senyumselalu!</i>	Smile Always!

Specific Findings

It becomes increasingly important for the researchers to clearly articulate the findings of the survey. This research largely revolves around the exploration of the usage level of Tamalay in Malaysian context. Thus, different important domains in which Tamalay is used are explored and discussed in the article.

Direction

It is very distinctive that Malaysian Tamils commonly use Malay words to tell directions. This is mostly used by those who studied in National Schools as they are not aware of the direction words used in Tamil. Thus for easy purpose, they code switch Malay words into their conversations. For example,

- *PintuTimur* pakkamā vantā *senang* ah *campus* kullepōkalām Loges!
- We can go into the campus easily by entering the East Gate, Loges!
- *Kiri kanan* pārtu road tāṇṇenum nu ammāsollirukkānke.
- Mother has advised to see left and right before crossing the road.
- *Terus* ah pōninkenā, nīnkekēṭṭe kōvilai pākkelām!
- Please walk straight and you will see the temple you have asked for!

Devices

The finding of this research is that, Malaysian Tamils nowadays are more comfortable in using Tamalay words. They found it as fashionable. But when mentioning about devices, they prefer using English words and not Malay words. For example,

- Kettle is commonly used and instead cerek.
- Fan is commonly used instead of kipas.
- Phone is commonly used instead of telefonbimbit.

Conclusion

In a nutshell, this survey shows that, the formation of Tamalay as a new lingua franca among Malaysian native Tamil speakers is originated and influenced by the governmental policy which mandatorily applies Malay as the official language of the country. There is a probability of Tamalay becoming an official ethnic language in future. It is undeniable accent of language variation in future. The constantly increasing Tamil population within Malaysia remains significantly important to prove that the future of Tamalay remains promising (Shanthi & Duraiswamy, 2010)²². It is also important to note that Malaysia is assumed to be one of the major tourist destinations; therefore, it is beneficial for the country to promote different languages. In order to conclude, it can be suggested that Tamalay and other ethnic languages can become prominent in Malaysia; however, the usage of Malay and English can never be completely ignored or eliminate from the society. There is a need to appreciate the usage of different languages in order to make Malay people become more competitive in the market. It is obvious that problems may arise for students who may not be familiar with the various context of language use. Students may be better able to accomplish the goals of engaging themselves in the authentic and functional language for meaningful purpose by getting acquainted with various English cultures. Moreover, teaching any language is not just about learning the rudiments of the language, but it also involves various cultural refinements. The implementation of policies differ depending on the vision and mission but still the effect is the same that help in coping up with the challenges of 21st century. The different language planning and implementation of the bilingual policy has brought distinctive end results.

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