

**GLOBAL ENGLISHES-INFORMED PEDAGOGY IN A
CHINESE CONTEXT: A CASE STUDY OF
UNIVERSITY STUDENTS**

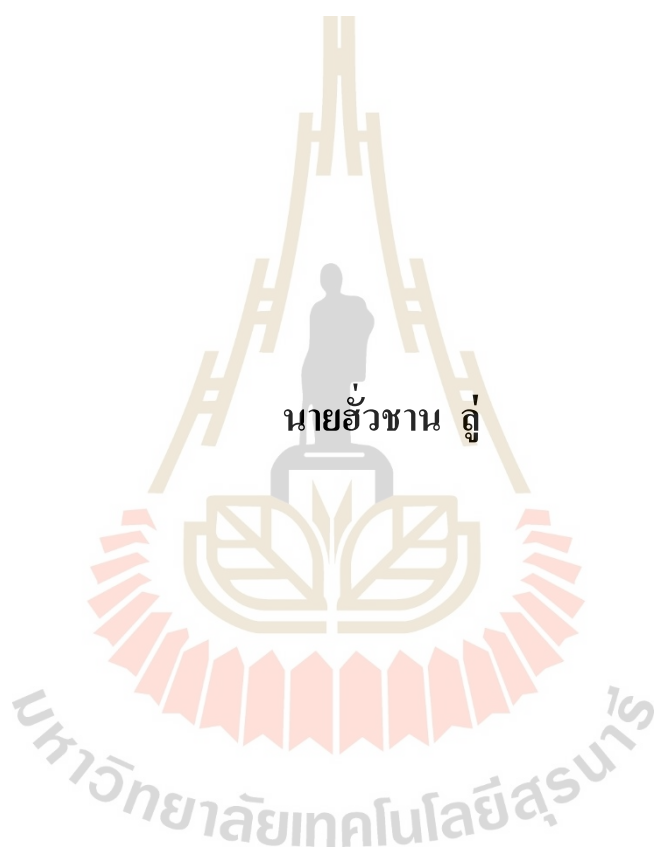


**A Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of Doctor of Philosophy in English Language Studies**

Suranaree University of Technology

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การเรียนการสอนแบบนานาชาติภาษาอังกฤษโลกในบริบทจีน:
กรณีศึกษาของนักศึกษาในระดับมหาวิทยาลัย



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
สาขาวิชาภาษาอังกฤษศึกษา
มหาวิทยาลัยเทคโนโลยีสุรนารี
ปีการศึกษา 2562

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Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy

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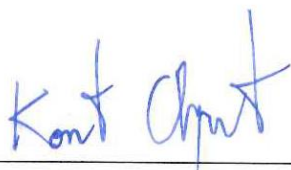
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การแพร่หลายของภาษาอังกฤษในขณะนี้ในฐานะที่เป็นภาษาโลกทำให้เกิดการเปลี่ยนแปลงมากมายทางด้านภาษาศาสตร์สังคม ซึ่งก่อให้เกิดความสนใจและการอภิปรายเกี่ยวกับประเด็นที่ว่าควรสอนและเรียนภาษาอังกฤษอย่างไร นักวิจัยได้เรียกร้องให้ปรับเปลี่ยนกระบวนทัศน์จากการสอนภาษาอังกฤษแบบดั้งเดิมไปสู่การสอนแบบใหม่ที่เตรียมผู้เรียนให้สามารถใช้ภาษาอังกฤษในบริบทของโลกาภิวัตน์ที่เชื่อมโยงกับทั้งความหลากหลายของภาษาอังกฤษและวัฒนธรรม อย่างไรก็ตาม มีงานวิจัยเพียงจำนวนน้อยที่ศึกษาเรื่องการเรียนการสอนภาษาอังกฤษในห้องเรียนที่ใช้แนวคิดของภาษาอังกฤษโลกโดยเฉพาะในประเทศจีน เพื่อเติมเต็มช่องว่างของการศึกษาวิจัยในประเด็นดังกล่าว วิทยานิพนธ์นี้จึงเกิดขึ้นโดยการใช้รูปแบบการเรียนการสอนภาษาอังกฤษตามแนวภาษาอังกฤษโลกในห้องเรียนอันเป็นแนวทางในการศึกษาความคิดความเข้าใจของผู้เรียนต่อภาษาอังกฤษและต่อการเรียนการสอนภาษาอังกฤษ และเพื่อหาคำอธิบายเบื้องหลังความเข้าใจดังกล่าว และประการสุดท้ายเพื่อศึกษาผลของการใช้วิธีการเรียนการสอนภาษาอังกฤษรูปแบบดังกล่าวในการพัฒนาความตระหนักรู้ของผู้เรียนเกี่ยวกับแนวคิดภาษาอังกฤษโลก นักศึกษาระดับปริญญาตรีจำนวนแปดสิบสองคนได้เข้าร่วมในงานวิจัยนี้และได้เข้าสู่กระบวนการวิจัยผ่านการเรียนการสอนภาษาอังกฤษแบบภาษาอังกฤษโลกเป็นเวลา 12 สัปดาห์ ข้อมูลวิจัยรวบรวมจากแบบสอบถามก่อนและหลังการสอน การสัมภาษณ์แบบกึ่งโครงสร้าง และบันทึกประจำวันของผู้เรียน การวิเคราะห์ข้อมูลใช้สถิติ T แบบจับคู่ตัวอย่าง และการวิเคราะห์เนื้อหา ผลการศึกษาปรากฏดังนี้ ประการที่หนึ่งผู้เข้าร่วมงานวิจัยส่วนใหญ่แสดงทัศนคติเชิงบวกต่อภาษาอังกฤษที่เป็นภาษาโลกและแสดงให้เห็นถึงความตระหนักรู้ต่อความหลากหลายของภาษาอังกฤษที่นอกเหนือจากภาษาอังกฤษแบบมาตรฐาน อย่างไรก็ตามการวิเคราะห์ข้อมูลเชิงวิพากษ์ชี้ให้เห็นว่าแนวคิดเกี่ยวกับความเป็นเจ้าของภาษายังคงฝังรากลึกแน่นอยู่ในความคิดของผู้เข้าร่วมงานวิจัยนี้

ประการที่สอง ความรู้ความเข้าใจของผู้เข้าร่วมงานวิจัยต่อภาษาอังกฤษมีพื้นฐานมาจากอุดมการณ์ภาษาที่แตกต่างกัน เหล่านี้รวมถึงความหลากหลายของภาษาอังกฤษที่เป็นที่ยอมรับทั่วไป แนวคิดของความเป็นเจ้าของภาษา ภาษาอังกฤษแบบลูกผสมและภาษาอังกฤษที่เป็นภาษาโลก

ผู้เข้าร่วมวิจัยได้รับอิทธิพลโดยฐานคิดว่าเจ้าของภาษาเป็นผู้สอนภาษาที่ดีกว่า แบบอย่างตามเจ้าของภาษาคือมาตรฐาน และวัฒนธรรมแบบเจ้าของภาษาคือเป้าหมายที่สำคัญ

ประการสุดท้าย การทดลองใช้การสอนแบบภาษาอังกฤษโลกให้ผลลัพธ์ในเชิงบวก ไม่เพียงแต่ช่วยเพิ่มความตระหนักรู้ของผู้เรียนเกี่ยวกับภาษาอังกฤษโลกเท่านั้น การสอนดังกล่าวยังช่วยส่งเสริมให้เกิดความมั่นใจในตัวเองในการสื่อสารข้ามวัฒนธรรมอีกด้วย

จากผลวิจัยเหล่านี้ กล่าวได้ว่าอิทธิพลของภาษาอังกฤษแบบอังกฤษและและแบบอเมริกัน ทำให้แนวคิดความเป็นเจ้าของภาษายังฝังลึกอยู่ในความคิดของผู้เรียน ในแง่ของการขยายขอบเขตและการใช้ประโยชน์ของงานวิจัยนี้ วิทยานิพนธ์นี้ให้ความสำคัญกับการสร้างความตระหนักรู้ของผู้เรียนเกี่ยวกับภาษาอังกฤษและเรียกร้องการศึกษาวิจัยเชิงวิพากษ์ในการศึกษาการเรียนการสอนภาษาอังกฤษในประเทศจีน



สาขาวิชาภาษาต่างประเทศ
ปีการศึกษา 2562

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HUASHAN LU: GLOBAL ENGLISHES-INFORMED PEDAGOGY IN A
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GLOBAL ENGLISHES-INFORMED PEDAGOGY/ GLOBAL ENGLISHES
AWARENESS/ ENGLISH AS AN INTERNATIONAL LANGUAGE/
ENGLISH LANGUAGE TEACHING

The spread of English nowadays as a global language has resulted in many changes in sociolinguistic realities, which generates concerns on how English should be taught and learned. Some researchers have called for a paradigm shift from the traditional pedagogy to prepare students to use English in a globalized context involving different varieties of English and cultures. However, little work has been undertaken in implementing a Global Englishes (GE)-informed pedagogy in English classrooms, especially in mainland China. In order to fill this research gap, a GE-informed pedagogy was implemented in an English language classroom in an attempt to examine the students' conceptualizations of English and English learning and teaching, to explore the reasons as to why they have those conceptualizations, and to investigate the effects of the GE-informed pedagogy in developing students' GE awareness. Eighty-two undergraduates participated in this study and received a 12-week intervention of GE-informed instruction. Data were collected through pre- and post-course questionnaires, semi-structured interviews, and student diaries. A paired-samples T-Test and content analysis were used to analyze the data.

The results of the study are, first, the majority of the participants expressed a positive attitude toward Global Englishes and showed an awareness of English varieties besides the standard ones. However, a critical analysis confirmed that native speakerism was still clearly prevalent in the participants' minds.

Second, the participants' conceptualizations of English were grounded in different language ideologies, which included legitimate varieties of English, the concept of native speakerism, Glocal English, and Global Englishes. The participants were influenced by assumptions that native speakers are better teachers, the native speaker model is a norm, and native speaker culture is an important target.

Finally, the intervention of the GE-informed pedagogy yielded a positive outcome, not only in raising the students' GE awareness but also in boosting their self-confidence in cross-cultural communication.

From these results, it can be argued that the hegemony of British and American English explains the prevalence of native speakerism in students' minds. In terms of the ramifications of this research study, this thesis argues for the importance of raising students' awareness of Global Englishes and calls for a more critical approach to English language teaching in China.

School of Foreign Languages

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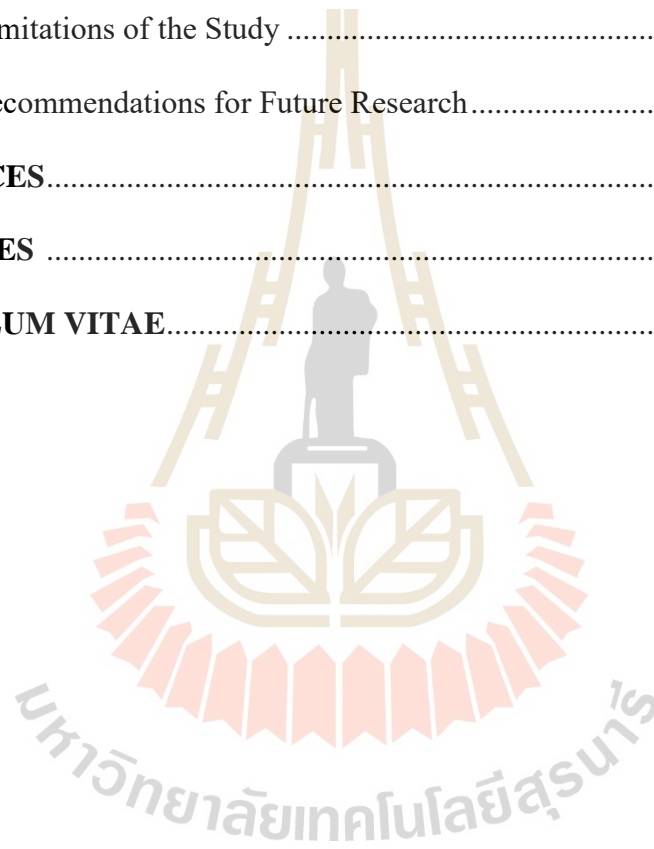
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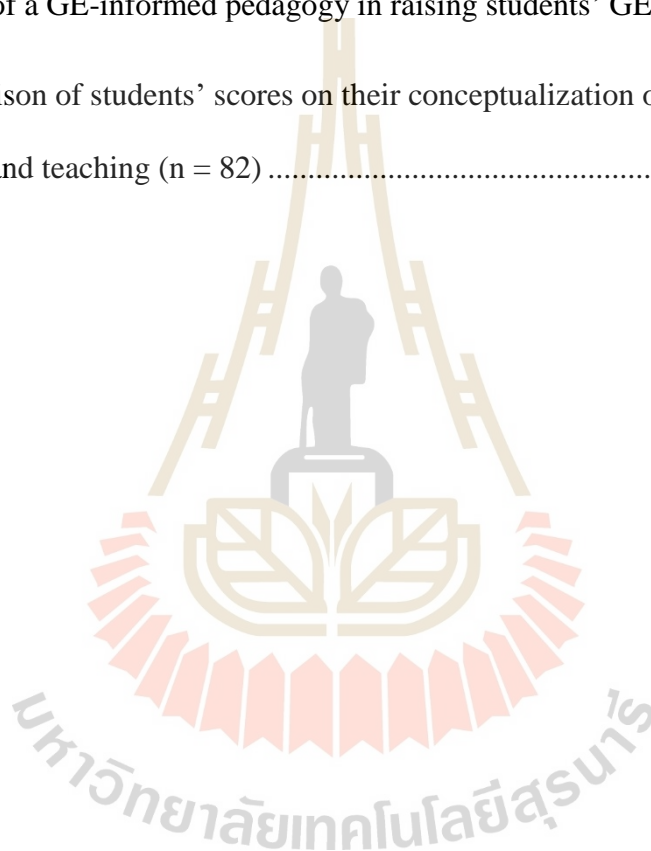


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LIST OF ABBREVIATIONS

ASEAN	Association of Southeast Asian Nations
CET – 4	College English Test Band 4
CET – 6	College English Test Band 6
CP	Critical Pedagogy
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
ENL	English as a Native Language
ESL	English as a Second Language
EU	European Union
GE	Global Englishes
MoE	Ministry of Education
NCEE	National College Entrance Examination
NS	Native Speaker
SGEM	Speak Good English Movement
SLA	Second Language Acquisition
TEM – 4	Test for English Majors Band 4
TEM – 8	Test for English Majors Band 8
TESOL	Teaching English to Speakers of Other Languages

LIST OF ABBREVIATIONS (Continued)

UK	United Kingdom
UN	United Nations
US	United States
WE	World Englishes



CHAPTER 1

INTRODUCTION

This chapter presents an introduction to the study. First, the study background is introduced, followed by the problem statement, the rationale and the purpose of the study. Then the research questions, significance, and scope and limitations of the study are described. Finally, definitions of some key terms are explained.

1.1 Background of the Study

1.1.1 English in the World

English functions as a global language, or a lingua franca (hereafter ELF), which refers to “any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option” (Seidlhofer, 2011, p. 11). Many a country or district confer English the status of an official language. It is spoken by around 445 million speakers who use English as a native language (ENL), nearly 2 billion speakers who use English as a second language (ESL) and over 2 billion speakers who use English as a foreign language (EFL) (Galloway & Rose, 2015a).

Moreover, English has a prestige status in international contexts where people from diverse lingua-cultural backgrounds interact and converse with each other. For example, international agencies such as the United Nations (UN) and the European Union (EU) use English as a working language for communication (Galloway & Rose,

2015a). English is also used as a common language in numerous academic disciplines, at professional conferences, and in publications, as well as being the leading language of science, business, tourism, popular culture, international diplomacy, medicine and technology, education, and aviation (Matsuda, 2012a). In particular, recent years have witnessed the rapid development of the Internet and online communication, which provides people with greater opportunities to communicate in English for international communication (Matsuda, 2012a).

Today, when people visit large cities in the world, English is often heard or seen in daily use. Some people (e.g., international students) have to converse in English so that English has become a part of their lives. Even in some places where English is not used as a working language, for example, in Thailand and China, road signs, coffee shops, and products in shops often have English names (Galloway & Rose, 2015a).

English has spread widely as a global language, resulting in many changes in sociolinguistic reality for the English language, English speakers, and English-speaking cultures. First, many new English varieties (e.g., Singapore English and Indian English) have emerged and function as a language to “reflect and serve the communicative needs of local users more effectively than dominant forms of English” (Matsuda & Matsuda, 2018, p. 125). Moreover, English speakers are more heterogeneous and diverse than ever before. Kachru (1985) classified English speakers into “Inner Circle”, “Outer Circle”, and “Expanding Circle”. The populations of English users from the Outer and Expanding Circles are three to four times that of English users from the Inner Circle (Jenkins, 2015a), resulting in English occurring more often between non-native speakers (Graddol, 2006). “They learn English in different ways and for different purposes from traditional English users” (Matsuda &

Matsuda, 2018, p. 125). Their ways of using English are accepted, and they use those varieties of English to reflect their own identities (Kachru, Kachru, & Nelson, 2006). Non-native English speakers, for example, Thai people, speak English with linguistic features associated with Thai accent and cultures that can reflect their identity as Thai.

In addition, English-speaking cultures have become diverse and complex because people might not know who their next interlocutor will be and where he or she might be from in terms of international communication. Furthermore, with the rapid growth of the Internet, people communicate in different “communities of practice”, in which a group of people share their information or experiences with opportunities to learn how to do things better (Lave & Wenger, 1991). For example, internet protocols (e.g., Skype), and user-generated media (e.g., YouTube). Social communications nowadays are no longer bounded by geography that defines language variation, and the local community has become a fluid concept, which means that different varieties of English are often used in a community.

All in all, English is diverse and plays a pivotal part in the world. In an era of globalization, a global English user should be able to switch from one variety of English to another in different speech communities (Canagarajah, 2006), where a group of people share the same language and ways of communication (Yule, 2006). The interlocutors of English should be more open to linguistic variations and more tolerant of understanding their pragmatic and sociocultural traditions of language use. Therefore, there might no longer be a need for ELF users to comply with native English speakers’ usage for the appropriate use of English (Seidlhofer, 2011). As Jenkins (2015c) explains, English users should not be required to conform to native English speakers’ norms. In other words, English has become a language with global

ownership, which implies that English is owned by all English users, and their ways of using English should also be accepted.

1.1.2 English in China

English enjoys unprecedented popularity in China. First, English has been stipulated as a required subject nationwide from Grade Three of primary school to postgraduate levels (He, 2015; Zheng, 2014), and as an obligatory test subject in the National College Entrance Examination (NCEE), also called *Gaokao* (Ministry of Education [MoE], 2001a). English is also an essential prerequisite for graduation and a passport for better career prospects, for example, in obtaining a job in transnational corporations (Lam, 2005; Wang, 1999). The mania for English is even expanding to kindergarten, where young children are educated in both English and Mandarin (a standardized form of Chinese) (Bolton & Graddol, 2012). As Graddol (2006) points out, Chinese learners of English are now more numerous and of a lower age.

Moreover, English is also popular in informal education. Chinese English learners can study English through private training institutions like “New Oriental” and “Li Yang’s Crazy English” and various channels such as the Internet, TV soap operas, films, and music (Bolton, 2013). They are able to communicate in English in the physical world or online (Bolton, 2012; Botha, 2014).

In addition, English has penetrated political, economic, and social domains in China (Pan, 2015). Since the “Open Door Policy” (a policy permitting foreign companies to invest in China), hundreds of foreign companies have invested in China. Their arrivals have provided Chinese people with more job opportunities, better salaries, and greater career prospects. A certificate of CET-4 (College English Test Band 4) is a basic requirement for employment in foreign companies, which obliges

more Chinese to study English. CET-4 is a nationwide standardized proficiency test, which was implemented in 1987 to meet the needs of China's reforms (Jin & Yang, 2006). More importantly, China has actively engaged in the trend toward globalization since the 1990s. Many Chinese people have chosen to study English to prepare themselves for international social events such as the 2008 Olympic Games, China International Import Expo 2018, and the 2022 Winter Olympics (He, 2015).

Additionally, English learning and teaching have now become an industry that produces billions of dollars for public schools and colleges and private language schools as well (He, 2015). The English-language training market, for example, made a profit of around \$4.7 billion in China in 2010 (Bolton & Graddol, 2012). As Bolton (2002) points out, English is inherently connected to China's economic growth.

Overall, the current status quo of English in China is highly significant. The spread of English accelerated globalization, which, in turn, also promoted the spread of English as a global language. As a result, Chinese people will interact and communicate with people who speak different first languages and have different cultures more frequently, and thus some commonly assumed concepts or models should be revisited and revised. The promotion and use of English in Chinese society today have given rise to the emergence of a generation of bilingual speakers. Therefore, the traditional ideology (e.g., standard English ideology) of how English is conceptualized (Cheng, 2012; Feng, 2011, 2012; Zou & Zhang, 2011) and how English is learned and taught should be re-evaluated.

1.2 Statement of the Problem

The proliferation of English as a global language has given rise to many changes in the sociolinguistic landscapes of English. However, English is mainly taught and learned as a foreign language in the classroom in China (He & Zhang, 2010). A native speaker English, particularly British English or American English, has been regarded as a model of “Standard English” which is extensively used in the Chinese educational system (Gil & Adamson, 2011). It has been traditionally regarded as the most acceptable pedagogical model for English language teaching (hereafter ELT) classrooms (Adamson, 2004; Bolton, 2003). However, after ten years of learning English based on the traditional native speaker (NS) model, ELT has not been able to adequately prepare students for their future interactions in globalized contexts where many speakers have different first languages (Matsuda, 2012a; McKay, 2018; Pan, 2015). As a Chinese English teacher studying abroad, I sometimes feel challenged in communicating effectively with other interlocutors in English for lack of familiarity with the diversified forms of English and its cultures. In order to match these realities, teachers are seeking an alternative method of teaching English in the classroom to prepare students to be competent language users in global contexts (Widodo, 2016).

From the perspectives of Global Englishes (hereafter GE), which takes into account the linguistic, sociolinguistic and sociocultural diversity of the English language and those who use it in a global context (Rose & Galloway, 2019), there are some problems with the use of native speaker English and its cultures in the English classroom in China. First, a native speaker model fails to account for the “fluid, flexible, dynamic and ad hoc” features of English today (Jenkins & Leung, 2014, p. 1611) because it tends to perceive English as a “static” language from native

English-speaking countries (Matsuda, 2012a, p. 4).

Moreover, a native speaker model might cause students to develop negative attitudes towards English and their varieties of English. In the English classroom, only introducing varieties of English, people, and cultures of the native English-speaking countries may not adequately prepare students for situations in which they encounter different forms of English (Matsuda, 2012b). As a result, students might believe that the varieties or uses of English that differ from NS norms are deficient in some way and that their studies have failed to raise their awareness of the true diversity of the English language. English has “transformed into pluricentric or Englishes” (Buripakdi, 2008, p. 29), and the English language is now being used in a variety of new ways at “phonological, lexical, syntactic, and pragmatic level” (McKay, 2003, p. 3). It should be noted that English is a medium that constitutes multiple cultures, reflects different voices, and represents a multiplicity of canons (Buripakdi, 2008; Kachru, 1996).

Furthermore, a native speaker model might not help students understand the ownership of the English language and their identity (Cook, 2002), which may cause students to lose their confidence and identity in ELF communication. English is extensively utilized among non-native English speakers for GE communication (Jenkins, 2007; Seidlhofer, 2011) rather than being limited to only native English speakers. ELF users can use their own forms of English to interact and converse with speakers of different languages and cultures in international communication, which reflect their own identity. The increasing number of people within and across Kachru’s “Three Circles” use English transnationally and shuttle between different English varieties and cultural communities. It is recommended that the English language should no longer be considered as the property of native English speakers but that of all

English users (Widdowson, 1994).

In addition, a native speaker model sets an unattainable target of learning English for language learners (Kirkpatrick, 2007; McKay & Bokhorst-Heng, 2008). Language learners are commonly expected to approximate native English speakers and be able to communicate with them. However, most L2 learners cannot reach the targets set by the native speaker model (Kirkpatrick, 2007). Thus, this might actually reduce a learner's self-confidence and self-respect (Medgyes, 1994). Therefore, it is no longer really necessary or realistic for non-native English speakers to learn the English language and its cultures for only interaction with native English speakers (Matsuda, 2012b). Fang (2017) also recommends that retaining NS norms for all English users should not now be conceived as the goal in terms of English language pedagogy and assessment.

Previous studies (e.g., Fang, 2010; He, 2015; He & Li, 2009; Pan, 2015; Wang, 2007; Wen, 2012a; Zheng, 2014) related to learning and teaching in China indicate that although great efforts have been made in the learning and teaching of English, Chinese students' English proficiency is generally low. According to the statistics from Education First (EF), in 2018, Chinese English learners' English proficiency ranked 47 with an English proficiency score of "51.94" out of 100, which placed Chinese students of English in "the low proficiency group" (EF, 2018, p. 6). More importantly, Chinese English learners' speaking ability is regarded as "dumb English" (Fang, 2010; He & Li, 2009; Wei & Su, 2008), which means that although the learners can get high scores in reading and writing in various English examinations, they cannot speak English for real communication.

Xie (2014) found that English learning and teaching in English classrooms in China has been subjugated by NS models, emphasizing "standard pronunciation",

“correct grammar”, and native English-speaking cultures. This result echoes Nomnian’s (2018b) research, where it was found that most Chinese students were equipped with knowledge in grammar and vocabulary because Chinese teachers focus on “teaching grammar, vocabulary, and writing skills” in class, whereas students take notes only to prepare for comprehensive exams such as NCEE and CET-4 (p. 256).

Some Chinese scholars (e.g., Wang, 1991; Xu, 2002) have acknowledged the weak points of the NS model used for ELT in China and boosted the legitimacy of diverse Englishes and their cultures, however, there is a conceptual gap between theory and practice in studies on GE in English learning and teaching. As Wen (2012a) states, “although some researchers and scholars have often expressed their views about ELF at academic conferences and in journals, their influence has been very limited and weak” (p. 372). There needs to be a wake-up call for stakeholders, namely, the policymakers, educators, teachers, and students, to raise awareness of English as a global language in dynamic, multilingual, and multicultural contexts and the standard language ideology may no longer be appropriate within the area of English learning and teaching. A transformation of thought is needed on a creative way of considering English learning and teaching in the classroom to make stakeholders open their minds and be more tolerant, which might influence the development of English learning and teaching policy and English classroom teaching practice, as well as improving students’ intercultural communicative competence. Similarly, some scholars (e.g., Matsuda, 2002; Matsuda & Friedrich, 2011; Sharifian, 2009) suggest that some significant changes must occur in both teachers’ and learners’ minds as well as in specific classroom practices to prepare users of English to match the linguistically and culturally diverse context of today’s world.

Therefore, this study attempts to implement GE-informed pedagogy through the design of a course curriculum for *Introducing Global Englishes* in the English language classroom to explore students' conceptualizations of English and their underlying assumptions and to examine the effects of a GE-informed pedagogy in the English language classroom in a Chinese context. According to Galloway and Rose (2015a), Global Englishes is a paradigm involving notions of WE, ELF, EIL and “translingual practice” (Canagarajah, 2013b, p. xiv), focusing on “linguistic hybridity” and the use of communicative strategies to achieve successful communications. GE investigates the impact of English as a world language on a global scale, including the peripheral issues concerning the global use of English, such as globalization, education and language policy (Galloway & Rose, 2015a).

By sharing the ideas in Galloway's (2017b) statement that Global Englishes shows how English functions as a global language, emphasizing the diversity of English, the global ownership of English, and how English differs from the native speaker English model taught in the ELT classroom, the GE-informed pedagogy proposed in this study intends to expose students to the variety of English and its cultures and to help develop their awareness of GE and bolster their self-confidence to prepare them to be part of the “linguistically and culturally diverse” world (Matsuda, 2012b, p. 169) by using English in communication.

In summary, using the NS model as a norm in English classrooms is questionable, as there is a conceptual gap between theory and practice in the application of GE-informed pedagogy. Therefore, this study seeks to re-evaluate the use of the NS model and fill the gap between theory and practice by implementing a GE-informed pedagogy in the English language classroom. Nonetheless, this study does not attempt

to replace the NS model but rather to inform students that they have a choice of models to suit their individual needs. This accords with Rubdy and Saraceni's (2006) statement that teaching based on NS models in the English classroom, in general, cannot realistically offer practical alternatives because they are difficult to access.

1.3 Rationale of the Study

There are several rationales for the current study. Firstly, it is acknowledged that language is interconnected with ideology. Language ideology is based on the concepts people have of language and how they can be applied in practice (Dragojevic, Giles, & Watson, 2013), which shapes the way learners learn English. In other words, the learners' conceptualizations of English and English learning and teaching shape the learners' learning behaviors and also substantially affect teaching methods as well as language education planning and policy. Therefore, it is worthwhile examining learners' conceptualizations of the English language. The existing literature reveals that much research on the importance of the English language has been undertaken (e.g., Fang, 2016, 2017; He, 2015; Pan & Block, 2011; Sung, 2014, 2016; and Wang, 2013). However, these studies have examined students' perceptions of English from different perspectives, such as pronunciation, accents, lexicon, grammar, or discourse, but seldom from a GE perspective in relation to ELT. Moreover, little research has captured the underlying assumptions of learners' conceptualizations of English (Buripakdi, 2008, 2012; Galloway, 2013), and even few studies have examined learners' conceptualizations in a Global English language teaching (GELT) context (Galloway, 2011, 2013; Galloway, 2017b; Galloway & Rose, 2015a; Rose & Galloway, 2019). Therefore, it will be useful to examine the underlying assumptions that affect learners'

conceptualizations of English and English learning and teaching in a global setting.

Secondly, standard British and American English models have been used as pedagogical models for ELT for a long time (Adamson, 2004; Bolton, 2003; He & Zhang, 2010). However, in the context of globalization, such a traditional ELT model might not meet the changing needs of the students, teachers, and society (Matsuda, 2017) as the English language, in reality, consists of a variety of norms which are used differently depending on the particular levels of “social interaction” (Canagarajah, 2006, p. 234), but not a standard, territory-bound, and homogeneous language which plays a one-size-fits-all function for all communication encounters. Moreover, for most interlocutors, mutual intelligibility is the main goal in the complicated and diverse context of uses and users of English. In this aspect, the requirement regarding the NS model as a norm in ELT might not match with the present-day sociolinguistic landscape of English. Yet the NS model is still dominant in ELT in China (Wen, 2012b). Therefore, there is a serious need to revisit some of the commonly accepted assumptions in ELT (Matsuda, 2017) and to consider whether the NS model is in fact still suitable for the teaching of ELT in China (He & Zhang, 2010, 2015; Kirkpatrick, 2006; Li, 2006; Wen, 2012b).

Thirdly, “language learning and teaching cannot be carried out in a vacuum” (Widodo, Perfecto, Canh, & Buripakdi, 2018, p. 175), but should take place in a complex of social, economic, cultural, and political domains (Pennycook, 2017). It is imperative to link language teaching to students’ social and political lives to prepare them to be effective interlocutors in future global contexts. In this respect, a critical approach to ELT has resulted in the opportunity to challenge the “value-free” ELT approach, to question the appropriateness of the NS approach and use of materials, in

order to concentrate on the political, cultural, social, and economic aspects of ELT, and to call for a GE-informed pedagogy as an alternative approach to traditional ELT.

Lastly, the researcher's experiences as a visiting scholar in the US (an Inner Circle country), a Ph.D. student in Thailand (an Expanding Circle country) and a traveler to Singapore and Malaysia (Outer Circle countries) motivated the researcher to reconsider the issues concerning English learning and teaching in China. In the U.S., there are also different English varieties. Misunderstandings often occur in conversations among English speakers with different mother languages due to a lack of familiarity with the diversified varieties of Englishes and their cultures. However, in Thailand, in most cases, mutual intelligibility can be achieved with the use of "non-standard" forms, communicative strategies and accommodation skills (e.g., Beebe & Giles, 1984). Moreover, in Singapore and Malaysia, where there are multilingual and multicultural settings, people communicate with each other using their local languages within their communities and also English across communities. Thus, conformity to NS norms might not always give rise to effective communication, while non-conformity to NS norms probably function well in cross-cultural scenarios (Wang, 2013). Therefore, it might not be appropriate for English users to always conform to NS norms in ELF communication.

Therefore, the usefulness of the NS norms underpinning English learning and teaching comes into question. Many years of learning and teaching English based on NS norms in China, where learners focus on mimicking native-like pronunciation, memorizing vocabulary, studying accurate grammar, and raising cultural awareness of native English-speaking countries, does not successfully prepare the learners to meet their needs in a diversified global context (Kirkpatrick, 2007; Pan, 2015). Moreover,

language awareness is relevant to language learners' perceptions, attitudes, beliefs, and feelings toward the language (both first and second languages) and its language policies, which influence how language learners behave and use the language (Coronel-Molina, 2009; Nomnian, 2018a). As Lightbown and Spada (2013) point out, awareness-raising of the target language can promote a better understanding of that language. Therefore, there is a serious need to raise students' awareness of the diverse varieties of Englishes and to reconsider whether second language learners should act like native English speakers and whether they really need to conform to the NS model in ELF settings.

1.4 Purposes of the Study

The current study is intended to achieve the purposes below:

1. To investigate Chinese university students' conceptualizations of English and reflections of English learning and teaching;
2. To explore the underlying assumptions that affect Chinese university students' conceptualizations of English and reflections of English learning and teaching;
3. To examine the impact of implementing a GE-informed pedagogy in raising Chinese university students' awareness of Global Englishes.

1.5 Research Questions

In order to fulfill the above purposes, three questions are proposed:

1. What are Chinese university students' conceptualizations of English and English learning and teaching?
2. What are the underlying assumptions that Chinese university students have towards their conceptualizations?

3. To what extent does a GE-informed pedagogy raise Chinese university students' GE awareness?

1.6 Significance of the Study

The significance of the current research can be explained as below:

Theoretically, this study may contribute to the field of GE by broadening the field of inquiry of GE and ELT. In addition, it contributes to further comprehension of the sociolinguistic realities of English in the Chinese context and also adds to a limited but increasing body of literature on conceptualizations of English in the Expanding Circle (Kachru, 1985) as it provides a detailed investigation of Chinese university students' conceptualizations of English in a global setting.

Firstly, the application of a GE-informed pedagogy in the English classroom can make stakeholders, such as language policymakers, teachers, and students, aware of the sociolinguistic landscape of English. It can help policymakers to realize that the context in which ELT occurs is interwoven with intricate patterning of power relationships. Moreover, it may help teachers to realize the significance of critical theory, which informs students of social structure, knowledge, politics and to integrate practical ideas. Furthermore, it may help raise students' GE awareness and develop their self-confidence as competent language users. In addition, a GE-informed pedagogy implemented in the English language classroom may open the door to the additional application of GE principles. For example, practitioners will be able to revisit English learning and teaching to fill the conceptual gap between theory and practice and also help students raise their GE awareness.

Secondly, the design of the course syllabus and lesson plans and activities for a

GE-informed course provides some practical materials and activities for similar courses in the Expanding Circle context. According to Matsuda (2017), well-designed teaching materials are critical to incorporate linguistic and cultural diversity into the English classroom effectively.

Thirdly, a GE-informed pedagogy provides solutions to some ELT problems in the Expanding Circle countries, such as in Asian countries, where native English speakers and culture are norms, and English is stipulated as a compulsory course for many years. However, the learning outcomes in terms of communicative competence are still considered relatively unsuccessful. One possible solution that a GE-informed pedagogy may provide is to expose students to various English varieties and raise their awareness of the diversity of Englishes. This solution is also suggested by other scholars such as Kachru (1992), and Matsuda (2000). While the researcher believes that choosing the NS model seems reasonable, it should be noted that in the era of globalization, many English varieties could serve as a classroom model alongside the NS model. Students would benefit from exposure to different English varieties from Kachru's three circles to prepare them for a global context in the future. Moreover, with more exposure to and awareness of different English varieties, learners may have more positive attitudes towards the language and be possibly less inhibited about communicating in English (Chiba, Matsuura, & Yamamoto, 1995; Matsuura, Chiba, & Fujieda, 1999).

Last but not least, the goal of learning English has been set to develop learners' communicative capabilities, highlighting mutual intelligibility in international communication, and incorporating more communicative activities in the English language classroom. However, at present, this is not reflected in the forms of assessment, including university examinations. A GE-informed pedagogy assesses

students' communicative competence with regard to intelligibility and comprehensibility but not solely grammatical correctness, which is more appropriate in preparing students for international communication in today's global context.

1.7 Scope and Limitations of the Study

This research focuses on examining university students' conceptualizations of English and reflections on English learning and teaching in China for the purposes of sociolinguistic research. It is an empirical case study of students from a university in Qingdao, China. The first goal is to examine the students' conceptualizations of English and English learning and teaching. The second goal is to discuss the underlying assumptions that students have towards their conceptualizations, and the third goal is to examine how students' awareness can be raised by implementing a GE-informed pedagogy into the English language classroom.

China is vast with diversified social contexts. This study only investigates one of its universities. Therefore, any generalizations should be made with care, and investigations of more universities should be undertaken in the future. Moreover, all the participants were university students; hence, the findings might not apply equally to non-university students.

In addition, this study uses a one-group pretest-posttest design without a control group to make a comparison. This study also attempts to examine any attitudinal changes after the students have completed the course. Therefore, it might be sufficient to compare the results before and after the implementation of a course using a GE-informed pedagogy.

1.8 Definitions of Key Terms

The following terms are those most closely related to the theme of this study.

Global Englishes

Global Englishes is defined as a term that includes the concepts of WE, focusing on “the identification and codification of national varieties of English, ELF, which examines English use within and across such borders, as well as focusing on the global consequences of the use of English as a world language” (Galloway & Rose, 2015a, p. xii), EIL, including both localized and globalized EIL (Seidlhofer, 2001), and translanguaging.

Standard Language Ideology

Standard language ideology in this study refers to an ideology that only certain languages are regarded as Standard language in people’s minds. For example, only British English and American English are regarded as Standard English. Thus, the so-called standard language has become a prestigious variety, which is actually only spoken by a minority of people who occupy positions of power within a society.

Critical Perspective of ELT

In this study, a critical perspective on ELT refers to questioning or revisiting the native speaker model for ELT in the classroom by looking at ELT in a different way in order to challenge or transform the traditional paradigm of ELT.

Conceptualization

Conceptualization is an abstract view of the world. All knowledge is organized according to systems that derive from, either “explicitly” or “implicitly” (Gruber, 1995, p. 908). The researcher interprets conceptualization as an umbrella term that covers all the complex cognitive processes, namely, perceptions, beliefs, attitudes, opinions, and

views that influence students' views, decision-making and practices.

Global Englishes-informed Pedagogy

In this research, a GE-informed pedagogy refers to an emerging paradigm in ELT, which provides an evaluation curriculum and design framework that centers on various perspectives of the ELT curriculum from traditional ELT in terms of target interlocutors, owners, norms, the sources of materials, role models, cultures, teachers, and assessments. It is interchangeable with the concepts used by different scholars in different contexts, such as “ELF-aware pedagogy” (Bayyurt & Sifakis, 2015; Sifakis, 2014), “GELT” (Galloway, 2011, 2013; Galloway & Rose, 2015a) and “WE-informed ELT” (Matsuda, 2017).

1.9 Summary

This chapter describes the role and status quo of English in the world and the sociolinguistic landscape of English in China today, followed by a statement of the problem. To help readers clearly understand the thesis, the rationale, the research questions, the purposes, and the significance of the study are provided. The chapter then gives the scope and limitations of this study. Finally, definitions of key terms that occur in the research are explained with a summary. A literature review follows in the next chapter.

CHAPTER 2

LITERATURE REVIEW

In order to prepare students for effective international communication in authentic situations, where interlocutors might often come from diverse linguistic backgrounds, it is crucial to examine how students conceptualize English and English learning and teaching, to explore the underlying assumptions, and to look at English learning and teaching from a critical perspective to raise students' GE awareness. Accordingly, this chapter is organized into four sections covering the following topics: Global Englishes, English and English learning and teaching in China, critical approaches to English learning and teaching, and studies related to the current research.

2.1 Global Englishes

2.1.1 Paradigm Shift from Traditional ELT to GE-informed Pedagogy

Traditional second language acquisition (SLA) research has had a significant influence on second language teachers throughout the world because it is an influential resource for language teachers. Reviewing SLA research and teaching, Lightbown (2000) points out that SLA research can not only help teachers and students to shape their expectations but also can provide a great many pedagogical implications for ELT practice. Nevertheless, scholars (e.g., Block, 2002; Breen, 2001; Canagarajah, 1999, 2002; Davis, 1995; Lantoff, 2000; Norton, 2000; Ohta, 2000) have argued that mainstream SLA research has failed to adequately explain the complex nature of the

language, the problems of the learners and the most appropriate means for teaching it (Okazaki, 2005). For example, Canagarajah (1999) notes that mainstream SLA research is restricted to focusing on the contexts of learning activities, detached from their social contexts. The learning targets are not sophisticated enough to measure teaching progress, the result of which might be over-simplification and possible distortion (Okazaki, 2005). In a similar vein, Hall (1995) claims that the theories and pedagogy of language learning need to concentrate on the sociohistorical and political powers manifested in the potential users' social identities as well as the meanings of the linguistic resources.

In traditional SLA research, the English used by people from the Expanding Circle is generally considered as interlanguage, or “learner language”, which differs from native English use (Jenkins, 2017, p. 62). With regard to English language pedagogy, in line with mainstream SLA, the notion of EFL is still the mainstream in Expanding Circle countries, and the NS model remains the benchmark against which non-native users are measured in the “international” English tests (Jenkins, 2017; Jenkins & Leung, 2014; McNamara, 2014), such as TOEFL and IELTS. The post-colonial Englishes are recognized nowadays as Englishes in their own rights, such as Malaysian English and Indian English, however, the same cannot be said of ELF, which is mostly used among members of non-postcolonial countries, despite considerable empirical research into this massive global phenomenon.

The term World Englishes (WE) was not usually used by TESOL or applied linguistic professionals until the 1990s. Since 1991, an increasing number of research articles related to English learning and teaching regarding the realities of the language's current spread and use have been published in “TESOL Quarterly”. Recent

decades have witnessed the publication of many articles in international journals, for example, “English Today”, and “World Englishes”. The WE paradigm moved beyond native English and focused more on non-native English varieties. WE research argues that the post-colonial forms of English should be legitimate varieties within their speech communities (Kachru, 1992; Kirkpatrick, 2007).

With the spread of English on a global level, English has now become the international lingua franca to connect people who speak different first languages. ELF is a fluid concept and goes beyond NS models and nation-bound varieties. ELF shares some common characteristics with WE with its challenges to the NS model, the ownership of English, and concerns “issues of language variation, variation and change, linguistic norms and their acceptance” (Seidlhofer, 2009b, p. 236), aiming to “reconceptualize different ways of using English in non-inner circle contexts” (Cogo & Dewey, 2012, p. 8).

With globalization and the development of the Internet, the world has become a global village. Interactions and language contacts occur every day in the world. Thus, the boundaries between speech communities have become blurred. English is used by a global community and is, thus, owned by all English users (Widdowson, 1994). Thus, the traditional ELT approach might not be appropriate to meet students’ needs for successful international communication in a globalized context (Matsuda, 2012a). Paradigm shifts are called for from the traditional ELT paradigm to alternative paradigms such as the WE, ELF, and GE paradigms. The following section explains the GE paradigm.

2.1.2 The Global Englishes Paradigm

Global Englishes is a term that covers the concept of WE, focusing on

identifying and codifying the linguistic features of national varieties in the “New Englishes”, ELF, which focuses on examining English use among speakers from different first languages, EIL, focusing on “multilingualism and the diversity of English for ELT”, and translinguaging, which focuses on “linguistic hybridity in dynamic language contact and plurilingual situations” (Galloway, 2017b, p. 23). The Global Englishes paradigm is shown in Figure 2.1 as follows:

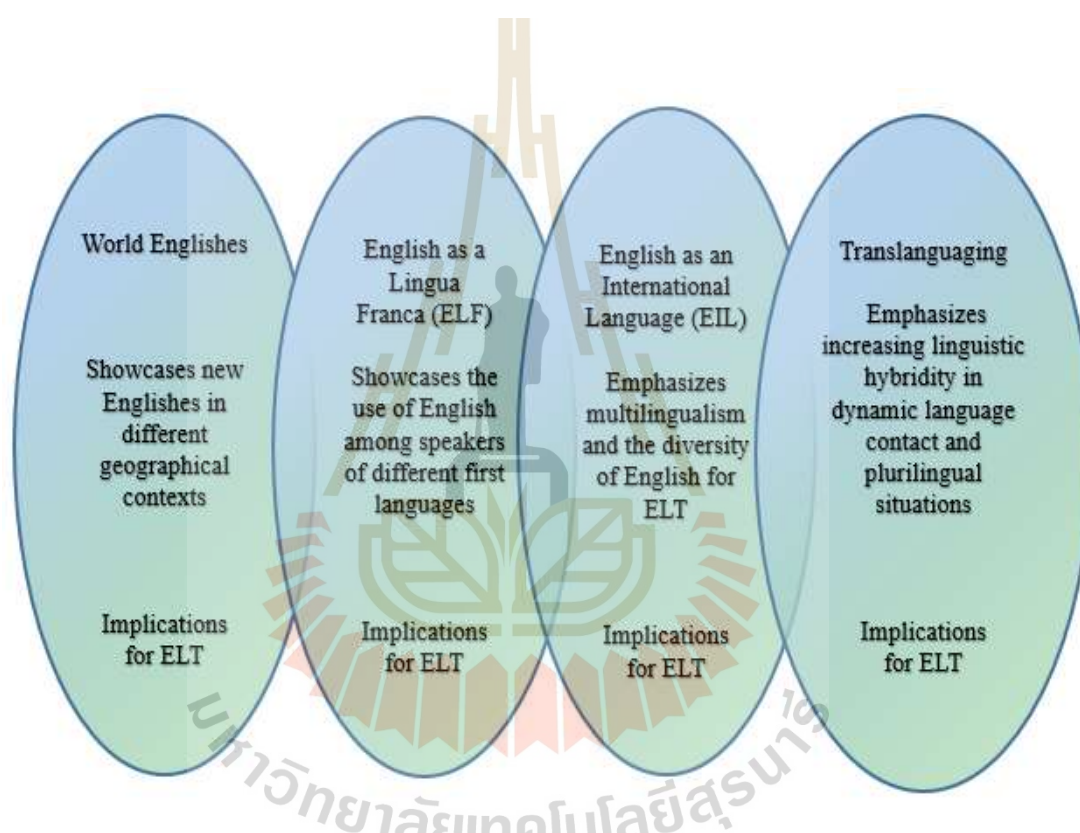


Figure 2.1 The Global Englishes paradigm (Galloway, 2017b, p. 23)

The GE paradigm aims to bring the fields of WE, ELF, EIL and translinguaging together to examine how English functions. WE research (e.g., Kachru & Nelson, 2006; Kirkpatrick, 2007) contributes to awareness-raising of the diversity of English use in the world and its pedagogical implications. However, globalization and the growth of ELF research reveal the difficulties of identifying the linguistic

characteristics of ELF that can be regarded as a language variety. According to Galloway (2017b), ELF and translanguaging research indicate how ELF users employ communicative strategies, accommodation skills, or the mother tongue while negotiating communication in plurilingual or multilingual encounters. In contrast, EIL researchers mostly concentrate on how the teaching of the English language is affected by the use of English as a global language. The notions of WE, ELF, translanguaging, and EIL in Figure 2.1 will be explained as follows.

World Englishes

“World Englishes” is a term for varieties of English. Kachru’s (1985) “Concentric Circles” models of English (see Figure 2.2) provides an easy way to demonstrate the functions that English serves around the world.



Figure 2.2 The three concentric circle models of English (Kachru, 1985)

The “Inner Circle” involves such countries as the UK, the US, Australia, Canada, and New Zealand, where English is used as a mother language and is a dominant language of society. Most people who were born and educated in these countries acquire English as their mother language. In this circle, English performs numerous functions on a daily basis in society, therefore, people must know English to function in society.

The “Outer Circle” involves the colonial countries such as India, Malaysia, and Singapore, where English is used as an institutional or official language. The majority of people learn English as an “additional” language, although there is an emerging generation who is acquiring a nativized variety of English as their mother language (Kachru, 1998). In this circle, the English language, co-existing with other indigenous languages that still maintain important functions (e.g., the language of institutions), plays a crucial part in a country’s leading institutions and performs critical functions in a multilingual setting.

The “Expanding Circle” involves such countries as China, Brazil, Japan, and Thailand, where English does not exert the same function as it does in the “Inner Circle” or “Outer Circle” but is taught as the default foreign language. English users in this circle are viewed as English learners, and the goal of their learning English is primarily to communicate with native English speakers (Zheng, 2104). The NS model has been regarded as the norm for language teaching and learning (Adamson, 2004; Bolton, 2003; He & Zhang, 2010).

The Three Circle model pluralizes English and shows how it functions in different settings in the world. WE research mainly focuses on identifications and codifications of linguistic features of national varieties of English, with a particular

interest in the post-colonial countries, indicating how they differ from native English systematically with locally appropriate functions, which is an important way to legitimize them and to show how they are influenced by their first language.

In terms of the pedagogical implications of the WE paradigm, Kachru (1985) argues that a “poly-model” approach should be adopted in ELT instead of just native English to raise students’ awareness of the diversity of English and increase their self-confidence as users of legitimate varieties. However, exposing students to all English varieties is impossible. More importantly, English being an international lingua franca means that international communications often occur within and across all three circles, where the interlocutors have to communicate efficiently between different varieties of the language (Kachru, 2005). Thus, the WE paradigm now makes little sense of the communications beyond the nation-bound English varieties. In addition, the growing populations of non-native English speakers have led to doubts about the boundaries of the outer and expanding circles as exemplified by Kachru (Canagarajah, 2013a).

To sum up, WE focuses on English as nation-bound varieties or in a fixed geographical setting and emphasizes the diversified use of English and legitimization of English varieties according to their individual characteristics. However, with globalization and the increasing growth of English use among people with different mother tongues, the focus has now moved to Englishes as a non-nation-bound “community of practice” (Lave & Wenger, 1991), where communication is regarded as a fluid and flexible phenomenon. The next section, therefore, focuses on examining how English functions as a lingua franca in fluid, dynamic encounters.

English as a lingua franca

Seidlhofer's (2011) definition of ELF (see page 1) shows that all English users are included, no matter what their L1 is, which reflects the sociolinguistic reality of English. That is, English is already a lingua franca and is extensively used in people's daily lives across the globe. Notably, it is often utilized as a tool of communication among people with diverse mother tongues in international or intercultural communication.

Studies in the field of ELF have helped researchers understand the ELF phenomenon throughout the globe. The earliest ELF research (Jenkins, 2000; Seidlhofer, 2001) followed the steps of WE research that focused on forms, particularly identifying linguistic features of ELF that can be treated as a language variety. Later, attention turned to functions and processes of ELF (Seidlhofer, 2007, 2009a, 2009b), and then to the implications of multilingualism (Jenkins, 2015c; Jenkins, Cogo, & Dewey, 2011; Seidlhofer, 2011) by exploring how lingua franca English is used with other languages (Rose & Galloway, 2019).

ELF research brings into question about whether an English variety can exist due to the "transience" of ELF communications (Galloway, 2017b, p. 27). Some ELF studies (Jenkins et al., 2011; Seidlhofer, 2011) have shown that ELF is not an English variety with a core set of linguistic features that differentiate it from other varieties. It is about depicting the practices involved in ELF communication (Cogo, 2012).

ELF research highlights the interlocutors' mutual intelligibility in international communication. As with WE, ELF is also a pluricentric concept and emphasizes the diversity of English, which primarily focuses on the "identification of the flexible way non-native English speakers negotiate meaning and accommodate to

each other in naturally occurring conversation” (Jenkins, 2017, p. 64). ELF research also focuses on the strategies that interlocutors use to communicate effectively in ELF encounters such as international conferences, where interlocutors have to employ strategies (either verbal or non-verbal) to facilitate their mutual understanding. Even native speakers have to make use of accommodation skills (e.g., slowing down their speed, reducing the use of slang, adjusting their intonation) to make themselves understood to achieve successful communication (Galloway, 2017b).

Moreover, ELF research investigates how English is used in lingua franca situations, where English use occurs in more fluid and dynamic encounters. According to Jenkins (2009b), ELF is a fluid, flexible, and variable phenomenon. In ELF settings, interlocutors with different first languages are so diverse that you may not know whom you are going to talk with, what variety of English they know, and what other languages they can speak until you start talking to them. Besides, it is difficult to conclude what certain features we could teach because they do not occur all the time. Therefore, it is more important to adjust your English than to mimic and to note that some “errors” (e.g., the third person *s*) caused by different first language backgrounds are viewed as an innovation in English.

In addition, ELF research underscores that flexibility is crucial when using ELF. It is important to teach learners the skills of adjusting how to speak so that they can speak in the same way as the people they are talking to (Jenkins, 2009b). Also, they can train their ears to understand people who speak English in different ways from how they speak. In this study, different English varieties from the three circles are shown through video clips, which may help expose students to various English varieties and to help in training their ears. In addition, sometimes, interlocutors might expect them to

use other languages in the group. For instance, some interlocutors might know Thai in the group, and then they might occasionally use Thai by mistake without realizing that it is often regarded as impolite to use a language that is not shared by all the interlocutors.

Apart from investigations on the role of English, ELF research examines the role of culture. Culture is also viewed as a more complex and fluid term. Baker (2015b) claims that the relationship between language and culture should be “best approached as situated and emergent” (p. 9). In other words, culture is also characterized by complexity, fluidity and dynamism as language.

ELF research has significant pedagogical implications for ELT. Scholars in the field have conceptualized the discrepancies between “traditional” ELT and an ELF-informed perspective (Jenkins, 2006a, 2009a, 2015c). In the ELT classroom, the ELF setting is quite different from the EFL/ESL setting. In the EFL/ESL setting, the assumed interlocutor is a “native English speaker”, with the result that a standard English variety and native English-speaking culture are taught in the classroom. Moreover, the English used in textbooks is based on a standardized native English and reflects its cultures (Jenkins, 2009a). Whereas in an ELF setting, English is utilized as a tool of communication for speakers with diverse languages and cultures. ELF not only underlines the diversity of English use in the world but also indicates how it is used in a very different way and how it is taught.

Therefore, Jenkins (2012) argues the necessity to revisit English language education today. In reality, the diverse Englishes and cultures have raised the question of the validity of the NS model as the only legitimate linguistic target in ELT, particularly in the context where there is no colonial history or official status, such as

China. ELT researchers (e.g., Matsuda, 2012a; McKay, 2002; Galloway, 2013, 2017b) have embarked on calling for a paradigm shift that challenges the current normative approach to ELT in the English language classroom.

In short, ELF research does not intend to establish ELF as a new English variety. Instead, it focuses on the processes of how people change the way they speak, how people communicate spontaneously, and how another language influences the way people use English. It is not just about how people use English, but also about the way people effectively slip into and out of other languages.

Translanguaging

ELF is a multilingual phenomenon and the overwhelming majority of ELF users are multilingual, which even includes some native English speakers (Jenkins, 2009a). Research indicates that strategies (e.g., code-switching and code-mixing) are seen as a common phenomenon, and ELF users employ diversified linguistic repertoires when communicating in multilingual settings. The term “translanguaging is employed to “describe a useful teaching strategy that provides students with input in one language and expects them to output in another language” (Galloway, 2017b, pp. 29-30). In other words, “translanguaging” is the process by which multilinguals can move from one language to another, seeing “the diverse languages that form their repertoire as an integrated system” (Canagarajah, 2011, p. 401). It is a dynamic process whereby multilinguals have to adjust the social and cognitive activities through using the strategies of various “semiotic resources to act, to know, and to be” (Garcia & Wei, 2014, p. 137). It concerns issues relevant to language production and function and effective communication. More recently, Garcia (2009) acknowledged the bilingual practices and defined translanguaging as “multiple discursive practices in which

bilinguals engage in order to make sense of their particular worlds” (p. 45). Therefore, it goes beyond code-switching and extends the use of hybrid language by making it into a “systematic, strategic, affiliative, and sense-making process” (Gutiérrez, Baquedano-Lopez, & Alvarez, 2001, p. 128). In other words, translanguaging highlights the use of one integrated communication system and various languages in a dynamic way (Galloway, 2017b). Jenkins (2015c) also argues for the need for “a multilingual approach”, which is in line with translanguaging researchers who concentrate on making use of multilingual resources to establish effective communications in English.

Furthermore, scholars hold that some multilingual strategies, often regarded as a deficiency, are useful communicative resources. For example, in composition, Canagarajah (2013b) considered code-meshing as a significant mode of writing representing multilinguals’ identities in English, and “translingual practice” or “translingual orientation” were employed to explore the processes and orientations that can motivate the communicative modes. Translingual practice highlights that a successful act of communication is more important than the language or words required to make it (Galloway, 2017b). “Translingual orientation” refers to how learners employ an “integrated multilingual repertoire” (Canagarajah, 2013b). Different from multilingualism that focuses on counting languages, translinguals shuttle from different codes or norms for specific purposes.

With regard to the discussion related to pedagogy, a body of studies has been undertaken on “translanguaging and identity in schools” (Blackledge & Creese, 2014), “translanguaging and texts” (Canagarajah, 2011), and “translanguaging and pedagogy” (Canagarajah, 2013b). The concept of competence and the issues

regarding the monolingual ideology prevalent in ELT is being questioned. For instance, the English-Only policies persist in ELT due to the promotion of Communicative Language Teaching (CLT) and English Medium Instruction (EMI). Consequently, native English teachers are preferred when teaching subjects through English in EFL contexts.

In pedagogical practices, Canagarajah (2005) claims that the values of the mother language and culture should be viewed as “a useful resource” rather than “a hindrance”. He argues that the NS model should not be regarded as the only norm and “non-standard forms” should not be seen as “errors”. In other words, there is a necessity to move students away from exposure to only NS norms and conventions and train them to “shuttle between communities by developing relevant codes” (Canagarajah, 2005, p. xxv). In order to help students to realize this objective, Canagarajah (2013a) contends that more importance should be attached to language awareness, negotiation strategies and pragmatics rather than grammatical correctness in native English, mastery product-oriented rules and competence, respectively. He also highlights the importance of negotiation skills through the use of communicative strategies and accommodation skills.

All in all, plurilingual competence should be regarded as an effective resource that may help to improve students’ linguistic skills and metalinguistic awareness. The value of students’ first language and culture, as well as their integrated proficiency in language practices, should be appreciated (Galloway, 2017b). Students can draw upon their knowledge of other languages when they converse or interact with other interlocutors in English.

English as an international language

EIL (English as an international language) is another concept related to the globalization of English. A rich literature of research on EIL has been discussed (e.g., Alsagoff, McKay, Hu, & Renandya, 2012; Galloway & Rose, 2015a; Matsuda, 2012a; McKay & Brown, 2016; Seidlhofer, 2004; Sharifian, 2009; Smith, 1976). According to Larry Smith (1976), English is an international language, which is used by people from different countries to interact with one another. In other words, an international language by nature does not reside in any particular country but rather it belongs to the international community. According to Seidlhofer (2004), international English includes localized English, which is used to meet domestic, intranational purposes, and globalized English for international communication purposes. Moreover, McKay and Brown (2016) see EIL pedagogy as “instruction that recognizes that English is an international language with wide geographical distribution and is the most studied second language in the world” (p. xvi). Furthermore, Matsuda and Matsuda (2018) view teaching EIL as an emerging paradigm in the ELT field and claim that the goal of ELT is to prepare students to be competent EIL users. All these definitions share the common feature that EIL functions as an international language with an agenda of international communication or of English as a lingua franca.

EIL researchers recognize the diversity of English use and the choice of a language and the way it is used are affected by both the purpose of communication and the speaker’s first language, culture, and level of expertise in English (McKay, 2018). The changes in the sociolinguistic landscapes of English call for a paradigm shift in ELT. As Matsuda and Friedrich (2012) point out, some fundamental ELT assumptions need to be revisited for the sake of the sociolinguistic landscapes of English associated

with diversity and fluidity, especially in English classrooms in expanding circle countries. This implies that it is not necessary to conceptualize English as a homogeneous language spoken only by so-called native-English speakers. There is an urgent call for a paradigm shift in ELT to move away from regarding the NS model as a norm.

EIL research has a significant implication for ELT in that the traditional approach of only introducing the English varieties, people, and culture of native English-speaking countries to students cannot adequately prepare them to be global English users for future communications in English with interlocutors from diverse lingua-cultural backgrounds. However, a new paradigm of ELT to develop students' awareness and competencies needed for international and intercultural communication that involve diverse varieties of Englishes and cultures can reflect today's sociolinguistic landscapes of English more accurately. In EIL settings, varieties of English that will be used are unpredictable because of the unpredictable nature of the interlocutors involved. English speakers use the English variety that they are familiar with, which forms one of many varieties of English in an international exchange. They might also use multiple strategies to negotiate discrepancies in language forms and functions as well as values, assumptions, and communicative practices and to achieve mutual intelligibility (Matsuda & Matsuda, 2010). Teaching EIL means enabling learners to perform these functions through the use of their own English varieties.

In short, there is a call for a shift away from the traditional ELT approach to a GE-informed pedagogy. The primary goal of the traditional ELT approach is to engage learners to converse with native English speakers. In contrast, the main goal of GE-informed pedagogy is to prepare students to communicate effectively in global

encounters where speakers are diverse linguistically and culturally (Matsuda, 2012b), which is also the aim of this research. In the next section, an introduction to English and English learning and teaching in China is addressed.

2.2 English and English Learning and Teaching in China

2.2.1 English in China's Education System

Historically China's education system is based on a unified system that has been heavily influenced by Confucianism with its emphasis on merit and the structure of hierarchical examinations (Guo, 2012). Since "the examination culture" (Li, 2005, p. 50) is integrated into the Chinese people's social life, education mainly concentrates on how to assist students in acquiring high marks in various examinations at different levels.

English enjoys a privileged status throughout the Chinese educational system. Since 2001, English has been officially stipulated as a required course from grade three in primary schools in urban areas (MoE, 2001a). In primary education, the students have three weekly lessons of 40 minutes for each lesson and no less than four weekly lessons of 45 minutes for each lesson in secondary education (Ministry of Education (MoE), 2001b). The vitality of English can also be judged according to the *Gaokao*, which is probably one of the most critical moments for most Chinese high school students, as their scores in *Gaokao*, to a large extent, determine whether they can be admitted to top-tier universities and which will eventually enable them to obtain a well-paid job or successful career. The subjects on the test include the Chinese language, mathematics, a foreign language (English by default), plus Science Comprehensive (including biology, physics, and chemistry) or Arts Comprehensive

(including history, politics, and geography). 20% of the grade is based on English. Therefore, English, to some degree, can determine one's destiny. Furthermore, the fierce competition and the overemphasis on examination grades mean that there is enormous pressure on students. Therefore, understanding the status of English in *Gaokao* in the Chinese education system helps one to understand the increasing demand for English language study.

Gaokao has generated a wash-back effect via the Chinese education system. Parents expect their children to learn English before attending formal schools. This trend has spread from big cities to small cities and beyond. In some cities, many kindergarten schools provide an English course, some of which even hire native English speakers as teachers. Moreover, numerous chains of language schools where children supplement their school studies have emerged. Besides, the state-run extra-curricular classes at "children's palaces" for "gifted students" are also prevalent (Graddol, 2012).

At the tertiary level, most students at a university in China are required to study English, which is a passport for graduation. Two different types of English programs are provided: English majors and College English for non-English majors. English majors programs are for those studying for a BA in English Linguistics and Literature or English Education, while the College English programs are for those non-English major students. In addition, EMI is becoming more widespread in many universities or colleges, especially for specific subjects (e.g., technology, biotechnology, foreign trade, and economics). Furthermore, many students expect to go abroad for further education in US and European universities and even in ASEAN countries.

All in all, the fact that English enjoys a high status in China's education system reflects the vitality of English in China. As demands for English have grown, all stakeholders, such as language policymakers, teachers, and students, have made an impressive commitment to English teaching (Guo, 2012; He, 2015). The Chinese government has conceived English as an instrument to achieve its modernity and prosperity further. Chinese English learners are keen on learning English for better opportunities. They need to pass an English examination to enter and graduate from university and for other purposes, such as getting promotions in a professional career (Pan, 2015). More importantly, China has become the most prominent country concerning English learning in the world (Crystal, 2008; He & Zhang, 2010). More people than ever are keen on learning English, and the population of Chinese English learners was around 400 million in 2010 (Wei & Su, 2012). Graddol (2006) holds that the number of Chinese English learners will become even greater in the globalized era. In this aspect, Chinese English learners are important stakeholders in the language market of global English (Norton & Gao, 2008). Therefore, it is crucial to understand how Chinese English learners view English and English learning and teaching in China.

2.2.2 The Development of English Learning and Teaching in China

The development of English learning and teaching in China reflects its political, economic, and social realities at different times (Hu, 2002a). In the seventeenth century, English was first introduced to China and used as a Chinese Pidgin English by traders as a lingua franca in trading activities (Bolton, 2003). However, English started to penetrate China through missionary activities, customs officials and the residents of treaty ports due to China's defeats in the Opium Wars, which forced the

Chinese government to sign many unequal treaties which included territorial concessions and substantial indemnities while granting privileges to foreigners, such as the opening of the ports and permission to undertake missionary education in China (Pan, 2015; Roberts, 1999).

Subsequently, the Chinese government realized the significance of learning Western ideas and languages, especially English, which helped to strengthen the nation through technology transfer and to protect its territorial integrity. Therefore, the government initiated the Self-strengthening Movement (1861-1894), advocating the principle, “zhong xue wei ti, xi xue wei yong (Chinese knowledge for essential principles, Western knowledge for practical application)” (Gil & Adamson, 2011, p. 26). Thus, the Chinese people use English as a weapon to build up the nation’s power to compete with the West on the one hand and maintain China’s traditional culture on the other hand. In 1862, the first foreign language school, “Tongwen Guan”, was founded by the Chinese government for training interpreters and gaining access to the technology of the west (Chen & Zhang, 2019; Pan, 2015). In addition to the English language, “Tongwen Guan” also taught technical courses, such as chemistry, geology, and physics. Since then, more schools like “Tongwen Guan” were established in Shanghai, Guangzhou, and Fuzhou (Roberts, 1999; Ross, 1992).

Since the foundation of China in 1949, English education in China became more Russian-oriented due to the strong alliance with the Soviet Union. However, in the early 1960s, Russian was replaced by English as a result of the Sino-Soviet split. During this period, the audio-lingual method became popular. Unfortunately, during the Cultural Revolution (1966-1976), English education was discontinued as educational institutions were locked down, and a large number of English teachers were persecuted

or “sent to the countryside with other intellectuals” (Jin & Cortazzi, 2002, p. 54).

However, English was used as a subject in the *Gaokao* in 1977 and China’s implementation of the “Open Door Policy” in 1978 linked English to modernization and “international stature” (Lam, 2002, p. 247). The functional and situational approaches to ELT were popular but were often used together with the traditional Grammar-Translation approach, a “Chinese eclectic approach” (Jin & Cortazzi, 2002, p. 54), which means using both the positive aspects of CLT as well as traditional Chinese teaching practices (Xiao, 2009).

Since the 1990s, significant changes have taken place in the world. On the one hand, in 1991, the disintegration of the Soviet Union broke the balance of powers in the world. On the other hand, China needed to be recognized by the world following the negative effects of the 1989 Tiananmen Incident. Therefore, China began to actively participate in international organizations and activities, such as the WTO in 2001 and the Olympic Games in 2008 (Pan, 2015). The demand for English has lowered the age of learning English and established the importance of English as a subject in Chinese education and its examination system.

In the 21st century, particularly along with the hosting of international games such as the 2010 Shanghai Expo and the 2022 Winter Olympic Games, English learning has become a popular trend, which has resulted in a boom in English learning (Pan, 2015).

2.2.3 Current Situation of English Learning and Teaching in China

At present, English is performing a significant role as a lingua franca. This means that it is used as the working language to communicate with people from diversified lingua-cultural backgrounds. In China, non-Chinese speakers of English are

mainly from Asian or European countries, for whom English is not their first language. Moreover, China's growth in international business and contacts indicates that English is used as the lingua franca of business and trade (Thirusanku & Yunus, 2012). Business people from around the world hold meetings in English. In addition, the applications of computer technology have boosted English uses in computer-based communication. In addition, some universities in China offer courses by using English as the medium (Pan, 2015; Zheng, 2014).

However, in terms of English learning and teaching, English is primarily learned and taught in schools rather than being used on a daily basis in China. Therefore, most Chinese students have little opportunity to practice English speaking outside classrooms and, thus, have less motivation to study English (Zheng, 2014). Most of the students' motivations are instrumental, such as passing examinations, entering and graduating from university, studying abroad, securing jobs, particularly in international corporations, or getting promoted to professional or higher-level education jobs (Pan, 2015; Pan & Block, 2011).

The previous dominance of the Grammar-translation method centered on grammar and structures did not obtain satisfactory results and students were not able to communicate in English (Ng & Tang, 1997). Chinese English learners tend to generate "deaf-and-dumb" English (Wei & Su, 2008). Fang (2010) also claimed that Chinese English learners could not communicate effectively in English. For example, a survey undertaken by Wei (2001) indicated that most students only have some fundamental knowledge of English vocabulary and grammar but are generally very weak in linguistic skills, such as speaking and writing.

In addition, in recent years, the CLT (Communicative Language Teaching)

method has been promoted in tertiary education (Liu, 2007), however, it is still based on NS norms. Similarly, Wen (2012b) noted that almost every examination in China is based mainly on traditional native standard norms. The examination-oriented system based on reading and writing skills has led to a considerable gap between promoting CLT and its assessment, which reflects a gap between policy and practice (Zheng, 2014). For example, the New College English Curriculum Requirements (hereafter CEER) mandates that “the objective of College English is to develop students’ ability to use English in an all-round way, especially in listening and speaking, so that in their future work and social interactions they will be able to exchange information effectively through both spoken and written channels, [...]” (Department of Higher Education of the MoE, 2007, p. 1). However, intermediate and advanced level students are required to be able to understand and translate general articles in newspapers and magazines from English-speaking countries (Pan, 2015).

In practice, the CLT method is often not adequately implemented by virtue of the examination-centered evaluation system, shortage of learning resources and qualified teachers, differences between cities and countryside, and particularly the “Chinese culture of learning” (Hu, 2002a, 2002b; Nomnian, 2018b; Rao, 2013), which refers to “a whole set of expectations, attitudes, beliefs, values, perceptions, preferences, experiences, and behaviors that are characteristic of Chinese society with regard to teaching and learning” (Hu, 2002a, p. 96). It informs the collective and group work ethic based on Confucianism, which enhances the relationship between teachers and students. Confucian ideology is deeply entrenched in Chinese people’s minds (Guo, 2012; Pan, 2015). The authority for teaching belongs to teachers at school and parents at home that cannot be challenged, whereas students are required to study hard in order

to obtain high scores in examinations by following the instructions of their teachers at school and their parents at home. Therefore, there are some concerns about the successful implementation of CLT in tertiary education in China (Hu, 2002b; Jin & Cortazzi, 2011). Fang (2015) also argued for more time to establish whether the implementation of CLT in China is effective.

In terms of the testing system, the primary assessment of students' English proficiency in universities is according to the nationwide standardized CET 4 or CET 6 for most Non-English Majors and TEM-4 or TEM-8 for English Majors. CET and TEM certificates prove a learner's English proficiency level, which is crucially important for students and, to some degree, determines whether or not students can be employed by most of the companies in China. Cheng (2008) criticizes this situation in which passing exams has already become the only criterion for stakeholders to evaluate whether their English learning is successful or not. In a similar vein, Wu (2001) claims that an overemphasis on examination-oriented assessment cannot meet the country's needs for rapid development in economy, science and technology.

In summary, English learning and teaching in China have long been dominated by NS models, which focus on "Standard English" and aim to develop "native-like competence" among ESL/EFL learners. The NS model gives superiority to British or American norms and cultures at the expense of other English varieties and cultures. The dominance of Britain and America is also represented in textbooks. Specifically, textbooks focus on the cultures of native English-speaking countries, and the content of the text deals with public holidays, customs, and the literature of English-speaking countries (Pan, 2015). More importantly, the materials are selected or designed based on the principle of the NS model. However, the dominant teaching

method in China is still the Grammar-Translation method. Although CLT is promoted in tertiary education, the implementation of CLT was not successful. In addition, the examination-oriented culture has become deeply fixed in Chinese people's minds (Guo, 2012; Pan, 2015). Traditional classroom teaching and learning English has encouraged students to achieve high scores in the standardized exams, whereas improvements in communicative competence are not focused on in English learning. Additionally, outside the classroom, the government has blocked access to some international platforms, such as Facebook, YouTube, and Twitter, which reduces the opportunities for learners to interact with international speakers. As a result, more than ten years of learning English has not adequately prepared students to meet their needs in intercultural communication.

In this study, the researcher questions the NS model as the norm for English learning and teaching, advocates a GE-informed pedagogy, which highlights developing students' communicative competence as "proficient users" but not with native-speaker competence, and assesses students' English proficiency by focusing on mutual intelligibility rather than on how closely students can approximate to native English language speakers.

2.3 Critical approaches to English Learning and Teaching

2.3.1 What is a Critical Approach to ELT?

A critical approach to ELT is greatly influenced by critical pedagogy, which originated from the field of education. Critical pedagogy was proposed by Paulo Freire, who challenged the dominant view in the 1960s that literacy is the mastery of cognitive skills and critiqued the traditional education system as a "banking model" of education

(Freire, 1970). He believed that knowledge is the result of the human creative process and argued that literacy should not be taught as a set of decontextualized skills, for example, initiating with letters and sounds detached from the students' life. Otherwise, experiences of the learners cannot be brought to the learning process, and consequently, literacy becomes an "object" rather than a "means of instruction" (Okazaki, 2005). Freire suggests a "problem-posing" model, a process of focusing on problematic issues that students encounter in social contexts, which makes literacy immediately relevant to realities and provides students with opportunities to examine "common-sense" knowledge from a critical perspective (Simon, 1992).

In the field of ELT, critical pedagogy has attracted significant attention (Norton & Toohey, 2004). A rich literature of research highlights the vitality of critical pedagogy in ELT (e.g., Canagarajah, 1999, 2005; Morgan, 1998; Norton & Toohey, 2004; Pennycook, 1990, 1999, 2001; Ramanathan, 2002). Pennycook (1990) suggests that language teachers understand educational practice from broader social, cultural, and political perspectives and turn to critical pedagogy. Critical pedagogy in ELT encourages teachers and learners to approach language learning as a means of transformation. Therefore, critical pedagogues claim social justice and aim to transform society via education and they are opposed to the dominance of a minority of people who make decisions and policies (Rahimi & Sajed, 2014).

Influenced by Simon's (1992) work on critical pedagogy, Pennycook drew on a way of thinking about language and education that centers on questions of power, class, race, and gender in a broad sense. Pennycook (2017) outlines three themes that constitute critical approaches to ELT, namely, critical domains, transformative pedagogies, and critical theory as a means of examining current practice.

Critical Domains

Critical approaches to ELT firstly concentrate on the “inequitable contexts” in which language education occurs. The contexts are interwoven with complicated “power relationships” such as “language, race, class, ethnicity, popular culture, education, teaching practices, and so on” (Pennycook, 2017, p. 5). Therefore, a critical understanding of these relationships helps us to understand the contexts of ELT. Pennycook (2017) argues that a critical approach is different from the apolitical notion of “critical thinking” (Benesch, 2001) because a critical approach to ELT is fundamentally “political” (p. 6). In his opinion, critical approaches to ELT must hold a certain stance, which means the view of language and language learning must be associated with cultural politics, with a focus on connections with a using a wider view of society that prioritizes “inequality, oppression and compassion” (Pennycook, 2017, p. 6). However, it is a challenge for critical approaches to ELT “to imagine and to bring into being new schema of politicization” (Foucault, 1980, p. 190) because a critical approach is not a static body of knowledge and practice, but involves a complexity of “social, cultural, political, and pedagogical concerns” (Pennycook, 2017, p. 15).

Transformative Pedagogy

Critical approaches to ELT require a pedagogical focus on changing the conditions in inequitable contexts, which calls into question the reproduction and transformation of critical work. Reproduction refers to the process by which students are conditioned mentally and behaviorally by the educational system for the benefit of the most powerful social institutions (Canagarajah, 1999). People usually cannot escape from the trap of unequal relations of power, and most of what they do is to reproduce those relations simply. The prevailing view of contemporary society

transfers its values to schools, which then passes them on to students through its curriculum and pedagogy, who subsequently uphold the status quo. Therefore, critical approaches to ELT need a way to suggest possibilities for change and how change might happen. A more effective way is to understand the optimal situation and how to start it. Therefore, a means of transformation is another crucial element of critical approaches to ELT (Pennycook, 2017).

Pennycook (2017) points out that a critical approach to ELT is pertinent to a “political” understanding of the pedagogy with the aim of transformation. Accordingly, the initial step for change is an awareness of the unequal system that prevails in schools and institutions and how it perpetuates itself. Critical approaches to ELT concern the need to engage with questions of differences, including inclusivity, issues, and engagement (Pennycook, 2017). The next step is to develop students’ strategies so that they can resist or capsize such reproductions.

Critical theory as Problematizing Practice

Pedagogy must be connected to adequate theories, which can provide adequate grounds to justify the pedagogy (Luke, 1996). Critical approaches to ELT also need a sort of critical theory to help teachers and students to think about “structure, knowledge, politics, the individual, or language” (Pennycook, 2017, p. 12). Pennycook (2017) sees critical theory as a “problematizing practice” and advocates that the language or discourse in social life should be questioned. Moreover, social or cultural issues such as race and gender should also be brought into question, especially how they might relate to language learning. In addition, “the givens of ELT” should be problematized now and then (ibid, p. 13).

Critical theory does not accept any of the commonly accepted assumptions of

the realities or the authoritative claims of how they are the way they are (Pennycook, 2017). Therefore, critical work needs to re-examine with a critical lens these assumptions and ideas, “naturalized” notions, or “the restive problematization of the given” (Dean, 1994, p. 4).

A critical approach to ELT aims to teach students about the relationship between English language and power through building an understanding of its possible discursial function in the teaching of linguistic features. This approach intends to relate language teaching to the students’ social and political life. In other words, as ELT professionals, we should not only be concerned with just teaching English but also culture, and economic and social change.

Furthermore, a critical approach to ELT concerns a “self-reflexive” stance on critical theory. Pennycook (2017) warns us that critical theory is always open to question, and problematizing practice is the capacity to turn a critical eye on one’s own position. Critical approaches to ELT should maintain a critical approach which involves re-examining the types of knowledge, theory, and practice, that are in current use (Pennycook, 2017), and an awareness of the limitations of our knowledge (Spivak, 1993).

To sum up, in terms of “the domain in which they operate, the pedagogy they use, or the theories they engage” (Pennycook, 2017, p. 15), critical approaches to ELT can be seen as constantly changing, examining our assumptions critically and taking into account that our knowledge will always be limited in order to create a new political schema. There is a need to develop critical approaches to ELT since they can not only help students understand the complex ways in the context where ELT occurs, but they can also offer the possibility for change (Pennycook, 2017).

2.3.2 Global Englishes-informed Pedagogy

The course syllabus designed in this study is different from the traditional ELT course syllabus, where the NS model and native English-speaking culture are dominant. The GE-informed pedagogy emphasizes the diversity of English and the global ownership of English, involving the spread of English, sociolinguistic issues and debates concerning the spread of English, globalization, education, language change and variation, engagement of understanding English from the aspects of WE, ELF, EIL, and translanguaging, with activities that can expose students to different varieties by watching video clips, discussing issues related to GE and presenting students' understanding or awareness of GE. It questions the traditional paradigm of ELT and provides an alternative approach to ELT. From this aspect, GE-informed pedagogy is a critical approach to ELT.

This course syllabus might help raise students' awareness of the diversity of English and engage students in understanding English from a critical perspective. Moreover, the current study implemented a GE-informed pedagogy in an English language classroom to raise students' GE awareness. In addition, the pre- and post-course questionnaires were conducted before and after the Introducing Global Englishes course to compare the differences in their conceptualizations of English and ELT before and after the course, and to obtain more insights into students' attitudinal changes. Substantial research on the pedagogical implications of GE has been done. There are some published books on the topic of GE, GE books with ELT sections, and some articles related to GE in language teaching journals (see Galloway, 2017b), which demonstrate the popularity of GE in ELT. Furthermore, Galloway and Rose (2015a) summarized the previous proposals for change in GE in terms of six themes, including

raising GE awareness, multilingualism, ELF strategies use, diverse culture and identities, GE-related issues, and changing English language teachers hiring practices.

It has been acknowledged that teaching and learning English only based on NS norms is no longer appropriate for English language classrooms preparing students to use English in international or intercultural encounters (McKay, 2002). Although some scholars have conceptualized discrepancies between the traditional ELT and a GE-oriented approach (Canagarajah, 2005, 2013a; Jenkins, 2006a, 2009a, 2015a; Seidlhofer, 2011) and outlined the prime principles of EIL teaching (Matsuda, 2012b; Matsuda & Matsuda, 2018; McKay, 2002, 2003, 2012; McKay & Brown, 2016), there still exists a gap between theory and practice that is frustrating for ELT practitioners. Therefore, more practical suggestions for change are needed in ELT, especially in the context of China. In addition, research on what GE-informed pedagogy is in practice and how it can influence students' conceptualizations of English and English learning and teaching are under-researched in China. This current study aims to implement a GE-informed pedagogy in English classrooms to fill the gap between theory and practice through an optional course entitled *Introducing Global Englishes*.

In this study, the GE-informed pedagogy is a specifically designed ELT course module and has interchangeable concepts such as “ELF-aware pedagogy” (Bayyurt & Sifakis, 2015; Sifakis, 2014), “Global English Language Teaching” (GELT) (Galloway, 2011, 2013; Galloway & Rose, 2015a; Rose & Galloway, 2017, 2019) and “WE-informed ELT” (Matsuda, 2017). These terms reflect different intellectual traditions that explore a similar set of issues, but they share more common features rather than differences in ideas and practice. No matter which traditions they come from, the researcher contends that the sociolinguistic landscape of the English language needs

to be echoed in the English language classroom. As Alsagoff et al. (2012) note, “the literature on EIL, however diverse in opinion, is united in the desire to move away from teaching for native-speaker competence (p. 116). The GE-informed course aims to develop a conceptual framework for evaluating different aspects of the course curriculum. These are shown in Table 2.1.

Table 2.1 Differences between Traditional ELT and GE-informed pedagogy

	Traditional ELT	GE-informed pedagogy
Target interlocutors	Native English speakers	All English users
Owners	Native English speakers	All English users
Target culture	Fixed Native English cultures	Fluid cultures
Norms	Standard English	Diverse, flexible, and multiple forms
Teachers	Native English teachers	Qualified, competent teachers (same and different L1s)
Role model	Native English speakers	“Proficient” users
Source of materials	Native English and Native English speakers	Salient English-speaking communities and contexts
Other languages and cultures	Seen as a hindrance or an interference	Seen as a resource as with other languages in their linguistic repertoire
Needs	Inner Circle defined	Globally defined
Assessment	approximate to native English speakers	comprehensibility or mutual intelligibility
Goals of learning	Native-like proficiency	Multicompetent user
Ideology	Underpinned by an exclusive and ethnocentric view of English	Underpinned by an inclusive Global Englishes perspective
Orientation	Monolingual	Multilingual/translingual

(Adapted from Rose & Galloway, 2019, p. 50-52)

A GE-informed pedagogy necessitates the involvement of target interlocutors, owners, norms, sources of materials, role models, cultures, teachers, assessment, the goal of learning, needs, ideologies, and orientation. The target interlocutors and owners, including both native and non-native English speakers, are all English users. Thus, the focus is primarily to raise the awareness of language, determine suitable strategies for negotiation, and spread pragmatic knowledge. It is not

necessary to have native English teachers, but students' native language and culture can be considered as valuable resources. Study materials must be diversely designed rather than dominated by native English speakers. The assessment relies more on mutual intelligibility rather than native English speakers' competence (Galloway, 2017b). The goal of learning is to become a multi-competent user but not always a native-like proficiency user. The ideology should be underpinned by an inclusive GE rather than an ethnocentric view of English. The need should be globally defined but not Inner Circle defined. Orientation is multilingual instead of monolingual (Rose & Galloway, 2019).

The GE-informed pedagogy attempts to examine the influence of standard language ideology on decisions about “the pedagogical value of particular ELT practices” (Galloway & Rose, 2015a, p. 26) from a critical perspective of ELT. More importantly, it challenges the predominance of the standard language ideology and native speaker models and it aims to develop the confidence of users in applying the concept of Global Englishes, which they can easily identify with. Assessments that focus on comprehensibility rather than adherence to standard English are more appropriate for students of international communication in a global context.

The GE-informed pedagogy is informed by research paradigms, including WE, ELF, EIL, and Translanguaging. Scholars have summarized what is needed to make sure that the classroom can reflect today's English language use. In the ELF field, for instance, Jenkins (2006b) and Seidlhofer (2011) epitomized the discrepancies between the ELF and EFL approach to ELT, highlighting the monolingual bias in traditional ELT. Moreover, communicative strategies and accommodation skills for achieving mutual intelligibility are considered as important for “proficient” users. The widespread concept of ELT as a “monolithic entity” which should be taught by native speakers is challenged.

The GE-informed pedagogy concentrates on the diversity of English and encourages a shift away from NS norms in ELT. It might be an alternative approach to helping teachers evaluate ELT materials critically to prepare students for the strategies necessary to participate in a global context. However, this does not promote a “one-size-fits-all” approach (McKay, 2002). Based on the empirical works in the field, it gives rise to important questions about ELT. Dewey (2012), for instance, argued that there is a need for considering the contexts of learners, exposure to various English varieties, and students’ engagement in discussing the global spread of English critically. He also argues that “innovative forms that are intelligible” in communication should not be penalized (Dewey, 2012, p. 163), and such communicative strategies are important. In a similar vein, Cogo (2012) points out that ELF studies encourage English learners and ELT practitioners to reflect on what English is and the ownership of English.

The GE-informed pedagogy is quite different from traditional ELT approaches and requires a paradigm shift to re-examine the goals of English learning and teaching and to reconceptualize the English language itself (Nero, 2012). However, the paradigm shift also requires a basic change in how we view the English language; it requires “a shift in how we view ownership, models, appropriate norms, teachers, evaluations and the relationship between language and culture” (Galloway, 2017b, p. 37). This is not an easy task, and the mismatch between GE theory and its pedagogical development will continue to exist. Therefore, great efforts should be made to produce practical and feasible curricula design and to undertake more empirical research in ELT. The current research aims to raise students’ GE awareness through designing a practical and feasible curriculum that introduces GE-related issues and conducts an experiment

to investigate whether students' conceptualizations of English and English learning and teaching will undergo a change by incorporating GE-informed issues into an ELT classroom in a university in China.

2.4 Related studies to the Current Research

2.4.1 Students' Attitudes towards Global Englishes

Researchers have already reported students' attitudes toward English in relation to GE (Fang, 2017; Galloway, 2011, 2013; Galloway & Rose, 2013; Wang, 2013, 2015; Wang & Jenkins, 2016). Galloway (2013), for instance, analyzed attitudes in the Japanese context using a quasi-experimental method with questionnaires and interviews in an attempt to examine GELT's impact on attitudes among students. It was found that students were in favor of NS norms in ELT, although their perceptions resembled native English stereotypes. Moreover, the study underscored the vitality of ELF awareness and experiences on students' attitudes, inviting further opportunities for using ELF. For example, it is a possible means of building up their self-confidence, which will help them to use this global language. Naturally, these previous studies will help in revising the GE course curriculum, as well as supporting earlier investigations by Wang (2013, 2015) and Wang and Jenkins (2016). Notably, in these latter studies participants expressed their skills in different forms of English. In this connection, Galloway (2013) criticized the insufficient research on various factors affecting the development of attitudes towards English. However, in a survey, a small number of students expressed their desire to use English with non-native English speakers. Nevertheless, most students preferred to converse with native English speakers. Both Galloway (2013) and Wang and Jenkins (2016) arrived at the conclusion that their

studies had pedagogical implications for ELT, especially to employ a greater number of teachers with different native languages.

Fang (2017) found that many university students in China were dissatisfied with their English accents due to their non-native pronunciation. Hence, the students considered themselves as English learners and did not regard themselves as legitimate ELF users. This finding echoes Kirkpatrick and Xu's (2002) study, where participants did not accept the existence of a Chinese variety of English and did not want to have a Chinese accent when speaking English.

In the context of Thailand, Buripakdi (2012) examined the underlying assumptions of 20 Thai professional writers' English positioning through an in-depth interview. The results show that most participants conformed to Standard English rather than considering Thai English as a variety. The participants' conceptualizations of their English indicated that "English use in Thailand was situated in a hierarchy of language and was deeply embedded in internal colonization" (p. 245).

Further studies are required to pursue research on GE as students prefer to continue following NS norms. Such research is helpful for students to understand their conceptualizations of English, how NS norms in ELT influence their conceptualizations, and how new approaches to ELT influence their understanding of English. The more students are exposed to ELF experiences to non-native English speakers, the more it will increase their GE awareness and they will be better able to prepare for achieving successful communication in international encounters. Therefore, more studies like the current research are needed which examines students' attitudes towards English and explores the underlying assumptions that students have toward these conceptualizations. Despite many calls for a reevaluation of ELT, few researchers have

explored this in-depth (Galloway, 2011). This research intends to implement GE-informed pedagogy in the English classroom by presenting more knowledge or experiences of non-native English speakers through the use of internet sources that can help students increase their GE awareness and help researchers understand more fully the state of knowledge of the learners.

2.4.2 Global Englishes and English Learning and Teaching

With the rapid progress of English as a global language, it is acknowledged that many English varieties are emerging, including “post-colonial” nation-bound varieties and non-nation-bound developments used by people with different first languages (Galloway & Rose, 2015a; Jenkins, 2015a). Therefore, both the learners’ needs and the ELT goals have changed. Research on WE, ELF, and translanguaging (Canagarajah, 2011) shows how effective communication can be achieved without conformity to NS norms. EIL researchers have also called for a movement away from NS norms in ELT. However, no single variety will be appropriate in all international communication settings (Matsuda & Friedrich, 2011). Cogo (2012) noted that the development of different varieties of ELF challenges the traditional NS norms in ELT.

However, it is a considerable challenge for teachers to incorporate GE concepts into the English classroom. First, the NS model has become deeply ingrained in both native and non-native English teachers’ minds, and it will take time for this to change. Secondly, although some teachers support ELF at the conceptual level, they have no other choices until the old robust English language teaching systems have been replaced (Wen, 2012b). As Matsuda (2012a) has pointed out, “challenge and frustration for teachers” still exist in the field of ELT (p. 6). Theoretically, some scholars criticize the traditional approaches to ELT, pointing out that current practices

cannot develop the necessary skills that students need in ELF settings, yet practically speaking, useful resources for teachers to implement change through action are in short supply. Similarly, Matsuda (2012a) argues that teachers have “no choice but to continue to do what they have been doing” (p. 6).

However, some proposals for changes have been suggested (Fang, 2016; Galloway & Rose, 2014, 2018; Kohn, 2015; Kumaravadivelu, 2003; McKay, 2012; Rose & Galloway, 2017; Sifakis, 2019). Kumaravadivelu (2003), for example, developed a post-method pedagogy, which highlights the use of English in a local context and the significance of “context-sensitive teaching”, and acknowledges the sociolinguistic reality to empower students in terms of their identities. This pedagogy challenges the fixed teaching approach in traditional ELT. Fang (2016) employed the post-method pedagogy and put forward a teaching pronunciation model for international communication and called for teachers to move away from the NS-oriented approach, where the NS norm is regarded as the sole benchmark in many ELT encounters.

Kohn (2015) focused his study on the pedagogical implications of ELF communication and research from a social constructivist perspective in German secondary schools. He concluded that the students who can speak some English should be considered as English speakers as well and not simply learners. Likewise, Sifakis (2019) proposes an ELF awareness framework, focusing on developing ELF awareness among teachers, learners, and other ELT stakeholders. This framework emphasizes the dynamics of a situation where “purpose, syllabus, method, and evaluation” have to be accommodated regarding the participants’ requirements (p. 9).

Galloway and Rose (2014) investigated the effectiveness of using a listening journal as a way to expose students to the diversity of English. Listening journals and reflections were collected and analyzed. The results indicated that listening journals were an effective means to investigate students' use of English and their attitudes toward English use as well as their GE awareness. However, this study did not examine how the students' ELF experiences influence their perceptions of ELF.

Rose and Galloway (2017) designed a pedagogical task to raise students' GE awareness and challenge the standard ideology in the English language classroom. Using "Speak Good English Movement" (SGEM) as an activity for the class to debate, with one group for the SGEM and the other group against it, students were asked to describe their beliefs and to what degree they accepted Singlish (Singaporean English). The result demonstrated that the activity was a useful way to raise awareness of the diversity of English and encouraged students to reflect on the complexities surrounding standard language beliefs from a critical perspective, which was regarded to be important due to the dominant concept of "native speakerism" in the language curriculum in Japan. This activity also demonstrated how to incorporate GE into the English classroom in those countries where native English speaker norms prevail.

Galloway and Rose (2018) explored GELT to raise students' GE awareness and challenge the traditional ELT approach. They experimented whether this approach can affect students' perceptions of English and ELT through presentations. It was found that students expressed positive attitudes toward different English varieties. They concluded that GELT was a practical approach, which resonates with the prominence of multilingualism, in contrast to traditional ELT practices.

In China, Wen (2012a) proposed a framework for the ELF-informed approach to the teaching of English (see Figure 2.3).

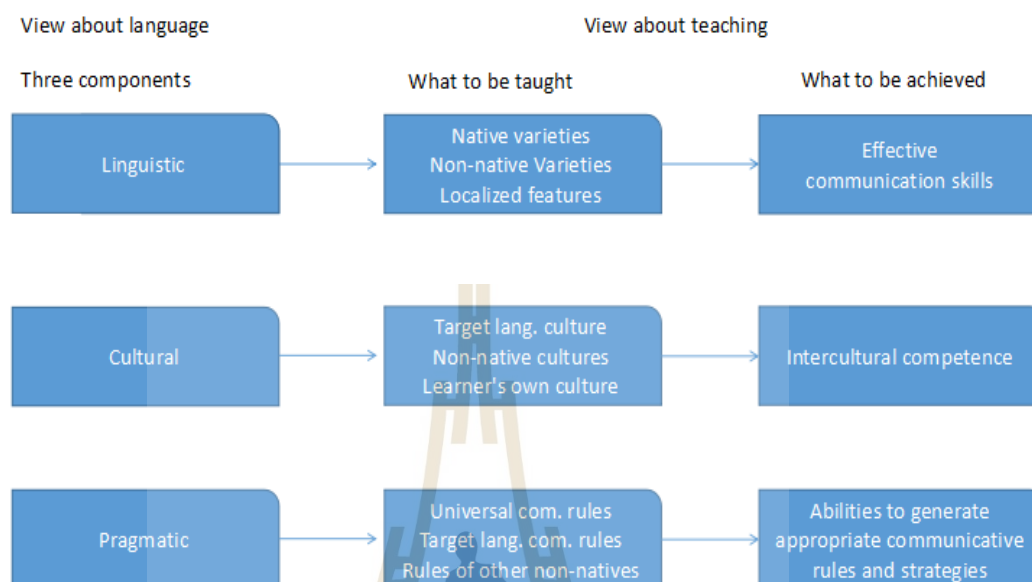


Figure 2.3 A pedagogical framework for an ELF-informed approach to the teaching of English (Wen, 2012a, p. 373)

The framework involves two dimensions, including views about language and views about teaching and leads to the conclusion that English should be taught and analyzed linguistically, culturally and pragmatically (Jenkins, 2015a). This approach takes account of the communicative nature of language which should be developed through activities in the classroom (Wen, 2012a). However, this framework only exists on the theoretical level because there is a lack of practical and feasible considerations on how to incorporate ELF into authentic classroom settings. Moreover, learning materials with genuine samples of language in a globalized context are also limited. Although some sample activities have been proposed by Matsuda and Duran (2012) and Rose and Galloway (2017) to raise GE awareness, little research has been done in terms of analyzing how students respond to these materials. Therefore, the

current study aims to design a curriculum for an *Introducing Global Englishes* course with rich materials including the spread of Englishes, the history of Englishes, reading and video materials related to GE, and some activities that can help students to understand how English is used in a global context.

Fang and Ren (2018) examined Chinese university students' understanding of ELF by introducing a GE-oriented course at a Chinese university. They collected data through questionnaires, interviews, and reflective journals while exploring students' understanding of ELF. Their findings showed that the students' GE awareness was raised and some deeply instilled traditional ELT notions were challenged. They argue for the necessity of applying a critical pedagogy in ELT against the background of multilingualism. However, only a post-questionnaire was used to examine students' attitudes towards GE. Therefore, this study intends to adopt a pre- and post-questionnaire to provide more insights into the students' attitudes following the intervention.

Above all, research to date has been mainly on the pedagogical implications of GE at the theoretical level. Nevertheless, several empirical research studies have been conducted on how to integrate GE concepts into the ELT classroom, but real ELT practices are relatively slow to take into account the changing attitudes towards GE. In reality, the NS norms still prevail in EFL contexts. As Seidlhofer (2011) noted, one problematic assumption is that “the only English that is worth striving for in the language classroom is that which conforms to some native-speaker norms” (p. 183). Therefore, traditional ELT practice based on NS norms should be re-assessed. GE-formed pedagogy advocates the use of authentic English used for intercultural communication (Baker, 2015a; Seidlhofer, 2011), which demands the integration of

GE-related issues into ELT. There is, therefore, a need to introduce a GE-informed pedagogy, for example, through designing a GE-informed course which will sensitivize students to the wide range of different types of English language and its forms used in the world today with the aim of developing their self-confidence and equipping them with a better comprehension of the linguistic landscape of English. This research designed a GE-informed course for the English language classroom, aiming to fill the gap between theory and practice in ELT. It will report on the results of applying a GE-informed pedagogy in the ELT classroom, and how it influences students' conceptualizations of GE and ELT. This critical pedagogical approach should provide students with a greater knowledge of the varieties of English in use throughout the world today, and it should lead to the development of a GE-informed pedagogy in ELT.

2.5 Summary

This chapter describes the framework of the GE paradigm, which provides readers with a perspective to understand this research. Furthermore, this chapter recalls the history of English and English learning and teaching in China, which helps readers understand English and ELT in China from a sociohistorical perspective. Next, it outlines the main research on students' attitudes towards GE in the ELT context, which may not only raise stakeholders' GE awareness and inform curriculum development but also help raise students' GE awareness and self-confidence in international communication. In addition, this chapter highlights research on GE knowledge in the English language classroom, which might raise students' GE awareness and help them to develop their self-confidence, whilst enabling them to think about current language issues with a critical lens. The research methodology of this study is discussed in the following chapter.

CHAPTER 3

METHODOLOGY

This chapter describes the research methodology of this study. It begins with the design of the study, introducing the research settings, participants, learning materials, and the teacher, followed by descriptions of the research instruments used, data collection, data analysis, and ethical considerations. Then, the methodological limitations are elaborated. The pilot study is briefly introduced before it ends with the chapter summary.

3.1 Research Design

This study has a “one-group pretest-posttest design” with a mixed-methods approach. The design, “a pretest measure followed by a treatment and a posttest for a single group” (Creswell, 2014, p.172), involves a single group, in which the students take class tutoring issues related to GE with the purpose of examining the effects of a GE-informed pedagogy on raising students’ GE awareness. A mixed-methods approach, which involves gathering both quantitative and qualitative data (Creswell, 2003), is used because together both types of data will provide a deeper insight into the problem than one type alone (Creswell, 2014).

From the quantitative aspect, a pre-course questionnaire (hereafter pre-Q) and a post-course questionnaire (hereafter post-Q) were conducted before and after the course to scrutinize the students’ conceptualizations of English and English learning

and teaching, namely, their views on the importance of English, perceptions of English and English-speaking cultures, opinions on English speaking in international communication, attitudes towards varieties of English, perceptions of English use in China, understanding of Chinese users of English and their identity, and beliefs on English learning and teaching. The questionnaires were written in both Chinese and English.

With regard to the qualitative aspect, a semi-structured interview and student diaries were applied to collect in-depth data. The interview questions were written in both English and Chinese and were administered after the course. The interviews were audio-recorded, transcribed, and analyzed by conducting a content analysis. The students were required to write diaries every 2 or 3 weeks in English or Chinese throughout the course, and the student diaries were collected at the end of the course.

Descriptive and inferential statistics (paired-samples T Test) were utilized to analyze the quantitative data, and content analysis was employed to analyze the qualitative data to answer the research questions proposed in Chapter 1 (see page 14). The issues explored, instruments used, and time allocated in this study are shown in Figure 3.1.

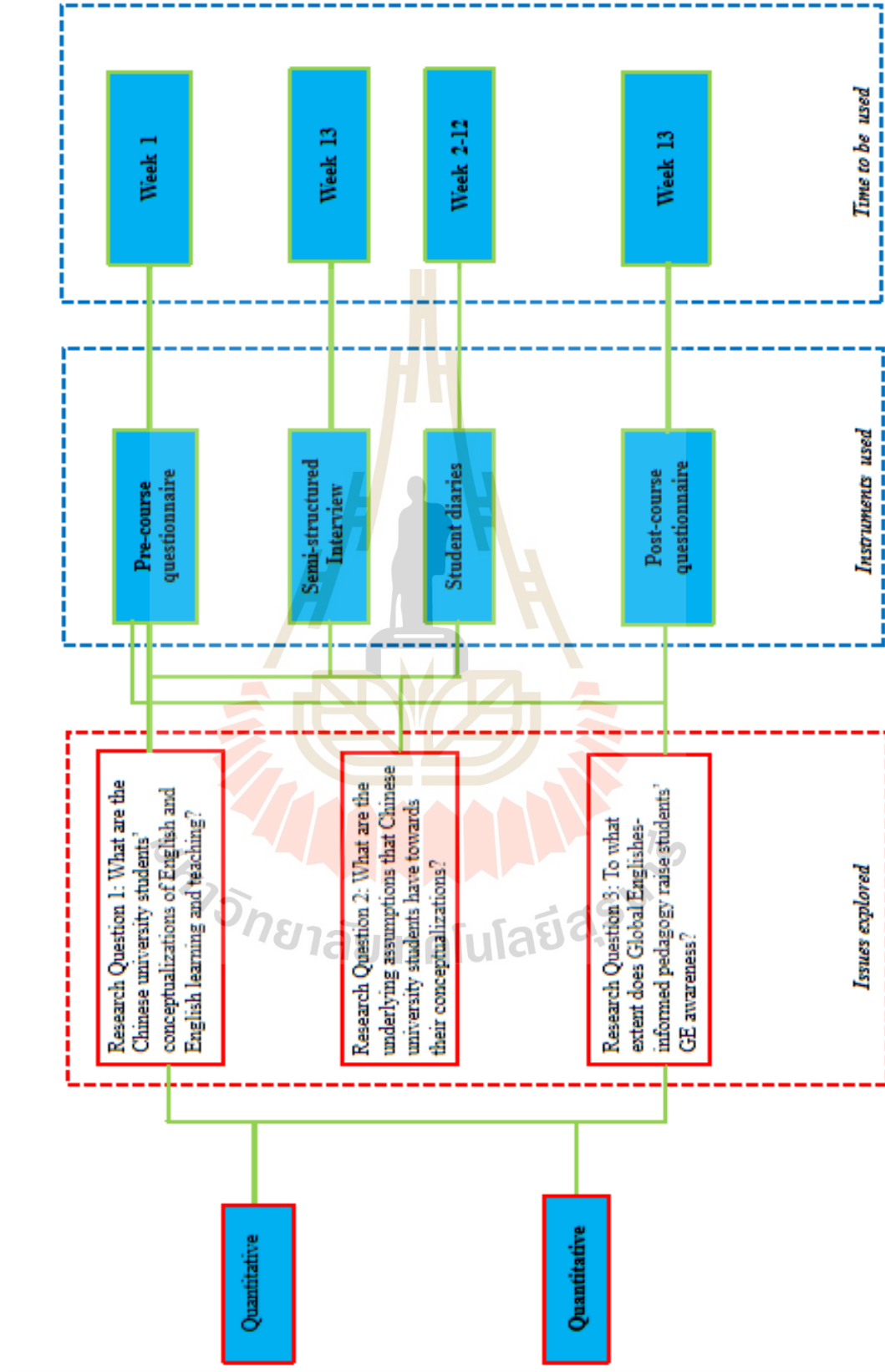


Figure 3.1 Issues explored and instruments used in the current study

3.1.1 Research Settings

The context of this study was China, which is in Kachru's (1985) Expanding Circle, where English is used as a lingua franca by a great number of English users in many specific domains, such as international conferences and publications, but this research area remains understudied (see Chapter 2). Specifically, the study was undertaken in a public university located in Qingdao, a city on the east coast of China. The university is an application-based university, which comprises 8 disciplines, including 24 schools or colleges with over 30 thousand registered students.

This university was selected for several reasons. First, Qingdao was previously occupied by Germany (1898-1914) and Japan (1914-1922 and 1938-1945), and more importantly, around 100 thousand Koreans are living in Qingdao today, where there are multiple languages and cultures. Secondly, Qingdao is a well-known international economic city, where there are many famous international companies, such as Maersk Group, Haier Group Corporation, Tsingtao Brewery Group, Hisense Group Co. Ltd., and also many international sports events and conferences have been held in Qingdao, for example, the Sailing Events of the Olympic Games 2008 and the Shanghai Cooperation Organization Qingdao Summit in 2018. Thirdly, Qingdao is also a well-known tourist city, attracting millions of people around the world every year, which provides Qingdao with an international and intercultural communication setting. All the above factors explain why the university has a multilingual and multicultural community, where English functions as a lingua franca. Finally, the researcher is a teacher at the university and is familiar with the research context, which makes it convenient to obtain permission to carry out the research and also provides easy access to the students.

3.1.2 Participants

The population is the “aggregate of all cases that conform to some designated set of specifications” (Isidor, 1976, p. 419). However, it is impractical and even unnecessary to collect the data of the entire population in a limited research study. An accurate inference can be drawn from a representative sample of the population. The population in this research includes all the university undergraduates.

The participants in this study were 82 undergraduates (six removed for not completing the questionnaire and two removed for they only attended 1/3 of the course) who registered for the *Introducing Global Englishes* course and participated in the pre-Q, tutorial class, and post-Q. It should be noted that this course was a university-wide optional course. All the undergraduates who were interested in this course could enroll for it. They would then acquire more knowledge about Global Englishes and also be rewarded with 1.5 credits.

In respect of the selection of the participants for semi-structured interviews, purposive sampling was employed. This means that students were selected on the basis that they would be able to provide useful information with limited use of resources (Patton, 2002). Therefore, the researcher selected students who were both available and willing to participate, and who were able to express their experiences or views in an articulate, free and expressive manner (Bernard, 2002).

With regard to the qualitative sample size, a minimum of 12 participants is recommended (Guest, Bunce, & Johnson, 2006; Onwuegbuzie & Collins, 2007). In this study, 18 participants, 6 males and 12 females were selected in order to obtain rich data.

3.1.3 Lesson Plans and Activities for *Introducing Global Englishes* Course

Based on the GE framework (see Chapter 2), the outline of the course syllabus was designed from aspects of the spread of English, WE, ELF, EIL, and translanguaging. The outline of the course syllabus is shown in Table 3.1.

Table 3.1 The outline of the course syllabus (More details in Appendix J)

Week	Content	Hours (24)
1	Orientation and pre-course questionnaire	2h
2	Introduction: English in the world	2h
3	The spread of English: The historical, social and political context	2h
4	Models of Englishes	2h
5	Varieties of Native English	2h
6	Standard English Debate	2h
7	English in Post-colonial Communities: New Englishes	2h
8	English as a Lingua Franca	2h
9	Learning English: what kind and from whom?	2h
10	English Language Education in China	2h
11	Monolingualism, Multilingualism, Plurilingualism	2h
12	The Future of English	2h
13	Final Presentation	

The *Introducing Global Englishes* course was an optional course offered for the first time at the university for research purposes under the university system. This allowed the teacher the freedom to write the course description, design the lesson plans and activities, and select reference books. The lesson plans and activities (see Appendix J) were designed according to the outline of the course syllabus. Some activities were selected and adapted from previous scholars' books and articles, such as Galloway (2017a), Matsuda (2012a, 2017), and some materials closely related to China were selected from Fang and Ren's (2018) research and added to the researcher's lesson plans and activities. Moreover, the activities included discussions about GE-related issues (e.g., the spread of English, the model of WE, varieties of English), writing tasks (e.g., experiences with English and the role of English), debating

activities (e.g., standard English debate), and presentations (e.g., Go to the Speak Good English Movement). Furthermore, some video clips were selected from YouTube or Ted, for example, which showed English varieties from the Inner circles such as British English and American English, a New York accent and an Oregon accent in the US; varieties from the Outer Circles such as Indian English and Malaysian English; and varieties from the Expanding Circles such as Japanese English and China English.

In addition, two books were selected as reference books. Some materials were provided for students to read to prepare them for activities such as discussions, debates, or presentations in class. One was “Introducing Global Englishes”, written by Nicola Galloway and Heath Rose, and the other was “Global Englishes: A Resource Book for Students” (3rd ed.) written by Jennifer Jenkins. The reasons for selecting these two books were twofold. Firstly, they were new publications, which reflected recent developments in English language teaching and included the latest research. Secondly, they provided abundant resources in accompanying websites (see Galloway & Rose, 2015b; Jenkins, 2015b). The teacher provided students with the PDF version of these two books. The lesson plans and activities, reference books, and accompanying website resources constituted the principal learning materials in the current research. Video clips from YouTube or Ted and other websites were also added to help students have a better understanding of GE.

3.1.4 The teacher

The researcher plays a researcher-practitioner role as both researcher and classroom teacher, which raises the issue of research subjectivity. However, steps have been taken to minimize the researcher’s bias. First, consent forms were distributed to

and signed by the students. Students were informed that their scores in this course would not be affected by whether they participated in the research. Only those students who were willing to participate would contribute to the research. The students who were invited to answer the questionnaires and participate in the interviews would receive a reward, but this would not relate to their final scores for this course. Secondly, the evaluation of this course was based on formative assessment, including attendance, in-class participation, writing tasks, and presentations. More importantly, the assessment focused on mutual intelligibility rather than adherence to NS norms. Thirdly, the class involved many activities that the students participated in, for example, group discussions, debates, and presentations. Scores were determined by students' performance in class and homework out of the class and were not influenced by their participation in this research. All the above measures tried to maintain the researcher's objectivity as much as possible.

Despite efforts to follow ethical practice and to maintain objectivity, the combined role of researcher and teacher may have influenced the data. However, the aim of the course was to raise students' GE awareness, which presented students with a positive view of GE that might not be shared by other teachers. It is acknowledged that the teacher is a crucial determinant in the teaching experiment. Therefore, the teacher needs to have a deep understanding of the GE concept and be familiar with the design to conduct the teaching experiment successfully. Thus, the researcher is the most appropriate person for this teaching experiment. At first, the researcher designed all the materials needed for the experiment, including designing the lesson plans and activities, selecting reading materials, and audio or visual materials. In addition, the researcher devoted himself to research on GE for more than three years and also presented the

proposal at an international conference, which made him well qualified to implement the experiment. In reality, many teachers may not have a clear understanding of GE, and some teachers have not even heard of the term at all, which would be a barrier to teaching such a course.

3.2 Research Instruments

3.2.1 Questionnaires

Questionnaires are “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers” (Brown, 2001, p. 6). It allows the researcher to obtain answers to a range of detailed questions quickly and easily from many respondents (Gallois, Watson, & Brabant, 2007). Among two types of questionnaires, namely, closed and open-ended, an open-ended questionnaire allows respondents to express their feelings and ideas freely, which may result in more insightful data emerging (Mackey & Gass, 2005).

Therefore, an open-ended questionnaire was used to examine the overall picture of the Chinese university students’ conceptualizations of English and English learning and teaching and to identify suitable participants for interviews. This technique allowed the researcher to access many participants appropriately and also to make sure that the research questions were well addressed.

The questionnaire consists of three parts. Part one includes open and closed questions regarding students’ backgrounds and experiences in learning English. Part two covers 35 items concerning the participants’ views, perceptions, beliefs, and attitudes toward English and English learning and teaching in a pre-Q and 40 items in a

post-Q (this included an extra five items concerning the effects of the GE-informed pedagogy). Part three included two open-ended questions about the reasons or purposes for the students' English learning and understanding of ELF.

The questionnaire employed a five-point Likert scale, which requires the students to respond to items by ticking their choice from “5 = strongly agree”, “4 = agree”, “3 = undecided”, “2 = disagree” and “1 = strongly disagree”. “Strongly agree” is assigned a score of 5 points, while “strongly disagree” receives 1 point. So, a greater agreement on each item is reflected in higher scores.

The questionnaire was developed and piloted before the main study. First, over 160 questions and items were selected from previous studies (Fang, 2015; Galloway, 2011, 2017b; He & Li, 2009; Matsuda, 2000; Ren, Chen, & Lin, 2016; Sung, 2016) and duplicated questions or questions which were not relevant to this study were deleted. Then, the items were grouped into domains, as shown below, with each representing aspects of language conceptualizations this study aimed to investigate. Table 3.2 presents the details of the domains of the questionnaire.

Table 3.2 Domains of the questionnaire (See Appendix A & B for details)

Domain	Items	Questionnaire
Importance of English	1, 2, 3, 4	pre- & post-Q
English speakers and their cultures	5, 6, 7	
English speaking in intercultural communication	8, 9, 10	
Varieties of English	11, 12, 13, 14, 15	
English use in China	16, 17, 18, 19	
Chinese users of English and their identity	20, 21, 22, 23, 24	
Beliefs on English language teaching	25-35	
Evaluation of GE-informed pedagogy	36, 37, 38, 39, 40	post-Q

A total of thirty-five items (three to eleven items from each domain) were selected and adapted in the pre-Q. Five extra items aiming to investigate the effect of

a GE-informed pedagogy were added to the post-Q. Some items were reworded, and some negative statements were designed to avoid acquiescent responses. After the refinement of each item, the order was determined. The items which needed to be consistent were spread far apart to minimize consistency bias (Weisberg, Brosnick, & Bowen, 1996).

Then, the questionnaire was sent to three experts via email to examine whether the items were closely related to the research questions addressed. After receiving feedback from the three experts, the questionnaires were revised and sent to the advisor. After discussions with the advisor, items that were not clear were either divided into several items to ensure clarity or deleted. Next, the questionnaires were sent to the experts again. The collected scores from the experts were analyzed using the Index of Item Objective Congruence (Rovinelli & Hambleton, 1977). The indexes were 0.91 and 0.92 (see Appendix D and E), which showed that the validity of the questionnaires was sufficient for this study. The questionnaire was administered via wjx.cn, and the pre- and post-Q were administered during the first and last classes, respectively.

Ninety students who registered for the course received the pre-Q after the orientation and an explanation of the study in the first class. It took about forty-five minutes to administer and return the questionnaires with a final eighty-four valid samples collected (six students did not complete the questionnaire). The questionnaire was written in both English and Chinese (see Appendix A). Questionnaires were considered invalid when students filled out the Likert scale questions by choosing “Strongly agree” or “Strongly disagree” for all the items.

Eighty-eight students participated in the post-Q after finishing the teaching

intervention (two students were absent several times in the course). To make a comparison between the pre- and post-Q, all the students had to complete both questionnaires. Six questionnaires were deleted for the pre-Q because they were invalid. Therefore, eighty-two valid questionnaires were collected for a paired-samples T Test at the end.

3.2.2 Interview

The interview, as a method of inquiry, was another essential instrument for this study. It was chosen for several reasons. First, the interview is a primary data collection tool in conducting research in the field of language learning, which can complement questionnaires (Sakui & Gaies, 1999). Besides, as a qualitative method, it is helpful to minimize the number of participants and to have a single setting for the study. In addition, the interview is a good “way of accessing people’s perceptions, meanings, definitions of situations, and constructions of reality, and one of the most powerful ways to understand the informants” (Punch, 2005, p. 168). More importantly, the interview offers an understanding of how the respondent views reality both intellectually and emotionally (Hanauer, 2003, p. 78).

Among the three types of interviews, namely, unstructured, structured, and semi-structured interviews, the semi-structured interview is mostly used as it offers considerable flexibility (Nunan, 1992). In a similar vein, Berg and Lune (2012) summarize:

The flexibility of the semi-structured interview allowed the interviewers both to ask a series of regularly structured questions, permitting comparisons across interviews, and to pursue areas spontaneously initiated by the interviewee. This resulted in a much more textured set of accounts from participants than would have resulted had only scheduled questions been asked. (p. 114)

Therefore, a semi-structured interview was adopted to elicit students' opinions on the extent to which their conceptualizations of English and English learning and teaching had changed and allowed them more time to discuss the underlying reasons for that change. The interview aimed to examine the in-depth insights of the interview participants and to triangulate the data collected from the questionnaires.

Apart from questions on personal backgrounds, the interview guide was developed based on the results of the pre-Q and previous studies (Fang, 2015; Galloway & Rose, 2015a; Matsuda, 2000) to make the questions more interactive and to allow the participants to express their personal opinions. The interview guide includes questions concerning students' understanding of the importance of English, English speakers and English-speaking cultures, English speaking in international communication, attitudes towards varieties of spoken English, English use in China, Chinese users of English and their identity, and beliefs about English learning and teaching. In addition, students' perceptions of the impact of the GE-informed pedagogy were also included. This list was expanded or revised to include new questions following an analysis of the questionnaires. The interview questions were piloted with four students in the pilot study to ensure clarity and consistency.

The interview for the main study took place after the students were given the post-Q. 18 students were interviewed. Each interview lasted for about 25 minutes and was audio-recorded after gaining permission from the participants to record all the data and to decrease threats to the validity of the study (Maxwell, 1996, 2005). Moreover, either Chinese or English could be selected as the appropriate language by the participants in the interview. In reality, all the students chose Mandarin in the

interview, which made them feel comfortable and provided more information for the study. Furthermore, interviews were undertaken in the office or in the school conference room, where there was a relaxed atmosphere with little outside interruption. The interviews were conducted after the course to investigate whether the students' GE awareness may have changed after taking the course. In addition, the participants were asked for their Wechat and phone numbers in case some clarification was required on any points in the discussion, which were unclear or when some more information was needed.

3.2.3 Student Diaries

Second language diaries, L2 journals or learner autobiographies, allow learners, teachers, and language professionals to “write out their learning experiences” or understandings about some concepts “without the constraints imposed by specific questions” (Mackey & Gass, 2005, p. 17) and limited time.

In order to get in-depth data on what was in the students' minds while they were processing their knowledge for understanding English and English learning and teaching, the students were required to write student diaries (see Appendix M) to record their activities, including discussions, debates, and presentations. To be specific, they wrote about their needs, how they viewed English and English learning and teaching, and about the factors that may have affected their conceptualizations, whether their awareness of GE had been raised or not, and whether the course had brought any change in their attitudes towards learning and using English. In addition, students were informed that their diaries would only be used for the present study, which the researcher would read and then categorize as a way of obtaining qualitative data.

3.3 Data Collection

3.3.1 General Procedures

The fieldwork took place at a university in Qingdao, where a single group of 82 undergraduates from 16 colleges or schools of the university registered the optional course entitled *Introducing Global Englishes* were invited to be the participants. The course lasted for 12 weeks from November 2018 to January 2019 in the first semester of the participants' course of study. The class was taught once a week for 120 minutes.

This study attempts to determine the impact of the GE-informed pedagogy on raising students' GE awareness. The data collection was inclusive of quantitative data of students' conceptualizations of English and English learning and teaching before and after the intervention to explore whether there was a change in their conceptualizations. The "one-group pretest-posttest design" is described in Figure 3.2.

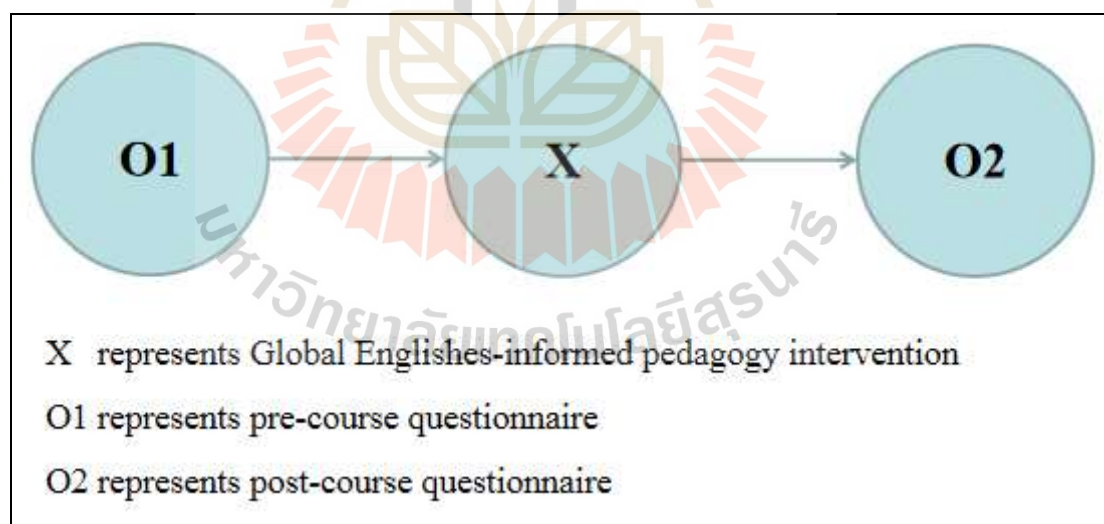


Figure 3.2 One-group pretest-posttest design for the current study

For the qualitative data, students' in-depth understandings of this approach to raising awareness of GE and how their conceptualizations were constructed were also

collected. The specific procedures utilized to collect the data are explained in the following section.

3.3.2 Specific Procedures

Figure 3.3 presents the specific procedures in the current study, embracing quantitative and qualitative data collection.

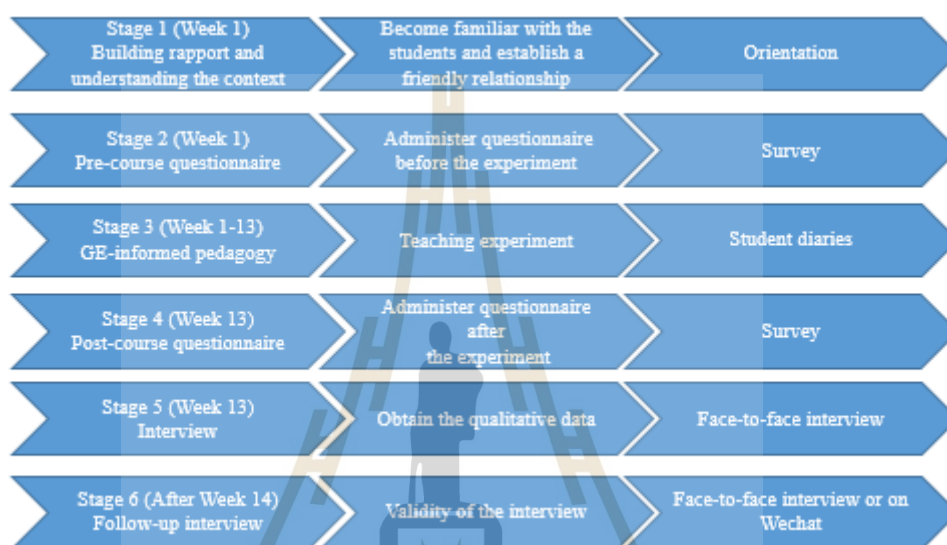


Figure 3.3 Specific procedures of the current study

To collect the quantitative data, first, the researcher participated in some classes that the participants attended in the first days of week 1 before the course to understand the context and establish rapport with the students. Then in week 1, a pre-Q was administered to the students and then collected to examine their conceptualizations of English and English learning and teaching. After that, the pre-Q was submitted to SPSS 24.0 for a descriptive analysis so that the researcher would obtain an understanding of the students' perceptions of English and English learning and teaching. In the following weeks, a GE-informed pedagogy was implemented in the English classroom. The detailed learning materials of the *Introducing Global Englishes* course are provided in Appendix J. Finally, in week 12, a post-Q for students was administered,

and the data obtained were submitted for quantitative analysis to investigate the participants' conceptualizations of English and English learning and teaching after implementing the GE-informed pedagogy. Then, a comparison of students' conceptualizations before and after the GE-informed course was conducted to determine whether there were any significant differences.

Semi-structured interviews and student diaries were administered to collect qualitative data. The semi-structured interviews were undertaken after the post-Q. Students were required to write a diary about their feelings and understandings of English and the GE-informed pedagogy every 2-3 weeks. The interviews and student diaries aimed to investigate the underlying assumptions the participants had towards their conceptualizations of English and English learning and teaching and comments on their awareness-raising of GE through the implementation of the GE-informed pedagogy. These were administered after the post-Q to triangulate the sources of data. 18 volunteer students were interviewed. Each interview lasted about 25 minutes and was audio-recorded for qualitative data use. After week 14, a follow-up interview or peer-check was conducted to ask the interviewees to check the transcripts and to make sure the translation and their responses were consistent. Furthermore, to conform to research ethics, all participants were informed of the aims of this study. Their consent forms were obtained. Last but not least, the confidentiality and anonymity of all the participants were protected. Table 3.3 shows the data collection schedule.

Table 3. 3 Timeline for data collection

Stage	Date		Instruments	Time minutes	No. of students
	Year	Month			
Pilot study	2018	March	Pre-course Questionnaire (Pre-Q)	30	36
	2018	April	Post-course Questionnaire (Post-Q)	30	10
	2018	April	Interview	40	4
Main study	2018	November	Pre-Q	30	82
	2019	January	Post-Q	30	82
	2019	January	Interview	25-30	18
	2018-2019	Nov.-Jan.	Student diaries	4 times	56

3.4 Data analysis

Data analysis involves organizing data, “systematically identifying their key features or relationships (themes, concepts, beliefs) and interpreting them” to obtain the results and conclusions of the research (Lankshear & Knobel, 2004, p. 266). The data collection includes both the quantitative and qualitative data from this study, and data analysis techniques were carried out to make an analysis of the two types of data.

3.4.1 Analysis of Quantitative Data

The quantitative data collected in this research were the scores on students’ conceptualizations of English and English learning and teaching in the pre- and post-Q. After collecting the data, descriptive statistics was first employed by using SPSS 24.0 to obtain basic information about the data. The internal consistency and reliability of each questionnaire were tested using Cronbach’s alpha (α).

Then, inferential statistics (a paired-samples T Test) was used to compare the participants’ mean scores in the pre- and post-Q. The purpose was to examine whether there was a statistically significant difference in mean scores between the

pre- and post-Q to determine the effect of the GE-informed pedagogy in raising students' GE awareness.

3.4.2 Analysis of Qualitative Data

Qualitative data are those collected in a non-numerical form (Silverman, 2000). The qualitative data analysis was conducted employing the data acquired from the semi-structured interviews and student diaries. The qualitative data collected in this research contained students' conceptualizations of English and English learning and teaching and the underlying assumptions that they had towards their conceptualizations as well as the effect of the GE-informed pedagogy on raising students' awareness of Global Englishes. It was hoped that data from the interviews and student diaries would provide the research with an overview and in-depth information about the students' opinions and perceptions. Content analysis was conducted to analyze the qualitative data. According to Taylor, Bogdan and DeVault (2015), content analysis is a procedure for categorizing or organizing the verbal or behavioral data with purposes of classification or summarization.

The researcher tried to familiarize himself with the data by a detailed reading to identify keywords and topics. Then initial readings were selected for the preparation of a coding system. After that, a careful examination of all the interview transcripts was conducted to construct a coding system that might be employed to elicit the participants' conceptualizations of English and English learning and teaching. After that, the keywords and topics were organized, coded, and categorized. Subsequently, the connections between categories were explored, and themes were identified. Finally, the categories and themes were summarized and interpreted. Specifically, the interview data were analyzed and interpreted through four phases, as described below:

Phase I: Data Preparation

Phase I involved transcription, translation, and initial reading. The researcher transcribed all the data, initially in Chinese, to ensure accuracy and to familiarize himself with all the data. Then the researcher translated the data into English and conducted an initial reading to ensure his familiarity with the data before dividing it up into parts. The data analysis of this phase aimed to make text preparations for constructing a coding system. This phase lasted about three months. At the end of this phase, the written interview texts were prepared to create a coding system.

Phase II: Open Coding

In this phase, the researcher read all the transcripts carefully several times and made notes on how to construct the coding system so that it could be used to categorize the participants' conceptualizations of English and English learning and teaching and the underlying assumptions that students had toward their conceptualizations. During this phase, the researcher read, reread, and examined all the data and identified key segments, concepts, and themes. This process lasted for one month. A tentative coding system was established at the end of this phase.

Phase III: Recoding

In this phase, the researcher first verified and described the established coding system in phase II. Then the researcher reread and reanalyzed all the interview data by comparing them with the ongoing coding system and took note of any new emerging themes. This task aimed to make sure that each coding was differentiated from the others. Eventually, a coding system related to the underlying assumptions that students had toward their conceptualizations of English and English learning and teaching was established. At the end of this phase, an exhaustive and exclusive system of categories

was established to analyze all the interview data. This process of developing coding lasted about one month. Table 3.4 shows the thematic framework of data analysis.

Table 3.4 Thematic framework of the Interview

Themes	Examples:
Theme 1: Conceptualization of English	
Sub-theme 1: Beliefs about legitimate varieties of English	I think British English is the standard English. American English is also acceptable. However, New Zealand English is not standard English. I think New Zealand English is a representation of the local culture, just like a dialect of Chinese. It is no good or bad. (S12)
Sub-theme 2: Beliefs about the native speakerism	I think it is not a must for us to speak English like a native English speaker all the time. Language is just a means of communication, so long as interlocutors can understand with each other, it does not matter which varieties of English they speak. Moreover, communicative strategies, accommodation skills, or translanguaging can be used to achieve successful communications. (S17)
Sub-theme 3: Beliefs about glocal English	With the spread of English, English is used more often among non-native English speakers. ... I think we should supplement local English with standard English, which can broaden English learners' horizons, enhance their awareness of globalization, and facilitate interlocutors' mutual understanding in international communication. (S1)
Sub-theme 4: Beliefs about Global Englishes	Of course, there are many varieties in the world. People from different countries such as Japan, India, Indonesia, and Singapore speak English with different characteristics in the aspects of accents, grammar, and cultures. In international communication, if people can achieve mutual intelligibility by using localized English, it is not necessary for them to comply with standard English norms all the time. (S15)
Theme 2: Conceptualization of English learning and teaching	
Sub-theme 1: Beliefs about native speakers as better teachers	There is no doubt that students should learn standard English if they want to learn English. The native English speakers speak authentic English; therefore, generally, they are better teachers for language teaching. (S17)
Sub-theme 2: Beliefs about the native speaker model as a norm	I prefer British English or American English. They are regarded as standard English. Moreover, the UK and the US are powerful and influential countries. More importantly, most of the advanced technology is from the West. If you want to learn from them, you had better comply with their norms, which will benefit you a lot. (S14)
Sub-theme 3: Beliefs about the native speaker culture as an important target	Since China does business with the US much more than with the other nations, I think the learning materials should be mainly developed based on American or British English and cultures. (S14)
Theme 3: Influence of the GE-informed pedagogy	
Sub-theme 1: Awareness of the diversity of English	Before taking this course, I only know there are British English and American English in the world. However, after taking the course, I realized that there are many English varieties all over the world, such as Singapore English, Malaysian English, China English, and Thai English, and so on. (S9)
Sub-theme 2: Assessment of English from a GE perspective	Before taking the course, I focused more attention on English grammar and vocabulary than the meaning of conveys. After taking the course, I changed my mind. I think mutual understanding rather than standard English norms is more important in international communication. (S8)
Sub-theme 3: Increase of self-confidence	After taking this course, I felt less stressed when speaking English with non-native English speakers and native speakers than before because I focus my attention more on mutual understanding rather than the pronunciation, vocabulary, and grammar. (S18)

Phase IV: Meaning Categorization and Topic Thematization

Phase IV considered the pattern analysis and the best way to present it. In this phase, different patterns emerged, which made it possible to categorize the topics, test their reliability, and generate a description of the research project concerning the comprehension of English and English learning and teaching and the underlying assumptions they had toward their conceptualizations. This process lasted for about a month. The findings regarding these conceptualizations and the underlying assumptions will be presented in Chapter 4.

In terms of the data analysis of student diaries, four topics were provided for the students to reflect on: my experience of learning English and the role of English; my understanding of English; attitudes towards Standard English and varieties of English, and my perceptions of Global Englishes.

3.5 Ethical Considerations

Ethics and integrity are vital issues in doing research (Cohen, Manion, & Morrison, 2011). Therefore, before the research is conducted, ethical permissions should be obtained from institutions (e.g., university or school) where the research takes place. Concerning this study, the researcher asked for permission from the director of the Schools of Foreign Languages at the research site prior to the experiment. In addition, research ethics in humans were approved by the Human Research Ethics Office, Suranaree University of Technology (COA. No. 64/2019).

The researcher introduced participants to the study and informed them that no harm would come to respondents due to their participation in the project and that they had a choice to participate in or withdraw from the research at any time. Also,

participants were informed that their confidentiality would be respected, and their privacy protected. Each participant received a letter informing them of these arrangements. The purpose of the research was explained clearly to the students. More importantly, they were informed that their participation would not influence their course evaluation in any way. Then, the participant consent forms (see Appendix I) were signed. In addition, any data that might have identified the participant remained confidential and would never be known by anyone who was not involved in the study. Participants' names were replaced with codes to guarantee participant anonymity and pseudonyms were used in reporting the data results.

3.6 Methodological Limitations

The first methodological limitation concerned the sample. In this research, only one research site was selected as the sample. If more comprehensive sample selections of more universities from different areas in China could have been involved, it would have been more representative. However, only one site was chosen to make it possible to examine the situation in-depth.

The second methodological limitation was generalization. The generalization of only one university to represent the total population of university students in China should be dealt with cautiously, as the ELT situation in China is diverse and complicated, although it could echo to a certain extent people in similar contexts (Richards, 2003).

The third limitation is the impact of the researcher. The role of the researcher as a teacher may have an impact on data collection. However, familiarity with the research

context, the GE concept, and the design of materials ensured that the researcher was more readily accepted by the students than an unknown researcher might have been.

Finally, both interviewer control over interviews and power relationships are important (Richards, 2003). However, students were made to feel relaxed, questions were asked based on their narrative, and as the transcripts indicate, the participants talked openly and extensively about their perceptions.

3.7 Pilot Study

A pilot study is a small-scale preliminary study of the proposed procedures, materials, instruments, methods, which aims to test the practicability of the data collection methods and find any possible problems to make suitable changes before conducting the main study (Mackey & Gass, 2005). It can “significantly improve the quality of the data obtained” (Seliger & Shohamy, 1989, p. 173).

The pilot phase of this study was conducted in a university in Qingdao, where the researcher, from 5th March to 16th April 2018, piloted the questionnaire about Chinese university students’ conceptualizations of English and English learning and teaching, the interview guide questions, and the lesson plans and activities used in Introducing Global Englishes course. The aim was to identify problems in the procedures, the instruments, lesson plans and activities, and ensure the methodology was practicable with regard to the lesson plans and activities and the research instruments which were to be used in the main study. Appendix N describes how the pilot study was administered, including the participants, data collection, data analysis, and results and the implications of the main study.

3.8 Summary

This chapter described the methods and materials for the current research, including the research settings, participants, lesson plans and activities, and pedagogical procedures were first introduced. Then, research instruments were explained, followed by the introductions to data collection and analysis procedures. The chapter concluded with research ethics and methodological limitations. The following chapters will report and discuss the main findings and discussion of this study.



CHAPTER 4

FINDINGS AND DISCUSSION

This chapter reported the findings and discussion of the research questions, which examined the Chinese university students' conceptualizations of English and English learning and teaching, explored the possible assumptions that students may have towards those conceptualizations, and investigated the effects of GE-informed pedagogy in raising Chinese university students' GE awareness. The quantitative data collected from the pre- and post-course questionnaires were analyzed through statistical analyses, and the qualitative data collected from the semi-structured interviews and student diaries were analyzed through content analysis to answer these questions. Firstly, personal information on the participants was provided.

4.1 Respondents

The 82 participants were from 16 colleges or schools in the university. 41 males and 41 females aged from 18-22, of whom 90.24% were second-year students, 8.54% third-year students, and 1.22% first-year students. Prior to the experiment, the participants had studied English for more than ten years.

Moreover, 63.41% had learned American English or British English in school and 46.34% outside of school, while 34.15% and 43.9% were confused about other varieties of English and could not describe the specific variety of English they had studied. In addition, students had an average CET-4 score of 464, with the highest

possible score on the test being 710.

Furthermore, students had studied English in different institutions or through various sources. They learned English mainly in school (96.34%), university (75.61%), and cram school (53.66%), and through the Internet (69.51%) and DVD/music (37.8%). Additionally, 96.34% had no experience of living abroad, while only 3.66% had been abroad under one month.

Regarding the learning of foreign languages besides English, 81.71% had not learned any other foreign languages, while only 18.29% had learned other foreign languages, among which 12.2% had learned Japanese, and 3.66% had learned South Korean. This can be explained by the fact that Qingdao is close to Japan and South Korea and also has many business dealings or exchange programs with these countries. In addition, it can be assumed that most of the students are bilinguals, and some students are multilinguals, with Chinese as their first language.

In terms of the participants interviewed, all the 18 participants, including 6 males and 12 females, were the second-year students, aged from 18-20, and pseudonyms were used. They were from 13 different programs with scores of CET4 between 404-560. Table 4.1 shows the details of the interviewees.

Table 4.1 Profile of semi-structured interviewees

NO	Pseudonyms	Age	Gender	Grade	Years of learning of English	Score of CET4	Program of study	Mean score of students' conceptualizations of English and English learning and teaching
S1	Abby	19	Female	2	12	508	Biotechnology	4.08
S2	Jack	19	Male	2	11	404	Plant Protection	3.39
S3	Marie	20	Female	2	14	460	Intellectual Property Right	3.82
S4	Jane	18	Female	2	11	436	Financial Management	3.54
S5	Tony	19	Male	2	10	463	Marketing	3.69
S6	Lisa	20	Female	2	11	487	Agriculture	3.52
S7	Mike	19	Male	2	11	560	Animal Science	3.64
S8	Tanya	20	Female	2	12	491	Pharmacy	3.39
S9	Wealth	20	Male	2	10	512	Computer science	3.50
S10	Rose	20	Female	2	14	426	Public Service Administration	3.33
S11	Tim	19	Male	2	10	482	Equine Science	3.54
S12	Amanda	19	Female	2	11	560	Biotechnology	3.55
S13	Sylvia	20	Female	2	12	513	English	3.05
S14	Hawk	18	Male	2	12	485	Computer Science	3.54
S15	Nancy	20	Female	2	12	508	Pharmacy	3.36
S16	Tina	20	Female	2	12	492	Agriculture	3.42
S17	Ray	19	Female	2	10	512	Landscape Architecture	3.79
S18	Mary	19	Female	2	10	535	Marketing	3.58

4.2 Findings and Discussion of Research Question 1 and 2

4.2.1 Findings of Research Question 1

A conceptual gap was found among Chinese university students between their awareness of Global Englishes (GE) in theory and their conceptualizations of English and English learning and teaching in practice. On the one hand, students expressed a slightly positive attitude toward GE, as indicated by the statistical results obtained from the pre-Q ($M = 3.57$, $SD = 0.25$). This finding is different from Galloway's (2013) research, where the participants were found to have had positive attitudes towards native speaker English in general, although there was an awareness of GE use. On the other hand, the concept of "native speakerism" was still prevalent in students' minds, which can be concluded from the qualitative data. This finding reconfirms previous studies (e.g., Baker, 2012; Fang & Ren, 2018; Galloway, 2013) that the notion of Standard English still prevails in ELT practice. The findings of the first research question are reported in two aspects: first, students' conceptualizations of English and, secondly, students' conceptualizations of English learning and teaching.

4.2.1.1 Conceptualizations of English

The findings of students' conceptualizations of English are reported in six categories: 1. The importance of English; 2. English speakers and English-speaking cultures; 3. English speaking in intercultural communication; 4. Varieties of English; 5. English use in China; and 6. Chinese users of English and their identity.

1) The Importance of English

The first category examined the students' understanding of the importance of English. The results show that the students regarded English as an

important language, as indicated by the mean score ($M = 4.07$, $SD = 0.60$). Table 4.2 presents the descriptive statistics for each statement in this category.

Table 4.2 Importance of English

Statements	Students (N = 82)		Percentage (%)				
	Mean	SD	5	4	3	2	1
Overall	4.07	0.60					
1. I think English is widely used in the world nowadays.	4.23	0.81	39.02	51.22	4.88	3.66	1.22
2. I think learning English is important in understanding foreigners and their cultures.	4.28	0.82	42.68	48.78	4.88	1.22	2.44
3. I think knowing English is more useful than knowing any other foreign language.	3.48	1.02	14.63	41.46	21.95	20.73	1.22
4. I think English is necessary for me to “survive” in my future workplace.	4.33	0.79	47.56	42.68	4.88	4.88	0

Note: 5= “strongly agree”; 4= “agree”; 3= “undecided”; 2= “disagree”; 1= “strongly disagree”

As shown in Table 4.2, 90.24% agreed that English is widely used in the world (Statement 1), and 56.09% believed that knowing English is more useful than knowing any other foreign language in international communication (Statement 3). Moreover, 91.46% considered that learning English is important in understanding foreigners and their cultures (Statement 2), which reveals that students were keen on the increasing opportunities for intercultural understanding and communication provided by English. In addition, 90.24% agreed that English is necessary for students to survive in their future work (Statement 4), indicating that the students believed that English might play a significant role in their future work.

The interview data also uncover that all the participants who were interviewed provided an affirmative response to the statements in this category. They believed that English is used as an international language due to the wide use of English. As Abby articulated: *“English has become an international language. For example, when you travel in the world, you can communicate with people from all over the world.”*

Moreover, many signs, such as road signs are written in English” (S1, student interview). Tony confirmed that: *“English can be used for communication with foreign friends and used as a means of communication for studying abroad”* (S5, student interview).

Moreover, it can be seen from the interview data that some students (e.g., Abby, Nancy, and Ray) claimed that English has functioned as a lingua franca. Their ELF experiences reinforce their perceptions of English as an important international lingua franca. For example, Nancy talked about her ELF experience in a high-speed railway station, indicating the importance of knowing English in understanding foreigners. She described:

I once took part in a social practice in a high-speed railway (Tai An) station, where there was no English service. On that day, I noticed some foreigners who were waiting for the train in the waiting room. In fact, the train had already left. However, they did not realize that. More importantly, it was difficult for them to communicate with the staff there because the staff could not speak English. I offered to help them change the tickets to take another train. I think knowing English is important in understanding foreigners. (S15, student interview)

Furthermore, all the interviewed participants mentioned that English is mandated as a required subject from Grade 3 in primary school, and they have to pass various examinations. In addition, students believed that English is important in obtaining jobs. Some students already knew what they expect to do in their future careers, which might require knowledge of English. As Hawk noted:

Learning English well helps us gain more employment opportunities. I want to work at an international company in Qingdao. However, nowadays, most companies require a certificate of CET-4 or CET-6. There will be a better chance for me to find a good job if my English is good, especially if I have got the certificate of CET-4 or CET-6 or a prize from participation in the National English contest. (S14, student interview)

To conclude, students believed that English is an important international language. It functions as a lingua franca, which is helpful for students to communicate with and understand foreigners in international communication. English is also attractive to students because students need English in their future careers.

2) English Speakers and English-speaking Cultures

The second category explored the students' perceptions of English speakers and English-speaking cultures. In this respect, three statements were involved in this category. Table 4.3 shows the descriptive statistics for each statement.

Table 4.3 English Speakers and English-speaking Cultures

Statements	Students (N=82)		Percentage (%)				
	Mean	SD	5	4	3	2	1
5. I think English belongs to all the speakers who use English.	3.33	1.23	14.63	43.9	9.76	23.17	8.54
6. I think English speaking cultures are diverse nowadays.	4.17	0.64	28.05	63.41	6.1	2.44	0
7. I think English speaking cultures are complicated nowadays.	3.60	0.87	12.2	47.56	29.27	9.76	1.22

Note: 5= "strongly agree"; 4= "agree"; 3= "undecided"; 2= "disagree"; 1= "strongly disagree"

Table 4.3 demonstrates that 58.53% agreed that English belongs to all the English speakers who use English, while 31.71% disagreed with this statement (Statement 5), which indicates that students adopted different views on their attitudes toward the ownership of English. Further examination of Statements 6 and 7 reveals that students agreed that English-speaking cultures are diverse (91.46%) and complicated (59.76%).

The results of the interview data also support the questionnaire results. Some students held the belief that English belongs to all English users. In their view, different Englishes have their own distinctive sociolinguistic

characteristics, and all English users have a right to use those varieties of English in their own way. For instance, Mary asserted that:

I think English belongs to all English users. Non-native English speakers use English differently from British and American speakers, however, their Englishes have their features, which can serve the functions of communication well within their groups or society. (S18, student interview)

In contrast, some students considered that English is only what British and American speakers use. The belief that only British English and American English are standard forms of English is deeply installed in their mindsets. For example, Amanda claimed: *“In my eyes, standard English refers to British English and American English. Canadian English, Australian English, and New Zealand English are varieties of English, in which the local cultures are reflected”* (S12, student interview). Ray also confirmed that:

In my opinion, only British English and American English can be regarded as standard English. English originated from Britain, and American English was developed from British English (The US was once a colony of the UK). More importantly, both the UK and the US are powerful countries. (S17, student interview)

Regarding the students’ attitudes toward English-speaking cultures, all the interviewed participants believed that English-speaking cultures are diverse and complicated. In their opinion, it is hard to know whom they might meet or where they might come from in international encounters. Sylvia, for example, said:

I think English-speaking cultures are various nowadays. With the spread of English, English was used as a tool for international communication. However, you may not know who you are going to talk with or where he or she comes from until you meet him or her. (S13, student interview)

In conclusion, the majority of students believed that the ownership of English belongs to people who use English. However, English-speaking cultures are diverse and complicated. In international communication, it is rather difficult for non-native speakers to know where the interlocutors are from or what varieties of English they speak.

3) English Speaking in Intercultural Communication

This category explored the students' understanding of English speaking in intercultural communication. Three points need to be addressed. First, 87.80% claimed that the goal of communication is to achieve mutual intelligibility (Statement 8). Moreover, 85.36% held the view that it is crucial to use communicative strategies to facilitate the understanding of communication (Statement 9). In their opinion, communicative strategies are crucial in making successful communications in international encounters. In addition, 73.17% agreed that English users need to adjust their speaking for the benefit of the interlocutors (Statement 10). The results of the statements involved in this category are displayed in Table 4.4.

Table 4.4 English Speaking in Intercultural Communication

Statement	Students (N = 82) Mean SD		Percentage (%)				
	5	4	3	2	1		
8. In intercultural communication, the goal of communication is to achieve mutual understanding.	4.05	0.68	20.73	67.07	9.76	1.22	1.22
9. In intercultural communication, communicative strategies (e.g., paraphrasing, repetition) are needed to facilitate the understanding of communication.	3.96	0.60	13.41	71.95	12.2	2.44	0
10. In international communication, English language users sometimes need to adjust their speaking for the benefit of their communicative partners.	3.72	0.78	8.54	64.63	18.29	7.32	1.22

Note: 5= "strongly agree"; 4= "agree"; 3= "undecided"; 2= "disagree"; 1= "strongly disagree"

The questionnaire results are also verified by the interview data. All the interviewed participants acknowledged the significance of mutual intelligibility in international communication, although some students pointed out the importance of pronunciation, grammar complexity, and vocabulary level, which might influence the understanding of communication. For instance, Jack noted:

I think pronunciation and grammar are important for communication, which can facilitate our understanding of the interlocutors in international communication. However, I think the important thing is the meaning it conveys. If the interlocutors can understand each other, successful communications can be achieved. (S2, student interview)

In terms of how students can facilitate communication in international or intercultural communication, they provided some non-verbal communicative strategies such as “gestures” and “drawings”. As Marie claimed: *“Sometimes if the interlocutors cannot make themselves understood, they can use some strategies such as gestures or drawings”* (S3, student interview). Moreover, some students asserted that knowing more cultures of other countries can facilitate understanding. As Sylvia said: *“To actively learn more knowledge about the history and culture of other countries is helpful to understand them”* (S13, student interview). Furthermore, some students reported that it is necessary to adjust their language according to the settings which they are in rather than speaking standard English all the time. For instance, Nancy noted:

In my view, we can speak China English in China, and it is intelligible to all of us. Similarly, in countries like India, Indonesia, and Malaysia, they can speak their local Englishes. However, if you go to some international platforms, such as a conference in the U.S. or business activity in the UK, I think you need to adjust your way of English speaking to speak standard English. (S15, student interview)

To sum up, the majority of students recognized mutual intelligibility as a goal in international communication. In achieving this goal, communicative strategies and accommodation skills are necessary.

4) Varieties of English

This category examined the students' attitudes toward varieties of English. Five statements fell into this category. Statements 12 and 13 were negatively worded, so their mean scores were reversed before analyzing the data and reporting the results. In general, students exhibited a neutral attitude toward varieties of English, as indicated by the mean score ($M=3.20$, $SD=0.49$). Table 4.5 presents the descriptive statistics for each statement in this category.

Table 4.5 Varieties of English

Statements	Students (N=82)		Percentage (%)				
	Mean	SD	5	4	3	2	1
Overall	3.20	0.49					
11. There are many varieties of English in the world, such as American English, British English, Singaporean English, and Malaysian English.	4.00	0.61	18.29	63.41	18.29	0	0
12. I want to speak English like American or British people.*	2.17	1.00	24.39	50	12.2	10.98	2.44
13. I do not like people speaking English with a local accent (e.g., Singaporean accents and Indian accents).*	2.77	1.06	8.54	39.02	24.39	23.17	4.88
14. I think China English should be regarded as a variety of English.	3.35	0.92	9.76	36.59	32.93	20.73	0
15. It does not matter to me which variety of English I speak as long as people understand me.	3.68	0.94	15.85	52.44	17.07	13.41	1.22

Note: 5= "strongly agree"; 4= "agree"; 3= "undecided"; 2= "disagree"; 1= "strongly disagree"
* The mean score for statements 12 and 13 is reversed.

Many students adopted an ambivalent view. As presented in Table 4.5, 81.70% acknowledged the existence of varieties of English (Statement 11, $M =$

4.00, $SD = 0.61$), and 68.29% accepted any variety of English used in international communication if mutual intelligibility can be established according to Statement 15 ($M = 3.68$, $SD = 0.94$). Moreover, 46.35% agreed that “China English” should be regarded as a variety of English (Statement 14, $M = 3.35$, $SD = 0.92$). These results demonstrate that the students had an awareness of the diversity of English and its cultures.

On the contrary, Table 4.5 also displays that 74.39% agreed with Statement 12 that they expect to speak English like American or British speakers, indicating that the concept of “native speakerism” was still ingrained in students’ minds. More importantly, the result of Statement 13 reveals that 47.56% disliked some English accents such as the Singaporean English accent and the Indian English accent. It can be seen that students exhibited preferences for one variety over others. They perceive American English or British English as standard English and they want to acquire and prefer them over varieties from Outer Circles such as Singapore English and Indian English.

The interview data unveil that all the interviewed participants recognized that varieties of English existed along with British and American English; however, they all preferred either American English or British English. They asserted that American English and British English are standard English, representing fluency and accuracy. Also, one might be laughed at for speaking English with a Chinese accent. For example, Tanya noted:

Many varieties of English do exist alongside British English and American English. However, I want to speak like an American or British speaker because they can speak English fluently with accurate or standard pronunciation. Moreover, you may be laughed at if you speak English with a strong Chinese accent. (S8, student interview)

However, some students showed their dislike of some accents such as the Indian English accent or the Malaysian English accent. As Jack said: *“I think Indian English and Malaysian English are confusing or annoying. Their pronunciation is difficult for me to understand”* (S2, student interview). But some students did not care too much about the interlocutors’ accents because they considered that more attention should be attached to whether their English could be understood rather than whether their Chinese English accent could be easily identified or not. For example, Hawk said:

I do not care whether my Chinese English accent can be recognized or not when communicating with others. I think it does not matter so long as they can understand me. I am Chinese. Therefore, it is normal that I speak English with a Chinese English accent. (S14, student interview)

In summary, students showed an ambivalent view on varieties of spoken English. The students acknowledged the different varieties of English, and some even regarded China English as an acceptable variety, however, most students expressed positive attitudes toward native-like speech rather than non-native-like accents.

5) English Use in China

This category explored the students’ perceptions of English use in China. The results reveal that students considered that English is not often used in commercials or media or on a daily basis in China ($M = 3.08$, $SD = 0.52$). As presented in Table 4.6, only 25.61% of the students believed that English should be used more among Chinese people (Statement 19), and only 21.95% agreed that products with an English name sell better than products with a Chinese name (Statement 16). Moreover, 48.78% agreed that there is a lot of English in Chinese TV commercials (Statement 17).

These results manifested that people use Chinese rather than English to serve social functions in most situations in China.

As regards Statement 18, asking students to respond to whether CGTN should hire English speakers with different first languages as their video jockeys, only 18.29% refused to agree with this statement, which indicates that most of the students were not opposed to the use of English varieties in the public media in China.

Table 4.6 English Use in China

Statement	Students (N=82)		Percentage (%)				
	Mean	SD	5	4	3	2	1
Overall	3.08	0.52					
16. I think products with a Chinese name sell better than those with an English name.	3.15	0.85	4.88	28.05	45.12	20.73	1.22
17. I think there is a lot of English in Chinese TV commercials.	3.22	0.99	4.88	43.9	23.17	24.39	3.66
18. I think CGTN (TV network) should hire English speakers with different first languages as their video jockeys.	3.20	0.87	3.66	34.15	43.9	14.63	3.66
19. I think English should be used more in communications among Chinese people.	2.78	0.94	2.44	23.17	29.27	40.24	4.88

Note: 5= “strongly agree”; 4= “agree”; 3= “undecided”; 2= “disagree”; 1= “strongly disagree”

The qualitative data also confirm some of the results of the questionnaire. For example, in terms of students’ attitudes toward the video jockeys hired on CGTN, some students considered that non-native English speakers also could be hired if they can speak intelligible English. From their standpoint, the importance should be attached to the messages the video jockeys conveyed rather than native-like pronunciation or intonation. For example, Sylvia stated:

I think CGTN should hire English speakers with different first languages as their video jockeys because I think conveying information is

very important. So long as I can understand what they say, I do not care where they are from. (S13, student interview)

To conclude, students believed that English is used in some specific domains in China, however, it is not used on a daily basis. As a matter of fact, it is the Chinese language that people most often use to serve social functions in most situations in society. In addition, students accepted the employment of non-native English speakers as video jockeys as they attached more importance to mutual intelligibility than NS norms.

6) Chinese Users of English and their Identity

This category investigated the students' attitudes toward Chinese English users and their identity. Of the five statements included in this category, Statements 20 and 22 were negatively worded, so their mean scores were reversed before the data were analyzed and the results reported. As presented in Table 4.7, 67.08% appreciated people who can speak English (Statement 21), and 23.17% felt comfortable when hearing one Chinese person speaking to another in English (Statement 20). In addition, 65.86% did not regard English as a negative influence on Chinese culture (Statement 22). These results unveil that the students appreciated English users and believed that Chinese culture would not be influenced by learning English. They did not believe Chinese speakers of English would sacrifice their identities or values for western ideology. It is also a reflection of self-confidence in their own culture.

In terms of the students' identities, Table 4.7 indicates that 90.24% did not expect to lose their Chinese identity while speaking English (Statement 24), showing that they valued their Chinese identity. However, only 31.71% agreed that the way people speak and use English could reflect their national identity (Statement 23),

which indicates that most of the students did not realize that their national identity could be identified through their speaking English.

Table 4.7 Chinese users of English and their identities

Statement	Students		Percentage (%)				
	(N = 82)		5	4	3	2	1
	Mean	SD					
20. I feel uncomfortable when hearing one Chinese speaking to another in English.	2.60	1.02	10.98	43.9	21.95	20.73	2.44
21. I appreciate those who can speak English.	3.62	0.91	12.2	54.88	15.85	17.07	0
22. I regard English in my country as a negative influence on Chinese culture.	3.57	0.90	2.44	12.2	19.51	57.32	8.54
23. I think the way people speak and use English can reflect their national identity.	2.90	0.99	4.88	26.83	24.39	41.46	2.44
24. I do not want to lose my Chinese identity when I speak English.	4.39	0.66	48.78	41.46	9.76	0	0

Note: 5= “strongly agree”; 4= “agree”; 3= “undecided”; 2= “disagree”; 1= “strongly disagree”

The qualitative analysis discloses that some students had a positive attitude toward the perceptions of their Chinese identity. For evidence of this statement, some students pointed out that one should be confident in or proud of one’s nation instead of feeling inferior to other nations. For instance, Jack claimed: *“When communicating with foreigners, I do not mind whether they can identify my Chinese English accent or not. I am proud of being Chinese”* (S2, student interview). Tony attributed this sense of pride to the fact that China is becoming an influential country in the world economy. He stated: *“I expect to be recognized as Chinese because I feel proud of being Chinese. Our country is powerful and influential in the world nowadays”* (S5, student interview).

In contrast, some interviewed participants had a negative attitude toward their Chinese identity. From their perspective, although it is inevitable for

them to speak English with local accents, they insisted that NS norms should be used as benchmarks to evaluate one's English. For instance, Sylvia, an English Major student, stated:

I appreciate those who can speak English like American or British people because they can speak English naturally and fluently. I want to speak English like them too. As an English Major student, I think one's English should approximate to standard English and be intelligible to the interlocutors. I am Chinese. Although it is inevitable for me to have a Chinese English accent, I still felt upset when I heard that I spoke English with a Chinese English accent. However, I believe that practice makes perfect. I hope I can speak English better by making great efforts, step by step. (S13, student interview)

It should be noted that some students manifested a contradictory view of their identity. On the one hand, they wanted their identity to be recognized, but on the other hand, they did not want their identity to be recognized. For instance, Nancy said:

In terms of my Chinese identity, there is a contradiction in my mind. I may feel better if my English sounds like that of American or British speakers. From this perspective, I do not want to be identified as a non-native English speaker. However, it does not matter if my Chinese English accent is identified. I am Chinese. It is normal for me to have a Chinese English accent. Sometimes, I do not want to sound like a native English speaker, and I want to be myself. (S15, student interview)

In sum, students held that they appreciated those who can speak a standard form of English, however, their Chinese culture would not be influenced by learning English. Moreover, the majority of students did not realize that their national identity could be identified through their speaking English.

4.2.1.2 Conceptualizations of English Learning and Teaching

The last category examined students' beliefs on English learning and teaching. The results indicate that the students exhibited their expectations for

GE-informed learning and teaching, as indicated by the mean score ($M = 3.60$, $SD = 0.41$). However, the concept of native speakerism was still prevalent in some students' minds. The results have been classified into four sub-categories: 1. ELT materials, 2. English teachers, 3. English cultures, and 4. English impacts.

1) ELT Materials

Regarding the first sub-category, students were required to respond to their perceptions of ELT materials such as textbooks and video clips. As indicated in Table 4.8, students expected that the content of the textbooks should be based on a diverse use of English (Statement 25, $M = 4.06$), including global issues and real-life concerns (Statement 26, $M = 4.35$) as well as the needs, interests, and values of all countries (Statement 32, $M = 3.60$).

Table 4.8 Beliefs on English Learning and Teaching regarding ELT Materials

Statement	Students (N=82)		Percentage (%)				
	Mean	SD	5	4	3	2	1
25. The contents of learning materials (e.g., textbooks, videos) are necessarily developed based on the diverse use of English today.	4.06	0.71	24.39	60.98	10.98	3.66	0
26. The contents of learning materials should include global issues (e.g., global warming) and real-life concerns.	4.35	0.55	39.02	57.32	3.66	0	0
27. The contents of learning materials should include the needs, interests, and values of all countries.	3.60	0.91	13.41	47.56	25.61	12.2	1.22

Note: 5= "strongly agree"; 4= "agree"; 3= "undecided"; 2= "disagree"; 1= "strongly disagree"

Moreover, the qualitative analysis reveals that most participants believed that English learning and teaching materials should be developed based on a diverse use of English, which can reflect both "native" and "non-native" English cultures and values. For instance, Abby noted:

We cannot only focus on British and American cultures and values because of the trend of globalization, where the cultures and values of all countries are becoming important in intercultural communication. Therefore, I think each country's culture and values should be involved in today's English learning and teaching. (S1, student interview)

On the contrary, some students held that English learning and teaching materials should be based on British and American cultures and values due to their belief that native English-speaking culture represents the best culture. As Rose noted:

In my opinion, English learning materials should be based on British and American cultures and values. It is better to focus on learning standard English. Standard English is regarded as the norm in many countries. It is easier to communicate with people from different places around the world. Moreover, we do not have enough time and energy to focus on many varieties of English and cultures. On the contrary, if we learn only one language, we can learn the language and culture deeply. Therefore, I think materials on British or American English and cultures should predominate. (S10, student interview)

In addition, the interview data also reveal that some students took the stance that English learning and teaching materials should be mainly focused on British culture and American culture with supplements of other cultures. For instance, Jack stated:

I think we should mainly focus on British culture and American culture and then on other countries' cultures because British English and American English are standard English. After all, when we go abroad, we usually talk to people who speak standard English. We have a limited chance to talk to people who live in such countries as India, Malaysia, or Indonesia. So, most of the time we should learn British English and American English and then learn something about other varieties and cultures. It is unnecessary and impossible to learn everything. (S2, student interview)

The analyses above indicate that although British and American English are predominant in the field of English learning and teaching, it is necessary

to know other cultures, which helps to facilitate interlocutors' mutual understanding of communications in a globalized context.

2) English Teachers

The second sub-category dealt with students' perceptions of English learning and teaching regarding English teachers. Three statements fell into this category. Table 4.9 presents that the students began to accept some ideas from a GE perspective ($M = 3.69$, $SD = 0.66$). For instance, it is worth noting that 82.93% agreed that a good teacher of English could be a proficient English user from any country in the world (Statement 28, $M = 3.98$). In addition, 80.48% believed that teachers should not regard American English or British English as the only standard of English learning and teaching (Statement 29, $M = 3.96$), and 40.25% expected other English varieties to be introduced in the classroom (Statement 30, $M = 3.13$).

Table 4.9 Beliefs on English Learning and Teaching regarding English Teachers

Statement	Students (N = 82)		Percentage (%)				
	Mean	SD	5	4	3	2	1
28. A good teacher of English could be a proficient user of English from any country in the world.	3.98	0.83	23.17	59.76	9.76	6.1	1.22
29. English teachers should not regard American English or British English as the only standard in English learning and teaching.	3.96	0.79	21.95	58.53	14.63	3.66	1.22
30. English teachers should introduce and teach students different varieties of English in the classroom.	3.13	0.97	6.1	34.15	28.05	30.49	1.22

Note: 5= "strongly agree"; 4= "agree"; 3= "undecided"; 2= "disagree"; 1= "strongly disagree"

The analyses of the interviews reveal that the students had different attitudes toward English teachers. Some students believed that native English teachers might not be the best teachers in teaching English. In their opinion, native English teachers might be good at English and be familiar with the English culture, however, they did not have any experience of learning English as a second

language learner, and they could not share the non-native speakers' experiences with Chinese English learners. For example, Tina explained that:

As we all know, native English teachers can speak authentic, natural English and know more about their culture. Likewise, Chinese teachers of English know more about Chinese culture, which makes them know more about Chinese students. Also, they have experienced the process of learning English as an additional language in the Chinese context. Moreover, they know the Chinese language, which can be used to simplify complicated ideas and reduce misunderstandings. In addition, they can choose appropriate methods to teach their students. (S16, student interview)

On the contrary, some students asserted that native English teachers are the best teachers in teaching English. They considered that native English teachers are equipped with proper pronunciation, unique ways of thinking, and modern teaching methodology. For example, Rose stated:

In my view, native English teachers are the best and the ideal English teachers in English language teaching. For example, in the US, I came across a British teacher who knew how to use PowerPoint. There were only some words on the PowerPoint, but he could extend the knowledge from his topic. Moreover, he provided us with a relaxing environment in the class and encouraged us to say whatever we wanted to say. I was so interested in his lessons and loved his teaching style. (S10, student interview)

To sum up, students acknowledged that both native English teachers and non-native English teachers had their advantages and disadvantages, respectively. They expressed different attitudes toward native and non-native English teachers.

3) English Cultures

In terms of the third sub-category, as displayed in Table 4.10, there were two statements. The results disclose that students acknowledged that more

opportunity for exposure to diverse Englishes (Statement 36, $M = 3.80$) and cultures (Statement 37, $M = 3.50$) should be provided in English learning and teaching.

Table 4.10 Beliefs on English Learning and Teaching regarding English Cultures

Statement	Students (N = 82)		Percentage (%)				
	Mean	SD	5	4	3	2	1
31. English learning and teaching should provide opportunities for students to be exposed to diverse Englishes.	3.80	0.69	10.98	63.41	20.73	4.88	0
32. English learning and teaching should provide opportunities for students to be exposed to diverse cultures.	3.50	0.95	9.76	50	23.17	14.63	2.44

Note: 5= “strongly agree”; 4= “agree”; 3= “undecided”; 2= “disagree”; 1= “strongly disagree”

The interview data reveal that the students adopted different views. Some students believed that more opportunities should be provided to students with exposure to the diverse cultures in English learning and teaching. In this respect, in a global world, only knowing British culture and American culture may result in misunderstandings when conversing with people from different lingua-cultural backgrounds in international communication. As Nancy explained:

In English learning and teaching, I hope for more opportunities to being exposed to diverse cultures that could be provided in the classroom. In my view, British culture and American culture are limited and ignore other English- speaking cultures. In an era of globalization, people can benefit a lot from being exposed to all countries’ cultures. This might develop their global awareness or world views. (S15, student interview)

In contrast, several students deemed that emphases should be laid on British culture and American culture in English learning and teaching. As Mary put:

I think emphases should be placed on British and American cultures. The US is an influential country in the world. Britain is a strong country and also the country of origin of English. Moreover, American English and British English are regarded as standard English. Therefore, learning the British and American culture is more useful than learning other countries' cultures. In addition, we have no time or energy to learn such English, like Singapore English and Indonesian English, that are not used widely. All in all, we should give our priority to British culture and American culture. (S18, student interview)

According to Mary, native English speakers represented western cultures, which reflects the ideal of the English owners with perfect knowledge both in the English language and culture, indicating that the concept of native speakerism was deeply rooted in her mind.

To conclude, students had different views on English cultures. Some students held that emphases should be attached to native English cultures, whereas other students supported the diversity of cultures in English learning and teaching.

4) English Impacts

The fourth sub-category examined students' perceptions of the impact of English on other languages, including Chinese. Three statements are involved in this category. Table 4.11 illustrates that 29.27% believed that English is not a threat to other languages and cultures (Statement 33, $M = 2.84$), and 39.03% held that the current teaching of English in educational systems would not weaken the position of local languages and dialects (Statement 34, $M = 2.85$). Moreover, 47.56% believed that teaching courses through English at a Chinese university would not threaten the Chinese language (Statement 35, $M = 3.46$). These attitudes indicate that students believed that learning English in China would not threaten the Chinese language.

Table 4.11 Beliefs on English Learning and Teaching regarding English Impacts

Statement	Students (N = 82)		Percentage (%)				
	Mean	SD	5	4	3	2	1
33. Learning English is not a threat to other languages and cultures.	2.84	1.00	2.44	26.83	31.71	30.49	8.54
34. The current teaching of English in both public and private educational systems weakens the position of local languages and dialects.	2.85	0.98	2.44	26.83	31.71	31.71	7.32
35. Teaching courses through English at Chinese universities does not threaten the Chinese language.	3.46	0.80	8.54	39.02	43.9	7.32	1.22

Note: 5= “strongly agree”; 4= “agree”; 3= “undecided”; 2= “disagree”; 1= “strongly disagree”

Analyzing the interviews also revealed that some students believed that teaching through English at Chinese universities would not threaten the Chinese language. They held the view that the Chinese language as their mother tongue is in their blood and cannot be easily threatened by other languages. Moreover, they still spent most of their spare time practicing the Chinese language that they felt most comfortable with in communication. For instance, Lisa explained that:

In my view, English used as a medium of instruction at Chinese universities would not pose a threat to the Chinese language. Students may only use English in class or do assignments outside the classroom. However, that cannot compare to the use of Chinese that they will use a lot on a daily basis. (S6, student interview).

On the contrary, some students held that using English as a medium of instruction influenced the Chinese language. In their opinion, if more emphases were laid on using English for learning, it would weaken the acquirement of knowledge in Chinese because they considered that teaching English at university provided students with more opportunities for exposure to English, which reduces their use of Chinese. They were in favor of bilingual teaching, which may balance the learning of English and the acquirement of knowledge. As Mary argued:

It will have an impact on the Chinese language. The purpose of teaching in English is to strengthen the study of English and provide a better understanding of knowledge, but we cannot ignore the acquirement of knowledge in Chinese. If you only pay attention to English learning rather than Chinese, it is putting the cart before the horse. I am more in favor of bilingual teaching, which can benefit us both ways. (S18, student interview)

In conclusion, students showed their different views on the impact of English on other languages, especially Chinese. Some students insisted that using English as a medium of instruction may influence the use of Chinese, however, some were opposed to this idea and held that Chinese, as an often-used mother tongue, will not be affected by learning English, especially in the Chinese context.

4.2.1.3 Summary of the Findings of Research Question 1

The main finding of Research Question 1 is that university students in China have tensions about their conceptualizations of English and English learning and teaching. In other words, the students have an awareness of Global Englishes on the one hand, but they also have a deep-rooted concept of native speakerism in their mindsets on the other hand.

First, the students conceived that English, as an international lingua franca, is diverse, flexible, and multilingual, and English-speaking cultures are diverse and complicated. From their standpoint, mutual intelligibility rather than a focus on Standard English norms is more important in international settings, where communicative strategies, accommodation skills, and translanguaging can help to facilitate the understanding of communication. Moreover, the students acknowledged the diversity of English but exhibited a preference for British English and American English over other English varieties. Furthermore, English is not widely used in China on a daily basis, such as in advertising or media or among Chinese people. In addition,

some students did not expect to be identified as Chinese when communicating in English, while some were proud to be Chinese, and some had ambivalent attitudes. Finally, as regards English learning and teaching, the majority of students believed that the GE concept should be incorporated in the English classroom; however, the students still insisted on the NS model as a norm in terms of assessment.

4.2.2 Findings of Research Question 2

Based on the qualitative data, the students appeared to display some new insights into the assumptions that determine their conceptualizations of English and English learning and teaching. Two major themes were identified: English and English learning and teaching, which are presented as follows.

4.2.2.1 Assumptions Students Have towards English

The first theme pertains to Chinese university students' conceptualizations of English, including four sub-themes: a belief about legitimate varieties of English, a belief about the concept of native speakerism, a belief about Glocal English, and a belief about Global Englishes. Each is reported in turn below.

1) Belief about Legitimate Varieties of English

People typically held the belief that “standardized English is the most acceptable variety for oral and written use” (Kubota, 2019, p. 12), which is considered as a legitimate language myth by Watts (2011). In other words, it has been taken for granted that in the fields of SLA and TEFL, as well as in everyday situations, standard English is legitimized or socially accepted as an idealized yardstick for evaluating language users.

The interview data reveal that the participants unanimously considered British English and American English as the most acceptable English varieties, i.e., Standard English. As Abby put it:

I think British English and American English are Standard English because it is easy to communicate using either of them. New Zealand English, Australian English, and Canadian English may not belong to Standard English. I think they are varieties of English. People in these countries use English every day, and their varieties of English reflect local linguistic and cultural features. (S1, student interview)

Mary and Amanda also articulated their understanding of Standard English:

Standard English is relatively easy to understand compared with other varieties of English. There are some differences between British English and American English. British English is the origin of English, while American English is a little bit different from British English for various reasons. However, America was once a British colony and used English as a native language. Therefore, it should be regarded as Standard English. In terms of Canadian English, New Zealand English, and Australian English, their speakers are also native English speakers. Still, in my view, only British English and American English are Standard English. (S18, student interview)

I think British English is Standard English. American English is also acceptable. However, New Zealand English is not Standard English. I think New Zealand English is a representation of the local culture, just like a dialect of Chinese. It is no good or bad. (S12, student interview)

Although Abby, Mary, and Amanda share a common belief that varieties of English exist in “Inner Circle” countries (i.e., the USA, the UK, Canada, Australia, and New Zealand), in their opinion, only British English and American English can be legitimately viewed as Standard English. Similarly, when asking what Standard English is, Tony responded that “*American English is closer to Standard English because I think the US is the most powerful country and has great influence in*

the world” (S5, student interview), while Jack noted: *“Standard English should be from its cradleland. English originated from the UK. Therefore, I believe the British people speak Standard English”* (S7, student interview).

Moreover, the participants who were interviewed held that varieties of English from the Outer and Expanding Circles are viewed as deficient forms that deviate from Standard English and might interfere with successful communication in international settings. Some students (e.g., Mary) did not want to retain their Chinese English accents in order to speak and use Standard English like native English speakers. Mary put that:

I am Chinese. It is common that I speak English with a Chinese accent. However, I think this is a disadvantage. I hope I can communicate with foreigners freely. I mean, we can understand each other in communication. However, I believe speaking China English may interfere with the success of communication. Moreover, speaking English with a Chinese accent for Chinese is similar to speaking Chinese with an American accent for Americans. It sounds a little weird. So, I hope I can work hard to get rid of my China English accent when I speak English. (S18, student interview)

In addition, the student diaries data also indicate that only British English or American English can be viewed as Standard English, as shown in selected excerpts below:

According to my understanding, Standard English is British English with standard pronunciation and grammar. (S51, student diary)

I think Standard English refers to British English and American English. Both words and sounds of this kind of English belong to Standard English. However, varieties of English refer to English other than these two Englishes, such as Singapore English and Indian English. They differ from Standard English in pronunciation and vocabulary. (S37, student diary)

It can be concluded from the qualitative analyses above that the students firmly held the belief that only British English and American English can be legitimately seen as Standard English, although some students acknowledge the existence of varieties of English.

2) Belief about the Concept of Native Speakerism

The concept of native speakerism refers to an established ideology that “native speaker teachers represent a western culture from which springs the ideals both of the English language and English language teaching methodology” (Holliday, 2006, p. 385). It is often reflected in the preference for the NS model in English learning and teaching.

The interview data show that there was a deep-seated concept of native speakerism in the students’ minds. First, 17 out of 18 interviewees expected to sound like native English speakers, particularly British or American speakers, which unsurprisingly affects their conceptualizations of English. In their opinion, native speaker English is a sign of fluency and accuracy and labeled as “*authentic*”, “*pure*”, “*natural*”, and “*real*” English that is easy to understand. As Abby stated: “*Native speaker English is the most standardized English and is easier to understand*” (S1, student interview). Similarly, Tanya commented: “*I think native English speakers can speak fluent and accurate English. They can use English appropriately to communicate with others*” (S8, student interview). Marie added, “*Native English speakers speak real English and need not care too much about their pronunciation or grammar in communication*” (S3, student interview). In a similar vein, Mike said: “*In my view, native speaker English is pure and real*” (S7, student interview). Tim confirmed that “*Absolutely I am eager to speak English like British or American speakers because*

they are native English speakers and they can speak authentic English” (S11, student interview).

Analyses of the data above demonstrate that there was a concept in the students’ mindsets of Native Speakerism, which considers native English speakers are often viewed as ideal speakers equipped with complete knowledge and skills of the language.

In contrast, Ray, a girl from the Landscape Architecture Program, had a different opinion from the other participants. She did not aspire to sound like native English speakers. She explained her opinion:

I think it is not a must for us to speak English like a native English speaker all the time. A language is just a tool of communication, so long as interlocutors can understand each other, it does not matter which varieties of English they speak. Moreover, some strategies, both verbal or non-verbal strategies or mother language, can be used to achieve successful communications. (S17, student interview)

It can be inferred from Ray’s depiction that strict adherence to the Inner Circle norms is not necessary. Effective communication is enabled not so much by linguistic accuracy as it is by intelligibility, which is supported by communicative strategies.

The interview data display that some students (e.g., Wealth and Amanda) attribute the reason why they aspire to sound like a native speaker to the belief that British English and American English are considered as Standard English that is used to assess one’s English proficiency. As Wealth put it:

I expected to sound like British and American speakers because the criteria for evaluating one’s English proficiency are based on British English and American English - Standard English. (S9, student interview)

Wealth's idea was also supported by Amanda:

I want to sound like British or American speakers, especially British speakers. In my opinion, British English is the purest English because it is the origin of English. But American English is also OK. You know, both British English and American English are regarded as Standard English, which is signs of fluency and accuracy. (S12, student interview)

According to Wealth and Amanda, native English, especially British English or American English, is seen as the best and most commonly accepted yardstick to judge a "non-native" English speaker's English proficiency. Moreover, the strength of this belief is reinforced by the fact that the students perceive British English and American English rather than other English varieties as Standard English, as presented in the selected data excerpt from Tim as below:

I prefer the English spoken by native English speakers, especially British or American speakers, whose English is regarded as Standard English. However, Singapore English, Indian English, and Malaysian English are Non-Standard English, which is spoken in their own countries. They are so different from Standard English that it is difficult for me to understand their English due to their linguistic or cultural characteristics. Therefore, we are unwilling to learn that sort of English. (S11, student interview)

Moreover, the interview data demonstrate that some students (e.g., Jack) reported their dislike of "non-native" English accents, such as the Indian English accent and Malaysian English accent. As Jack stated:

Both Indians and Malaysians speak English fluently, but I feel confused and sometimes annoyed about their speaking. In my view, their English deviates from Standard English. It is hard to understand them for their unique characteristics related to local language or cultures that we may not know. I do not like these Englishes because it is hard to understand. (S2, student interview)

It can be concluded that Jack took it for granted that English varieties deviated from Standard English and were not easy to understand. In his opinion, Standard English and other English varieties are not equal. Standard English enjoys superiority.

In addition, the interview data shows that all the participants had negative self-perceptions of their own English. None of the participants were satisfied with their own English. When asked for the reasons for their negative self-perceptions, students gave reasons related to their lack of competence as *“low scores in the test”*, *“difficulties in understanding English films without subtitles”*, *“small vocabulary size”*, *“poor pronunciation”*, *“influence of L1”*, *“dumb English”*, *“bad grammar”*, and *“inappropriate use of English”*. It can be interpreted that students self-evaluated their English proficiency based on NS norms, which might result in their lack of self-confidence in learning English.

The evidence from student diaries also supports this belief about native speakerism. Excerpts selected from student diaries are presented below:

I prefer Standard English. To learn English, you should learn Standard English because Standard English is used more widely. It is like when you learn Mandarin, you can communicate with people all over China. (S36, student diary)

I prefer Standard English because Standard English is widespread, and more people speak it. It is easier for people to understand what you mean than other types of English. (S39, student diary)

In summary, the above analyses of the qualitative data indicate that although the majority of students acknowledged the diversity of English and cultures, the concept of native speakerism was still deeply entrenched in their minds.

3) Belief about Glocal English

“Glocal English” (Buripakdi, 2008; Kperogi, 2015) reflects a balance between global and local English. This belief accepts the importance of locality alongside a comprehension of differences in the world. Students with this belief acknowledge Standard English and the power of mainstream values. “The notion that local knowledge, voices, and traditions should be taken into account” (Buripakdi, 2008, p. 100) is also highlighted in this position. Simply put, it is unnecessary for participants to sacrifice their own identities when using Western discourse and ideology. Instead, English users should combine global and local entities to complement each other. For instance, Abby argued that:

With the spread of English, English is used more often among non-native English speakers. Thus, only learning Standard English may not meet students’ needs in the global context. We should supplement local English with Standard English, which can broaden English learners’ horizons, enhance their awareness of globalization, and facilitate interlocutors’ mutual understanding in international communication. (S1, student interview)

Likewise, Tanya claimed that:

Every country has its own local culture. We should respect each other’s cultures. I agree that there are different varieties of English in the world, such as Singapore English, Indian English, and so on. They can serve some functions in their groups or society. Therefore, it is unnecessary to sacrifice local entities in order to use western values. (S8, student interview)

According to Abby and Tanya, English varieties are equipped with characteristics related to their languages and cultures and serve certain functions in their daily lives or international scenarios. Hence, the concept that local knowledge, voices, values, and traditions should be considered in English learning and teaching.

The student diaries uncover that some students believed that it is easier to communicate with each other based on Standard English on the one hand, but they also had to show their respect for various English varieties on the other hand. Some excerpts from student diaries representing this belief are given below:

In my view, both Standard English and varieties of English have their own advantages. Standard English is the most formal English, and English speakers can understand it easily. Varieties of English have characteristics in relation to local languages and cultures. They can use their English to achieve some purposes, although sometimes it is difficult to understand. Therefore, combining Standard English with localized English may be a good choice, which can facilitate both parties. (S8, student diary)

I think English has become an international language, and people should treat English with a more open attitude and prepare for the future in a global world. However, we still need a standard for each non-native English-speaking country to follow; otherwise, we will be in a mess. We should take Standard English first and then expand it to other varieties of English. (S16, student diary)

... there are many varieties of English, such as Singapore English and Malaysian English. However, each variety of English has its own characteristics, and people from another area cannot usually fully understand it. Therefore, we should learn Standard English. However, we need to acknowledge and respect localized English. If interlocutors speak slowly and clearly, they can get their meaning across to each other. I think the best way is Standard English with localized English. (S18, student diary)

To conclude, the above excerpts share a common idea that English could be conceptualized as glocal English, that is, Standard English plus localized English. In other words, the students recognized the diversity of English, which reflects the sociolinguistic realities. In addition, they believed that Standard English should be the dominant variety that learners need to adhere to in English learning and teaching.

4) Belief about Global Englishes

Global Englishes claim that “language is flexible, appropriate, and potentially multicultural” (Buripakdi, 2008, p. 95). In this respect, students regard themselves as world citizens who can shuttle between cultures and languages. English, as a global language, reflects various aspects of local cultures and values. Moreover, GE asserts that the use of English does not only adhere to NS norms but may serve local needs. In addition, it states that mutual intelligibility rather than adherence to Standard English is more significant in globalized contexts. GE users are aware of the varieties of English, the notion of pluralism and equality, and the increasing role of global English.

The interview data disclose that many students accept the fact that besides British English and American English, there are many English varieties spoken in the world, such as Australian English, Malaysian English, Indian English, and China English. For example, Nancy said:

Of course, there are many varieties in the world. People from different countries such as Japan, India, Indonesia, and Singapore speak English with different characteristics with regard to accents, grammar, and cultures. In international communication, if people can achieve mutual understanding by using local English, they do not have to comply with Standard English norms all the time. (S15, student interview)

In terms of the reasons for the emergence of varieties of English, Tim noted that:

Languages influence each other. When English comes into a country, it will be affected by the local language and culture, which may result in forming a new variety of English that is different from Standard English. This variety of English can be used to fulfill social functions in ELF communication. (S11, student interview)

Mary further explained that:

English originated from Britain and spread around the world through colonization. In the post-colonial countries, British English or American English was influenced by the local languages and cultures, which resulted in the emergence of varieties of English. These varieties of English are different from British and American English, linguistically, and culturally. Moreover, these Englishes can serve the functions of society in specific speech communities. Thus, we should respect them. (S18, student interview)

Moreover, Abby pointed out that:

In my view, language is the most direct tool of communication. The most important goal of communication is to achieve mutual intelligibility. It is not important whether people can speak Standard English. In communication, if the interlocutors cannot understand each other, some strategies, e.g., repetition, paraphrase, drawing pictures, or gestures, can be used to facilitate understanding. (S1, student interview)

It can be seen from the above quotations that students acknowledged the diversity of English and were aware that the primary goal of communication is to achieve mutual intelligibility. To achieve this goal, students can employ communicative strategies (e.g., gestures, repetition, drawing pictures) or accommodation skills (e.g., speak slowly) to help facilitate understanding. Therefore, mutual intelligibility rather than adherence to NS norms is more important in ELF encounters. Jack noted:

It is unnecessary for people to speak Standard English everywhere and all the time. You had better adjust your language according to the settings where you are in. In China, it is OK if you speak China English. In an ELF context, where people are from different lingual-cultural backgrounds, you should accept that the local people communicate with you in their nativized English. (S2, student interview)

It is worth noting that Jack deemed that proper pronunciation and correct grammar are also important. He argued that “*Sometimes speaking with good*

pronunciation and correct grammar can help you make yourself understood, which is helpful to get messages across” (S2, student interview).

The data from student diaries also confirm the interview results. The students agreed that English learning and teaching do not happen in a vacuum. Instead, it is closely related to local cultures, knowledge, and values. The students acknowledged the diversity of the language and its cultures and claimed that all English varieties should be equal and respected. Moreover, mutual understanding is more important than adhering to Standard English in international or intercultural encounters. In addition, communicative strategies, accommodation skills, and translanguaging are effective ways to communicate. For example, one student wrote in his diary:

Language cannot be separated from the culture because it is connected with culture. When non-native English speakers learn English, they mainly focus on British and American English and cultures, but their Englishes will be unavoidably mixed with their ways of thinking, speech, and behavior. Some countries were once colonies of the British Empire. The contact of British English with local languages formed many varieties of English, such as Singapore English, Brunei English, Burmese English, etc. These varieties of English have their own characteristics and can still play an important role in serving social functions in their speech communities. In international communication, we should respect every variety of English. We had better use some communication strategies to facilitate successful communication (S30, student diary).

To sum up, the assumptions university students in China have toward English consist of four beliefs as discussed above, namely, a belief about the legitimate varieties of English, a belief about the concept of native speakerism, a belief about Glocal English, and a belief about Global Englishes.

4.2.2.2 Assumptions Students Have towards English Learning and Teaching

The second theme relates to the underlying assumptions that students have toward their conceptualizations of English learning and teaching. It can be further divided into three sub-themes, namely, a belief about native speakers as better teachers, a belief about the NS model as a norm, and a belief about native speaker culture as an important target. Each is discussed in turn below.

1) Belief about Native Speakers as Better Teachers

The interview data indicate that the students had different views about native speakers being better teachers. For some students, this view has already become deeply seated in their minds. For instance, Ray believed that a native English teacher is the ideal teacher of pronunciation. He illustrated that:

There is no doubt that students should learn Standard English if they want to learn English. Native English speakers speak authentic English; therefore, generally, they are better teachers for language teaching. (S17, student interview)

Ray's description is often tied to the idea that a native speaker speaks with a perfect or original accent. This belief only further supports the concept of native speakerism. In a similar vein, Tanya commented that:

I agree that native English speakers are better teachers of English. They are native English speakers, and they speak English more accurately than non-native English speakers and are more familiar with English cultures. If they can teach us English, it will be much better for our oral English. (S8, student interview)

On the contrary, some students held the view that native English speakers do not share non-nativeness with Chinese students compared with Chinese

English teachers, although they have proper pronunciation and more knowledge about their cultures. Jack noted that:

Chinese teachers know Chinese students better. More importantly, they have experience of learning English as a second language learner and understand the features of China English and can help students to predict the mistakes they might make. In addition, the Chinese language helps facilitate students' understanding of some abstract concepts. (S2, student interview)

Abby also supported Jack's point of view as below:

I prefer Chinese teachers of English rather than foreign English teachers. Although foreign teachers can speak good English, they do not understand me. It is more convenient for us to communicate with Chinese teachers. With the help of the Chinese language, teachers can explain some complex ideas clearly and help us avoid many mistakes that may occur in speaking English. (S1, student interview)

From the above analyses, it can be seen that the only thing that matters is how intelligible the speech is to interlocutors. However, it is important to make it clear here that this does not mean that native speakers are worse teachers or that “non-native” speakers are better teachers. Mutual intelligibility rather than approximating to NS norms is more important in international or intercultural communication.

2) Belief about the Native Speaker Model as a Norm

It was found that the students had different opinions on whether English learning and teaching should be based on the NS model as norms. Some students (e.g., Hawk) prefer Standard English because it conforms to NS norms. Hawk said:

I prefer British English or American English. They are regarded as Standard English. Moreover, the UK and the US are powerful and

influential countries. Moreover, most of the advanced technology is from the West. If you want to learn from them, you had better comply with their norms, which will benefit you a lot. (S14, student interview)

By the same token, Jane, Tony, and Tim shared a common idea that Standard English should be considered as the norm in English learning and teaching due to the ease of understanding and communication, assessment tests, and energy limits. Their comments were as below:

In English learning and teaching, I insist that Standard English should be regarded as a norm because communication will be more accessible if there is a yardstick. Knowing varieties of English that are not used frequently is unnecessary and wastes time and energy. (S4, student interview)

I think college students should study Standard English. On the one hand, many tests are evaluated by Standard English norms. On the other hand, if you speak China English, interlocutors might not understand you. Therefore, we still need to try our best to use Standard English. (S5, student interview)

I prefer British English or American English. People who might go to work in countries such as Thailand need to learn the features of Thai English. However, for most people, they do not need to do that if they did not go there. More importantly, it is impossible to learn all the varieties of English. Therefore, I think British and American English are enough to deal with most of the situations that we might meet. (S11, student interview)

In contrast, some students (e.g., Abby and Wealth) held that besides the use of Standard English in class, the mother language should also be used. They held that the mother tongue helps explain complex ideas and avoids misunderstanding some concepts. For example:

Using the Chinese language, teachers can explain some complex ideas clearly and help students to avoid the mistakes that may occur in speaking English. (S1, student interview)

For beginners, teachers should use Chinese and English alternatively in class. After the students master some basic knowledge and skills, teachers can use the target language to teach. Otherwise, students cannot understand the teacher. (S9, student interview)

Some students believed that English learning and teaching should be mainly based on Standard English, with some understanding of non-native English varieties. In their view, Britain and America are the developed countries and have a significant influence on other countries. They advocated that British English and American English should be the dominant languages used in the ELT classroom. For example, Jack said:

I think we should mainly learn Standard English. In English learning and teaching, Standard English has been regarded as the acceptable pedagogical model in non-native English countries for a long time. Moreover, the UK and the USA are the developed countries, where are usually the target countries we possibly will go to for further education, but not such countries as India, Malaysia, and Indonesia. Thus, we should first learn the main varieties of English rather than other varieties of English. Therefore, I prefer to learn Standard English in the English classroom. (S2, student interview)

Similarly, Lisa stated:

We should firstly learn Standard English or give priority to Standard English. Then learn some China English. It is helpful for us to introduce our country and culture to foreigners. We can also become familiar with some varieties that are recognized internationally, such as Singapore English, Malaysian English, Hong Kong English, and so on. (S6, student interview)

Mike and Amanda also supported Jack and Lisa's views:

Generally speaking, we can choose teachers with different English accents to teach different varieties of English, then students can select the course according to their different needs. For those who do not know their future objectives clearly, they can take a comprehensive study in case they will use different English varieties in the future. (S7, student interview)

I think it is better to teach students different things according to their needs. Not all students have to learn something other than basic English. If they do not need it at all, there is no need to teach them. For example, students from schools of foreign languages may come into contact with more varieties in the future, but those majoring in science may not need this. It might become a burden if this knowledge is provided to all types of students based on British and American English. It is OK if they can master the knowledge they may need. (S12, student interview)

3) Belief about Native Speaker Culture as an Important Target

The interview data reveal that students expressed various views on how to develop English learning and teaching materials. On the one hand, some students believed that the content of learning materials should be mainly based on British English and American English and cultures. For example, Hawk reported:

Since China does business with the US much more than with the other nations, I think the learning materials should be mainly developed based on American or British English and cultures. (S14, student interview)

Hawk's response manifests that he held the belief that British English and American English are the only correct models of the language and the ideal forms of the language to teach.

On the other hand, some students claimed that the content of learning materials should be based on the different English varieties in use today and should include global issues and real-life concerns as well as the needs, interests, and values of all countries. As Nancy stated:

The content of learning materials, which are only limited to British and American English and cultures, cannot prepare students to be global English users in today's world. Today there exists various varieties of English with different cultures. Thus, learning materials should include materials that can reflect different varieties of English and cultures. (S15, student interview)

Moreover, Tina argued that:

I think textbooks should be concerned with different varieties of English and cultures. In the era of globalization, it is common for us to communicate with people with different first languages and cultures. Having more knowledge about Global Englishes can facilitate communication. (S16, student interview)

The responses of the above two students demonstrate that they had a global view of English learners who should be provided with opportunities to practice interacting with diverse speakers or materials of multiple cultures rather than to focus on NS norms in a globalized context.

4.2.2.3 Summary of the Findings of Research Question 2

This section explores the underlying assumptions that university students in China have towards English and English learning and teaching. Analyses of the qualitative data show that in students' mindsets, there are four beliefs, namely, a belief about the legitimate varieties of English, a belief about the concept of native speakerism, a belief about Glocal English, and a belief about Global Englishes. In terms of the underlying assumptions students have toward English learning and teaching, students assumed that native speakers are better teachers, that native speaker models are the norm, and that native speaker culture is an important target. The details of the results can be seen in Table 4.12.

Table 4.12 The underlying Assumptions Students have toward their Conceptualization of English and English Learning and Teaching

NO	Participants	Conceptualization of English				Conceptualization of English Learning and Teaching		
		Legitimate varieties of English	Native speakerism	Glocal English	Global Englishes	Native speakers as better teachers	Native speaker model as a norm	Native speaker culture as an important target
S1	Abby	√	√	√	√	×	×	×
S2	Jack	√	√	√	×	×	√	√
S3	Marie	√	√	×	√	×	×	√
S4	Jane	√	√	√	×	×	√	√
S5	Tony	√	√	√	×	×	√	√
S6	Lisa	√	√	√	×	×	√	×
S7	Mike	√	√	√	×	×	√	×
S8	Tanya	√	√	√	×	√	√	×
S9	Wealth	√	√	×	√	×	√	√
S10	Rose	√	√	×	×	√	√	√
S11	Tim	√	√	×	√	×	√	×
S12	Amanda	√	√	√	×	√	√	√
S13	Sylvia	√	√	√	×	√	√	√
S14	Hawk	√	√	√	×	√	√	×
S15	Nancy	√	√	×	√	×	×	×
S16	Tina	√	√	√	×	×	√	√
S17	Ray	√	×	√	×	√	√	×
S18	Mary	√	√	√	√	×	×	√
		18/18=100%	17/18=94.45%	13/18=72.22%	6/18=33.33%	6/18=33.33%	14/18=77.78%	10/18=55.56%
Total		18	17	13	6	6	14	10
Percentage		33.33%	31.48%	24.08%	11.11%	20%	46.67%	33.33%

In terms of the students' conceptualizations of English, all the interviewed participants believed that British English and American English are regarded as the legitimate varieties of English, and more importantly, 17 out of 18 had the concept of native speakerism in their mindsets. However, 8 out of 18 placed English as a form of Global Englishes, acknowledging the diversity of English and the equality of varieties of English. Moreover, 13 out of 18 advocated the combination of Standard English and local English. These results disclose that the students had ambivalent views on their understanding of the different varieties of English.

Regarding the students' conceptualizations of English learning and teaching, 6 out of 18 believed that native English teachers are better teachers; 14 of 18 held that the NS model should be regarded as the norm, and 10 out of 18 considered that the native speaking culture is an important target. These results reveal that the majority of the interviewed participants were NS model-oriented, especially in terms of English learning and teaching in practice.

4.2.3 Discussion of Research Questions 1 and 2

University students in China conceptualized English in different ways and had some common assumptions in their minds, which may be explained by three possible reasons, namely, the hegemony of British English and American English, the “co-existence” (Weerachairattana, Duan, & Buripakdi, 2019) of Standard English and local English in ELT, and an awareness of Global Englishes.

4.2.3.1 The Hegemony of British and American English

The students believed that only British English and American English could be the legitimate forms of the English languages, which they preferred over other Englishes from the “Outer Circle” or “Expanding Circle”. Some students

(e.g., Mary) did not expect to retain their Chinese accent in their spoken English. This finding indicated that other native and non-native varieties were deemed less-than-standard or even sub-standard and revealed the concept of native speakerism associated with the UK and the US. In a hierarchy of the English language, British English and American English ranked higher than other varieties of English. One reason is the power of the UK and the US - especially their military, political, and economic power (Crystal, 2003; Jenkins, 2015a). According to Kiczkowiak and Lowe (2019), native speakerism has historical roots. The British Empire had a significant influence on new Englishes. More recently, the military and economic power and media influence of the US has promoted the spread of English. In the colonial era, English was treated as an official language in many British colonies, including Malaysia and India, where the use of English was ensured through the administrative and political systems, and the promotion of the English language was ensured by various British institutions (Pennycook, 1998).

Another reason is the forces of globalization and capitalism. In an era of globalization, there are more international businesses nowadays than in the past. In order to improve China's competitiveness and enhance co-operation with other countries, the Chinese government implemented the "Open Door Policy" and connected English with the development of the economy. This has helped China to become the second largest economic entity in the world. This observation accords with Bolton (2002), who points out that "in the minds of many inside China, English seems inextricably linked to the nation's continued economic growth" (p. 182). Besides, in 2013, the Chinese government initiated the "One Belt, One Road" strategy as a way to promote joint development and shared prosperity, strengthen mutual understanding and

trust and reinforce all-round exchanges through cultural exchange and integration. The Chinese government also encourages its civil servants and citizens to learn English to promote economic development (He, 2015) and for some other reasons, such as in Qingdao for Shanghai Cooperation Organization Summit 2018, Qingdao Multinationals Summit 2019, and the city's image as well. In 2018 and 2019, a large number of volunteers were recruited from universities in Qingdao, and thousands of ordinary citizens and taxi-drivers were encouraged to learn English in order to be able to communicate with foreigners from around the world.

The third reason is concerned with China's language education policies on the English language. The MoE of China stipulates English as a compulsory course from Grade Three of primary school to the post-graduate level (He, 2015). Moreover, the Outline of the National Mid- and Long-term Reform and Development Planning of Languages (2010-2020) states: "Improving quality is the core task of the development of higher education", which requires that high-quality foreign language education should be provided to college students. In addition, CECR (non-English major) states that "(students should) be able to understand general articles in newspapers and magazines from English-speaking countries; be able to translate general articles in newspapers and magazines from native English-speaking countries with the aid of a dictionary; and be able to understand radio or TV programs from English-speaking countries at normal speed" (Department of Higher Education of the MoE, 2017, p. 3). This indicates that the learning goals of Chinese learners are still aligned with the norms of a native speaker's English.

The fourth reason is the overwhelming view in ELT that sees native speakers as ideal language models and preferred teachers. First, theories on language

learning typically consider native speakers as the ultimate goal (Stern, 1983) in terms of their theoretical level. In other words, English learning and teaching focus on learning western (British and American) forms of the language, with the assumption that learners need to acquire such forms to communicate successfully with native speakers who are considered as the target interlocutors that the learners may interact with in the future. Phillipson (1992) pointed out that like “... many hegemonic practices, there has been a tendency to accept it without question” (p. 15). More importantly, the NS model is considered as a norm, and many studies on language attitudes have revealed that students prefer native English. Chomsky defines a native speaker as the “ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly” (Chomsky, 1965), which “resulted in the NS ideal remaining a central part of ELT practice” (Galloway, 2011, p. 9). The native speaker still serves as a benchmark in the Hymesian concept of “communicative competence,” although it was not a tenet of Hyme’s agenda (Rajagopalan, 2004). Mahboob (2004) also highlighted the preference for native speakers.

In addition, China has a long history of “examination cultures” (Lee, 1996; Li, 2005; Pan, 2015; Pan & Block, 2011). Students need English as a passport for university entrance (He, 2015; Pan, 2015). At university, students also need to pass examinations in English to be able to graduate. If the students want to go abroad for their education, a satisfactory English proficiency test score (e.g., IELTS, TOEFL, GRE) is an essential prerequisite. In addition, students need to get a certificate of English proficiency test (e.g., CET-4 and CET-6) in order to have better opportunities in their career choices. These findings accord with prior research conducted by Nunan (2003), who described the impact of English in China and noted that English became

“increasingly significant as a university entry requirement” and enhanced “promotional prospects in the workplace” (p. 594). The findings also supported the idea from Pan (2015) that most of the students’ motivation for learning English in China is instrumental, especially with regard to passing various examinations. However, the assessment of English is one of the challenges of incorporating the GE concept in English learning and teaching. There are some constraints imposed by language assessment, fixed conventions for formal writing, and media influence. For example, Brown (2014) claims that incorporating GE concepts in high-risk tests may challenge the established construct validity and fairness. In other words, “if a particular variety of English is to be used in a test, a thorough description of that variety needs to exist, and all test takers should be familiar with that variety” (Kubota, 2019, p. 13). Even for locally developed performance tests, all stakeholders, including parents, would need to accept the basic concept of GE. Therefore, there is no equality among the various English varieties. This is in agreement with Jenkins (2007), who claims that “NNS (Non-native speaker) English countries emerge as places where NSs of English go to teach, NS countries as places that NNSs go to learn, and where experts and authoritative publications originate” (p. 48).

In a nutshell, British English and American English are accepted as Standard English, and students show their preference for Standard English over other varieties of English from the “Outer” or “Expanding” Circles. This point can be explained by the influential power of Britain and America in their military, politics, economy, and cultures. Moreover, globalization and capitalist forces, Chinese education policies, and examination cultures also enhance the formation of a native speakerism concept that is deeply set in students’ minds.

4.2.3.2 The Co-existence of Standard English and Local English in ELT

It was seen that 14 out of 18 of the participants interviewed supported the use of Standard English as a pedagogical model and 10 out of 18 considered native speaker culture as an important target culture in ELT. There are two possible rationales for advocating the use of Standard English as an instruction model. One rationale comes from the Standard English ideology. The majority of Chinese students most likely see Standard English as the most acceptable target variety in English language classrooms, which results in their preference for Standard English and its cultures. In the interviews, 17 out of 18 participants aspired to sound like British or American speakers. In their view, approximating to NS competence means more opportunities for a better life. As suggested by Pan and Block (2011), English can be considered as a capital investment that helps increase job opportunities and obtains social status. Another rationale comes from the students' need to pass English language examinations (Nomnian, 2018b). In this study, all the interviewed participants mentioned that they were required to take such standardized tests as CET-4, CET-6, IELTS, or TOEFL, which are generally constructed based on NS norms (Mahboob, 2018).

While acknowledging the advantages brought by the achievement of NS competence, 8 out of 18 found it necessary and beneficial to integrate various varieties of Englishes and their cultures into the English classroom. Several reasons may explain this finding. First, students' awareness of the diversity of Englishes can be raised by a rich exposure to and experiences of different English varieties in their daily lives. In real life, students have many opportunities of listening to different English varieties via the media or the Internet. The Internet provides millions of reading texts

written by non-native English speakers (Floris & Renandya, 2020). Besides, the interviews revealed that students observed the different varieties of English used by their English teachers with different local accents or in hotels and tourist attractions, and some even had ELF experiences through the use of their own English in daily life or on the Internet. For example, students often encounter foreign teachers or international students with different first languages on and off their university campus (e.g., in the coffee shop and the Mall).

Moreover, students had an awareness of the diversity of Englishes and their cultures. Specifically, the questionnaire results show that 81.70% acknowledged the diversity of English, which surely motivates students to consider and observe the conversations between ELF users in their English language textbooks or English video clips. This reinforces Marlina's (2014) explanation that the effects of globalization have resulted in a huge increase in advanced information technologies and human mobility around the world and this has caused some uncertainty about the linguistic background of the speakers one needs to speak to in English.

Consequently, ELT professionals are encouraged to take into consideration this diverse and complicated reality of English as well as English users in their teaching practices to prepare their students for real-world communication (Matsuda, 2018). He and Zhang (2010) also claim that the NS model may not be appropriate in China and "to insist completely on this model may not only be less useful but also a hindrance to teachers and learners" (p. 773). According to He and Zhang (2010), the selected features of "China English" can be combined into the NS model, as proposed by Kirkpatrick (2006), or as Standard English plus, as suggested by Li (2006), because most Chinese learners of English are L1 Chinese speakers who develop their

English language skills with the help of L1 Chinese teachers.

Regarding English learning and teaching, students also displayed “a choice fraught with conflicts of ideologies and interests” (Kirkpatrick, 2006. p. 71). Firstly, most sources of English materials for teaching and learning use native-speaker varieties of English and their cultures. The result is in accordance with Xie’s (2014) conclusion that “there are no texts originating from or representing local Chinese culture or the cultures of other Outer or Expanding Circle countries” (p. 46) and this is similar to Rai and Deng’s (2016) finding that the contents of English materials for teaching and learning are mainly native English speaker oriented in some English textbooks in China. In a similar vein, the results support He’s (2015) study, where he displayed four official documents that guided ELT (see p. 66), which emphasized the objectives or principles of developing cultural knowledge and awareness and intercultural communicative competence; however, none of them concerns GE-informed issues (Wen, 2012b). However, some of the participants interviewed (e.g., Nancy and Tim) expected English materials to include various English varieties and cultures, global issues, and real-life concerns and the needs, interests, and values of all countries, which is similar to Galloway’s (2013) participants who were open-minded about Global Englishes in English learning and teaching.

Secondly, one-third of the participants interviewed asserted that a native English teacher is a better teacher of English. A native English teacher is equipped with proper pronunciation, unique ways of thinking, and modern teaching methodology. This belief is in line with Nomnian’s (2018a) conclusion that “native-speakerism ideologies are implicitly embedded within Chinese students’ cultures of learning, language use and practices” (p. 93). It is also similar to Xie

(2014), who identifies three strengths of native English teachers in College English Teaching in China: “(1) language strength (‘standard’ pronunciation, better accent, natural and native expressions); (2) cultural strength (better knowledge of the culture of the English-speaking countries); and (3) teaching strength (flexible teaching methods, creating a better English learning ambiance)” (p. 48). However, two-thirds of the participants interviewed claimed that a native English teacher might not be a better teacher of English. A proficient teacher of English could be a proficient English user from any country around the world. As with previous study (Braine, 1999), “non-native English” teachers have some particular merits, such as a knowledge of the students’ mother language and culture and their shared learning experiences with the students. Besides, a proficient teacher of English could make use of the mother tongue to help interlocutors to achieve mutual intelligibility. As in a previous study (Xie, 2014), native English teachers in College English Teaching usually find it difficult to communicate with Chinese students because they do not speak Chinese or understand Chinese culture with the result that they are not fully aware of the problems in teaching certain aspects, particularly with respect to the teaching requirements and syllabus (p. 48).

Thirdly, 10 out of 18 of the participants interviewed argued that priority should be given to British or American English and cultures in English learning and teaching. As with previous research (Cook, 2007), native English and its speakers and cultures have often been regarded as target models for ELT practices in Chinese contexts. However, 8 out of 18 believed that English learning and teaching should provide students with opportunities for exposure to different varieties of English and cultures in the English language classroom. This result is in agreement with Matsuda (2017) who points out that “the unprecedented spread of English and the growing

importance of English as an international language complicated the notion of English, English speakers and English-speaking cultures, and challenged the taken-for-granted assumptions in the field of ELT” (p. xiii).

Fourthly, 4 out of 18 of the interviewees held that learning English or learning through English threatens the Chinese language and culture. The use of English as a global language may “kill” other languages, supporting Crystal’s (2003) argument that “Perhaps a global language will hasten the disappearance of minority languages, or - the ultimate threat - make all other languages unnecessary” (p. 15). Similarly, this result is in line with Canilao (2019) who stated that “..., in the process of acquiring it [English], I lost the opportunity to unearth a wealth of my mother tongue and my own culture” (p. 87). However, 14 out of 18 interviewees also believed that learning English or learning through English may not threaten the Chinese language and culture. They considered it unlikely that language loss would occur if there were a large number of native speakers using that language.

In sum, many participants revealed their receptive attitudes toward GE, on the one hand, but expressed their preference for British English and American English, on the other hand. The tension in students’ minds may explain this point, which is that standard language ideology is deeply imbued in their minds through teaching and learning materials and standard examinations and an awareness of the diversity of English and cultures through exposure to the media or the Internet or their ELF experiences in real life.

4.2.3.3 The Awareness of Global Englishes

Based on the quantitative data, the majority of participants acknowledged the diversity of Englishes and their cultures, which was further

supported by the interviews and student diaries. 6 out of the 18 participants interviewed fall into the Global Englishes position. One possible reason might be due to students' awareness of GE both at the theoretical and practical levels. Theoretically, WE/ELF/GE research challenged the traditional understanding of English learning and teaching, (e.g., Galloway, 2011, 2013, 2017a; Jenkins, 2003, 2007; Kachru, 1985, 1992; Kirkpatrick, 2006; Kirkpatrick & Xu, 2002; McKay, 2012, 2018; Seidlhofer, 2001, 2004). The research may have influenced students' understanding of English and cultures. The WE/ELF/GE framework questioned the ownership of English and whether the NS norms should be retained in teaching English in an era of globalization. Scholars have emphasized the diversity of Englishes and their cultures, the role of mutual intelligibility, and communicative strategies. They also advocate moving away from the traditional ELT paradigm to a new one, such as "ELF-aware pedagogy" (Bayyurt & Sifakis, 2015; Sifakis, 2014), "GELT" (Galloway & Rose, 2015a), "WE-informed ELT" (Matsuda, 2017), or GE-informed pedagogy, which "encourages a shift from using native-speaker norms of English as a yardstick to benchmark competence to accepting the diversity of Englishes as having a legitimate status and respect" (Prabjandee, 2020, p. 53). Studies (e.g., Duru, 2020; Mahboob, 2018; Moussu & Llorca, 2008; Seidlhofer, 2003) on "Non-native English" teachers (NNESTs) have illuminated the advantages of NNESTs in serving as a good L2 user model, providing students with effective instruction on grammar and learning strategies (Moussu & Llorca, 2008). In addition, while talking about the practical use of English outside the classroom, the participants did not like the NS standard but agreed that successful communication could entail native-like proficiency.

Another reason concerns students' awareness of today's

sociolinguistic landscapes of English. Students are aware that in an “increasingly globalized world” (Seidlhofer, 2001, p. 357), where they have more opportunities of communicating with people from different lingua-cultural backgrounds, there are diverse Englishes and cultures. ELF users communicate with other English speakers in their own ways. This is in line with He (2017), who believes that a growing number of Chinese people adopt English to communicate with others in their professional lives. Thus, they inevitably appropriate and shape English to meet their practical needs, which results in the development of the unique characteristics of English used by Chinese people. Consequently, there is no need for Chinese users of English to comply with the NS norms all the time, especially in ELF encounters.

The third reason may be related to their ELF experiences. The significance of experiences is also highlighted by some scholars (Wang, 2015; Wang & Jenkins, 2016). For instance, Wang and Jenkins (2016) found that the participants with little ELF experience attributed the intelligibility of their accents to conforming with NS models. In this study, although several students had traveled abroad, people’s mobilization and the development of technology provided students with more opportunities to gain exposure to diverse Englishes and cultures in daily life or by watching videos and browsing the Internet. Students realized that mutual intelligibility was more important than conformity to NS norms in ELF communication. As Matsuda and Matsuda (2018) pointed out, “... making one’s own message clear and trying to understand others is not the sole responsibility of non-native speakers or speakers of less privileged English varieties. Everyone is responsible for and should contribute to successful communication” (pp. 129-130). That is, if mutual intelligibility can be achieved, any variety that the interlocutors speak can be treated as acceptable.

In addition, communicative strategies help in facilitating the understanding of communication. The students emphasized the need for training in communicative strategies (e.g., paraphrasing, repetition, gestures, drawings) for successful international communication. They also suggested that when native English speakers communicate with “non-native English” speakers, it may be necessary to use accommodation skills (e.g., speaking slowly, reducing the use of slang etc.) to benefit their communicative partners. It is crucial to notice that students also emphasized the role of their mother language, although this “might sometimes be seen as an example of lower proficiency or of not being fluent enough in English” (Kiczkowiak & Lowe, 2019, p. 88). Some students believed that the use of the mother language could sometimes facilitate the understanding of some complicated or abstract ideas. They suggested that learners should develop an awareness of how to make use of their mother language inside and outside the classroom.

The last reason might be the result of English use in China. According to Kachru (1985), English use in China is categorized as norm-dependent, indicating that the development of China English as a well-established variety still has a long way to go. However, the increasing use of China English may lead Chinese people to become more aware of themselves as legitimate speakers of their variety of English as well as making them feel a growing sense of ownership of the language. These attitudes were reflected in the questionnaire results which showed that 58.53% of students believe English nowadays belongs to all English users. Nevertheless, it is worth noticing that the findings run counter to those of previous studies (e.g., Fang, 2017; Matsuda, 2003; Saengboon, 2015), which revealed that non-native speakers in their studies did not claim ownership of English and considered English as a foreign

language. However, it is in line with Jenkins's (2015a) and Seidlhofer's (2011) proposal that China English can be treated as a norm-developing variety of English.

This finding is also supported by those adopting the GE position, who argue that it is necessary and crucial to express their voices and identities in the use of English. For example, one interviewee noted: "I think it is still very important, after all, we are now in an era of globalization, and the degree of this globalization is getting wider and deeper. If a country wants to stand as one of the top countries in the world or to integrate better into the trend of globalization (in this situation), one needs the language to convey his own cultural identity". Students' desire to convey their Chineseness in English may lead them to adopt some features of the Chinese language, which have developed into the characteristics that distinguish China English from other varieties (He & Li, 2009). To be specific, the questionnaire result revealed that 68.29% of the Chinese participants argued that they do not mind which varieties the interlocutors speak if their communicative intentions are clear.

Overall, students have expressed a certain GE awareness, which can be attributed to the impact of WE/ELF/GE research on learners' conceptualizations of English and English learning and teaching both in theory and in practice. The status quo of English and English use in China, and students' ELF experiences also helped students to make sense of the diversity of English and its cultures.

4.2.4 Summary of Discussion of Research Questions 1 and 2

This section discusses the reasons that may account for students' conceptualizations of English and English learning and teaching and their underlying assumptions. Three rationales in particular may account for these findings. First, the existence of the hegemony of British English and American English has a significant

influence on students' understanding of native speakerism. Consequently, the NS model is used for the pedagogical model in English learning and teaching in the EFL/ESL contexts. Second, the co-existence of Standard English and local English in ELT can explain students' Glocal English position. On the one hand, students acknowledge the diversity of English and its cultures. On the other hand, students have to comply with NS norms in terms of language tests, especially when there is a lack of English learning and teaching materials based on diverse Englishes and cultures. Third, WE/ELF/GE research and practice help students understand today's sociolinguistic landscapes of English better. Students' own ELF experiences also promote the development of their GE awareness.

4.3 Findings and Discussion of Research Question 3

4.3.1 Findings of Research Question 3

4.3.1.1 Quantitative Data

The quantitative data reveal that the GE-informed pedagogy was effective in raising the students' GE awareness. Descriptive statistics shows that students had a positive attitude toward the GE-informed course, as indicated by the high mean score ($M = 4.07$, $SD = 0.50$) in Table 4.13. Table 4.13 displays that 89.02% considered that their GE awareness has been raised after taking the course (Statement 38, $M = 4.24$) and 93.93% believed that they had acquired more knowledge about GE after taking the course (Statement 39, $M = 4.23$), which demonstrates that the GE-informed pedagogy is useful to provide students with a better understanding of the GE concept. Moreover, 87.81% wanted to know more about GE after taking the course (Statement 40, $M = 4.17$), indicating that the GE-informed pedagogy is effective in

motivating students to understand English from a GE perspective. In addition, 89.02% considered that English belongs to all English users including speakers from the Outer and Expanding Circles (Statement 37, $M = 4.00$) and 70.74% felt more confident when speaking English with others than before (Statement 36, $M = 3.72$), implying that understanding English from a GE perspective is helpful to understand the ownership of English and raise students' self-confidence in a globalized context.

Table 4.13 Effects of a GE-informed pedagogy in raising students' GE awareness

Statement	Students (N = 82)		Percentage (%)				
	Mean	SD	5	4	3	2	1
Overall	4.07	0.50					
36. I am more confident when I speak English with other people than before.	3.72	0.79	10.98	59.76	19.51	9.76	0
37. I think English belongs to all English users, including speakers from the Expanding Circle.	4.00	0.57	13.41	75.61	8.54	2.44	0
38. I think my awareness of Global Englishes was developed by this course.	4.24	0.71	37.80	51.22	8.54	2.44	0
39. I have more knowledge about Global Englishes than before.	4.23	0.67	32.93	60.98	2.44	3.66	0
40. I would like to know more about Global Englishes after this course.	4.17	0.73	32.93	54.88	8.54	3.66	0

Note: 5= "strongly agree"; 4= "agree"; 3= "undecided"; 2= "disagree"; 1= "strongly disagree"

The inferential statistics result indicates that Chinese university students' GE awareness developed significantly after the implementation of the GE-informed pedagogy in the English classroom. The result of the paired-samples T Test (see Table 4.14) reveals that there was a statistically significant difference in the scores of students' conceptualizations of English and English learning and teaching between the post-Q and pre-Q ($t(81) = 4.73, p < 0.05$). An analysis of the means of the two groups indicates that the average score of students' conceptualizations of English and English learning and teaching in the post-Q ($M = 3.72, SD = 0.27$) was significantly higher than that in the pre-Q ($M = 3.57, SD = 0.25$). The difference between the means

is 0.15 points on a 5-point questionnaire survey.

Table 4.14 Comparison of students' scores on their conceptualization of English and English learning and teaching (n = 82)

	Post-Q		Pre-Q		MD	t (81)	p
	M	SD	M	SD			
Overall	3.72	0.27	3.57	0.25	0.15	4.73	.000*
The importance of English	4.21	0.47	4.08	0.60	0.14	2.23	.028*
English speakers and their culture	3.94	0.64	3.70	0.62	0.24	2.97	.004*
English speaking in intercultural communication	4.09	0.51	3.91	0.40	0.18	2.93	.004*
Varieties of English	3.46	0.52	3.20	0.49	0.26	4.01	.000*
English use in China	3.23	0.50	3.08	0.52	0.15	2.44	.017*
Chinese users of English and their identities	3.46	0.45	3.42	0.40	0.04	0.85	.396
Beliefs on English learning and teaching	3.64	0.46	3.60	0.41	0.04	0.90	.335

Note: * $p < 0.05$

Specifically, Table 4.14 demonstrates that there were statistically significant increases in domains such as the importance of English (MD = 0.14, $p = 0.028$), English speakers and their cultures (MD = 0.24, $p = 0.004$), English speaking in international communication (MD = 0.18, $p = 0.004$), varieties of English (MD = 0.26, $p = 0.000$), and English use in China (MD = 0.15, $p = 0.017$). However, Table 4.13 also displays that while there were changes, e.g., Chinese users of English and their identities (MD = 0.04, $p = 0.396$) and beliefs on English learning and teaching (MD = 0.04, $p = 0.335$) increased, these results were not significant.

In sum, the quantitative data analyses manifest that the implementation of the GE-informed pedagogy in the ELT classroom raised students' awareness of Global Englishes effectively.

4.3.1.2 Qualitative Data

The qualitative data indicate that students' GE awareness developed after the implementation of a GE-informed pedagogy. This is apparent in three aspects:

1. awareness of the diversity of English; 2. assessment of English from a GE perspective; and 3. increase of confidence.

1) Awareness of the Diversity of English

Students' awareness of the diversity of English and its cultures generally developed after taking the course. In their opinion, Global Englishes is more than "Standard English". In other words, there are many English varieties, along with British English and American English. For example, Wealth stated that:

Before taking this course, I only knew there was British English and American English in the world. However, after taking the course, I realized that there are many English varieties all over the world, such as Singapore English, Malaysian English, China English, and Thai English, and so on. (S9, student interview)

In a similar vein, Abby commented:

I have never noticed that there are many Englishes. I think English is just a kind of language and I have never thought that there are different varieties. I learned from the course that in each foreign country such as Singapore and New Zealand, people speak their own variety of English. There are also some differences between these varieties. It was the first time I learned something about Global Englishes in such a formal way. (S1, student interview)

Also, Tanya and Jack explained that they realized that not all the English users around the world speak "Standard English." Instead, most of the people used English with their own features. As reported by Tanya:

I used to think that foreigners speak similar English. However, from what the teacher taught us and the videos I watched in class, I learned that people in many places around the world do not speak Standard English. Instead, they speak English with their own linguistic and cultural features. (S8, student interview)

Similarly, Jack stated that:

After taking this course, I will not be surprised when I meet people who do not speak Standard English in the future because I know that in other places on the planet, people may speak a localized form of English, for example, China English. Therefore, we need to be tolerant and understanding rather than being confused about whether his language is English or not. (S2, student interview)

It can be concluded from the above quotations that students accepted the diversity of English. In addition, their acceptance of the diversity of English can also be identified in the students' diaries. For instance, a student wrote:

At first, English was the mother tongue of the British people. However, with the expansion of the British colonies, English spread to all parts of the world, resulting in many English varieties, such as American English, Singapore English, Philippine English, and so on. Standard English is a variety of English that can be understood by others when communicating with foreigners. There is no real fixed Standard English, and even in the US, different states have different varieties of local English. (S3, student diary)

Also, some other students noted:

English is used as an international language in the world. With the spread of English, there appeared many varieties of English, such as Singapore English, Malaysian English, Indian English, etc. (S16, student diary)

The British colonial policy of 'indirect rule' is the main reason for the differences between British English and the English spoken in the British colonies. For example, countries such as Singapore, Malaysia, Brunei, and Burma were British colonies. They were ruled over by Britain for many years. They developed their own English with local characteristics and cultures. They were able to realize the social functions of language by using their own variety of English. (S17, student diary)

In my opinion, 'Standard English' is like 'the mother' of all the other varieties of English because Singapore English and Malaysian English, for example, developed from 'Standard English'. As a Chinese saying goes, 'A dragon has nine sons, and each of them is different from each other,' which means that none of them is better or worse than each other. In other words, it is unnecessary to argue that 'Standard English' is better

than other varieties of English. (S19, student diary)

The above data suggest that the students' GE awareness was raised after taking the course. They acknowledged the existence of varieties of English and understood the relationship between "Standard English" and other varieties of English. This means that the GE-informed pedagogy effectively raised students' awareness of the diversity of English and its cultures.

2) Assessment of English from a GE Perspective

It was observed that a change occurred in the ways of assessing English among some students from a standard English perspective to a GE perspective after taking the course. For instance, Tanya and Jack explained changes in their ways of assessing their own and other people's English as follows:

Before taking the course, I focused more attention on English grammar and vocabulary than the meaning of the language. After taking the course, I changed my mind. I think mutual understanding rather than Standard English norms is more important in international communication. (S8, student interview)

I used to think Standard English was commonly used all over the world. However, after taking the course, I have a different understanding of other varieties of English. In intercultural communication, the interlocutors do not care too much about what variety of English they speak if they can achieve a mutual understanding. (S2, student interview)

It can be interpreted from Tanya's and Jack's descriptions that they changed their ways of assessing English from a Standard English position, which focuses more on pronunciation, vocabulary, and grammar to a Global Englishes position, which attaches more attention to mutual intelligibility rather than Standard English norms. Likewise, Lisa said:

I used to believe that Standard English is the yardstick to assess one's English. After taking the course, I learned that there is no existence of Standard English. Every English user has his own way of speaking English. Moreover, I began to realize that attention should be paid to mutual intelligibility rather than only to Standard English norms in international encounters. In addition, I changed my attitudes toward the different varieties of English. Now I am more open and tolerant of the different varieties of English than before. (S6, student interview)

As with Lisa, Tanya showed her tolerance to the different varieties of English, too. She illustrated this as below:

Before taking this course, if I met Thais or Indians with poor English accents, I would think that their educational institutions were terrible. However, after taking this course, I know it is not their educational institutions that we should blame. It might be because their local characteristics are deep-rooted in their minds and affect their learning of English. (S8, student interview)

Such attitudinal changes towards English were also reported in the student diaries. Some of these entries were presented as follows:

I think *Introducing Global Englishes* course is interesting. It helped me understand that English is not fixed and that speakers from different countries have different accents when speaking English. This course allowed me to look at English in different ways. I used to think that the English I learned is the same as others learned in their countries in pronunciation and expressions. However, after taking the course, I realized that what I speak is China English. Other countries are learning their own varieties of English. The learning materials provided by the school are based on American culture and seldom involve contents from different cultures. (S3, student diary)

After taking the course, I looked at English and English learning and teaching from a different perspective because I realized the diversity of English and its cultures. English is not just a language but also a culture. When learning English, we should learn more about the culture and development of English than just accepting English as a language. I think the learning materials provided by the school, including textbooks, video materials, and activities organized in the classroom, help us learn English better. I can understand the culture better and appreciate the charm of the language. (S18, student diary)

More importantly, it (this course) made me realize that not only Chinese has dialects, but English also has local characteristics. I think international English teaching is necessary, through which people in the world can understand and tolerate each other. English is a language tool, and it is important to convey its meaning. (S28, student diary)

I think *Introducing Global Englishes* course is interesting. It enables us to recognize various pronunciations in different regions. It also provides us with another perspective to look at English and ELT. This course showed us all kinds of English, which made us understand the diversity of English and made us no longer look at English from a single perspective. Also, the learning materials, including reference books, video materials, and the activities organized in class, were useful. With these videos and materials, we were able to develop our enthusiasm and focus our attention on mutual intelligibility in communication. (S26, student diary)

The above students' entries display that the students embarked on looking at English and English learning and teaching from a GE perspective. The students did not evaluate their own English based on NS norms any longer. Instead, they transferred their attention to mutual intelligibility in international or intercultural communication, which can be facilitated by employing communicative strategies, accommodation skills, and translanguaging. In terms of English learning and teaching, they expected the learning and teaching materials to reflect the diversity of English and its cultures in global contexts. More importantly, they understood that English learning includes learning the different varieties of English and their cultures.

3) Increase in Self-confidence

It can be seen from this research that some students' self-confidence also increased after taking the course. They held that communication is relaxed and perhaps more enjoyable with non-native speakers. For instance, Mary commented:

After taking this course, I felt less stressed when speaking English with non-native English speakers and even native speakers than before because I focused my attention more on mutual understanding rather than the pronunciation, vocabulary, and grammar. (S18, student interview)

Another student, Lisa, commented:

Before taking this course, I thought my English was not good, and I felt inferior to those who can speak English with better pronunciation. After taking the course, I am aware of the diversity of English and feel more confident in learning English. I made up my mind to speak English boldly in communication in the future. (S6, student interview)

Sylvia, an English Major girl, with a strong sense of GE awareness-raising, noted:

I think my awareness of Global Englishes has been raised. Before taking this course, my self-confidence was low because our teacher required us to learn English based on native English speaker norms. After taking the course, I learned a lot about the English language and English cultures and customs. Through learning materials and watching video clips related to the concept of GE, I think I can make more sense of the cultures of some other countries. More importantly, I focused more on mutual intelligibility rather than approximating to Standard English all the time. This increased my self-confidence and encouraged me to learn English well. (S17, student interview)

The above qualitative data indicate that the implementation of a GE-informed pedagogy in the English classroom raised students' confidence in speaking English. This idea can also be supported by the evidence found in the students' diaries. For instance, two excerpts were as follows:

I prefer a different variety of English because I can speak English as I like, without worrying about grammatical mistakes and accent problems. In addition, speaking a different variety of English enhances my confidence and makes me love speaking English more. (S23, student diary)

Introducing Global Englishes is a unique course that builds the skills

and confidence for successful social and professional communication abroad, which can develop English language fluency and accuracy and help to acquire confidence and independence in one's social and professional communication and learn essential skills. (S53, student diary)

In contrast, some students had different views on the understanding of English and English learning and teaching. After taking the course, they accepted the idea that English is diversified; however, they insisted that priority should be given to Standard English. The most frequently stated reason was their belief that standard English is easier to understand and is “*authentic,*” “*beautiful,*” “*cool,*” and “*pure*” English as well. For example, Hawk noted that “*I think native English is authentic and cool. Native English speakers speak English fluently and naturally. They need not learn English to pass exams, and they can understand English well*” (S14). When asked to respond to his attitudes toward different English varieties, Hawk continued to say:

Different varieties of English (e.g., Indian English and Malaysian English) have their own native cultures. Although Singapore has made reforms, I think they should not abandon all of their characteristics. Instead, they should protect their features. However, in terms of pronunciation, they need to regard the British English and American English as a norm because they are easier to understand. (S14, student interview)

It can be observed that in Hawk's mind, the concept of native speakerism still prevailed. Although he acknowledged the existence of varieties of English and respected them, he exhibited his preference for Standard English norms in terms of pronunciation. These ideas are also reflected in students' dairies. Some examples are given below:

After taking the course, I learned that there are many regions in the

world where the mother tongue is English. However, due to cultural and regional differences, English pronunciation varies from region to region. In order to unify the use of English in various regions, there is Standard English. Standard English serves as an international language for the exchange of information in various regions of the world, just like Mandarin Chinese. Therefore, I will persist in learning Standard English. (S12, student diary)

Some students may prefer a localized form of English for some reason. However, as far as I know, I prefer British English, the so-called Standard English. It is the origin of English, including the most authentic English culture. Understanding British English will be helpful to learn and understand other English varieties. (S9, student diary)

4.3.2 Discussion of Research Question 3

It was observed that students expressed positive attitudes toward the Introducing Global Englishes course, and their GE awareness was raised after the implementation of the GE-informed pedagogy in the English classroom, as demonstrated by the results from the questionnaires, interviews, and student diaries. In the post-Q, students generally held a positive view of the effects of the GE-informed pedagogy in raising their GE awareness ($M = 4.07$, $SD = 0.50$). Moreover, the paired-samples T Test indicates that the students' GE awareness was significantly raised after taking the GE-informed course ($p < 0.05$). In addition, the interviews and students' diaries also indicate that the course raised their GE awareness. Therefore, as was found in Galloway's (2011) study, the intervention affected students positively. The results also resonate with Fang and Ren's (2018) finding that the students' GE awareness had developed after taking a GE-oriented course. Specifically, in this study, students' awareness-raising of GE included awareness of the diversity of Englishes, awareness of assessing English from a GE perspective, and awareness of increasing self-confidence. Three main reasons may account for the effects of the GE-informed

pedagogy in raising the students' GE awareness, namely, the objective of the course, GE-related activities conducted in class, and a critical perspective on ELT.

4.3.2.1 Objective of the Course

The first reason may be related to the objective of the course. The GE-informed course aimed to expose students to different English varieties and ELF interactions to develop students' GE awareness and raise their confidence as ELF users. Students' lack of self-confidence may lead to communicative anxiety (Suebwongsuwan & Nomnian, 2020). After taking the course, students should be equipped with more knowledge of English, including the history of English, the spread of English, and an understanding of such concepts as WE, ELF, EIL, and translanguaging. According to Brumfit (2001), language is shaped by its use. Therefore, the students' attitudes toward English might have changed as a result of the greater opportunities for understanding GE-informed issues. For example, Nancy changed her attitude and noted: *“Before taking the course, I only knew and accepted British English and American English. I felt that Chinese English accents and usage were funny. However, after taking the course, I think it is acceptable for someone to speak English with a local accent if intelligibility can be achieved in communication”* (S15).

4.3.2.2 GE-related Activities Conducted in Class

The second reason may concern the activities designed and conducted in class, which helped students to familiarize themselves with diverse Englishes and cultures. Galloway (2013) points out that familiarity is an essential factor influencing English learners' attitudes towards English varieties. The GE-informed course provided students with opportunities to take part in many activities. For example, watching video clips involving different Englishes varieties from the “Three Circles”,

discussing GE-informed issues (such as global warming, attitudes toward Standard English and English varieties, the future of English, and the ideal English teacher), and presenting students' attitudes toward SGEM in Singapore. These activities helped students become aware of the diversity of Englishes and their cultures and provided students with opportunities to use English in real-life situations (Nomnian, 2018b). As described by Galloway and Rose (2018), a presentation activity is a useful way to raise awareness of the diversity of Englishes and encourage critical reflection on the complexities surrounding standard language beliefs, which was seen to be important due to the dominant standard English ideology in the language curricula in China. In addition, the teaching materials used in this study also helped students to reflect on their perceptions of GE. Thus, this study supports Galloway's (2011) belief that "materials that focus on GE-related issues" should be brought into the classroom (p. 264).

4.3.2.3 A Critical Perspective to ELT

The third reason is that the GE-informed pedagogy provided students with a new perspective to look at English learning and teaching. After taking the course, some students questioned the NS model as norms and changed their way of assessing their English proficiency from a Standard English perspective to a GE perspective. The most frequently stated reason for this was their awareness of the sociolinguistic landscapes of English and English speakers, that is, the diversity of English and the fact that "non-native" English speakers outnumber native English speakers. Therefore, there is no need for ELF users to comply with NS norms all the time in ELF communications.

Moreover, students realized that mutual intelligibility rather than NS norms are more important in international and intercultural communication.

Communicative strategies, accommodation skills, and translanguaging can be employed to facilitate communication. For example, Tim reported: “It is more vital to express your ideas clearly in communication, and not to evaluate one’s English only based on NS norms” (S11). This comment proves that students learned to assess their English from a GE perspective. Furthermore, the students began to reconstruct their self-confidence in international communications as ELF users, and they came to realize that every variety is acceptable if mutual intelligibility can be established. For instance, Marie claimed: *“I am an English user, and I can express myself although I speak with a Chinese English accent. I do not feel embarrassed”* (S3). However, it should be noted that a GE-informed pedagogy does not relinquish accuracy. Instead, it gives priority to the notion of mutual intelligibility via meaning negotiation for communication.

In addition, students became more tolerant of people’s local English accents and lack of Standard English use after taking the course. For example, Marie stated: *“After taking the course, I am aware of the diversity of English and cultures, and I will respect other people more when they use non-standard English in communication”* (S3). Similarly, Wealth reported: *“Besides British and American English, I should develop my GE awareness and understand English and the cultures of other countries”* (S9). It is worth noting that although students conceived English from a GE perspective, the concept of native speakerism was still inculcated in their minds. For example, Marie, Wealth, and Tim reported that emphasis should be placed on mutual intelligibility rather than NS norms; however, they still regarded the NS model as a norm regarding general English courses and English proficiency tests (e.g., CET 4 or TEM 4).

4.3.3 Summary of Findings and Discussion of Research Question 3

To sum up, Chinese university students' GE awareness was raised by the intervention of a GE-informed pedagogy in the English classroom in several ways. First, the students were aware of the diversity of Englishes and their cultures. Moreover, many students changed their way of evaluating their English proficiency from a Standard English perspective to a GE perspective. In addition, the students gained in self-confidence in international or intercultural communication. Nevertheless, the concept of native speakerism was still implanted in the students' minds, and some students continued to insist on the use of Standard English, particularly with regard to pronunciation. The findings indicate that a GE-informed pedagogy had significant effects in raising Chinese university students' GE awareness, although there was still a preference for Standard English norms among some university students in China.

4.4 Summary

This chapter reports the findings of the students' conceptualizations of English and English learning and teaching, their underlying assumptions, and the effects of a GE-informed pedagogy in raising students' GE awareness. First, the participants expressed a positive attitude toward GE and showed awareness of English varieties besides the standard ones. However, the classroom critical analysis confirmed that the native speakerism was still clearly prevalent in the participants' minds. Second, the participants' conceptualizations of English were grounded in different language ideologies. These include legitimate varieties of English, native speakerism, Glocal English, and Global Englishes. Last but not least, the GE-informed pedagogy yielded a positive outcome, not only in raising the students' GE awareness but also in boosting

their self-confidence in cross-cultural communication.

This chapter also discussed the reasons as to why students held these assumptions and why the GE-informed pedagogy was effective in raising students' GE awareness. First, the hegemony of British and American English explains the prevalence of native speakerism in students' minds. Moreover, students' Glocal English position can be explained by the co-existence of Standard English and local English in English learning and teaching. In addition, students' views of Global Englishes changed after they had become more aware of Global Englishes through the intervention. Regarding the effectiveness of the GE-informed pedagogy on raising students' GE awareness, three reasons can account for these results: 1.) exposing students to different English varieties and ELF interactions; 2.) organizing activities with diverse Englishes and their cultures; and 3.) providing students with a new perspective on English learning and teaching. The implications of this research are discussed in the next chapter.

CHAPTER 5

CONCLUSION

This chapter concludes the thesis with four sections. Section One is a summary of the study; Section Two provides the implications of the study. Section Three concerns the limitations of the study, and finally, Section Four is related to the recommendations for future study.

5.1 Summary of the Study

This study implemented a GE-informed pedagogy in the English classroom at a university in the Chinese context. Importantly, such pedagogy is in line with calls over the last two decades (e.g., Galloway, 2011, 2013, 2017b; Galloway & Rose, 2015a, 2018; Matsuda, 2012a; McKay, 2002, 2018) for a paradigm shift from traditional ELT to a new paradigm in the approach to ELT. As stated by Rose and Galloway (2019), GELT responds to a move away from current ELT practice as a result of the view that it is no longer appropriate for the teaching of English in a global context (Kumaravadivelu, 2012). By using GE as a key construct, this study aimed to incorporate GE concepts into the English language classroom. In this respect, it enriches research by ELF/GE scholars (e.g., Baker, 2012; Fang & Ren, 2018; Galloway, 2013, 2017b), which found that participants' GE awareness could be developed by incorporating GE concepts into the English classroom, although the concept of native speakerism was still prevalent in their minds. Moreover, by a close

examination of students' assumptions on English language learning and teaching, this study has contributed to an area of observation that remains under-researched in ELF/GE research (Kirkpatrick, 2010). Meanwhile, it was found that the GE-informed pedagogy had a significant effect in raising students' GE awareness, which is consistent with Galloway's (2013) and Fang and Ren's (2018) observations that students' GE awareness was developed after taking a GE-related course. Put differently, another unique contribution of this study is that it builds on research on GE-related ELT practice by applying the GE concept in the ELT classrooms to develop an enriched GE paradigm. Based on the above observations, some pedagogical implications from the present study are discussed in the next section.

5.2 Implications of the Study

This study has some implications for English learning and teaching in China and possibly in other "Expanding Circle" countries both theoretically and pedagogically. Theoretically, the field of inquiry of GE and ELT has been broadened by examining university students' conceptualizations of English and English learning and teaching in the Chinese context. The GE-informed pedagogy provides a critical approach to ELT, which enriches the theory of English language learning and teaching.

Pedagogically, the GE-informed pedagogy challenges the traditional ELT approach. Firstly, the goal of teaching and learning needs to "shift from native-like proficiency to the ability to communicate successfully in international contexts" (Kiczkowiak & Lowe, 2019, p. 3). Some researchers (Jenkins, 2015c; Kachru, 1992, 1996; Matsuda, 2000; Seidlhofer, 2011) have claimed that English learners in Outer Circle and Expanding Circle countries are likely to interact with all English users rather

than with only native English speakers. As such, the NS model may no longer provide the best model for international communication (Kirkpatrick, 2010). For instance, some idiomatic usages in British or American English may be meaningless to a non-British or non-American person, which may make one's English less intelligible when using idioms, grammar, or pronunciation of one specific variety of English.

Instead, a GE-informed pedagogy can develop students' GE awareness and prepare them for authentic communications in a globalized context. It tries to move away from focusing on NS norms to mutual intelligibility. Moreover, it focuses more on the grammar, vocabulary, and pronunciation that make the use of English more effective for successful communication with people from different lingua-cultural backgrounds rather than to try to imitate the forms used by native speakers of English. In addition, it emphasizes that ELF users can employ various communicative strategies to facilitate their understanding when communicating in an international context. According to Richards and Schmidt (2013), communicative strategies are the ways (e.g., paraphrase, gestures, or mime) that interlocutors can employ to help to convey their intended meanings. These strategies include a pre-emptive strategy, which uses discourse markers and repetition, co-creates the message and checks or paraphrases comprehension (see Cogo & Dewey, 2012), and other strategies such as borrowing words from the interlocutors' language, guessing words from context (Kiczkowiak & Lowe, 2019), listening carefully to interlocutors and then adjusting their language appropriately, using simpler vocabulary or grammar, or changing their pronunciation slightly, or using non-verbal communications (e.g., gestures and drawings), sometimes even using L1 to make themselves understood, and sometimes adding more pauses to their speech, or using shorter sentences.

However, all the stakeholders, including policymakers in MoE, curriculum writers, material writers, and English teachers at various educational levels in China, should cooperate and coordinate to promote English learning and teaching from a GE perspective. Without their assistance, students may not adopt the concept of GE. It is noteworthy that the purpose of GE is not to replace NS norms but to inform students that they have choices in the most appropriate forms they can use to suit their individual needs (Galloway, 2011; Mairi, 2016).

Secondly, a significant challenge in implementing a GE-informed pedagogy in the ELT classroom is assessment. In language teaching and testing today, the majority of the international English language tests such as IELTS, TOEFL, and TOEIC focus on NS norms. In China's "exam-centered" context (Kirkpatrick, 2011), how English is tested will affect how English is taught in the ELT classroom due to the wash-back effect. Therefore, any changes in tests will also result in changes in teaching. A test restricted to NS norms cannot meet students' needs to use a language in which they will encounter diverse communities of practice (Wenger, 1998). As Jenkins and Leung (2017) claim, "standardized tests are unable to cope with the fact that language is messy, and lingua franca use is even messier, which renders futile the attempt to impose a present template on contingent use in diverse English contexts" (p. 10). They argue for "a move away from a monolithic framing of language competence in terms of native NS norms and practices" (Jenkins & Leung, 2017, p. 4) and call for a more ELF-informed approach to English language assessment. In this research, a formative assessment (see Appendix G) focusing on mutual intelligibility rather than conform to NS norms was adopted to assess the course in this intervention.

It is noted that some cities (e.g., Beijing and Shanghai) announced their plans to

decrease the ratio of English in the *Gaokao* in 2013 (Pan, 2015). Si (2019) reported that the *Gaokao* in Beijing and some provinces had reduced the scores of the English subject from 150 to 100 since 2016. Moreover, the English test is conducted twice a year to reduce the impact of English on *Gaokao*. Accordingly, some scholars argue that the mania for English in China may gradually fade (Yang, 2014). This move away from approximating to NS norms and highlighting the instrumental role of English might provide a space for tests that take a proper account of the increasing importance of GE, especially at the university level.

Thirdly, in the implementation of a GE-informed pedagogy, the importance of GE-awareness in teacher education cannot be overemphasized (Prabjandee, 2020; Sifakis, 2014). As an important stakeholder, teachers should have a full understanding of the GE concept and GE-informed pedagogy. They are expected to determine the relevance of GE-informed teaching, to choose GE-informed teaching and learning materials, and to design GE-geared tests. However, most in-service English teachers in China graduated from *English Education*, a program that approximates to NS norms. There might, therefore, exist a conflict between their learning experiences of the NS model in pre-service education and the expectations of GE-informed teaching in the future (Si, 2019). Consequently, there is a need to provide GE-informed courses to students majoring in *the English Education* program, which would help pre-service teachers to understand the concept of GE and what GE-informed pedagogy is in the early stages of their learning, as suggested by Dewey (2012), and prepare them more fully for their teaching in real English language classrooms as well.

Moreover, teachers should be encouraged to consider how to create course similar to the one in this study in different contexts and explore more activities to raise

awareness of the diversity of Englishes and students' self-confidence as legitimate global language users. For example, these activities can make use of the listening journal approach (Galloway & Rose, 2014), the presentation approach (Galloway & Rose, 2018), the debate approach (Rose & Galloway, 2017), World Englishes-based listening instruction materials (Passakornkarn & Vibulphol, 2020), and transformative-learning-theory-based activities (Prabjandee, 2020). As McKay (2002) has argued, language teachers should prepare their students to use English in globalized contexts and to raise their awareness of ELF users speaking English forms that differ from the NS norms depicted in ELT materials. Similarly, Matsuda (2003) has proposed some critical suggestions for teaching EIL in the English language classroom, such as introducing speakers of different English varieties, assessing students according to their communicative competence rather than only on grammatical correctness based on standard English, and using ELT materials representing EIL users by incorporating WE. In addition, the materials and activities used in this study could also be recommended to other researchers when they design their curriculum. These solutions may help L2 English learners consider themselves as legitimate English users and enhance their self-confidence in using English in a global context.

In conclusion, GE needs to be addressed both in theoretical and practical courses through which students may develop a greater awareness of GE. In addition to a separate GE-informed course, a thorough examination and discussion of GE in various courses regarding different aspects of language pedagogy would encourage students to reflect on these issues from a critical perspective that challenges mainstream orthodoxy. Moreover, it is also crucial to inform all stakeholders, such as learners, parents, teachers, administrators, teacher educators, testing experts, curriculum designers, and textbook

writers, about the sociolinguistic reality of English and its implications for language learning and teaching. Furthermore, the GE-informed pedagogy highlights linguistic and cultural diversity, which echoes “the complexity of the linguistic and cultural basis of English” nowadays (McKay, 2018, p. 21). However, in a context where NS models have been challenged, and the feasibility of the GE-informed pedagogy is still in debate, and pedagogical decisions should rely on a specific linguistic and cultural context (Dewey, 2012). It is expected that this research may encourage researchers like the author and other ELT practitioners to reflect carefully on the necessity and feasibility of implementing a GE-informed pedagogy in English courses in universities in China.

5.3 Limitations of the Study

This study examined the effects of a GE-informed pedagogy in raising Chinese university students’ GE awareness in the Chinese context. It offers some deep insights into students’ conceptualizations and the underlying assumptions they have toward English and English learning and teaching, and the effects of a GE-informed pedagogy in raising their GE awareness, which has significant implications for moving away from a traditional ELT approach and preparing students to be competent English users in a globalized context. However, this study also has several limitations.

Firstly, the sample is limited to only one university in China. Considering that China is a vast country, researchers may continue to examine the concept of GE in other universities to raise students’ awareness of and attitudes toward GE in different Chinese contexts. The teachers in other universities in China should be aware of how to integrate GE-informed materials into their teaching so that such a pedagogy will raise their GE awareness. This might reveal how Chinese university students’

conceptions of the notion of GE might be generalized.

Secondly, there is no control group to provide reliable baseline data with which to compare the results of the study. A control group is useful to eliminate and isolate confounding variables and bias, and also to measure the effects of the intervention. The findings of this study may also have been affected by variations in the teaching and learning environment or researcher bias. Therefore, if researchers want to undertake this study, they might increase the validity of their study by conducting a control group.

Thirdly, this research concentrated on how university students perceived the notion of GE and English learning and teaching. Some stakeholders (e.g., policymakers, material writers, and teachers) also play an important part in such a course, but this study was not able to investigate the effects of this course on their perceptions.

Finally, this study only interviewed students after the course to provide a deep insight into examining students' attitudinal changes after receiving the GE-informed instruction. However, more insights into students' attitudinal changes in raising their GE awareness could be investigated if a pre-course interview had also been undertaken to examine students' understanding of GE before taking the course. In this way, one would be able to determine the development of the students' awareness of GE from the beginning to the end of the intervention.

5.4 Recommendations for Future Research

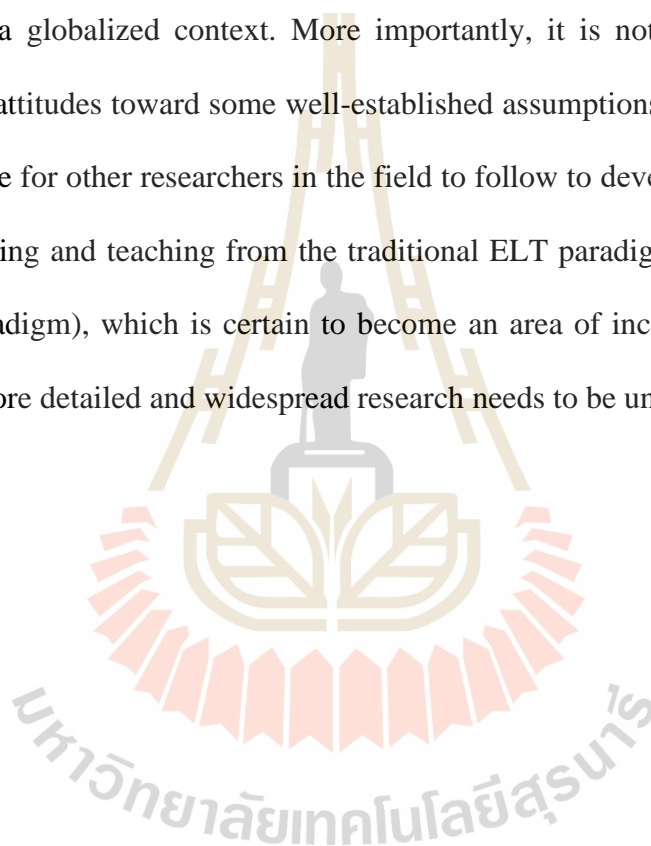
Although this study has generated some useful insights into students' perceptions of English and English learning and teaching in a Chinese university, inevitably, it has

some limitations that need to be overcome in future research so that more focused attention can be given to some specific fields in the process of GE awareness development. Some recommendations can be suggested for future research.

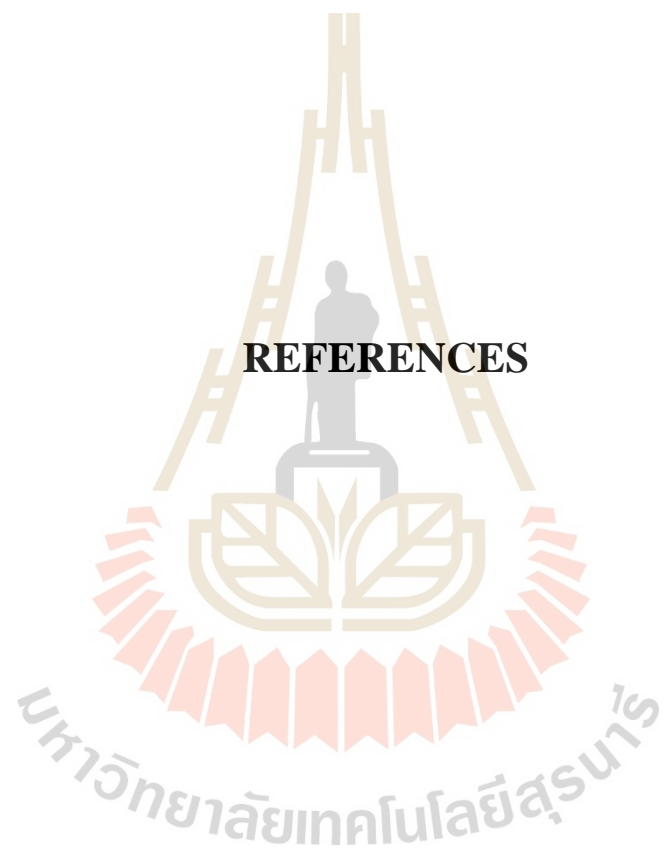
First, multiple samples in EFL contexts could be selected for future research to investigate further effects of a GE-informed pedagogy in raising students' GE awareness in other countries, for example, the "Outer Circle" and "Expanding Circle" countries. Although the effects of a GE-informed pedagogy have been proved in the current study, further research is needed to examine its effects in different contexts with different samples to understand all the possible advantages and disadvantages of such a course. Moreover, a control group should be added to future research. With a control group in the research design, the validity of the findings may be increased, and the potential effects of the variables might be controlled. Therefore, the effects of a GE-informed pedagogy in raising students' GE awareness could be focused on more deeply. In addition, further research can be conducted to explore ESP or interdisciplinary courses with a GE orientation.

Furthermore, a comparison of the perceptions of the various stakeholders could be conducted in future research. Such a comparison, for example, to consider the students' needs, would potentially lead policymakers to provide policy supports, material writers might provide GE-informed textbooks, and teachers could be encouraged to provide a more appropriate teaching methodology to prepare students adequately for their roles as competent English users in a global context. In addition, any future studies should interview students to elicit their understanding of English and English learning and teaching before the application of a GE-informed pedagogy in the English language classroom.

In conclusion, this research has produced some significant findings demonstrating that students' GE awareness can be raised with the implementation of a GE-informed pedagogy in the English language classroom in China, a country in the Expanding Circle. To a certain degree, it has generated some insights into how the process of development affected the students. However, the concept of native speakerism remained in students' minds, despite their experiencing the limitations of this approach in a globalized context. More importantly, it is not easy for learners to change their attitudes toward some well-established assumptions. Since this study is a stepping stone for other researchers in the field to follow to develop students' ideas of English learning and teaching from the traditional ELT paradigm to a new paradigm (WE/GE paradigm), which is certain to become an area of increasing importance in the future, more detailed and widespread research needs to be undertaken urgently.



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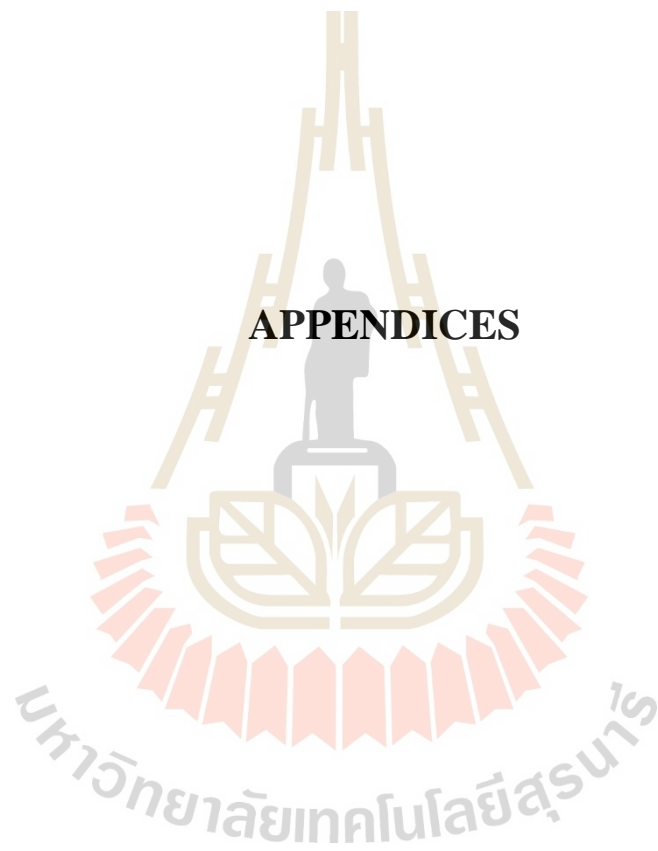
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APPENDICES



APPENDIX A

(Pre-course questionnaire) Questionnaire about the Chinese University Students' Conceptualizations of English and English Learning and Teaching

Thank you for your cooperation. This questionnaire aims to examine your understanding of English and English learning and teaching. Please circle the answers which best suit your situation because we are interested in your real thoughts. It might take about 25 minutes to complete the questionnaire. Please note:

- A. This questionnaire is divided into three parts. Please read the instructions carefully before you begin.
- B. Since it is not a test, there are no right or wrong answers.
- C. The contents will be kept confidential. Personal information will not be disclosed under any circumstances.
- D. During the responding process, you can add details, clarifications, questions, or comments wherever there is a space.
- E. If you want to know the survey results, please contact Mr. Huashan Lu by emailing luhuashan760821@163.com.

附录 A (课前问卷)

关于中国大学生对英语和英语教学概念理解的问卷调查

苏兰拉里理工大学

感谢您协助此研究。该问卷目的在于了解您对英语和英语教学的看法。请选择最符合您情况的答案，因为我们想了解您的真实想法。该问卷将历时 25 分钟。请注意：

- A. 这项调查分三部分。在您开始选择之前，请仔细阅读每一部分的要求。
- B. 由于该调查不是测试，因此您选择的答案无关对错。
- C. 表格内容将绝对保密。无论在何种情况下，我们都不会公开您的信息。
- D. 在做问卷时，您可以在空白处补充细节，解释，问题或评价。
- E. 若想知道结果，请发邮件 luhuashan760821@163.com，与鲁华山联系。

Part I. Personal information (第一部分、个人信息)

For each question below, please tick a box or fill in the blank. (请勾出以下问题的答案)。

1. Student ID (学生编号) _____
2. Gender (性别)
Male (男) Female (女)
3. Age (年龄) _____ years old (岁)
4. What year are you? (您现在上几年级)?
First-year (一年级) Second-year (二年级)
Third-year (三年级) Fourth-year (四年级)
5. Which college are you from (你来自哪个学院)? _____
6. How long have you been studying English? (您学习英语几年了?) ___ years (年)
7. Which variety of English are you learning in school? (您在学校学习哪种变体?)
American English (美式英语) , British English (英式英语)

- Other (其他英语变体) _____, I don't know (不清楚) .
8. Which variety of English are you learning outside of school? (您在学校学习哪种英语变体?)
- American English (美式英语) , British English (英式英语) ,
- Other (其他英语变体) _____, I don't know (不清楚) .
9. Your score in CET 4 (您的大学英语四级是) _____
10. Please describe your language learning experience. (请描述您的语言学习经历)。 Please tick one or more. (尽可能多地勾出您的答案)。
- Cram School (补习班、补习学校) School(学校)
- Holiday abroad (假期出国学习) study abroad (在国外学习)
- Foreign friends (跟外国朋友学习) University (大学)
- English club (英语俱乐部) Internet (网络)
- DVDs/Music (通过数字视频/音乐学习)
- English Conversation School (英语会话学校)
11. What is the longest period you have spent in a foreign country (您在外国最长待过多久)?
- I have never been (我从没去过) under 1 month (1个月以内)
- 1-2 months (1-2个月) 3-6 months (3-6个月)
- 7-12 months (7-12个月) more than one year (一年以上)
12. What other language(s) have you learned or are you learning (您学过除英语之外的哪些语言或者您正在学除英语以外的哪些语言)?
- I have not learned/I am not learning any (我没学过/我现在没学任何语言)
- Spanish (西班牙语) French (法语) German (德语)
- Japanese (日语) Korean (韩国语) Russian (俄语)
- Others (其他) If others, please specify (如果您学过其他语言, 请列举): _____
13. Where do your present and previous English teachers come from (您现在和之前的英语老师来自哪里)? Please tick one or more (请勾选合适的答案,可多选)。
- The United Kingdom (英国) America (美国)
- Canada (加拿大) Ireland (爱尔兰)

India (印度) New Zealand (新西兰) Australia (澳大利亚) South Africa (南非) China (中国) Korea (韩国) Singapore (新加坡) Other (其他)

If other, please specify (如果您学过其他语言, 请列举): _____

Part II: About English and English learning and teaching (5-point Likert Scale) 第二部分、关于英语和英语语言教学 (李克特 5 分量表)。For each of the statements below, please decide whether you strongly disagree (1), disagree (2), undecided (3), agree (4) or strongly agree (5) and choose the appropriate number (对于一下每种说法, 请您决定您是否强烈反对(1)、不同意(2)、不确定(3)、同意(4)、或强烈支持 (5) 并选出合适的数字)。

Some terminology may be unfamiliar to you. Here are the definitions: (您可能对一些术语不太熟悉, 定义如下):

1. Varieties of English: Different Englishes spoken in different areas of the world. (e.g., American English, British English, Indian English). (英语变体: 世界上不同地区的人说不同的英语, 例如: 美式英语、英式英语、印度英语)。

2. English as a lingua franca: English is used as a means of communication among speakers from different linguistic and cultural backgrounds. For example, people from Korea and Russia use English to communicate with each other in English. (英语作为通用语: 英语是来自不同语言背景和文化背景的人们交流的一种方式。例如, 韩国人和俄罗斯人说英语与对方交流)。

3. ELLT: English language learning and teaching (英语语言教学)。

1. I think English is widely used in the world. 我认为英语是世界上广泛使用的语言。

2. I believe learning English is important in understanding foreigners and their cultures. 我认为学习英语对理解外国人及其文化很重要。

3. I think knowing English is more useful than knowing any other foreign language. 我认为了解英语比了解其它外语更有用。

4. I think English is necessary for me to survive in my future workplace. 我认为英语对我未来的工作是有必要的。

5. I think English belongs to all the speakers who use English. 我认为英语属于所有讲英语的人。

6. I think English speaking cultures are diverse nowadays. 我认为现如今的英语文化是多样的。

7. I think English speaking cultures are complicated nowadays. 我认为如今的英语文化很复杂。

8. The goal of intercultural communication is to achieve mutual understanding. 跨文化交际的目的就是交际双方能够相互理解。

9. In intercultural communication, interlocutors need to use communicative strategies (e.g., paraphrasing, repetition) to facilitate the understanding of communication. 在跨文化交际过程中, 交际双方需要运用交际策略(如, 改写、重复)来促进理解和交流。

10. In intercultural communication, English language users need to adjust their speaking for the benefit of their communicative partners. 在跨文化交际过程中, 英语使用者需要调整其说话方式, 以便于交流对象更好地理解他们所讲的内容。

11. There are many varieties of English in the world, such as American English, British English, Singaporean English, and Malaysian English. 世界上有许多种类的英语, 如: 美式英语、英式英语、新加坡英语和马来西亚英语。

12. I want to sound like American or British people. 我希望自己的发音听起来像美国或英国人。

13. I do not like people speaking English with accents such as a Singaporean accent or an Indian accent. 我不喜欢讲英语带口音（比如新加坡口音、印度口音）的人。
14. China English should be regarded as a variety of English. 中国英语应被视作一种英语变体。
15. It does not matter to me which variety of English I speak as long as people understand me. 只要人们理解我，我不介意我讲哪种英语。
16. I think products with an English name sell better than those with a Chinese name. 我认为带英文的产品比带中文的产品卖得好。
17. I think there is a lot of English in Chinese TV commercials. 我认为中国电视广告中有许多英语。
18. I think CGTV (TV network) should hire English speakers with different first languages as their video jockeys. 我认为卫视传媒公司（电视网络）应该雇用不同母语背景的英语者做主持人。
19. I think English should be used more in communications among Chinese people. 我认为中国人在交流时应该多使用英语。
20. I feel uncomfortable when hearing a Chinese person speaking to another Chinese person in English. 当听到一个中国人用英语同另一个中国人交流时，我感到不大舒服。
21. I appreciate those who can speak English. 我欣赏那些会讲英语的人。
22. I regard English in my country as a negative influence on Chinese culture. 我认为，在中国英语对中国文化有一种负面影响。
23. I think the way people speak and use English can reflect their national and cultural identity. 我认为人们说英语和使用英语的方式会影响他们的民族认同感和文化认同感。
24. I do not want to lose my Chinese identity when I speak English. 讲英语时，我不想丢掉中国身份。
25. The content of the learning materials (e.g., textbooks, videos) is necessarily developed on the basis of the diverse English use today. 学习材料（如教材、视频）的内容有必要以现如今多样化的英语使用为基础进行编写。
26. The content of the learning materials should include global issues and real-life concerns. 学习材料的内容应该包括全球问题（如，全球气候变暖）和现实生活中的问题。
27. The content of learning materials should include the needs, interests, and values of all countries. 学习材料内容应该包涵所有国家的需要、兴趣和价值。
28. A good teacher of English could be a proficient user of English from any country in the world. 好的英语教师可以是来自世界上任何一个国家的英语熟练使用者。
29. The standards of American or British English (e.g., in pronunciation) should not be the only standard of English teaching. 美式英语或英式英语（比如，发音）不必成为英语的唯一标准。
30. English teachers should introduce students to different varieties of English in the classroom. 英语教师应该在课堂上向学生介绍英语变体方面的知识。
31. English learning and teaching should provide chances for students to experience diverse English. 英语教学应该给学生提供接触多种英语变体的机会。
32. English learning and teaching should provide opportunities for students to experience diverse cultures. 英语教学应该给学生提供接触多种英语文化的机会。
33. Learning English is not a threat to other languages and cultures. 学习英语对其他语言和文化来说没有威胁。
34. The current teaching of English in both public and private educational systems weakens the position of local languages and dialects. 当前，中国公立和私人教育系统中的英语教学让当地语言和方言的地位发生了动摇。
35. Teaching courses through English at Chinese universities does not threaten the Chinese language. 在中国大学里，把英语视为教育媒介不会威胁汉语。

Part III. Open-ended question 第三部分、开放性问题

1. What are your purposes or reasons for learning English?

你学习英语的目的或理由是什么？

2. How do you interpret “English is an international lingua franca”? Please share your opinions (with examples, if possible). 你如何理解 “英语是一种国际通用语”? 请分享你的观点。(如果可能的话, 请用例子阐明)。

Thank you very much for your time and effort. If you have any additional comments or questions, please feel free to let me know at any time. 非常感谢您对本问卷的支持。如果您有任何其他评价或问题, 无论何时, 请告知。



มหาวิทยาลัยเทคโนโลยีสุรนารี

APPENDIX B

(Post-course questionnaire) Questionnaire about Chinese University Students' Conceptualizations of English and English Learning and Teaching

Thank you for your cooperation. This questionnaire aims to examine your understanding of English and English learning and teaching. Please circle the answers which best suit your situation because we are interested in your real thoughts. It may take about 25 minutes to complete the questionnaire. Please note:

- A. This questionnaire is divided into three parts. Please read the instructions carefully before you begin to choose.
- B. Since it is not a test, there are no right or wrong answers.
- C. The contents will be kept confidential. Personal information will not be disclosed under any circumstances.
- D. During the responding process, you can add details, clarifications, questions, or comments wherever there is a space.
- E. If you want to know the survey results, please contact Mr. Huashan Lu by emailing luhuashan760821@163.com.

附录 B (课后问卷)

关于中国大学生对英语和英语教学概念理解的问卷调查

苏兰拉里理工大学

感谢您协助此研究。该问卷目的在于了解您对英语和英语教学的看法。请选择最符合您情况的答案，因为我们想了解您的真实想法。该问卷将历时 25 分钟。请注意：

- A. 这项调查分三部分。在您开始选择之前，请仔细阅读每一部分的要求。
- B. 由于该调查不是测试，因此您选择的答案无关对错。
- C. 表格内容将绝对保密。无论在何种情况下，我们都不会公开您的信息。
- D. 在做问卷时，您可以在空白处补充细节，解释，问题或评价。
- E. 若想知道结果，请发邮件 luhuashan760821@163.com，与鲁华山联系。

Part I. Personal information (第一部分、个人信息)

For each question below, please tick a box or fill in the blank. (请选出以下问题答案)。

1. Student ID (学生编号) _____
2. Gender (性别)
 - Male (男)
 - Female (女)
3. Age (年龄) _____ years old (岁)
4. What year are you? (您现在上几年级?)
 - First-year (一年级)
 - Second-year (二年级)
 - Third-year (三年级)
 - Fourth-year (四年级)
5. Which college are you from (来自哪个学院)? _____
6. How long have you been studying English? (学习英语几年了?) _____ years (年)
7. Which variety of English are you learning in school? (您在学校学习哪种变体?)
 - American English (美式英语)
 - British English (英式英语)
 - Other (其他英语变体) _____,
 - I don't know (不清楚) .

8. Which variety of English are you learning outside of school? (您在学校学习哪种英语变体?)

American English (美式英语) , British English (英式英语) ,
Other (其他英语变体) _____, I don't know (不清楚) .

9. Your score in CET 4 (您的大学英语四级是) _____

10. Please describe your language learning experience. (请描述您的语言学习经历)。 Please tick one or more. (尽可能多地勾出您的答案)。

Cram School (补习班、补习学校) School (学校)
Holiday abroad (假期出国学习) study abroad (在国外学习)
Foreign friends (跟外国朋友学习) University (大学)
English club (英语俱乐部) Internet (网络)
DVDs/Music (通过数字视频/音乐学习)
English Conversation School (英语会话学校)

11. What is the longest period you have spent in a foreign country (您在外国最长待过多久)?

I have never been (我从没去过) under 1 month (1个月以内)
1-2 months (1-2个月) 3-6 months (3-6个月)
7-12 months (7-12个月) more than one year (一年以上)

12. What other language(s) have you learned, or are you learning (您学过除英语之外的哪些语言或者您正在学除英语以外的哪些语言)?

I have not learned/I am not learning any (我没学过/我现在没学任何语言)
Spanish (西班牙语) French (法语) German (德语)
Japanese (日语) Korean (韩国语) Russian (俄语)
Others (其他) If others, please specify (如果您学过其他语言, 请列举): _____

13. Where do your present and previous English teachers come from (您现在和之前的英语老师来自哪里)? Please tick one or more (请勾出合适的答案,可多选)。

The United Kingdom (英国) America (美国)
Canada (加拿大) Ireland (爱尔兰)
India (印度) New Zealand (新西兰)

Australia (澳大利亚) South Africa (南非) China (中国) Korea (韩国) Singapore (新加坡) Other (其他) If other, please specify

(如果您学过其他语言, 请列举): _____

Part II: About English and English learning and teaching (5-point Likert Scale) 第二部分、关于英语和英语语言教学 (李克特 5 分量表)。For each of the statements below, please decide whether you strongly disagree (1), disagree (2), undecided (3), agree (4) or strongly agree (5) and choose the appropriate number (对于一下每种说法, 请您决定您是否强烈反对(1)、不同意(2)、不确定(3)、同意(4)、或强烈支持 (5) 并选出合适的数字)。

Some terminology may be unfamiliar to you. Here are the definitions: (您可能对一些术语不太熟悉, 定义如下):

1. Varieties of English: Different Englishes spoken in different areas of the world. (e.g., American English, British English, Indian English). (英语变体: 世界上不同地区的人说不同的英语, 例如: 美式英语、英式英语、印度英语)。

2. English as a lingua franca: English is used as a means of communication among speakers from different linguistic and cultural backgrounds. For example, people from Korea and Russia use English to communicate with each other in English. (英语作为通用语: 英语是来自不同语言背景和文化背景的人们交流的一种方式。例如, 韩国人和俄罗斯人说英语与对方交流)。

3. ELLT: English language learning and teaching (英语语言教学)。

1. I think English is widely used in the world. 我认为英语是世界上广泛使用的语言。

2. I believe learning English is important in understanding foreigners and their cultures. 我认为学习英语对理解外国人及其文化很重要。

3. I think knowing English is more useful than knowing any other foreign language. 我认为了解英语比了解其它外语更有用。

4. I think English is necessary for me to survive in my future workplace. 我认为英语对我未来的工作是有必要的。

5. I think English belongs to all the speakers who use English. 我认为英语属于所有讲英语的人。

6. I think English speaking cultures are diverse nowadays. 我认为现如今的英语文化是多样的。

7. I think English speaking cultures are complicated nowadays. 我认为如今的英语文化是复杂的。

8. The goal of intercultural communication is to achieve mutual understanding. 跨文化交际的目的就是交际双方能够相互理解。

9. In intercultural communication, interlocutors need to use communicative strategies (e.g., paraphrasing, repetition) to facilitate the understanding of communication. 在跨文化交际过程中, 交际双方需要运用交际策略(如, 改写、重复)来促进理解和交流。

10. In intercultural communication, English language users need to adjust their speaking for the benefit of their communicative partners. 在跨文化交际过程中, 英语使用者需要调整其说话方式, 以便于交流对象更好地理解他们所讲的内容。

11. There are many varieties of English in the world, such as American English, British English, Singaporean English, and Malaysian English. 世界上有许多种类的英语, 如: 美式英语、英式英语、新加坡英语和马来西亚英语。

12. I want to sound like American or British people. 我希望自己的发音听起来像美国或英国人。

13. I do not like people speaking English with accents such as a Singaporean accent or an Indian accent. 我不喜欢讲英语带口音（比如新加坡口音、印度口音）的人。
14. China English should be regarded as a variety of English. 中国英语应被视作一种英语变体。
15. It does not matter to me which variety of English I speak as long as people understand me. 只要人们理解我，我不介意我讲哪种英语。
16. I think products with an English name sell better than those with a Chinese name. 我认为带英文的产品比带中文的产品卖得好。
17. I think there is a lot of English in Chinese TV commercials. 我认为中国电视广告中有许多英语。
18. I think CGTV (TV network) should hire English speakers with different first languages as their video jockeys. 我认为卫视传媒公司（电视网络）应该雇用不同母语背景的英语者做主持人。
19. I think English should be used more in communications among Chinese people. 我认为中国人在交流时应该多使用英语。
20. I feel uncomfortable when hearing a Chinese person speaking to another Chinese person in English. 当听到一个中国人用英语同另一个中国人交流时，我感到不大舒服。
21. I appreciate those who can speak English. 我欣赏那些会讲英语的人。
22. I regard English in my country as a negative influence on Chinese culture. 我认为，在中国英语对中国文化有一种负面影响。
23. I think the way people speak and use English can reflect their national and cultural identity. 我认为人们说英语和使用英语的方式会影响他们的民族认同感和文化认同感。
24. I do not want to lose my Chinese identity when I speak English. 讲英语时，我不想丢掉中国身份。
25. The content of the learning materials (e.g., textbooks, videos) is necessarily developed on the basis of the diverse English use today. 学习材料（如教材、视频）的内容有必要以现如今多样化的英语使用为基础进行编写。
26. The content of the learning materials should include global issues and real-life concerns. 学习材料的内容应该包括全球问题（如，全球气候变暖）和现实生活中的问题。
27. The content of learning materials should include the needs, interests, and values of all countries. 学习材料内容应该包涵所有国家的需要、兴趣和价值。
28. A good teacher of English could be a proficient user of English from any country in the world. 好的英语教师可以是来自世界上任何一个国家的英语熟练使用者。
29. The standards of American or British English (e.g., in pronunciation) should not be the only standard of English teaching. 美式英语或英式英语（比如，发音）不必成为英语的唯一标准。
30. English teachers should introduce students to different varieties of English in the classroom. 英语教师应该在课堂上向学生介绍英语变体方面的知识。
31. English learning and teaching should provide chances for students to experience diverse English. 英语教学应该给学生提供接触多种英语变体的机会。
32. English learning and teaching should provide opportunities for students to experience diverse cultures. 英语教学应该给学生提供接触多种英语文化的机会。
33. Learning English is not a threat to other languages and cultures. 学习英语对其他语言和文化来说没有威胁。
34. The current teaching of English in both public and private educational systems weakens the position of local languages and dialects. 当前，中国公立和私人教育系统中的英语教学让当地语言和方言的地位发生了动摇。
35. Teaching courses through English at Chinese universities does not threaten the Chinese language. 在中国大学里，把英语视为教育媒介不会威胁汉语。

36. I am more confident when I speak English with other people than before. 和以前相比, 同别人讲英语的时, 我更加自信了。
37. I think English belongs to all the English users, including speakers from the Expanding Circle. 我认为英语属于所有讲英语使用者包括来自延展圈的英语使用者。
38. I think my awareness of Global Englishes was developed as a result of this course. 我认为学了这门课后, 关于全球英语的意识得到了培养。
39. I know more about Global Englishes than before. 和以前相比, 我了解了更多的关于全球英语的知识。
40. I would like to know more about Global Englishes after this course. 学习了本门课后, 我想了解更多的关于全球英语的知识。

Part III. Open-ended questions 第三部分、开放性问题

1. What are your purposes or reasons for learning English? 你学习英语的目的或理由是什么?
2. How do you interpret “English is an international lingua franca”? Please share your opinions (with examples, if possible). 你如何理解 “英语是一种国际通用语”? 请分享你的观点。(如果可能的话, 请用例子阐明)
3. Does the course bring any changes to you about learning and using English? If yes, How? If no, why? 通过这门课的学习, 你对英语学习和使用有什么变化吗? 如果有, 如何变化的? 如果没有, 为什么?

Thank you very much for your effort and time. If you have any additional comments or questions, please feel free to let me know at any time. 非常感谢您对本问卷的支持。如果您有任何其他评价或问题, 无论何时, 请告知。

APPENDIX C

A Semi-structured Interview Guide

半结构式访谈提纲

Introduction 引言

This research aimed to look at Chinese university students' conceptualizations of English and English learning and teaching in the framework of Global Englishes (GE). I would also like to explore the underlying assumptions students have towards their conceptualizations, how and to what extent GE-informed pedagogy might raise their GE awareness. In addition, I am undertaking this research for my doctoral study at the School of Foreign Languages, Suranaree University of Technology. Your participation is highly appreciated. Please note that there are no definite answers to these questions, and I expect you to talk about your ideas openly in the interview. Please also bear in mind that the interview data will only be used for the current research, and your personal information will be kept confidential. You have already signed the consent form. Let us begin the interview.

本研目的在于了解中国大学生在全球英语框架下对待英语和英语教学概念的理解。同时，探讨其概念化背后的基本假设以及全球英语干预如何以及在何种程度上能够提高学生的全球英语意识。目前，我在苏兰拉里理工大学攻读博士学位。感谢您的参与。问题不设有具体的答案，希望您能在访谈中自然地表达您的想法。访谈数据仅用于此本项目，您的信息将被绝对保密。您已经同意采访同意书。让我们开始访谈吧。

Opening question

1. Can you tell me something about your English learning experiences? 请讲述一下你学习英语的经历好吗? (Probe: age to start learning English, struggles, motivation, opportunities, exams, teaching methods. 调查: 学英语的年龄, 经历的困难, 学习动机, 机会, 考试, 教学方法等)。

Questions about perceptions of English

2. In the questionnaire, do you agree/disagree with the statement *English is used as an international lingua franca*? What makes you think that way?

在此问卷中，你认同/不认同这种说法，即英语被用作国际通用语。为什么认同或者不认同？

3. What do you think a native speaker of English is? (Probe: native speaker English accent, Br. E/Am.E, varieties, Standard English) 你对英语母语者有何看(调查: 英语母语者的发音, 英式英语/美式英语, 变体, 标准英语)? Why (为什么)?

4. Do you want to sound like an American or a British speaker? Why or why not? 你想发音听起来像美国或者英国人吗? 为什么?

5. How would you describe or evaluate your own English? (Probe: satisfaction/ dissatisfaction, influence of L1, understandable/intelligible, identity/recognizable, talking with a foreigner) 你怎么评价你的英语水平(调查: 满意/不满意, 母语对英语的影响, 理解性, 英语的可以辨认, 同外国人交流)?

6. How do you feel about having a Chinese English accent (Probe: attitudes, personal identity)? 你怎么看一个人的中式英语发音(调查: 态度, 个人身份)?

7. What do you think about the Western culture? 你对西方文化有何看法?

8. Do you think there are different varieties of English, along with American English or British English? Why or why not? 除了美式和英式英语之外, 还有其他语言变体吗? 为什么?

9. Can you predict how you will use English and with whom in the future (Probe: further study, workplace, English as an international language)? 你能预测未来英语的使用方式以及同谁用英语交流吗(调查: 进一步学习, 工作地点, 英语是一门国际语言)?

10. In international or intercultural communication, what is more important, mutual understanding or proper pronunciation or grammar? What makes you think that way? 在跨文化国际交流过程中, 相互理解和好的发音或者正确的语法, 哪个更重要? 为什么?

Beliefs about English Teaching and Learning 英语教学理念

11. It is often said that the best or ideal teacher is a native English speaker. Do you agree? Why or why not? 人们常说, 英语母语者是最好的英语教师。你同意这种说法吗? 谈谈原因。

12. It is usually said that the best teaching methods come from native English-speaking countries. Do you agree? Why or why not? 人们常说, 教授英语最好的方法来自英语为母语的国家。你同意这种说法吗? 谈谈原因。

13. In your opinion, what should the content of teaching materials be based on American/British cultures or cultures from diverse countries? Why? 在你看来, 英语材料的内容应该以什么为基础? 美国/英国文化, 还是多国文化? 为什么?

14. Which variety of English do you think teachers should teach to Chinese university students to meet their needs in the future? Why? 你认为老师们应该教给学生什么样的英语才能满足他们未来的需要? 为什么?

15. What is the role of the Chinese language in your English learning? 汉语在英语学习中起什么作用?

Evaluation of the course 对课程的评价

16. What did you learn from the course? 本门课, 你学到了什么?

17. Do you think that this course can provide you with another perspective to look at English and English teaching and learning? Why? 你认为这门课可以让你从不同的角度看待英语和英语教学吗? 为什么?

18. Do you think your teachers' views on English and English teaching and learning may affect yours? 你觉得老师们对英语和英语教学的看法能够影响你吗? If yes, in what way? 如果是, 怎么影响的?

19. Is this course helpful in raising your awareness of Global Englishes? 本门课能够提高你的全球英语意识吗? If yes, in what way? 如果能, 怎么影响的?

20. To what extent did the course change the way you look at your English and others' English? 本门课在何种程度上转变了你对自己及他人英语的看法?

APPENDIX D

IOC Analysis for a Pre-Q about Chinese University Students' Conceptualizations of English and English Learning and Teaching

Item	Experts			Results of analysis
	1	2	3	
Q1	+1	+1	+1	✓
Q2	+1	+1	+1	✓
Q3	+1	+1	+1	✓
Q4	+1	+1	+1	✓
Q5	+1	+1	+1	✓
Q6	+1	0	+1	✓
Q7	+1	+1	0	✓
Q8	0	+1	+1	✓
Q9	+1	+1	+1	✓
Q10	+1	0	+1	✓
Q11	+1	+1	+1	✓
Q12	+1	0	+1	✓
Q13	+1	+1	+1	✓
Q14	+1	+1	0	✓
Q15	+1	+1	+1	✓
Q16	+1	+1	+1	✓
Q17	+1	+1	+1	✓
Q18	+1	+1	+1	✓
Q19	+1	+1	+1	✓
Q20	+1	+1	+1	✓
Q21	+1	+1	+1	✓
Q22	+1	+1	+1	✓
Q23	+1	+1	+1	✓
Q24	+1	+1	+1	✓
Q25	+1	+1	+1	✓
Q26	+1	+1	+1	✓
Q27	+1	+1	+1	✓
Q28	+1	+1	+1	✓
Q29	+1	+1	+1	✓
Q30	+1	+1	+1	✓
Q31	+1	+1	+1	✓
Q32	0	+1	+1	✓
Q33	+1	+1	+1	✓
Q34	+1	0	+1	✓
Q35	+1	+1	0	✓
Total	33	31	32	✓

- Notes: 1. +1= the item is congruent with the objective
 2. -1= the item is not congruent with the objective
 3. 0=uncertain about this item

The result of IOC:

$$(IOC = \sum R/N)$$

Item number: 35

$$R = 33 + 31 + 32 = 96 \text{ (Scores from experts)}$$

N = 3 (Number of experts)

$$IOC = 96/3 = 32$$

$$\text{Percentage} = 32/35 \times 100\% = 91.43\%$$

The table above shows that the result of the analysis of IOC is 32, and the percentage is 91.43%, which is higher than 80%. Therefore, the items are suitable for adoption in a questionnaire.

APPENDIX E

IOC Analysis for a Post-Q about Chinese University Students' Conceptualizations of English and English learning and teaching

Item	Experts			Results of analysis
	1	2	3	
Q1	+1	+1	+1	-1
Q2	+1	+1	+1	-1
Q3	+1	+1	+1	-1
Q4	+1	+1	+1	-1
Q5	+1	+1	+1	-1
Q6	+1	0	+1	-1
Q7	+1	+1	0	-1
Q8	0	+1	+1	-1
Q9	+1	+1	+1	-1
Q10	+1	0	+1	-1
Q11	+1	+1	+1	-1
Q12	+1	0	+1	-1
Q13	+1	+1	+1	-1
Q14	+1	+1	0	-1
Q15	+1	+1	+1	-1
Q16	+1	+1	+1	-1
Q17	+1	+1	+1	-1
Q18	+1	+1	+1	-1
Q19	+1	+1	+1	-1
Q20	+1	+1	+1	-1
Q21	+1	+1	+1	-1
Q22	+1	+1	+1	-1
Q23	+1	+1	+1	-1
Q24	+1	+1	+1	-1
Q25	+1	+1	+1	-1
Q26	+1	+1	+1	-1
Q27	+1	+1	+1	-1
Q28	+1	+1	+1	-1
Q29	+1	+1	+1	-1
Q30	+1	+1	+1	-1
Q31	+1	+1	+1	-1
Q32	0	+1	+1	-1
Q33	+1	+1	+1	-1
Q34	+1	0	+1	-1
Q35	+1	+1	0	-1
Q36	+1	+1	+1	-1
Q37	+1	+1	+1	-1
Q38	+1	+1	+1	-1
Q39	-1	+1	+1	-1
Q40	+1	+1	+1	-1
Total	38	36	37	-1

- Notes: 1. +1= the item is congruent with the objective
 2. -1= the item is not congruent with the objective
 3. 0=uncertain about this item

The result of IOC:

$$(IOC = \sum R/N)$$

Item number: 40

$$R = 38 + 36 + 37 = 111 \text{ (Scores from experts)}$$

N=3 (Number of experts)

$$IOC = 111/3 = 37$$

$$\text{Percentage: } 37/40 \times 100\% = 92.5\%$$

The table above shows that the results of the analysis of IOC are 37, and the percentage is 92.5%, which is higher than 80%. Therefore, the items are suitable for adoption in a questionnaire.

APPENDIX F

IOC Analysis for Semi-structured Interview Questions

Item	Experts			Results of analysis
	1	2	3	
Q1	+1	+1	+1	√
Q2	+1	+1	+1	√
Q3	+1	+1	+1	√
Q4	+1	+1	+1	√
Q5	+1	+1	+1	√
Q6	+1	+1	+1	√
Q7	+1	+1	+1	√
Q8	+1	+1	+1	√
Q9	+1	+1	+1	√
Q10	+1	+1	+1	√
Q11	+1	+1	+1	√
Q12	+1	+1	+1	√
Q13	+1	+1	+1	√
Q14	+1	+1	+1	√
Q15	+1	0	+1	√
Q16	+1	+1	+1	√
Q17	+1	+1	+1	√
Q18	+1	+1	+1	√
Q19	+1	+1	0	√
Q20	+1	+1	+1	√
Total	20	19	19	√

- Notes: 1. +1= the item is congruent with the objectives
 2. -1= the item is not congruent with the objectives
 3. 0=uncertain about this item

The results of IOC:

$$(IOC = \sum R/N)$$

Item number: 20

$$R = 20 + 19 + 19 = 58 \text{ (Scores from experts)}$$

$$N = 3 \text{ (Number of experts)}$$

$$IOC = 58/3 = 19$$

$$\text{Percentage: } 19/20 \times 100\% = 95.0\%$$

The table above shows that the results of the analysis of IOC are 19, and the percentage is 95.0%, which is higher than 80%. Therefore, the items are suitable for adoption in an interview.

APPENDIX G

Introducing Global Englishes Course Syllabus (CW100311)

Semester 1/2018

Instructor

Huashan Lu Email: luhuashan760821@163.com; Mobile: 13863964964

Course description

This course is a university-wide optional course with 1.5 credits. It introduces the spread of English from its historical origins to colonial and post-colonial contexts and, further, to current global contexts. It explores sociolinguistic issues and the debates concerning the spread of English. It engages in the understanding of English from different aspects: World Englishes, English as a lingua franca, English as an international language, and translanguaging. It also engages in the understanding of English language teaching from a critical perspective, that is, the GE-informed intervention.

Course aims

1. To help students understand how English has become a global language
2. To explore different approaches to the understanding of English
3. To develop an understanding of debates and issues centered on the spread of English and on non-conformity to Standard English
4. To raise students' awareness of GE and its implications for ELT

Evaluation and grading criteria

Students will be evaluated as follows:

Section	%	Extra Information
Attendance	10	Be present on time
Participation	30	In-class participation
Final Presentation	60	Individual presentation of issues related to the course

Attendance (10%): 4 hours absence from class are permitted without penalty to the final grade. After the 4 hours absence, a student's final grade will be lowered one letter grade. A student with **8 hours of** absence or more will automatically fail the course. If you miss any class, you have to find out what we discussed in that class, what assignment you should submit, and what you are supposed to do in the following class. You can send me an email or ask other students about it.

Participation (30%): Class participation is very crucial to the development of students' understanding of English. If you do not contribute, you will not receive the benefit of acquiring knowledge and a deeper understanding of English. Therefore your contribution to the course includes discussions and writing, joining in group work, and presenting a related topic.

Presentation (60%) Project work: Watch a video and discuss the following questions.

Go to the Speak Good English Movement (SGEM) website (<https://www.youtube.com/watch?v=aQKn3CB1bJY>), a campaign by the Singaporean government to encourage citizens to use "Standard" English and not "Singlish."

Discuss the following:

- What do you think of this campaign?
- Is there a “standard” variety of language promoted in your context?
- What would you think if the Chinese government applies this policy to China?

6-8 students are organized into one group. They should work together to search for information and prepare PPT slides. Students can report your work in turn. The report should be limited to 30 minutes.



Scoring Rubric for Presentation

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	Everything required is included in the presentation.	5	
	Ideas are presented in an order that makes sense.	5	
	Time is organized well; no part of the presentation is rushed, too short or too long	5	
Content (35 points)	The presentation contains accurate information.	10	
	Appropriate facts and relevant, descriptive details are chosen to support main ideas and themes.	10	
	Material included is meaningful.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Communication strategies (50 points)	Presenters keep eye contact with the audience most of the time; only glances at notes or slides and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Presenters speak loudly and clearly.	5	
	Delivery is poised, controlled, and smooth.	5	
	Creative use of English is appreciated in a presentation.	5	
	The presentation focuses on intelligibility, message, and meaning.	5	
	Audio/visual aids or media are well prepared, informative, effective, and not distracting.	5	
	The length of the presentation is within the assigned time limit.	5	
	Information is well communicated.	10	
	All team members participate for about the same length of time and can answer questions.	5	
Score	Total Points	100	

Adapted from 2013 Buck

Institute for Education

Grading scale

Evaluation follows the school criteria:

A = 90+; B = 80+; C = 70; Pass = 60+; Fail = 60 below

Tentative schedule

Week	Module	Content	Hours (24)
1		Orientation and questionnaire	2
2	English as an international language	Introduction: English in the world	2
3		The spread of English	2
4	World Englishes	Models of World Englishes	2
5		Varieties of Native English	2
6		Standard English Debate	2
7		English in Post-colonial Communities: New Englishes	2
8	English as a lingua franca	English as a lingua franca	2
9		Learning English: what kind and from whom?	2
10		English Language Education in China	2
11	Translanguaging	Monolingualism, Multilingualism, Plurilingualism	2
12	The Future of English		2
13	Final Presentation		

APPENDIX H

Transcription Conventions for Interviews

Adapted from VOICE Corpus (2007) and Fang (2015)

Interviewer	Researcher
S1, S2, S3, etc.	Student participants
XXX	Incomprehensible word or phrase
CAPS (capitalized in English translation; bold in Chinese)	Emphasis, Stressed word
(text)	Uncertain Transcription
(.)	Brief pause in speech
(1), (2), etc.	Longer pauses are timed to the nearest second with the number of seconds in parentheses
[...]	Gaps in transcript due to sensitivity or material which is not relevant
@	Laughter
<@>text</@>	Utterances spoken laughingly
:	Lengthening (Length indicated by number of colons)
=	Latching
-	Interruption
<i>italics</i>	Researcher's own emphasis
over [lapping [talk	Overlapping talk
{S1 enters room}	Contextual events
<low voice>text<low voice>; <rising tone>text<rising tone>	Modes of speaking
<1><clear throat></1>; <1><cough></1>	Speaker noises

APPENDIX I

THE CONSENT FORM

The research project you will participate in is designed to implement a GE-informed intervention from a critical approach for raising Chinese university English learners' awareness of English as a global language. It will be conducted for 12 weeks during the first semester of the Academic Year 2018-2019. Your role is to carry out the instructions in the course of "Introducing Global Englishes". The pre-course questionnaire and post-course questionnaire will be conducted before and after the experiment. The questionnaire will take around 25 minutes to complete. Moreover, after the course, about 18 volunteers will be invited to participate in an interview about the issues the questionnaire did not cover. The interview will last about 30 minutes.

Since students' attitude toward a target language is a crucial factor in language learning, this research will help many English programs in China better their curriculum by providing such information. As a result, you and other students like yourself will benefit from improved language instruction.

The research poses no risks to participants. All questionnaires and interview notes will be kept by me and will remain strictly confidential. They are used for research purposes only and will be destroyed after the project is completed and written up. Any information that might identify you will be removed before use. You do not have to participate in this research project. If you do not agree to participate, you can withdraw your participation at any time without penalty. Your drop-out of the research will not affect your scores in this course.

If you have any questions related to this research project, please feel free to contact me (Phone: 13863964964). My email address is luhuashan760821@163.com.

I HAVE HAD THE OPPORTUNITY TO READ THIS CONSENT FORM, ASK QUESTIONS ABOUT THE RESEARCH PROJECT AND I AM PREPARED TO PARTICIPATE IN THIS PROJECT.

Student's Signature

Date

Researcher's Signature

Date

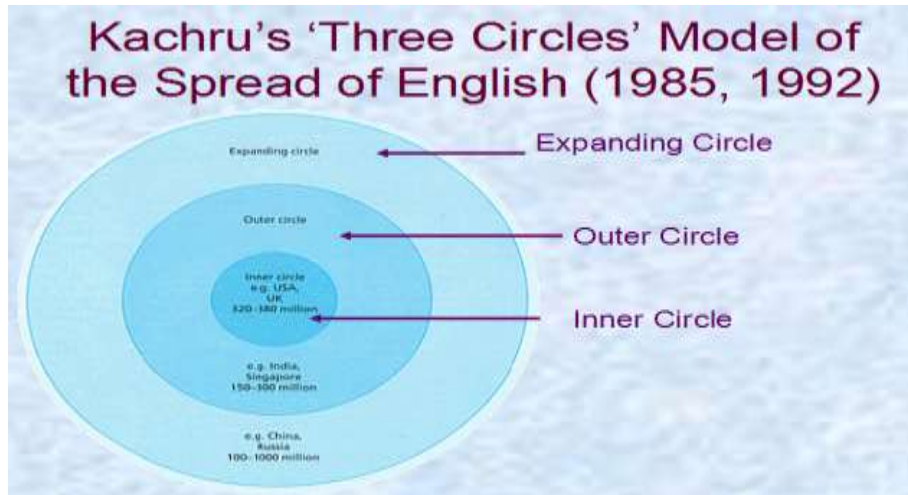
APPENDIX J

Lesson Plans and Activities

Date	Thursday	Lesson		Week	1
Topic	Orientation and pre-course questionnaire				
Duration of time	120 minutes				
Rationale and aims	1. Give a brief introduction to this course 2. Sign the consent form for conducting the research 3. Conduct the pre-course questionnaire				
Learning outcomes	1. Familiarize students with the course syllabus 2. Sign the consent form and conduct the pre-course questionnaire				
Content	Activity 1: Orientation (45minutes) 1. Self-introduction (name, learning and teaching experience) 2. An introduction to the course syllabus Activity 2: Sign consent form (20 minutes) Activity 3: Conduct a pre-course questionnaire (55minutes)				
Date	Thursday	Lesson	1	Week	2
Topic	Introduction: English in the world				
Duration of time	120 minutes				
Rationale and aims	1. Encourage students to learn about the importance of English 2. Investigate the number of English speakers and the territories in which people use English around the globe 3. Raise students' awareness of the role of English in the world				
Learning outcomes	1. Recognize the importance of English 2. Identify English speakers (number of English speakers and the territories where English is spoken) 3. Describe the role of English in the world				
Content	Activity 1: Talk to your partner (20 minutes) 1. Self-introduction (Your name, major, hobbies, hometown, etc.) 2. Why do you learn English? Make a list of your reasons. <ul style="list-style-type: none"> ➤ To pass examinations? ➤ To use it as a tool for communication? ➤ To acquire subject knowledge? ➤ For personal enjoyment? ➤ To meet people from all around the world? ➤ To find a well-paid job in the future? ➤ Other reasons? 3. Why did you choose this course? How much do you know about English as a world language? Activity 2: The importance of English (40 minutes) 1. Watch the video clip "Why you should learn English? " and take notes. (10 minutes)				

	<p>➤ https://www.youtube.com/watch?v=N7bMvriSq0o</p> <p>2. Group-discussion (15 minutes)</p> <ul style="list-style-type: none"> ➤ Is English important for you? Why? ➤ What do you think of the presenter's English? <p>3. Presentation (15 minutes)</p> <ul style="list-style-type: none"> ➤ Present your opinions on the importance of English. <p>Activity 3: English as a global language (60minutes)</p> <p>1. Watch the start of the video presentation, "English mania", by Jay Walker and take notes. Then, discuss what you watched (the existence of an "English Mania", numbers of English speakers, why do you learn English? Why English is needed?). (30 minutes)</p> <ul style="list-style-type: none"> ➤ Who speaks English today? http://www.popupenglish.es/anglo-speaking-worlds-or-world-englishes ➤ How many English speakers are there in the world? (Jenkins, 2015, p. 2) <p>2. Presentation (30 minutes)</p> <ul style="list-style-type: none"> ➤ Students will be selected to present their understanding of English as a global language. 				
Homework	<p>1. Reading: The advantages and disadvantages of the spread of English (Galloway & Rose, 2015, p. 52-60)</p> <p>2. Student diary 1:</p> <p>Write a diary about your experiences of learning with English. Your history should include these periods:</p> <ul style="list-style-type: none"> ➤ Your first memory or impressions of English ➤ School/university education (if relevant) ➤ Any overseas experience and/or use of English as a lingua franca ➤ The future <p>Your diary should be about 200 words. Here are some questions below to help you</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="459 1256 871 1464" style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 45%;"> <p style="text-align: center; color: white; font-weight: bold;">First memories or impressions</p> <ul style="list-style-type: none"> -What age were you when you started learning English? Why? -What is your first memory of English? -What is your first impression of English or English speakers? -Think about the role of English in your context? </div> <div data-bbox="970 1256 1382 1464" style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 45%;"> <p style="text-align: center; color: white; font-weight: bold;">School</p> <ul style="list-style-type: none"> -How did you learn English in school? -What were your teachers like? -What positive and negative experiences did you have? -Have you had any turning points in your language learning history? What happened? </div> </div> <div style="text-align: center; margin: 10px 0;"> <p style="color: white; font-weight: bold;">English learning history</p> </div> <div style="display: flex; justify-content: space-around;"> <div data-bbox="459 1563 871 1771" style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 45%;"> <p style="text-align: center; color: white; font-weight: bold;">University or College</p> <ul style="list-style-type: none"> -What do you think of your university English class? What was good and what was not so good? -In what ways do you want to improve your English during your time at university? </div> <div data-bbox="970 1563 1382 1771" style="border: 1px solid blue; border-radius: 15px; padding: 5px; width: 45%;"> <p style="text-align: center; color: white; font-weight: bold;">The future</p> <ul style="list-style-type: none"> -What are your language learning pains and gains? -How would you like to use English in the future? -What do you think you will use English in the future? </div> </div> <p style="text-align: right; margin-top: 20px;">(Galloway, 2017, p. 118)</p>				
Date	Thursday	Lesson	2	Week	3
Topic	The Spread of English				
Duration of time	120 minutes				
Rationale	1. Introduce the history of English				

and aims	2. Discuss the advantages and disadvantages of the spread of English 3. Investigate reasons for the spread of English
Learning outcomes	1. Recall the history of English and understand the changes in English 2. Summarize the advantages and disadvantages of the spread of English 3. Analyze the reasons for the spread of English
Content	<p>Activities 1: The history of English (40 minutes)</p> <p>1. Watch the video clip “History of English”, and take notes. (15 minutes) The history of English - An overview https://www.youtube.com/watch?v=Oz8tEPXI25A&t=339s</p> <p>2. Group-discussion (10 minutes) Students are required to discuss the content of the video clip in groups.</p> <p>3. Presentation (15 minutes) Students are selected to present their understanding of the history of English.</p> <p>Activity 2: The spread of English (30 minutes)</p> <hr/> <p>The first diaspora <i>Migrations to N.America, Australia, New Zealand → L1 varieties of English.</i></p> <hr/> <p><input type="checkbox"/> USA/Canada: From early 17th century (English), 18th century (North Irish) to USA. From 17th century, African slaves to South American states and Caribbean Islands. From 1776 (American Independence) some British settlers to Canada.</p> <p><input type="checkbox"/> Australia: From 1770</p> <p><input type="checkbox"/> New Zealand: From 1790s (official colony in 1840)</p> <hr/> <p>The second diaspora <i>Migrations to Africa and Asia → L2 varieties of English.</i></p> <hr/> <p><input type="checkbox"/> South Africa: From 1795. 3 groups of L2 English speakers (Afrikaans/Blacks/from 1860s Indians).</p> <p><input type="checkbox"/> South Asia: India, Bangladesh, Pakistan, Sri Lanka, Nepal, Bhutan, from 1600 (British East India Company). 1765–1947 British sovereignty in India.</p> <p><input type="checkbox"/> SE Asia and S Pacific: Singapore, Malaysia, Hong Kong, Philippines from late 18th century (Raffles founded Singapore 1819).</p> <p><input type="checkbox"/> Colonial Africa: West: Sierra Leone, Ghana, Gambia, Nigeria, Cameroon, Liberia, from late 15th century (but no major English emigrant settlements → pidgins/creoles). East: Kenya, Tanzania, Uganda, Malawi, Zambia, Zimbabwe, from c. 1850.</p> <hr/> <p style="text-align: right;">(Jenkins, 2015, p. 7)</p>

	<p>Activity 3: Group discussion: The advantages and disadvantages of the spread of English (35 minutes)</p> <ol style="list-style-type: none"> Why and how does English become a lingua franca? Advantages of a global lingua franca <ul style="list-style-type: none"> ✓ International relations ✓ Business ✓ Communication ✓ Education and scientific advancement ✓ Political unity ✓ Society Disadvantages of a global lingua franca <ul style="list-style-type: none"> ✓ Language death and the reduced diversity of global languages ✓ Homogenization of cultures ✓ Reduction in learning foreign languages by English speakers 				
Homework	<p>Read Chapter 3 Models of World Englishes (Kirkpatrick, 2010, p. 27)</p> <ul style="list-style-type: none"> ✓ Get a general understanding of World Englishes. 				
Date	Thursday	Lesson	3	Week	4
Topic	Models of World Englishes				
Duration of time	120 minutes				
Rationale and aims	<ol style="list-style-type: none"> Introduce Kachru's three concentric circles Engage students to understand the developmental cycles of varieties of English 				
Learning outcomes	<ol style="list-style-type: none"> Identify the ways English speakers have been categorized, and be critical of categorizing English speakers Demonstrate the developmental cycles of varieties of English 				
Content	<p>Activities 1: Categorizing English Speakers (30 minutes)</p> <ol style="list-style-type: none"> Watch the start of the presentation by Ban Ki-Moon, the former Secretary-General of the United Nations and the short clip of speakers of English from different contexts. Listen and take notes and then discuss the following questions: <ul style="list-style-type: none"> - Where are the speakers in the videos from? - What is the presentation about? (Global warming) - Please share your reactions to your perspective on global warming. Kachru's "Three circles" (30 minutes) 				

	<p>There are many models to represent the number of English speakers around the world. They are commonly divided into Inner, Outer and Expanding Circle English speakers: (Braj B. Kachru, 1992)</p> <ul style="list-style-type: none"> - Inner circle = those who speak English as a ‘native’ language (e.g., Australia, Canada, New Zealand, the United Kingdom, and the United States) - Outer circle = those who speak it as a second language in former colonies (e.g., India, Jamaica, Kenya, Nigeria, and Singapore) - Expanding circle = those who speak it as a foreign language, where it has no official status (e.g., China, Egypt, Indonesia, Korea, and Zimbabwe). <p>It is often thought that English is not used in the Expanding Circle on a daily basis, e.g., as a language of instruction in schools, family life, etc. Many “native” English speakers are also recruited from the Inner Circle to teach English in Outer and Expanding circle contexts. Discuss the following with your group:</p> <ul style="list-style-type: none"> - Where would the speakers in the video presentations be placed within this model? What about you? - Is it a good way of representing English speakers? Can you think of another way to do this? - Have you ever spoken with anyone from the Inner, Outer or Expanding circles? What is your impression of speakers from these contexts? Are people in the Inner circle, or “native” English speakers, “better” speakers of English? - What is the main function of English in these countries? - <p>Activity 3: Developmental cycles (60 minutes)</p> <p>1. Developmental cycles of varieties of English (30 minutes)</p> <table border="1" data-bbox="448 1205 1382 1503"> <thead> <tr> <th colspan="2">Developmental cycle of new varieties of English</th> </tr> <tr> <th>Scholar</th> <th>Phrases</th> </tr> </thead> <tbody> <tr> <td>Kachru</td> <td>1. non-recognition 2. co-existence of local and imported varieties 3. recognition</td> </tr> <tr> <td>Moag</td> <td>1. transportation 2. indigenization 3. expansion in use 4. institutionalization 5. (decline)</td> </tr> <tr> <td>Schneider</td> <td>1. foundation 2. exonormative stabilization 3. Nativization 4. endonormative stabilization 5. differentiation</td> </tr> </tbody> </table> <p style="text-align: right;">(Kirkpatrick, 2010, p. 33)</p> <p>2. Discussion: Is China English regarded as a variety of English? Why and why not? (30 minutes)</p> <p>Students are required to discuss this question in groups, and then some students are selected to summarize the results of their discussions.</p>					Developmental cycle of new varieties of English		Scholar	Phrases	Kachru	1. non-recognition 2. co-existence of local and imported varieties 3. recognition	Moag	1. transportation 2. indigenization 3. expansion in use 4. institutionalization 5. (decline)	Schneider	1. foundation 2. exonormative stabilization 3. Nativization 4. endonormative stabilization 5. differentiation
Developmental cycle of new varieties of English															
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Schneider	1. foundation 2. exonormative stabilization 3. Nativization 4. endonormative stabilization 5. differentiation														
Homework	<p>Student diary 2:</p> <p>Write a diary on what you know about English? (Probe: the role of English, the history of English, the spread of English)</p>														
Date	Thursday	Lesson	4	Week	5										
Topic	Varieties of “Native” English														
Duration of time	120 minutes														

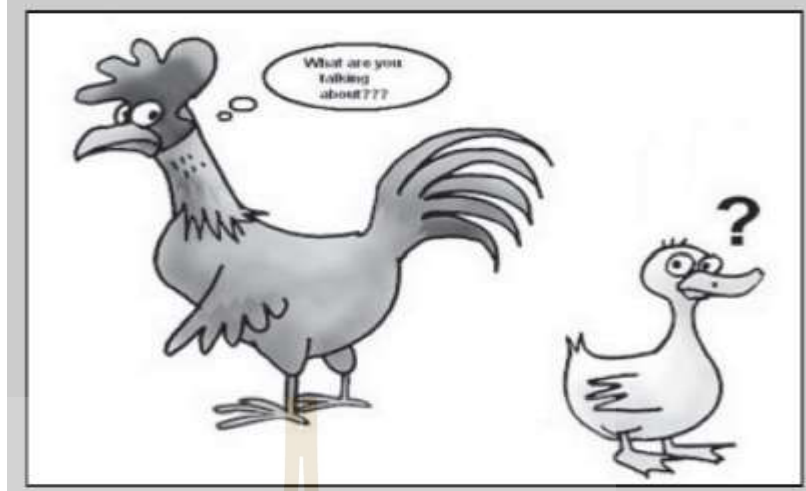
Rationale and aims	<ol style="list-style-type: none"> 1. Engage students to experience varieties of “native” English 2. Engage students to experience Standard English (Br. E or Am. E) 3. Raise awareness of variations within “native” English
Learning outcomes	<ol style="list-style-type: none"> 1. Understand the diversity of “native” English 2. Know the diversity of Standard English 3. Raise awareness of variations within “native” English
Content	<p>Activity 1 Warm-up (30 minutes)</p> <ul style="list-style-type: none"> - Share your English learning experiences, have you been exposed more to British English or American English (or other varieties)? Why? - What are your attitudes towards these two “standard” varieties of English? <p>Activity 2 Group discussion and idea-sharing: Differences between Br. E and Am.E. (30 minutes)</p> <ul style="list-style-type: none"> - Work with your group members, think about and share ideas on differences between Br. E and Am. E pronunciation. Make a list and try to pronounce the words. (https://www.youtube.com/watch?v=vj7o0AAfM1U&t=11s) - Work with your group members, think about and share ideas on differences between Br. E and Am. E grammar and vocabulary. List as many examples as you can. <p>Activity 3 New York English v. s. Hawaii English (10 minutes)</p> <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=rd3CYaDkkyE 2. https://www.youtube.com/watch?v=TYs0vFAnB4Q <p>Activity 4 British accents (10 minutes)</p> <p>https://www.youtube.com/watch?v=nDdRHWHzwR4</p> <p>Activity 5 Australian English (10 minutes)</p> <ol style="list-style-type: none"> 1. http://www.translationdirectory.com/glossaries/glossary026.htm 2. http://www.abc.net.au/news/ <p>Activity 6 New Zealand English (10 minutes)</p> <p>http://www.nz.com/new-zealand/guide-book/language/dictionary.aspx</p> <p>Activity 7 Canadian English (10 minutes)</p> <p>https://www.youtube.com/watch?v=O4ooZNRxbs https://www.youtube.com/watch?v=9XEyiJeLiHo</p>
Homework	<p>Project work: Watch a video and discuss the following questions, and present in the final exam (10 minutes)</p> <p>Go to the Speak Good English Movement (SGEM) website (https://www.youtube.com/watch?v=aQKn3CB1bJY), a campaign by the Singaporean government to encourage citizens to use “Standard” English and not “Singlish”.</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> - What do you think of this campaign? - Is there a “standard” variety of language promoted in your context? - What would you think if the Chinese government applies this policy in China? <p>Requirements:</p> <ol style="list-style-type: none"> 1. PPT should be applied in your presentation, and audio or visual materials are welcomed. 2. Group members should cooperate to finish the task.

Date	Thursday	Lesson	5	Week	6
Topic	“Standard” English Debate				
Duration of time	120 minutes				
Rationale and aims	1. Introduce the concept of “Standard” language/English 2. Encourage students to be critical of standard language/English				
Learning outcomes	1. Demonstrate a critical understanding of the concept of “Standard” and “native” English, language variation and standard language ideology. 2. Defend ideas or concepts in a debate, giving examples to support opinions. 3. Synthesize information from a short video for group discussion.				
Content	<p>Activity 1 Warm-up discussion (20 minutes)</p> <p>Your perspectives on “Standard”.</p> <ul style="list-style-type: none"> - What do you understand by “Standard” (Language)? - What is your understanding of “Standard English”? Do you think that there is only one “standard”? - Is there a clearly identified “Standard language” in the context where you originally come from? <p>Activity 2 Standard English (25 minutes)</p> <ol style="list-style-type: none"> 1. What is “Standard” English? 2. Features of “Standard” English. <ul style="list-style-type: none"> - What are some features of “Standard” English? What do you include/exclude? - What kind of criteria are you using? - Does “Standard” English matter? What matters the most? 3. What are the differences between Standard American English and Standard British English? <p>Activity 3 Group discussion (25 minutes)</p> <ul style="list-style-type: none"> - Do you think that you need to sound “standard” in your daily lives? Why and why not? - According to your experience, how important is the “Standard” language in people’s daily lives? <p>Activity 4 Watch and discuss (25 minutes)</p> <p>Watch the short video, “Seal the Deal-Six powerful voices” and discuss the following questions:</p> <ul style="list-style-type: none"> - Where do you think the various speakers in the video are from? - Why do you think the UN has used speakers from different contexts, and why are they speaking English? <p>Activity 5 Language variation (25 minutes)</p> <p>Think about the language used in your context. Discuss the following:</p> <ul style="list-style-type: none"> - In China, do people in the city speak a different variety of language to those in the countryside? - Do people in one region speak a different variety of people in another? If so, what do you think of this? Is there one that is seen as a “Standard”? - Make circles on the map of China where different dialects/accents/varieties 				

	<p>exist.</p> <p>https://baike.baidu.com/pic/%E4%B8%AD%E5%9B%BD%E6%96%B9%E8%A8%80/11013054/0/f603918fa0ec08fa845c71ed5dee3d6d55fbda18?fr=lemma&ct=single#aid=0&pic=f603918fa0ec08fa845c71ed5dee3d6d55fbda18</p>				
Homework	<p>Student diary 3: Write your understanding of the following questions:</p> <ul style="list-style-type: none"> - What is your attitude towards Standard English and varieties of English, such as Singaporean English or Malaysian English? - How do you understand “Standard” English and varieties of English? - Which do you prefer, “Standard” English or varieties of English? Why? 				
Date	Thursday	Lesson	6	Week	7
Topic	English in Post-colonial Communities: New Englishes				
Duration of time	120 minutes				
Rationale and aims	<ol style="list-style-type: none"> 1. Introduce an overview of post-colonial varieties 2. Explain the features of post-colonial varieties 3. Expose students to varieties of post-colonial Englishes 				
Learning outcomes	<ol style="list-style-type: none"> 1. Be more aware of post-colonial varieties of Englishes 2. Demonstrate the features of post-colonial varieties 3. Understand variations of post-colonial Englishes 				
Content	<p>Activity 1: Overview of post-colonial varieties (10minutes)</p> <ul style="list-style-type: none"> - From colonial to post-colonial - Colonial legacy <p>Activity 2: Discussion: Features of post-colonial varieties (20minutes)</p> <p>Levels of linguistic variation</p> <p>The main levels on which the Englishes of the two diasporas differ from the English ‘at home’, i.e., Britain and from each other are pronunciation, grammar, vocabulary/idioms and discourse style (e.g., formality).</p> <p>Grammatical features shared by several nativized/indigenized Englishes</p> <ul style="list-style-type: none"> - Zero marking for plurality, e.g., “up to 12 years of schooling”, “Filipino is one of the subjects”. - Specific/non-specific v definite/indefinite, e.g., “I’m staying in one house”, “Here got one stall selling soup” vs “Everyone has car”, “I’m not on scholarship”. - Zero marking of 3rd person e.g. “He like to play football.” - Aspect v tense system showing whether finished (perfect, e.g., “I have worked there in 1960”) or still in progress. - Extension of progressive to stative verbs, e.g., “She is knowing her science very well”. - All purpose question tag, “isn’t it?” or “is it?”. - Extensive use of code switching. 				

	<p>Activity 3: Expose students to varieties of English (90 minutes)</p> <ul style="list-style-type: none"> - http://www.world-english.org/accent.htm - https://www.dialectsarchive.com/ <p>Indian English lexis (15 minutes)</p> <ol style="list-style-type: none"> 1. Her <i>face-cut</i> is very impressive. 2. The students want some <i>important</i> questions from their teacher 3. I came here in <i>tempo</i>. 4. He speaks chaste <i>Hindi</i>. 5. Fifty students have applied for <i>freeship</i> this year. 6. The sportsmen are given 5% <i>weightage</i>. 7. Mr. Bajej is the <i>whole sole</i> in this factory. 8. I am going to buy a <i>match-box</i>. 9. Please finish your <i>beer-bottle</i> and then we can have lunch. 10. I hope he will do the <i>needful</i> for us. <p>Singaporean English (15 minutes)</p> <ul style="list-style-type: none"> - http://www.mysmu.edu/faculty/jacklee/singlish_A.htm - http://www.mysmu.edu/faculty/jacklee/singlish_S.htm - http://www.goodenglish.org.sg/site/index.html <p>Thai English (15minutes)</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=C_IUq-elAIs <p>Philippine English (15 minutes)</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=FZculEaEEEmg - https://www.youtube.com/watch?v=4wfctiJGZ6Y <p>Japanese English (15 minutes)</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=HsZL4BLY-n4&t=102s <p>Malaysian English (15 minutes)</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=QLQd9mGujj8 				
Homework	Read chapter 7 English as a lingua franca (Galloway & Rose, 2015, pp. 147-172)				
Date	Thursday	Lesson	7	Week	8
Topic	English as a Lingua Franca				
Duration of time	120 minutes				
Rationale and aims	<ol style="list-style-type: none"> 1. Introduce the concept of English as a Lingua Franca (ELF) 2. Understand ELF communication strategies in ELF settings 3. Raise students' awareness of differences in greetings as well as leave-taking across cultures 				

Learning outcomes	<p>1. Demonstrate an understanding of the use of ELF and the fact that multilingualism, not monolingualism, is the norm</p> <p>2. Identify and interpret the use of communicative strategies in ELF exchanges</p> <p>3. Critically discuss the effectiveness of these strategies to achieve successful communication</p> <p>4. Identify the differences of WE concerning greeting people and taking leave across cultures</p>
Content	<p>Activity 1: Watch a video: Jennifer Jenkins’s talking about ELF and then discuss the following (35 minutes)</p> <ul style="list-style-type: none"> - Have you ever heard of the term “ELF”? If so, what do you understand by that? - Why is there an increasing interest in ELF communication in the world today? - Will you use ELF in the future? If so, where and why? Has your English education prepared you for this? <p>Activity 2: ELF communication strategies (30 minutes)</p> <p>Choose one of the audio files on Jenkins’s companion website (Jenkins, 2015b) with your group. Take notes as you listen. Pay special attention to any features of communication or strategies used (e.g., misunderstandings, repairs and accommodation strategies (convergence, divergence)). Try to write down any linguistic features used, and think about the impact of these. You may want to listen to them several times.</p> <p>Activity 3: English and Culture--Greeting and Leave Taking across Cultures (55 minutes)</p> <ol style="list-style-type: none"> 1. Introduction (5 minutes). Look at a picture of a chicken and duck below and give opinions about it. Then, connect the picture with World Englishes and highlight the varieties of English in the world. 2. Pair work (10 minutes). Work in pairs to search for two short video clips that contain a scene of greeting people and taking leave in English. One is from local movies, drama, or advertisements, and the other is from the country they wish to discover (e.g., Australia, Singapore). 3. Identify characteristics (10 minutes). Describe and discuss the similarities and differences of the characteristics of greeting and taking leave of both video clips and share those descriptions with the rest of the class, which might include language use, body language, who is speaking to whom, age and gender of the speakers and the length of the greeting and taking-leave interactions. 4. Identify the similarities and differences (10 minutes) 5. Presentation (25 minutes). Students take turns to present their findings in class. 6. Conclusion (5 minutes). The teacher concludes by listing the phrases used by the locals and people from other countries to greet and to take leave.



(Matsuda, 2012, p. 228)

Identifying Patterns in	Local				
Greeting people					
Taking leave					
	Similarities				
Greeting people					
Taking leave					
(Matsuda, 2012a, p. 229)					
Homework	Remind students to make full preparation for the project assigned in week 5.				
Date	Thursday	Lesson	8	Week	9
Topic	Learning English: what kind and from whom?				
Duration of time	120 minutes				
Rationale and aims	1. Introduce the construct of “native” English 2. Encourage students to think critically about the dominance of “native” English norms				
Learning outcomes	1. Identify and describe the dominance of ‘native’ English norms in ELT. 2. Synthesize information from a short video for group discussion. 3. Critically examine the use, and impact, of the terms “native” and “non-native” English speakers. 4. Defend ideas or concepts in a debate, giving examples to support opinions.				

Content	<p>Activity 1: Warm-up (15 minutes)</p> <p>Spend five minutes writing down all the words you associate with the phrase “Learning English”.</p> <p>Activity 2: Experiences learning English - past and present (15 minutes)</p> <p>Rate the following on a scale of 1 (poor) to 10 (Great)</p> <p style="text-align: center;">My course books _____ My classroom _____ My English test _____</p> <p style="text-align: center;">My English teachers _____ My English homework _____</p> <p>Activity 3: English teachers (45 minutes)</p> <p>Watch a short clip from ‘<i>Mind Your Language</i>’ (YouTube, n.d.-g) and a comedy skit for <i>Comic Relief</i> in the UK (YouTube, n.d.-c) (Your teacher may show you a different video from your own context).</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> - What is happening in these videos? - Where are the teachers from? - In the first video, the teacher corrects the students’ English when it does not correspond with ‘native’ English. What do you think about this? - In the second video, why does the student ask the teacher if he is English? - Do you agree that a teacher has to be English to teach the English language? - In the second video, there is an assumption that a Scottish speaker of English does not speak ‘standard’ English. Discuss your past and present English teachers. Think about where they are/were from, their teaching styles, etc. <p>Activity 4: The “ideal” English teacher (45 minutes)</p> <p>Look at the advertisements for English teachers in the following figure and discuss the following:</p> <div style="border: 1px solid black; background-color: #e0f2f1; padding: 10px; margin: 10px 0;"> <p>Thailand (Teaching Jobs in Thailand, n.d.) “Native English Teacher (Caucasian requested) the teacher must have a very clear, universally understandable accent and be a native English speaker.”</p> <p>China (Cross-Border Business community, n.d.) “Native speakers preferred or Caucasian non-natives without accent.” “English teacher... Russian or Ukraine passport holders + European side.” “Caucasian European English speakers.” “English native speakers preferred. Non-natives from Europe are good.” “Non-native teachers with perfect pronunciation.”</p> <p>(TBJ Classifieds, n. d.) “Caucasian Native English teachers are from USA, UK, Canada, Australia, New Zealand or South Africa, Native English speakers.” Teachers are provided with “Birthday cake and western holiday gifts.”</p> </div> <p style="text-align: right;">+ (Galloway, 2017, p. 39)</p> <ul style="list-style-type: none"> - What do you think of these advertisements? - Why do you think a “native” speaker is often desired? - Are you happy with the English instruction you have received? (If so, why? If not, what would you change? Has it prepared you to use English globally?) - What is your ideal English teacher?
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Date	Thursday	Lesson	9	Week	10
Topic	English language education in China				
Duration of time	120 minutes				
Rationale and aims	1. Engage students to learn about English education policy in China 2. Engage students to discuss the role of English in China 3. Encourage students to experience different proficient speakers from China				
Learning outcomes	1. Understand the English education policy in China 2. Justify the role of English in China 3. Appraise the development of English and English language teaching in China				
Content	<p>Activity 1: Warm-up discussion: (15 minutes)</p> <p>1. Talk about your own English learning experiences and policies you know about ELT (When do people start to learn English? What English level do students have to obtain before graduation? What kind of exam do students need to take, etc.). Any similarities and differences between regions?</p> <p>2. How do you evaluate the current English language learning environment? Why?</p> <p>Activity 2 An overview of English in China (35 minutes)</p> <ul style="list-style-type: none"> - “At present, the role and status of English in China is higher than ever in history as evidenced by its position as a key subject in the curriculum, with its growing use as a medium of instruction as many schools adopt a bilingual approach to education; and as a crucial determinant for university entrance and procuring well-paid jobs in the commercial sector” (Adamson, 2004, p. 195). - China’s joining the WTO and holding the 2008 Olympic Games make English more important and prestigious today. - China has the largest number of English learners/users in the world, with an estimated number of 400 million (Wei & Su, 2012). - The debate in relation to whether learning English will lead to a lack of attention to Chinese language and culture (Niu & Wolff, 2003, 2007). - Students’ lack of motivation for English learning, as students’ motivation to learn English depends on “either their parents’ desire or their own desire for an improved economic future” (Niu & Wolff, 2003, p. 10). - The New Oriental Enterprise - Li Yang’s Crazy English <p>Activity 3: Understand English use in China (40 minutes)</p> <ul style="list-style-type: none"> - Video 1: In China everyone must learn English! Next Generation Global Competition - Video 2: The Expansion of English in China Worlds of English (1/4) - Video 3: Do They Speak English in China? - Video 4: Do You Need To Speak Chinese To SURVIVE in China? (Social Experiment) - Video 5: English Speaking Competition - Chinese University (Part I) - Video 6: Yao Ming’s Basketball Hall of Fame Enshrinement Speech - Video 7: JACK MA: You Need to Hear This (INCREDIBLE SPEECH!) 				

	<p>- Video 8: Yang Lan: The generation that's remaking China</p> <p>Activity 4: Culture in Textbooks (30 minutes)</p> <p>Each group will receive two textbook samples. Think about:</p> <ul style="list-style-type: none"> - Whose culture is represented in these textbooks? - Do you think that the cultural content from these textbooks reflects upon the contexts of English as a global language? Why or why not? 				
Homework	Watch a video: Translanguaging https://www.youtube.com/watch?v=511CcrRck0				
Date	Thursday	Lesson	10	Week	11
Topic	Monolingualism, Multilingualism, Plurilingualism				
Duration of time	120 minutes				
Rationale and aims	<p>1. Encourage students to learn about monolingualism, multilingualism, and plurilingualism</p> <p>2. Engage students to understand translanguaging in theory and practice</p>				
Learning outcomes	<p>1. Understand what monolingualism, multilingualism, and plurilingualism are</p> <p>2. Raising awareness of translanguaging in theory and practice</p>				
Content	<p>Activity 1: Monolingualism VS Multilingualism</p> <p>1. Watch a video: Teaching Special Groups in ESL - Monolingual vs. Multilingual Classes (10 minutes)</p> <p>2. Discussion: What are the advantages and disadvantages of being monolingual and multilingual (25 minutes)</p> <ul style="list-style-type: none"> - Monolingual students all have the same L1. E.g., Teaching English to Thai students in Thailand. - Multilingual students have different L1s. E.g. The teaching of international students in England. <p>Advantages and disadvantages of monolingual and multilingual speakers</p>				
		Advantages		Disadvantages	
	Monolingual	Common difficulties		Will try even at higher levels to use their L1	
		Culture is similar to all		Less natural exposure to English	
		Can help each other in their L1			
	Multilingual	They have no common language		No common difficulties	
		Variety of experiences		Different ethnic common grounds	
		More exposure to L2			
	<p>Activity 2: Warm-up (30 minutes)</p> <p>Listen to a short example of an ELF exchange taken from Jenkins's website (Jenkins, 2015b).</p> <ul style="list-style-type: none"> - What are the speakers talking about? - In what ways does this example of communication differ from "native"? 				

	<p>English?</p> <ul style="list-style-type: none"> - Do they manage to communicate successfully? - Some would suggest that some of the features of these exchanges and strategies used (e.g., switching to their mother tongue) represent a “mistake” or “error”. What do you think? <p>Activity 3: Watch a video: What is translanguaging? (20 minutes)</p> <p>1. What is translanguaging?</p> <p>Translanguaging refers broadly to “how bilingual students communicate and make meanings by drawing on and intermingling linguistic features from different languages” (Hornberger, p. 240).</p> <p>2. How to understand translanguaging in ELT?</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=Z_AnGU8jy4o&t=273s - https://www.youtube.com/watch?v=Mmliq6Bsgqc <p>Activity 4: Discussion and presentation: (15 minutes)</p> <ul style="list-style-type: none"> - Should students be encouraged to use more than one language before they enter school, or should this be supported while they are in school? 				
Homework	<p>Read Chapter 5: The future of global English (David Crystal, 2003, pp.123-189)</p> <p>Student diary 4:</p> <ul style="list-style-type: none"> - Write an essay on “My perceptions of Global Englishes” in no less than 200 words. 				
Date	Thursday	Lesson	11	Week	12
Topic	The future of English				
Duration of time	120 minutes				
Rationale and aims	<ol style="list-style-type: none"> 1. Introduce students to the future of English 2. Examine the implications for English language teaching 				
Learning outcomes	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the future of English 2. Critically discuss the implications for English language teaching 				
Content	<p>Activity 1: Brainstorm (10 minutes)</p> <ol style="list-style-type: none"> 1. What is the future of English? <ul style="list-style-type: none"> - Regional lingua francas are used in regional economic negotiations instead of English; - The decline in the importance of English in technology transfer; - English does not fit the desires for expression of the identity of speakers of other languages; - English becomes less attractive, (in a case where the US fails, or the sociolinguistic situation of the country changes) - “New Englishes” become unintelligible and Standard English dies; - English continues to be a global language. 2. Do you think that other languages can challenge the status of English as an international language in the future? 				

	<p>Activity 2: Watch a video from David Crystal “The future of English” and then discuss the following: (45 minutes)</p> <p>1. What are the sociolinguistic realities of English in the world?</p> <ul style="list-style-type: none"> - Domains using English today - Changing trends of English <p>2. Does English have a future as a/the world language? If it does, what will count as “English”? If it does not, what is the future of the linguistic landscape of the world?</p> <p>Activity 3: Discussion: What are the implications for English language teaching? (35 minutes)</p> <ul style="list-style-type: none"> - Teaching English not as a superior language, at the expense of other languages, but as an important language in the present globalized world. - Recognizing students’ L1 as a symbol of their identity as a way of avoiding antagonism towards English. - Recognizing the importance of English as a lingua franca that unites, at least currently, people from different nations. <p>Activity 4: Discussion: How do you understand Global Englishes? (30 minutes)</p> <ul style="list-style-type: none"> - Global Englishes is not a variety of English, which is diverse, dynamic, and hybrid. - Global Englishes focuses on mutual intelligibility. - Communicative strategies and accommodation skills play an important role in intercultural communication. - Global English is more than standard English.
Homework	Make preparations for the final presentation.



APPENDIX K

Examples of Students Interview Transcripts

Participants: I: Interviewer S2: Student

1. I: 好 能不能首先谈一下你的英语学习的经历 包括这个:你从什么时候开始
2. 学英语的啊 然后呢为什么要学英语呀 然后呢(.)你觉得学英语能给你带来
3. 什么样机会 然后(.)还有在学习英语过程当中(.)遇到哪些困难 嗯你说说这
4. 个
5. S2: 我是从三年级开始学得英语 因为当时小学(.)从三年级开始 然后(.)开始
6. 教授英语课程 然后我从三年级开始学习的英语 其实在最初的英语学习
7. 过程中呢(.)我感觉英语对于我来说是比较困难的 毕竟是(.)以前没接触过
8. 英语(.)刚接触英语的时候感觉英语比较困难 然后经过呢 然后家里呢(.)
9. 也让上了辅导班 英语辅导班来提高英语 我觉得呢(.)英语对我来说最困
10. 难的一点就是它的口语 嗯:一开始学习英语的时候(1)老师会教授音标的
11. 部分 然后音标呢(.)我学习的不是很好 这就导致了呢(.)我英语(.)口语不
12. 是很好 就是一个单词你给我了 我有可能会写出来 知道它是什么意思
13. 但是你让我读出来呢 我有可能会真的(.)读不出 然后但是我觉着呢英语是
14. 非常重要的 经过这么多年学习呢 我觉着(.)啊:中国(.)就是在中国学习是
15. 说汉语 然后在全球呢(.)他们很多地方说得是英语 然后我们可以通过学
16. 习英语(.)去其它的地方 比如说同(.)美国人啊(.)英国人啊(.)甚至去欧洲他
17. 们这些也不是说英语的地方可以用英语同他们交流
18. I: 嗯::还有什么其它的方面吗 就是学习英语能给你带来什么样的机会 一
19. 个就是(.)可能与这个(.)嗯::国际朋友啊 或者是(.)在这个 International 这个
20. 层面上有一些交流 另外还有什么(2)机会
21. S2: <1><clear throat></1>因为现在网络比较发达嘛 然后我们可以通过(.)网
22. 络同其他的朋友联系
23. I: 嗯=

24. S2: =比如说外国的一些朋友 然后我们可以比如说一些(.)交友的那种软件啊
25. 然后就可以同一些(.)外国的朋友来进行交流的话 我觉得应该就是(.)大
26. 部分都是要用英语的
27. I: 嗯:
28. S2: 比如说有一个(.)呃:{website's name} 然后你就可以用那个(.)然后同(.)外
29. 国人啊进行交流
30. I: -你说是什么(.)什么网
31. S2: {website's name} {website's name} (.)是吧
32. I: {website's name} 嗯(.)就[{website's name}
33. S2: [{website's name}
34. I: 恩恩
35. S2: 然后可以然后(.)因为我玩过这个软件嘛
36. I: 嗯
37. S2: 然后和他们交流的时候一般都是用英语 虽然有的时候碰到一些泰国的
38. (.) 泰国的朋友我也可以和他们用英语交流
39. I: 那你们在进行(.)英语交流的时候 嗯:(2)能看懂他们的英语或者是能听懂
40. 他们的(.)英语吗 你觉得他们的英语跟我们的英语跟(.)这个英国英语美
41. 国英语有什么不同吗
42. S2: 嗯:怎么说呢 大部分还是能看懂的因为我感觉 <@>有时实在看不懂
43. 的</@>就只能去{website's name}一下然后翻译一下了
44. I: 嗯(4) 那:(2)你觉得你的英语水平怎么样 就是说你对你的英语满意吗
45. S2: 嗯:不是很满意 因为我一直认为我的口语不是很好 我觉着凭我的英语
46. 水平的话 让我(.)用书面和外国友人进行交流的话还是可以的 但是如果
47. 让我用口语的话我觉着(.)应该不是会很好
48. I: 那你说这个口语不好(1)你的评价标准是什么
49. S2: 我就(.)至少可以就是看到一个单词啊 你可以流利地说出来呀 然后(.)
50. 不至于出现就是:(1)就是认识这个单词(.)知道它什么意思 但是说不出来
51. (.)或者同一外国友人进行交流的时候 然后你可以非常流利地说出(.)一
52. 些英语的句子呀 而不是你想要@忘记那个单词怎么说啦然后(.)而卡卡

53. 断

54. I: 那你觉着你的英语(.)会受到母语的影响吗

55. S2: 嗯(.)会受到 有很大的影响我认为=

56. I: =比如说

57. S2: 嗯比如说就是经常流行一些说一些(.)人山人海嘛 people 什么(1)然后我

58. 感觉对我影响是比较大的 说得中式英语 因为我翻译的时候我会(.)下意

59. 识地按照中国的那种(.)翻译方式 比如说(.)嗯:一个一个单词这样翻译出

60. 来 然后翻译成一句话这样 有时候就是不通顺的 然后这么多年来一直

61. 也没有改变过 但是用:真正那样翻译的话应该是把英语的倒装句放到前

62. 面 然后再翻译出一个比较完美的句子来 但是呢经过这么多年呢<@>我

63. 一直没有改变</@> 我一直是一个单词一个单词的这样 所以说我感觉

64. 中式(.) 中国的这个(1)传统对我来(.)造成了比较大的影响

65. I: 嗯:(1)那你觉着你在跟这个:呃:外国朋友或者是:外国友人聊天的时候 你

66. 的意思他们能够理解吗

67. S2: 嗯 [大部分

68. I: [或者说

69. S2: 还是可以的 因为

70. I: -嗯 他们也他们也可以(.)理解你要表达的意思

71. S2: 嗯可以 一般用英语的话(.)我们也不是说一些很困难的一些问题嘛 都

72. 说比较很简单的 比如说你家在哪里 你是哪里人啊 然后你(.)你那里怎

73. 么样啊 然后一些类似家常的一些话

74. I: 嗯

75. S2: 然后没有聊什么<@>很复杂的一些问题</@> 所以说(.)用的句式呀和

76. 句子呀都是比较简单的 所以说(1)嗯:对于我们这种水平的英语水平的来

77. 说还是可以理解的

78. I: 那(.)你有没有想过说是(.)特别希望自己(1)说英语的时候:就是:听起来就

79. 像英国人或美国人

80. S2: 嗯:(2)想

81. I: 嗯(1)你为什么会有这种希望

82. S2: 嗯 就像我们中国人都希望自己会说普通话一样 我希望我自己英语发
 83. 音地更标准 然后(.)在其它的地方可以(.)嗯:可以更好地和他们进行交流
 84. 因为有的时候你说中国式英语的话他们会听不懂 所以说我希望就是可
 85. 以再让自己的语言更标准 然后可以更方便更好地和他们进行交流
 86. I: 但是还是存在另外一个问题呀 如果你跟英国人美国人相互交流的话
 87. 嗯::可能(1)呃:不会有太多的障碍 假如你跟印度人呢(.)印度尼西亚人呢(.)
 88. 新加坡人呢一起去交流的时候 哪怕你讲得是这个(1)是 standard English
 89. 那他们讲得可能是(.)呃:新加坡英语啊马来西亚英语啊 那也同样存在着
 90. 这种那么那么嗯(.)交流得不顺畅这种情况 你觉得那这种情况下应该采用
 91. 什么样的方法能够(.)呃:弥补一下这个(1)或者是(.)能够促进有效的这个交
 92. 流
 93. S2: 嗯 我认为啊就是(.)印度 我对印度(.)印度英语呢 它的发音是比较浓厚
 94. 的
 95. I: 嗯
 96. S2: 就是声音可能就是比较沉
 97. I: 嗯
 98. S2: 所以说的话和他们交流呢你首先要认真听清他们说发的那个音 因为我
 99. 觉得有可能他们连起来的话有可能会听不懂
 100. I: 嗯
 101. S2: 所以说首先是一定要是注意听 再一个(.)实在不行的话就可能用可以
 102. 用笔来交流
 103. I: 嗯
 104. S2: 因为(.)毕竟发音不同的话 但是你写出来的一定是一样的
 105. I: 但::也也就是说你(.)你需要表达的太多了 写需要好长好长时间
 106. S2: 那就只能要(.)就是认认真真地听呀 或者就是比较(.)比较<@>学习一
 107. 下他们的发音</@>
 108. I: -[你是不是觉着
 109. S2: [的一些规律
 110. I: 就是说如果(.)熟(.)熟悉了他们的发音特点之后(.)他们(.)就是说会(.)呃:对

111. 于你们之间的这个那交流有帮助
112. S2: 嗯肯定有的 因为就像(.)大部分中国人一样很难去外国真正地同外国
113. 人进行交流一样 所以说印度人很多人肯定就是在印度那个地方说英语
114. 的话 他们也很难出去接受那种标准的英语 所以说他们很多人都说那
115. 种印度英语啊 如果你进去的话呢:同他们(.)用印度英语同他们进行交
116. 流的话 我觉得是会有很大的(.)方便
117. I: 嗯(.)因为随着这个全球化的发展呢 呃::这种(.)贸易往来啊越来越密切
118. 然后呢(.)人员就是流动 尤其是:旅游(.)到世界各地的旅游 你会遇见来
119. 自于世界不同母语的人 你是必须要跟他们进行交流 那交流的时候呢
120. 你可能就会碰到:很多很多(.)这个不同的英语变体 那所以说(.)有人认为
121. 呢就是说 英语呢(.)是一个 呃::是具有是多样性的 除了美式英语和英
122. 式英语之外呢 还有什么新加坡英语呀(.)马来西亚英语呀(.)印尼(.)印度
123. 英语呀(.)南非英语呀等等 那你同意他们的这种说法吗
124. S2: 嗯:我(.)我是比较同意的=
125. I: =嗯
126. S2: 因为有中国英语这个例子在这里 毕竟一个英语它是一个外来文化 它
127. 进入本地之后势必会被本土的文化所影响 就像咱中国的那个(.)那个语
128. 言的排列顺序和英语的排列顺序是不同的 所以这个就可以看出英语的
129. 多样性是必然的 但是我觉得英语它是殊途同归的 所以说它(1)尽管是
130. 各种各样的英语 但是的话它的(.)总体要表达的或者总体(.)要表现的意
131. 思应该是相同的 就像以中国为例吧 中国可能会说普通话(.)有些地方
132. 然后有些地方会说方言 但是如果你叫一个(.)人去一个说普通话的地方
133. 他可能会(.)他会听得懂普通话的(1)那些人说的的是什么 你像一个说普通
134. 话的人 他跑到一个本(.)那个乡下的地方去 也可能听懂乡下那些人
135. 说的是些什么 所以说这些(.)因为我们说的都是汉语嘛 虽然发音有些
136. 不同 但是我觉得表达的意思是相同的 只要你是仔细地听 然后认认真
137. 真地理解 我觉得还是应该没有问题的 所以说(.)呃:虽然他们的英语是
138. 多样性的 但是呢(.)如果你认真地同他们进行交流 还是会发现他们表
139. 达的意思是相同的

140. I: 嗯所以说你:你觉着他们这种英语变体 嗯:可接受吗
141. S2: 我个人意见是(.)可以接受的
142. I: 那你在跟印度人啊(.)或者是(.)马来西亚人聊天的时候 你有没有觉得(.)
143. 哦(.)他们这个英语怎么听也听不懂(.)看也看不懂 好烦呐 有没有这种感
144. 觉
145. S2: <@>有那种感觉</@>
146. I: 啊
147. S2: <@>肯定有的</@> 就像
148. I: -那你(.)那你(.)那样子你怎么还(1)那你(.)还:如何能跟他们交流啊
149. S2: 嗯::我个人就是(.)因为(.)身在身在中国嘛 对中国式英语(.)然后@也是
150. 比较认同的 我其实我比较认同中国式英语 比如说举个例子吧 就是前
151. 一(.)前些年的时候 就是英国的牛津词典(.)不是把一些中国式英语已经
152. 加进去了吗 成为了标准英语 我觉得这就是一个(.)很大的突破 就是说
153. 有一些单词呀 然后就中国式英语的话加进去的话就我觉得这就(1)嗯:
154. 就可以理解就是为然后(.)英语在包容其它的英语
155. I: 嗯:
156. S2: 我觉得有可能只是我们学习得不够多 而不是我们(.)嗯:不够理解 而不
157. 应该排斥它 因为对大部分他们这些本地人来说 他们的英语已经成为
158. 一种习惯了
159. I: 嗯:
160. S2: 我觉得也是可以理解的 而不能盲目地就是说排斥他们
161. I: 嗯:那你觉着在这种(.)呃: 国际交流或者跨文化的交流当中 呃::相互理
162. 解和这个(.)嗯:有一个好的发音呐(.)有一个好的语法啊 哪一个是更重
163. 要
164. S2: 我感觉都挺重要的
165. I: 嗯嗯
166. S2: 因为交流呢(.)最重要的就是要表达各自的意思嘛
167. I: 嗯嗯嗯
168. S2: 虽然是我我的个人意见是不排斥有(.)本地的那种口音啊(.)语言啊 但

169. 是我觉得如果交流的话 最好要(.)用那种嗯:比较那种标准的语言 因为
170. 尽量可以改变自己嘛 就像我们中国人(.)在说话的时候 虽然在南方他
171. 们说的是粤语 然后在(.)然后大部分呢 但是在那种平台上啊(.)交流平
172. 台上啊 或者是你去一些比较正规大型的城市啊 他们说的还是普通话
173. 这就是把整个中国所有的人 就是(1)嗯:规范化 虽然不排斥你在你本地
174. 说你的(.)方言 因为(.)各自都听得懂 但是呢它比较要求你呢 在一些(.)
175. 大型的和其它地方(.)然后说普通话 我觉得英语就是这样(.)我们在中国
176. 完全可以说中国式英语(.)然后我们都听得懂 或者说在印度啊印尼呀
177. 马来西亚这些地方 你可以说本地的英语啊 但是如果你跑到那种大型
178. 的国际平台上去 比如说你去了美国(.)参加一个什么什么的会议 或者
179. 说你去了英国 参加一个什么什么的呢:商业活动呀 我觉得你尽量可以
180. 改变自己 让自己的语言可以更加标准 嗯我想举个例子就是在我们现
181. 在吧(.)假如在这个地方 我们说的(.)会带一点方言 但是呢(.)我们上了
182. 北京去 就会不由自主地会改变自己 然后说成普通话 比如说我家是(.)
183. 呃:潍坊 然后潍坊呢我们会说得是潍普我们说 就潍坊普通话 但是我
184. 上青岛来了之后呢 我会不由自主地把自己的普通话改成一种比较正规
185. 的普通话 但是我回去呢(.)就会同我的家人(.)同我的朋友继续用我们那
186. 儿的方言继续进行交流 我觉得这就是一种可以改变的 不一定说你非
187. 要在(1)每个地方都要说标准的英语或者标准的普通话 我觉得这是完
188. 全没有必要的 但是我们完全可以改变自己 通过改变自己改变 在不同
189. 的地方说不同的(.)语音啊(.)口语啊 我觉得都是可以的
190. I: 嗯:那你在:跟这个外国人聊天的时候 因为我们是:中国人嘛 势必带有一
191. 些中式的口音 或者是说一些中式的英语 那你(2)你(2)希不希望你能够
192. (.)被认出来你是中国人 就是当你跟这个外国人在聊天的时候 人一听
193. 哇:这个这家伙是来自中国的 你希不希望被认出来
194. S2: 嗯:我希望我也不反对 因为我
195. I: -为什么呢=
196. S2: =觉着身为中国人(.)应该首先要有国家自豪感 我不因为我是一个中国
197. 人而感到什么(.)卑微啊 因为我觉得我是作为一个中国人我很骄傲

198. I: 嗯

199. S2: 我觉着在那种国际场合说中国普通话 可能有点<@>不合地方</@>因
200. 为(.)他们有可能听不懂 我觉得尽量要发音(.)尽量要改变自己 改变自
201. 己的语音(.)做得更加标准 但是我不(.)不会因为就是我说一口中国式
202. 英语而让他们感觉我是个中国人而感到什么不妥 因为我身为一个中国
203. 人首先要有国家自豪感

204. I: 嗯 就是(.)学英语学了这么多年哈 有(1)有一些人说这个既然学英语嘛
205. 应该以这个(.)就是说英语为母语的人 他是(.)最好(.)和最理想的英语老
206. 师 你同意这种说法吗

207. S2: 嗯嗯::我不是很同意这个观点 因为在中国大部分地方还是由中国人来
208. 教授英语 很多(.)中国(.)很多中国人说的英语也非常标准呀 不一定非
209. 要从那个英国呀(.)或者说美国呀你请老师来 一是这样的话(.)不会有那
210. 么多人愿意(.)呃:来这种(.)去别的国家给人家当英语老师 但是我觉着
211. 呢 中国人就是(.)可以完全可以就是(.)通过(.)自己去通过学习啊(.)来说
212. 一口比较标准的英语 然后来教授自己=

213. I: =你觉着:就是中国的英语老师跟这个外教相比(.)有什么(.)优势和劣势吗

214. S2: 中国的老师可以更好地了解中国的学生 因为他知道中国式英语有什
215. 么缺陷(.)可以更好地弥补 而外教的话(.)嗯:因为我们(.)在那就是有一所
216. 学校里头是请外教的 然后我们听(.)听那里的同同学和朋友们说 就是
217. 他们外教呢(.)上去呢然后没有什么交流 就是老师在上面讲(.)学生在下
218. 面听 就是没有之老师生之间呢很少有那种沟通啊(.)表达啊 然后有些
219. 外教(.)汉语也不是很好 有些学生呢(.)也是比较调皮吧 然后就是(.)对
220. 老师不是很尊重啊 就会导致这种现象出现 而如果中国式老师的话 嗯
221. 中国老师的话(.)他会比较了解自己(.)中国的学生有什么(1)不足之处 可
222. 以加以修正 而且我觉得中国式老师的(.)语言语言的这种(.)不一定比外
223. 教差

224. I: 那:那样也就是说(.)啊(.)就是说(.)就是就是教英语的这个方法啊 有人也
225. 觉着(.)这个(1)呢:西方的这种(.)那么教学方法(.)就(1)比较好 还是中国老
226. 师这种(.)教学方法就:没有那么好 总是(.)这个(.)以这种应试为(.)目的啊

227. 训练呐(.)训练做题啊训练(.)考试 你(.)认同这种说法吗
228. S2: 我不认同这种说法 因为我觉着(.)每一个国家它的(.)呃:需要(.)需要教育的方式不同 我待在(.)对中国来说 应试教育就是一种比较好的<@>
229. 教育</@> 因为软式教育呢(.)它很大程度上会让学生比较松懈 应试教育呢(.)可以更好地训练我们 比如说我们的写作能力会更强 我们的表达能力会更强 通过众多的考试呢(.)来督促我们不停地学习 就像英国
230. (.)英国他们的英(.)他们的数学(.)数学来举例吧 他们现在在大量引进中国式的数学(.)方式 所以我觉着这就是一种(.)嗯(.)相互交流过程中来对于自己(.)本土的一种适应 所以说我们不必要因为(.)呃:英国他们的英语方式和
231. 中国英语方式的不同而(.)有什么对中国英语啊 或者美国美式英式英语啊有什么不同的看法 我觉得可以(.)本因地制宜 然后通过呃:
232. 每个国家不同的那种教育和历史的方式 然后来(.)通过更好地来教授自己本地的学生
233. 己本地的学生
234. I: 那你觉着(.)呃:我们学习英语的材料和内容应该以什么为基础(1)比较好
235. 是以这个英国文化和美国文化啊(.)呃:(1)为基础 还是说(.)嗯:除了这个英美文化还应该(.)呃:(1)提供一些其它不同国家的文化 好一点
236. S2: 我觉得主要还是应该以(.)英国的或者美国的文化为主 然后以其它那些国家为辅 首先呢我们因为英式和美式英语毕竟在国际上是一种标准的英语 然后我们出去呢因为大部分也是会与标准(.)说标准英语的人进行交流 毕竟我们很少就是说(.)呃:有机会就是可以长久地居住在印度
237. 啊马来西亚印度尼西亚这种这种地方 所以说大部分情况下呢我们首先还是要了解(.)英语和(.)嗯(.)英式英语和美式英语 所以说我们的话主要是以英美为主 其他国家可以进行了解 但不一定说一定要贯通(.)学会
238. I: 嗯 因为现在这个语言的这种环境很复杂 尤其是(.)随着就是这个全球化的发展 那么各个国家的这种贸易往来啊(.)人员的流动啊(.)包括这种旅游啊 也特别多了 呃::那么在这个:现实生活当中 有可能你会面对来自于(.)呃:不同母语背景的人 要跟他们进行这个交流 这个时候呢(.)我们
239. 呃:我们绝大多数呢都会选择英语 那么(1)这是现实生活当中所存在的一种情况 而在课堂当中呢(.)呃::你又主张说是呃::要学习这个(.)所谓的这

256. 一个 standard English 就是英式英语和美式英语 那你觉着这是不是一种矛盾
 257. 的(.)矛盾或者是冲突呢 呃在(.)你觉得在这个(.)在中国的英语这
 258. 个课堂上 老师应该怎么去(.)那么教学生才能够满足学生未来发展的一
 259. 个需要呢
260. S2: 嗯:因为现在中国(.)有很多外国人来旅游么 有各有来自于世界各地
 261. 的人 有些人会说标准英语 有些人会说他们比较本土的英语 呃:可能你
 262. 会碰到一些人说英语你有可能会听不懂 因为他们会因为发音原因啊
 263. 嗯但是我觉着呢我们还应该学(.)主要应该要去学习那种标准英语 因为
 264. 我们(.)毕竟是(.)他们走进来的人是少 然后我们本个人呢还是要走出去
 265. 么 对许多人来说(.)中国还需要学习 还需要走出去 呃:再加上英国和
 266. 美国比较发达 所以说中国我们出去的机会呢 也是以欧洲呀(.)或者是
 267. 美国为主 像印度啊(.)马来西亚印度尼西亚这种地方 我们去的机会有
 268. 是少 所以说我们要首先要(1)有用的 先要学习有用的那一部分而这些
 269. 了解的或者(.)比较边缘化的部分呢(.)我们可以进行了解 而不是说(.)拿
 270. 出大部分时间来学习这些 然后(.)除非呢你是你要去那些地方定居啊(.)
 271. 学习啊你可能要进一步了解 所以说我们我觉着我们大部分人还是要以
 272. 标准英语为主
273. I: 也就是说还是要根据你的(.)这个:需求和目的是么=
 274. S2: =对对对
275. I: 嗯(.)好 我们这学期开的这门课(.)就是 {course's name} 你觉得这门课上你
 276. 学到了什么东西呢
277. S2: 嗯我了解了很多 比如说以前呢 <@>我我只知道就是</@>英式英语
 278. 美式英语 因为我们主要是学习那些吗 那现在我知道了(.)印度(.)呃:印
 279. 式印式英语(.)马来西亚说的马来西亚英语
280. I: 嗯
281. S2: 然后(1)所以呢我了解到了很多 就是出去的话(.)可能会去那些地域 如
 282. 果我有机会的话去那些地方的话 我会更加的就是(.)了解(.)会更好地了
 283. 解他们 可以提前做一个准备 所以说我觉得这门课对我来说是非常有
 284. 用的 也是非常有意义的

285. I: 那你觉得这门课:有助于提高你的全球英语的意识吗
286. S2: 有助于提高我的意识 嗯如果有机会的话(.)我们可以走出去 碰到来自
287. 世界各地说英语的人 呃:我有可能我就不一定碰到一个人就说他是说
288. 的不是标准英语啊 然后我就感到诧异 因为我知道(.)原来在地球上的
289. 其它地方 他们有可能会说的本土的英语(.)就像中国式英语一样 所以
290. 说我们要学会包容(.)学会理解 而不是说因为听不懂 那你感觉他说的
291. 这不是英语吗 我们不会有这种的疑问 就是说
292. I: -也就是说你对:呃::就是别人的这种这种英语的这种评价的::是:发生了变
293. 化的
294. S2: -对对对=
295. I: 以前你可能[会一种看法
296. S2: [以前我可能
297. I: 现在又是另一种看法
298. S2: 对 我以前的话我觉着标准英语啊 然后那是(.)就像普通话一样(.)是必
299. 须全球都通用的 而我学习了这门课程以后呢 我对的其它英语有了不
300. 同的理解
301. I: 嗯:那你觉着就是老师对英语或英语学习的一个(.)那么看法(.)会不会影
302. 响到你呢
303. S2: 嗯(1)我觉得也是会影响到的
304. I: 嗯
305. S2: 因为我们毕竟要向老师学习 然后老师
306. I: -你你举个例子说明一下(.)就是说(.)哪些老师(.)他的这种对待英语或者英
307. 语学习的一个看法(.)影响到了你
308. S2: 嗯我想举例的是我高三的英语老师么 我高三的英语老师呢 他说:话
309. 就是(.)他他说话他说英语呢(.)比较快 口语比较快 最一开始我们上他
310. 课的时候听呢 呃:听不懂他在说什么 真的是一点都听不懂 因为他说
311. 话比较快的当时我们也跟不上 最后呢(1)经过了跟着他一段时间的
312. 学习呢 然后我们(.)就是比较慢慢适应这种语速 所以说我觉着每个人
313. 说英语的方式都是不同的 比如说我们我们以前更以前的英语(.)老师

314. 然后他们的语速是比较慢 然后我们容易理解 但换了已经换成这一个
315. 老师呢 所以说就感觉跟不上(.)跟不上他的节奏 这样就会让我了解到
316. 是不是其他在碰到真正的英国人啊或者美国人啊 他们会不会因为语速
317. 啊(.)其它的因素而给我们造成一定的影响
318. I: 事实上你通过这个例子还是说明了(.)就是说(.)如果:熟悉程度(.)很重要
319. 如果你熟悉了老师这个语音语调了(.)语速了 你可能(.)呃:你理解起
320. 来比较容易是吧
321. S2: 假如一开始同他进行交流的话 就是(.)根本听不懂他在说什么 但经过
322. 跟他一年的学习之后我们已经完全可以听懂他讲得是什么了 然后听懂
323. 他说的意思了
324. I: 嗯 你觉得我们这门课(.)如果以后再:(.)开这门课的话 你觉得还有哪些
325. 方面(.)就是有没有一些好的:那么建议 就是说我们在课堂上(.)还应该再:
326. 是增添哪些内容(.)会(.)呃:那么更(.)有利于我们学习
327. S2: 嗯:经过这么(.)这些时间的学习吧 我感觉咱的(.)老师您教得是比较不
328. 错的 然后(.)因为跟着您学习 然后我了解到了很多 嗯::我觉着:也没啥
329. 需要<@>也没什么需要补充的了</@> [我觉得这门课已经很不错了
330. I: [因为咱们时间比较紧
331. 很多东西(.)都没能细化 只是(.)嗯::先(2)开个头 让你有兴趣的同学可以
332. 再深入地再学习一下 好那就说到这吧 谢谢
333. S2: 好

Participants: I: Interviewer

S6: Student

1. I: 首先(.)你来谈一下你对英语学习的这个经历吧 比如说从什么时候开始学
2. 习英语的 然后呢::(1)学习英语的动机是什么 呃:(1)包括一开始为什么学
3. 习英语 现在(.)学英语的动机有没有发生变化(.)啊(.) 然后(.)你觉得学习英
4. 语会给你带来哪些机会 呃(.)也可以聊一聊(.)你觉着呃:学习英语的过程中
5. 存在(1)哪些(.)呃:困难
6. S6: 呃::最开始学英语是那个(.)接触到英语吧 是因为(.)呃:我爸爸在家里教我
7. 因为他之前做过那个英语老师 然后就会教我一些 先是从它那个(.)呃:单
8. 词啊(.) 一些简单的单词 然后一常(.)一些日常的对话 然后:我就开始(.)那个
9. 接触英语 一开始
10. I: -那个那个时候你对英语喜欢吗
11. S6: 对 就是完全是(.)大(.)应该就是完全出于兴趣 那时候对英语就是(.)呃::
12. 就是每天感觉学习英语是快乐的 后来就是上了初(.)呃小学三年级开始
13. 学习(.)正式学习英语 然后(1)嗯: 一开始学习英语很轻松 后来到了大约
14. 就是初中的时候
15. I: 嗯
16. S6: 就开始 感觉就是一种任务了 然后就比较: 学习英语一些 呃:作业什么
17. 的就比较繁重了 就是(.)大多就是一些 呃: 重复的抄写的那种作业 就
18. 是开始对英语(.)有一些(.)呃:不是很喜欢了 不是出于兴趣了
19. I: 既然(.)不喜欢了(.)为什么还要学啊
20. S6: 嗯::(.)考试啊 就是(.)还是(.)呃: 就是(1)一种:: 就是(.)必须的吧
21. I: 嗯
22. S6: 嗯: 接受教育
23. I: 嗯
24. S6: 然后就是:=
25. I: = <rising tone>那你上了大学之后还喜欢学英语吗<rising tone>
26. S6: 嗯:: 大学对呃:对一些作业什么的(.)要求不是很高了 就是比(.)范围比较
27. 大了 然后接触英语(.)就是(1)嗯:其实没有(.)也没有很主动了 然后因为
28. 自己选的专业跟英语接触不是很大 然后也(.)呃:主动性也不是很高=
29. I: =你是什么专业
30. S6: 农学
31. I: 噢 那你为什么觉得农学的跟(.)英语的关系不是很大呢
32. S6: 一开始是这么认为的 但我现在好像(.)就觉得其实还是(1)可以向英语方
33. 面发展的 就是(.)呃:: 农业科技英语(.)就是:
34. I: -对的
35. S6: 嗯 然后可以(.)那个(1)嗯::就是(.)专业性的那种英语 有有有这种的 然
36. 后也:有有些兴趣
37. I: 你你比如说(.)你的一种研究成果(.)有没有可能在未来的时候 嗯::可以向
38. S6: -嗯(.)对
39. I: 可以向国外输出呢
40. S6: 对 应该有一些文献啊什么的 可能会就是用用到英语
41. I: 或者是(.)国外的这种有某种技术手段很先进 你需要学习的

42. S6: -噢对
43. I: 那你是不是需要通过这种语言
44. S6: 嗯对
45. I: 所以说呢 那么(1)你觉得这个(1)呢:你是否觉得英语在你的学习生活和工
46. 作当中(.)以后的工作当中(.)呢:会起到很(2)很重要的作用 或者会(.)或者
47. 它会起到一种什么样的作用
48. S6: 嗯 就是(.)呢::我这个专业肯定会一直(1)坚持下去 然后英语的话(.)呢:
49. 我也是(.)因为从小有这个(.)还是有兴趣的 所以还是想(.)呢:希望提高自
50. 己的(.)英语这方面的 就是(1)能力吧 然后(.)呢::对于专业来说的话(.)可
51. 以(.)就是呢:在科技(.)农业科技这方面 然后可以(.)呢::一些::嗯::(1)作品
52. 什么的 可以(.)就是如果以后有机会发表这种(.)文章的话 肯定要用到英
53. 语
54. I: 那用(1)一(.)一句话或两句话说明一下(.)英语起到一种什么样的作用呢
55. S6: 嗯:(3)呢::(4)呢可以就是(1)<slow>在以后的专业中(.)可以不断就是(.)起
56. 到一种助力的作用吧<slow> 可以提供更高的(1)平台和空间
57. I: 嗯 okay(.) 你(.)你觉得你的英语怎么样 你对你的英语:水平满意吗
58. S6: 一般 就是(.)呢::对于(.)这个专业来说 其呢::英语成绩虽然(.)就是还可
59. 以 但是(.)其实(1)嗯::就::
60. I: -你觉得在[哪些方面
61. S6: [更大的
62. I: 有不足 [哪些方面
63. S6: [口语
64. 然后:听力(2)呢::(1)一些专业性的(.)就是(.)就词汇方面其实也还是(.)没有
65. 很好
66. I: 你觉得(.)呢:我们的英语会受到(.)我们汉(.)我们母语汉语的影响吗
67. S6: 会
68. I: 比如说在哪些方面可能会[受到影响呢
69. S6: [口语会
70. 然后::呢:表达方面吧 嗯::中式英语 就是表达(.)直接翻译的话(1)就会直
71. 接按中文的那个翻译(.)翻译 然后::(2)嗯:(3)
72. I: -就是说你在跟外国人聊天的时候 你觉得他能听懂你(.)的意思吗
73. S6: 应该可以=
74. I: = <rising tone>你能听懂他的意思吗<rising tone>
75. S6: 嗯::嗯:除了某些词汇的话(.)应该大意可以懂吧
76. I: 嗯那你们在就是交流的过程中 因为我们作为是中国人可能势必会有一
77. 些(1)是中国式英语的痕迹 比如说(.)啊:一些中国式的英语啊(.)语音语调
78. 啊(.)词汇啊都是中国式的 那(2)嗯::(1)你是怎么看待(.)就是中式英语发音
79. 的 你对它有个什么样的态度
80. S6: 嗯:(1)我以前可能觉得这是不太好 然后就是现在(2)呢:: 可能(1)更容易
81. 接受了吧 只要:就是可以让别人懂(.)自己的意思就可以了
82. I: 那你(.)比如说(.)你的聊天的对象是来自于英国和美国的 呢另一组聊天呢
83. 对象是来自于(.)亚洲的(.)或者是欧洲的 那你在面对不同的这种(1)人群的
84. 时候(.) 你对:那么中国式的口音(.)会有不同的(.)态度吗

85. S6: <rising tone>自己吗<rising tone> 就是:
86. I: -对
87. S6: 噢=
88. I: =你對自己
89. S6: 对于
90. I: -或者是对其他人的这种(1)中式的发音呐(.)还有语言的使用
91. S6: 可能会觉着(.) 嗯:以英语为母语的人的英语更容易理解
92. I: 嗯
93. S6: 然后(.)自己可能跟他们对话的时候也可以(.)更注重这方面 如果跟(.)就
94. 是(.)
95. I: 嗯
96. S6: (4)
97. I: <soft>说<soft>
98. S6: 就是如果跟自己都是一样 不是(.)以英语为母语的人的话 就可能比较
99. 轻松了 就是感觉大家都一样(.)然后就对自己的发音没有那么刻意地(.)
100. 呃:去表现
101. I: 嗯(.)如果被别人(.)听出来你是(.)呃是中式口音 你有没有感觉到一种(1)
102. 不太(.)有一种不太好的感觉 或者是(.)呃:是说 比较(.)比较不太舒服啊
103. 或者是(.)感觉到很没面子啊 这种感觉
104. S6: 没有
105. I: 没有嗯(4) 因为现在这种全球化的趋势(1)越来越明显了哈 就是有人
106. 认为呢(.)除了这个英式英语和美式英语之外啊 还有其它的这种语言变
107. 体 比如说南非英语啊(.)印度英语啊(.)马来西亚英语啊 还有什么韩国英
108. 语啊(.) 日本英语等等 你同意这种(.)说法么
109. S6: 嗯:同意 呃:: 如果就是:比如说印度英语 然后他们(.)就是可以互相交
110. 流 虽然可能(.)呃:其他地方的人(.)其他外(.)对于他们来说(.)呃:不太懂
111. 他们的语言 但是他们自己可以互相交流 就很(.)顺畅 嗯并且可以有(.)
112. 他们自己的一些(1)地方特色和文化 然后(1)就是交流起来更(.)容易
113. I: 那你觉得他们这种变体(.)呃::是可接受的 <rising tone>是吗<rising tone>
114. S6: 对
115. I: 也就是说(.)你比如你跟一个印度人(.)或者是南非人(.)聊天的时候 你(2)
116. 你(.)如何(.)或采用什么方法(.) 呃:能够(2)有效地跟他们进行(.)那么沟通
117. 呢
118. S6: 我觉得这个应该是(.)一种(1)长期的观察 然后(.)和适应吧
119. I: 嗯
120. S6: 就是互相适应(.)才能够懂他们就是(.)哪一些地方(.)做了改变啊什么的
121. 但是(.)大体的还是从英语(.)英语变体嘛 还是有一个(.)大的主干还是有
122. 的
123. I: 嗯(3) 就是说在实际的这种跨文化的交流当中 呃::你觉着(.)呃:相互理解
124. 跟(.)嗯:一个好的发音(.)或者是好的语音语调相比 哪个更重要
125. S6: 呃:肯定是那个互相理解
126. I: 嗯
127. S6: 就是:可能更多的(.)对于:以(.)英语为(.)母语的人来说 他们是(.)他们可

128. 能认为你不是那个(.)呃:那个本国的人 或者是就是一种变体英语的话
 129. 就是可能就是从你的(.)呃:口音(.)就是平时的日常对话 一些那种(.)呃:
 130. 什么用了一些复杂的那些语法(.)或者是一些复杂的词汇 他们可能就可
 131. 以看出来 就算你有那个(.)呃: 口音也很标准(.)但是你语法很好的 就
 132. 可能会认为(.)呃:你不是那个(.)以英语为母语的人 就是(1)其实这些在:
 133. 日常交流中(.)就是并不太使用 就是如果是以互相理解为目的的话 就
 134. 是对一些语法和一些词汇的要求并不是很高
 135. I: 嗯(2)那你觉得在这种跨文化交际(.)或者是(.)国际交流当中 嗯(2)万一你
 136. 们要是(.)出现了这种(1)交流不畅的情况下 你觉着有哪些方法可以(1)有
 137. 助于你们之间的这个交流(1)和相互理解
 138. S6: 嗯::(3)肢体<@>语言</@>
 139. I: 嗯对 肢体语言<rising tone>是吧<rising tone> 比如说这个(.)<rising
 140. tone>比如说呢<rising tone>
 141. S6: 就是可以(.) 嗯:指实物也行 就是可以用(.)肢体 然后(.)嗯: 就是比划
 142. 什么的 然后也可以就是(.)看见实物的话 给他们(.)就是指认啊什么的
 143. I: 嗯
 144. S6: 呃:
 145. I: -还有哪些方面
 146. S6: [也可以
 147. I: [哪些手段
 148. S6: 就是(.) <rising tone>以英语吗<rising tone> 就是
 149. I: 嗯
 150. S6: 英语交流中还是
 151. I:=对啊 英语啊
 152. S6: <rising tone>英语交流当中出现问题的话么<rising tone>
 153. I: 嗯:就是说你跟一个印度人(.)南非人(.)马来西亚人(.)你们在一块交流的
 154. 时候(1)怎么(.)就是说你你会你你会想到用哪些方(.)法来(.)这个(.)保证你
 155. 们(1)就是说(.)有助于你们啊(.)良好的沟通
 156. S6: <rising tone>先是说英语吧<rising tone>
 157. I: 先是说英语 <@>那你们还可以用马来西亚语(.)交流</@>
 158. S6: @@ <@>对呀(.)因为英语不是通用语言吗</@> 所以先用英语 如果英
 159. 语用就是遇到障碍的话就可以用那个其它的
 160. I: 比如说
 161. S6: 除了肢体语言 还有::嗯::画
 162. I: 画(.)嗯
 163. S6: 嗯::(2)可以:找其他人帮助
 164. I: 嗯
 165. S6: 呃::(2)手机翻译
 166. I: 哎 <@>手机翻译</@> @@@@
 167. S6: @@@@
 168. I: 网络 嗯
 169. S6: 嗯
 170. I: 网络能够提供很大的方便(3) <1><clear throat></1>那我们学英语学了(1)

171. 这么多年 呃:人们常说呢(.)以英语为母语的人(.)是最好(.)最理想的的英
172. 语老师 <rising tone>你同意这种看法吗<rising tone>
173. S6: 嗯:: 不完全同意吧
174. I: 为什么
175. S6: 嗯: 以英语为母语的人(.)他可能就会觉得 呃: 一方面口音比较好 第
176. 二方面就是(.)呃:他有一个文化底蕴 然后有一个历史的那种环境 但是
177. 这并不:能够完全否认那些(.)不是以英语为母语的人就(.)呃:也可以(1)就
178. 是做到(.)呃:(.)呃:那个(2)呃:就是他可以(.)他也可以充分理解那个历史
179. 然后口音的话 他有自己的(.)特点 就是(.)如果你是一个:中国人 如果
180. 是(.)呃:英语老师是中国老师中国老师的话 他可能就会(.)知道作为一
181. 个中国人那个学习英语的一些(.)呃:更快更好的方法 然后也会有自己
182. 的(.)加上自己的理解(.)有自己的经验
183. I: 嗯 呃:那你觉得是中国老师中国的(.)英语教师跟(.)外教相比(.)还存在哪
184. 些不足吗
185. S6: 嗯 就是那个(.)呃:文化方面(.)文化和历史方面吧 理解不够充分 然后:
186. 就是(.)呃:不能够完全解释(.)嗯:一些方面吧
187. I: 嗯 呃还有人呢(.)这个(.)教授英语最好的方法呢(.)也是来自(.)以这个
188. 英语母语的国家 你觉得(.)这个说法(1)嗯:有道理吗
189. S6: 教授英语=
190. I: =对
191. S6: <soft>以英语为母语的国家<soft>
192. I: 嗯
193. S6: [哦
194. I: [就是说
195. S6: 哦 就是那个(.)如果是英语(.)就是呃:这样的话他们有那个自己的文
196. 化(.)底蕴 但是(.)如果是其它国家的话(.)它(.)它会有那个(.)自己国家(.)
197. 发展英语 也会有一个发展的过程 也会有自己不同的(.)特点和历史吧
198. I: 嗯(4) 那你觉得(.)呃(2)呃在这个(.)英语学习材料的内容(.)应该以什么为
199. 基础 应该以英国和美国的文化为基础呢 还是除了英国文化和美国文
200. 化之外 还(.)需要包括其它(.)就不同国家的文化
201. S6: 嗯::(1) 要(.)就是要除了英语英国和美国以外 要(.)还要有其它的吧 因
202. 为(.)除了标准英语以外 还有其它的英语变体 呃:只有充分地了解到各
203. 个国家的发展发展的英语(.)才能够更全面地学习英语
204. I: 嗯(4) 那你觉着在这个(1)中国的(.)大学生的英语课堂上 老师应该教(.)
205. 他们什么样的英语才能满足他们(.)未来发展的需要呢
206. S6: 嗯::(2) 呃:(1)更加(.)就是实用的英语吧 就是是呃:交流 然后(.)第一个
207. 是交流 然后第二个就是呃:跟他们以后的职业相(.)联系的 然后呃:比如
208. 说(.)就是经济贸易这一块 他们就更加注重(.)就是呃:一些商业用语啊
209. 什么的
210. I: 那你说(.)呃:(1)英语存在的这么多种英语的变体 那么老师应该(.)嗯:教
211. 学生哪一种英语的变体啊(.)才能满足他(.)未来的一种需要
212. S6: 看他接触的(1) 一般就是(.)还是嗯::(2)本国的吧
213. I: 本国的 你比如说我们中国的话 那么我们老师在课堂上(.)就应该教(.)中

214. 国的学生本国的这个这种英语的变体 也就是在中国我们就教 China
 215. English 你是这么认为的吗=
 216. S6: =呃不是 要先(.)先教(.)标准英语 还是以标准英语为主 然后(1)呃:中国
 217. 式英语应该是我们比较熟悉的 呃::是更:是他更容易理解 毕竟是作为
 218. 中国人 然后也可以(.)再教一些呃:被(.)世界(.)或者是国际认可(1)更多
 219. 的变体英语
 220. I: 嗯 okay 那我们这学期开了这门课叫做{a course's name} 那你觉得在(.)
 这门课里面(.)你学到了哪些东西呢
 221. S6: 嗯:就是对标准英语的看法
 222. I: 嗯
 223. S6: 没有以前那么(.)就是(.)对它的追求也没有以前那么那个(.)呃:就是感觉
 224. 嗯::标准英语不是:嗯:一个固定的(.)或者是每个人都需要追求的英语
 225. 呃:我们可以有自己的(.)我们可以根据自己的文化有自己的特点 然后
 226. 只要(.)就是 第二个就是(.) 呃:英语应该更注重就是互相理解和交流(.)
 227. 因为我们以后 还有就是那个更适用于自己的专业 然后(.)呃:朝着某一个
 228. 一个方向发展 然后(1)嗯:第三个就是一些:嗯:呃:对待就是(.)呃::对待一些
 229. 变体英语的看法 然后呃:更加宽容地去包容这些不同的(.)变体英语(.)
 230. 它们(.)不同的文化
 231. I: 嗯 你觉得这门课有助于提高你全球英语的意识吗
 232. S6: 嗯 然后就是(1)呃:我可能会(.)除了标准英语以外我可能会更多地去接
 233. 触一些其它的变体英语然后去(.)可能会学着(.)试着去理解(.)然后去学
 234. 习 会觉得他们更有意思
 235. I: 嗯:你觉着(.)这门课(.)呃:是否改变了你对自己英语和其他人英语的看法
 236. S6: 嗯::我可能以前觉得以前自己的英语和(.)就是口语不好嘛 然后觉得大家
 237. 家(.)嗯:其实就是(.)口语很好的人(.)就是很少 现在就觉得对口语的要求
 238. 没有那么高了 嗯::(3)可能:就是(1)嗯:对自己更(1) 对自己的学习英语
 239. 更:口语方面更自信吧 然后可以(.)就是希望(.)呃:可以多多用到英语(.)
 240. 在口语方面 然后呃::更(.)说英语的时候可能会更大胆一点
 241. I: 那这个(.)对其他人的英语的看法呢
 242. S6: 嗯:(4)嗯::(2) 大家英语就是:
 243. I: -你比如说(.)你在学习这门课之前(.)你觉着这个同学(.)这个老师或者是这
 244. 个国家的人的英语是一个什么样的(.)呃:认识 学完这门课之后(.) <rising
 245. tone>你的这种看法有没有发生变化 <rising tone>
 246. S6: 呃我可能会觉得一开始我可能会觉得某个人的口语不好 然后(.)呃:或
 247. 者是某个人的口语很好(.)就很羡慕 呃之后可能就会觉得(.)呃:我能听
 248. 懂就好了 或者是他在讲述英语的时候(.)有一些语法错误啊(.)就会很很
 249. 在意 然后现在就觉得:呃:其实(1)呃:(2)日常交流的话(.)还是可以的 就
 250. 是可以(1)互相理解(.)可以(1)呃:让我们互相懂就行了
 251. I: 你说这老师们对英语或者学习英语的看法(.)是否会影响到你的(.)对英语
 252. 学习的看法
 253. S6: 嗯
 254. I: <rising tone> \能举个例子说明一下吗<rising tone>
 255. S6: 就是:就像你为我们讲这门课的话 就是(.)呃那个对(.)英语(.)变体英语

256. (.) 标准英语和变体英语的看法就是(.)更加:宽容和开放吗 就会影响到
257. 我的(.)一些思维 然后(1)呃:我记得你常说的一句话就是(.)不是所有的
258. 事情都是:(.)那个(.)非对即错(.)非黑即白的 然后我就觉得非常对 然后
259. 就是(.)呃不能说(.)就是不能因为他那个(.)就是(.)说他就是那个(.)就是英
260. 语口语方面(.)就是他就是错的 然后只要(.)嗯:他有自己的理解(.)有自己
261. 的方法就可以了
262. I: okay(.)就这么多吧 谢谢



APPENDIX L

Examples of Students Interview Transcripts (English)

Participants: I: Interviewer S2: Student 2

1. I: okay to begin with can you talk about your experience of english learning
2. including: when did you start learning english and why did you learn it then (.)
3. in your opinion what opportunity can it bring to you moreover (.) in (.) your
4. learning experience what difficulties have you met erm you can talk about these
5. questions
6. S2: i began to learn english from grade three because in primary school (.) from
7. grade three then (.) we began to have english classes and i started learning
8. english from that time in fact at the very beginning (.) i felt it was difficult to
9. me because (.) i had never been exposed to english (.) before so at that time it
10. troubled me a lot but after then my parents sent me to some tutorial classes in
11. order to improve my english by taking english tutorial classes in my view (.)
12. the biggest problem for me is the oral english erm: when i began to learn
13. english i was taught the phonetic transcription by the teacher but as for the
14. phonetic transcription (.) i didn't command it very well which result (.) to my
15. poor oral english (.) that is to say if you give me a word i may write it down
16. with the knowledge of its meaning but if you want me to speak it out i can
17. not do it but i think english is of great importance over the years' learning
18. experience i think (.) erm: china (.) i mean chinese people learn to speak
19. chinese while in the world (.) there are many places speaking english then by
20. learning english (.) we can go to many other countries for example we can talk
21. with (.) people in usa (.) uk (.) even in european countries where english is not
22. their official language we can talk with people in english
23. I: erm:: any other aspects that is what opportunity can english bring to you one
24. point is that (.) maybe it can help in (.) communicating with erm:: foreigners
25. or (.) having some international interchanges and some (2) other opportunities
26. S2: <1><clear throat></1> because the internet is much more developed now and

27. we can contact with our friends through (.) internet
28. I: yes=
29. S2:= such as some foreign people then [we can] such as some (.) dating software
30. and when we communicate with some (.) foreigners i think most of time we
31. may (.) use english
32. I: ermh:
33. S2: =for example there is a (.) erm: {website's name} then you can use that
34. (.) website to communicate with (.) foreigners
35. I: -you say which(.) which website?
36. S2: is it named {website's name} (.) right?
37. I: {website's name} yes (.) [{website's name}]
38. S2: [{website's name}]
39. I: yeah yeah
40. S2: then then (.) [we can] because i have used the software
41. I: erm
42. S2: then when communicating we often use english though sometimes i may
43. meet some thai thai (.) people and i can still talk to them in english
44. I: when you are going on (.) your english communication erm:(2) can you
45. understand their (.) english by reading or listening in your view what is the
46. differences among (.) their english our english as well as the english of uk and
47. usa
48. S2: erm: how to say most of the contents can be understood because i think <@>
49. sometimes if i can't understand </@> i have to ask {website's name} for
50. translation
51. I: erm (4) then: (2) how do you think of your english level that is to say are you
52. satisfied with your english
53. S2: erm: not so satisfied because i always think that my oral english is poor i
54. think based on my english knowledge i can communicate with foreigners in
55. written language but if i am asked to communicate in oral english i think (.) it
56. won't be done
57. I: you say your oral english is poor (1) what's your standard
58. S2: i can (.) at least when i see a word i can speak it out with fluency then (.) it
59. won't occur that: (1)i mean i know the word (.) as well as the meaning but i

60. can't read it (.) or when talking with a foreigner i can talk with him fluently
61. using some english sentences rather than you [want to] @ forget the
62. pronunciation of the word then (.) causing prevarication
63. I: then do you think your english (.) has been affected by your mother tongue
64. S2: erm(.) yes it has affected my english a lot i think=
65. I: = for example
66. S2: erm for example it is popular to use some expressions like (.) people
67. mountain people sea or some other ones (1) then i think it exerted great
68. impact on my chinglish because when translating i will (.) do according to the
69. (.) chinese way unconsciously for example (.) erm: i will translate word by
70. word then link the words into a sentence sometimes it doesn't make sense in
71. coherence but i haven't changed the translation habit over the years however
72. [using] the correct way of translating is to begin a sentence with a inverted
73. sentence then translate a better sentence but over the years <@> i have not
74. been changed </@> i maintain my way of translating word by word so i think
75. [chinese way (.)] such (1) traditional chinese way has exerted great influence
76. on me
77. I: erm:(1) (as far as you are concerned) when you are talking with the: err:
78. foreigners or: when you are chatting with them can you understand them
79. S2: erm [most of
80. I: [or
81. S2: i can because
82. I: - erm they can they can also (.) understand your meaning
83. S2: yes generally speaking when we speak in english (.) we don't ask any
84. difficult questions all are very simple ones for example where's your
85. hometown what's your nationality then how's your (.) your hometown and
86. some other daily expressions
87. I: okay
88. S2: then we don't talk about some <@> really complex questions </@> so (.) the
89. sentence structures and sentences we use are very simple ones therefore (1)
90. err: as for people of my english level the sentences are understandable to them
91. I: then (.) have you ever thought that (.) you really hope your (1) oral english: i
92. mean: sound like british or american accent

93. S2: erm: (2) i do
94. I: okay (1) why do you have such expectation
95. S2: erm it is the same as the hope that all chinese want to be able to speak
96. mandarin i hope my pronunciation can be more standard then (.) in other
97. aspects i can (.) erm: i can talk with some foreigners with better effect
98. because sometimes they can not understand you when you speak chinglish
99. therefore i hope my english can be more standard in order to communicate
100. with them more conveniently and more effectively
101. I: but there exists another problem if you communicate with people from uk or
102. usa erm:: maybe (1) erm: there will be few obstacles what if you talk with
103. indians and indonesians erm:: maybe (1) erm: even though your english are
104. standard theirs may (.) erm: singaporean english and malaysian english there
105. also exists the [that that] erm (.) situation that the communication doesn't go
106. on smoothly under such circumstance (as far as you are concerned) in which
107. way can (.) you erm: compensate the (1) or (.) can you promote effective
108. communication
109. S2: okay i think i mean (.) india as for indian english the pronunciation is of
110. strong sense
111. I: well
112. S2: i mean maybe the voice is deep and low
113. I: okay
114. S2: therefore what you say in the communication should be based on a clear
115. mind of the pronunciation because i think you (may not) understand if they
116. link the sentence together
117. I: yes
118. S2: thus first and foremost you need to listen carefully then (.) if it fails you can
119. use a pen to help
120. I: okay
121. S2: because (.) even though the pronunciations are different the written forms
122. you write must be the same
123. I: but:: that is to say what if you (.) you want to express too much which will
124. take too much time
125. S2: then i have to (.) listen carefully or <@> study on their pronunciation </@>

126. by comparison (.) to compare
127. I: -[do you think
128. S2: [some regularities and rules
129. I: that is to say if (.) after (.) being familiar (.) with their pronunciation features
130. will the features (.) be erm: conducive to your communication
131. S2: yes of course because it just like (.) chinese people can not communicate
132. with foreigners veritably therefore it must be the case that many indians
133. speak english only in india and they are seldom exposed to standard english
134. so many of them speak indian english if you go to india erm: talking with
135. them (.) in indian english i think is of great (.) convenience
136. I: erm(.) because with the development of globalization erm:: the (.) trade
137. contacts are more and more frequent then (.) the flow of people especially:
138. when you travel around the world you will meet people from different
139. countries of different mother tongues you have to talk with them when you
140. communicate with them you may encounter with: so many (.) different
141. language varieties therefore (.) some people holds the opinion that english (.)
142. is err:: of varieties besides american english and british english there are also
143. singaporean english (.) malaysian english (.) indonesian english (.) indian
144. english as well as south african english and so on do you agree with such
145. statement
146. S2:erm: i (.) i think i agree=
147. I: =okay
148. S2: because we have the example of chinglish here since english is a kind of
149. foreign culture it must be influenced by the local culture after it enters some
150. other countries just like chinese the (.) the (.) language sequences in chinese
151. and english are different from which we can find that the varieties of english
152. is inevitable but i think all roads lead to rome therefore (1) even though
153. they are all varieties of english the (.) general meaning they want to express
154. or the general (.) meaning want to show are the same take china as an
155. example in china people may speak chinese in some places then in some
156. places people may speak dialects but if you ask someone (.) to a place where
157. mandarin is commonly used he may (.) understand what their mandarin (1)
158. mean for example a person who speak mandarin go to a (.) countryside he

159. may understand what the countrymen say [so it (.)] because we all speak
 160. chinese though the pronunciation (may be) different the meaning delivered
 161. are the same as long as you listen carefully and then try hard to understand it
 162. i think it won't cause any trouble therefore (.) erm: their english is of great
 163. variety but (.) if you communicate with them with carefulness you will find
 164. that the expressions are of the same meaning
 165. I: erm so you: you think the varieties erm: are acceptable
 166. S2: as far as i am concerned (.) they are acceptable
 167. I: when you talk with indians (.) or (.) malaysians do you (think) (.) erm (.) their
 168. english is confusing either through listening (.) or reading how annoying do
 169. you have such feeling
 170. S2: <@> yes </@>
 171. I: well
 172. S2: <@> of course i do </@> just like
 173. I: - then you (.) then you (.) if so how can (1) you you (.) go on: your
 174. communication with them
 175. S2: erm:: as for me (.) because (.) i am in china and for chinglishi (.) then @ i
 176. am still on it in fact i approve chinglish for example that is (.) several years
 177. earlier british oxford dictionary (.) has concluded some chinglish which
 178. became standard english in my view it is a (.) breakthrough i mean if some
 179. words in chinglish are concluded i think that (1) erm: can be understood as
 180. (.) english is tolerating its varieties
 181. I: yes:
 182. S2: i think possibly it is only because we haven't studied enough knowledge
 183. rather than we (.) erm: don't have deep understanding we should not exclude
 184. it because for most of the locals their english has been a habit
 185. I: erm:
 186. S2: i think it is understandable we can't exclude them blindly
 187. I: erm: in your view in such (.) erm: international or cross-cultural
 188. communication erm:: mutual understanding and the (.) err: a beautiful
 189. pronunciation (.) a rigorous grammar which is more important
 190. S2: i think all are important
 191. I: okay

192. S2: because as for communication (.) the most important thing is to express the
 193. meaning
194. I: yes yes yes
195. S2: although my personal view is that we shouldn't exclude native accents (.) or
 196. languages (.) i hold the opinion that if we are in a communication we'd
 197. better (.) use the erm: more standard english because we can try our best to
 198. change ourselves just like when we chinese (.) are talking people in the
 199. south speak in cantonese then in (.) then most of the occasions like some
 200. platforms (.) i mean some exchange platform or some large cities people still
 201. speak mandarin it standardize i mean (1) erm: the language of all chinese
 202. though speaking your (.) dialect in your hometown isn't excluded because (.)
 203. it can be understood it also requires you to speak mandarin in (.) some big
 204. occasions (.) in my view english is just like this (.) we can speaking
 205. chinglish (.) in china and it is understandable to all of us put it in another way
 206. in countries like india indonesia and malaysia you can speak the local english
 207. but if you go to some international platforms for example if you visit usa (.)
 208. to attend some some meeting or uk to attend some some erm: business
 209. activity i think you can try to change your way of english speaking to make
 210. your english more standard i'd like to take an example now (.) or just in here
 211. our language may be with some features of local dialects but (.) when we
 212. visit beijing we will change our language into mandarin unconsciously for
 213. example i come from (.) erm: weifang and in weifang we speak weifang
 214. mandarin i mean mandarin with some features of weifang dialect but when i
 215. come to qingdao i transform my weifang mandarin into a more standard one
 216. but if i go back home (.) i will still speak weifang dialect with my family
 217. members (.) as well as my friends i think it is what can be changed it doesn't
 218. mean that you have to (1) speak standard english or mandarin everywhere i
 219. think it is totally unnecessary but we can change our language through
 220. which we can speak different (.) accents (.) and english in my view it is
 221. acceptable
222. I: erm: when you: are talking with foreigners because we are: chinese whose
 223. english accent may carry with some chinese features or we can say with some
 224. chinglish then do you (2) you (2) wish to be (.) recognized as chinese i mean

225. when you are chatting with foreigners who identify the features of your
 226. accent and think wow: this guy comes from china do you wish to be
 227. recognized
228. S2: erm: i hope so and i don't disagree on that because i
 229. I: - why=
230. S2: = i think as chinese (.) i should be proud of my nationality i won't have a
 231. sense of (.) inferiority because i think i should be proud of that
232. I: okay
233. S2: in my view speaking chinese in a international occasion may not be <@>
 234. appropriate </@> because (.) they may be confused(i think we need to try
 235. hard to pronounce in a standard way (.) try to change our way of speaking as
 236. well as the accent to make it more standard but i won't won't feel
 237. embarrassed because of being recognized as chinese for my chinglish
 238. because as chinese we should have national pride
239. I: erm that is (.) after having learned english for several years there are (1) are
 240. some people hold the view that since we are learning english we should take
 241. native speakers as our teachers they are (.) the best (.) and the most ideal
 242. english teachers do you agree
243. S2: erm erm: i don't totally agree on the opinion because english teachers in
 244. most places of china are chinese many (.) chinese (.) many chinese speak
 245. very standard english it is necessary to invite some teachers from uk (.) or
 246. usa for one thing (.) there will be few foreigners who are willing to (.) err: go
 247. to (.) other countries to work as english teachers but i think chinese people
 248. (.) can totally i mean (.) speak standard english by (.) studying by themselves
 249. in this way they can teach themselves=
250. I: = as far as you are concerned: when compared (.) with foreign teachers what
 251. are (.) the advantages and disadvantages of chinese teachers
252. S2: a chinese teacher can have deep understanding of the students because he
 253. knows the defects of chinglish (.) which helps to compensate while foreign
 254. teachers (.) erm: a school our (.) hometown invite a foreign teacher to teach
 255. english and we hear (.) from my classmates and friends that the foreign
 256. teacher (.) teach without any interaction with students that is to say he
 257. teaches in the front of the classroom while students merely listen there is few

258. communication (.) and discussion between the teacher and students what's
 259. more the fact that some foreign teachers' chinese is poor while some
 260. students (.) are naughty may cause the students' disrespectful behaviors to (.)
 261. the teacher but for chinese teachers the reality that they (.) know more about
 262. the shortages of their (.) chinese students can help them to compensate
 263. besides i think the language language (.) of chinese teachers' (.) is not
 264. necessarily worse than that of foreigners
 265. I: that: that is to say (.) erm(.) that is to say (.) i mean i mean the way of teaching
 266. english someone holds the opinion that (1) erm: the (.) teaching methods (.) of
 267. western countries are better while the (.) ones of chinese teachers': are not so
 268. good because they always (.) teach with (.) the (.) exam-oriented purpose for
 269. training (.) doing exercises and organizing (.) examinations do you (.) agree
 270. on the statement
 271. S2: i don't agree because i think (.) educational methods that every country (.)
 272. erm: needs (.) are different take (.) china as an example exam-oriented
 273. education system is a better <@> one </@> because the opposite method (.)
 274. will make students be at ease to great extent while exam-oriented education
 275. (.) can better train our ability for example our writing ability as well as our
 276. expression ability will be strengthened numerous exams are arranged to urge
 277. our continuous study just like uk (.) take the math (.) math class in uk (.) as
 278. an example teachers in uk are now introducing chinese way of math (.)
 279. teaching thus i think the process of mutual communication is an (.) erm (.)
 280. adaption to one's (.) local conditions therefore it is unnecessary to hold some
 281. different opinions towards chinglis american english or british english
 282. because of (.) the differences (.) between british way and chinese way in my
 283. view err: by learning different educational and historical manners of
 284. different countries then in order to (.) teach the local students in a better way
 285. I: in your opinion (.) erm: the material of english learning should be based (1) on
 286. what contents is it erm: (1) based on the british culture and american culture
 287. or (.) erm: besides british and american culture or it will be better if cultures
 288. of other countries should also (.) be erm: (1) taught
 289. S2: i think we should primarily focus on (.) british or american culture then
 290. secondarily other counties' firstly because british and american english is

291. standard in the world besides when we go abroad we normally talk with
 292. people who speak standard english after all we seldom i mean (.) err: have
 293. the opportunity to communicate with people living in such countries as india
 294. malaysia or indonesia so most of the time we should know (.) english and
 295. err (.) british english and america english i mean we should focus on uk and
 296. usa then know something about ther counties additionally it is unnecessary
 297. to command (.) or master all
 298. I: well because nowadays the language environment is really complex especially
 299. (.) with the development of globalization the trade contacts (.) flow of people
 300. (.) as well as tourism among countries are of large number erm:: then in: real
 301. life you may face with people from (.) err:: different language background
 302. you need to communicate with them at the time (.) we erm: most of us will
 303. choose english to communicate so (1) this is the situation that exists in real
 304. life while in class (.) err:: you propose err:: to learn the (.) so-called
 305. standard english referring to british english and america english do you think
 306. it is a contradictory (.) contradiction or conflict erm according to your
 307. opinion in (.) chinese english class how (.) should teachers teach in order to
 308. meet students' future need
 309. S2: erm: because nowadays there are many foreigners come to china (.) as
 310. tourists they come from countries all over the world some of them can speak
 311. standard english while others speak english with some local features err: you
 312. may meet someone whose english is confusing to you because of their
 313. pronunciation erm but i think we still should learn (.) we should mainly learn
 314. standard english because [we (.)] the number of those who come to china is
 315. less than those chinese who go abroad after all (.) we are possibly go to other
 316. countries as for many people (.) [china] they still need to learn and go out of
 317. china err: besides since uk and usa are more developed if we have time to go
 318. abroad we possibly go to european countries (.) or usa we seldom have
 319. opportunities to go to such countries as india (.) malaysia (.) and indonesia
 320. therefore we should (1) firstly learn something useful after leaning the
 321. helpful part we then we only understand some of the part which just need to
 322. be known a little or (.) is unimportant (.) rather than (.) spending most of
 323. time learning it then (.) unless you want to settle (.) or study in such places

324. you may need to know more therefore [we] i think most of us should focus
 325. on standard english
326. I: it means that you need to decide according to your (.) i mean: your demands
 327. and purposes <rising tone> right <rising tone> =
328. S2: =yes that's right
329. S2: erm i have known a lot for example in the past <@> i i only knew </@>
 330. british english and american english because they are what we mainly learn
 331. but now i have known (.) india (.) err: indian english indian english (.)
 332. malaysian english by people in malaysia
333. I: okay
334. S2: then (1) thus i have known a lot if i go abroad (.) i may visit those countries
 335. if i have the chance to go i will (.) have a better understanding (.) about them
 336. and i can have a preparation in advance therefore i think this course is
 337. useful to me it is meaningful
338. I: then in your view is this course: conducive to your consciousness of global
 339. english
340. S2: yes it is erm if having a chance (.) we can go out to meet people from
 341. countries around the world erm: i won't feel surprised if i may meet
 342. someone who doesn't speak standard english because i know that (.) in other
 343. places on the planet people may speak their local english (.) just like
 344. chinglish so we need to be tolerate (.) and understand rather than having the
 345. confusion on whether his language is english or not just because of our
 346. incomprehension i mean
347. I:- you mean your: erm:: your standard on judging:: others' english has been:
 348. changed
349. S2: -yes exactly=
350. I: what was your original [opinion
 351. S2: [in the past i may
352. I: but now you have changed to another point off view
353. S2: yes in the past i thought standard english is (.) just the same as mandarin
 354. (.) which was commonly used all over the world but after i took the course i
 355. have a different understanding of other englishes
356. I: erm: do you think you will be influenced by a teacher's point (.) of view (.) on

357. english or english learning
358. S2: erm (1) i think i will
359. I: okay
360. S2: because we need to set our teacher as an example then the teacher
361. I: - can you illustrate your point by an example (.) that is to say (.) who are the
362. teachers (.) whose view (.) on english has influenced you
363. S2: i'd like to take the english teacher of my senior year in high school as an
364. example the teacher he spoke: he spoke i mean (.) he he spoke english (.)
365. faster than normal people he spoke fast at the very beginning when we took
366. his lesson erm: we could not understand what he said we could understand
367. nothing and at that time we were left behind because of his high speed
368. finally (1) after having studied for a certain period of time we (.) can adapt
369. to his speed gradually therefore (.) i think everyone speaks english in a
370. different way for example our our formal earlier english teacher spoke
371. english in a low speed which is easy for us to understand but since our
372. teacher changed we found we could not follow (.) it was hard to follow him
373. from the issue i wonder that when we meet englishman or ameircan whether
374. we will be affected by their speaking speed (.) or some other elements
375. I: actually from this example you illustrate that (.) that's to say (.) [if:]
376. proficiency (.) is of great importance if you are familiar with the teacher's
377. pronunciation and intonation (.) as well as the speed it may erm: easier for
378. you to understand <rising tone> right <rising tone>
379. S2: if at the very beginning when you talk with them you (.) can understanding
380. nothing but after having been studied from him for a year we can totally
381. understand what he says and what his meaning
382. I: erm do (you think) [this course (.)] if the course is offered for the second time
383. (.) later (in your point of view) what are [the aspects (.)] i mean your:
384. suggestions that is to say in class (.) what information (.) should: we add to
385. the course which will be (.) erm: more (.) conducive to our learning
386. S2: erm: after learning such (.) a long time i think our teacher (.) you have
387. done a good job in teaching this course besides (.) because of taking the
388. course i have known a lot err:: in my opinion: there is nothing more that need
389. <@> to be compensated </@> [i think the course is good enough

390. I: [because of time is limited
 391. we could not talk about many content in detail only (.) err:: make a start at
 392. first (2) and students who are interested in it could learn deeply okay let's stop
 393. here thank you
 394. S2: okay

Participants: I: Interviewer S6: Student 6

1. I: firstly (.) talk about your english learning experiences for example when did you
 2. start to learn english then:: (1) what is your motivation err: (1) including why
 3. did you learn english at the very beginning now (.) has your motivation changed
 4. (.) and (.) then (.) in your view what opportunities can english bring to you erm
 5. (.) you can also talk about (.) in your view err: in your english learning
 6. experiences what (.) err: difficulties have you met (1)
 7. S6: ermh:: at the very beginning i mean (.) i began to be exposed to english
 8. because (.) err: my father taught me at home because he used to be an english
 9. teacher and he could teach me some from the (.) err: english words (.) some
 10. simple words then some (.) some daily dialogues. thus: i began (.) to learn
 11. english at the very beginning
 12. I: -at that that time did you like english
 13. S6: yes that was totally (.) may (.) should be out of interests. at that time for
 14. english was (.) err:: i felt that learning english made me feel happy every day.
 15. then i went to middle (.) err from grade three in primary school i began to
 16. learn (.) english formally then (1) err: english learning was quite easy for
 17. me and then about middle school
 18. I: okay
 19. S6: i began to regard english as a task and i was: some tasks in english learning
 20. err: like homework were burdensome that was (.) most of it were some err:
 21. repetitive copying works then i began to lose some (.) err: interests in english
 22. (.) not out of interests
 23. I: since (.) you dislike it (.) why do you continue to learn
 24. S6: erm:: (.) for exams i mean (.) that is (.) err: that is (1) a sense of :: i mean (.)
 25. Necessity
 26. I: well

27. S6: ermh: for education
28. I: okay
29. S6: then that is:=
30. I: = <rising tone> do you love english after entering college <rising tone>
31. S6: erm:: in college err: my requirement on homework or something else (.) is not
32. so rigorous i mean more (.) my scope becomes larger. then learning english (.)
33. is (1) err: actually not (.) a very positive act besides the major i chose is not so
34. related to english so (.): i am not so positive=
35. I: =what's your major
36. S6: agronomy
37. I: okay then why do you think that agronomy is not closely related to (.) english
38. S6: i thought so at the very beginning but now seemingly (.) i think that in fact it
39. can (1) developed along with english it refers to (.) err:: english on
40. agricultural science and technology i mean:
41. I: -yes
42. S6: well then i can (.) that (1) err:: i mean english for professional use. there there
43. there is such kind and i am also: a little interested
44. I: you you for example (.) your research achievement (.) is it possible in the future
45. err:: that can be
46. S6: - ermh(.) yes
47. I: can be output abroad
48. S6: yes and there should be some bibliographies or something else that english may be used
49. I: or (.) some technology overseas is really advanced and you need to learn
50. S6: -oh exactly
51. I: in this case do you need to do it through english
52. S6: yes
53. I: therefore so (1) in your view the (1) err: do you think english will play a very
54. (2) important role in you future study and work (.) future work (.) or what role
55. will (.) or will it play
56. S6: well that is (.) err:: i will surely continue my major for ever (1) then as for
57. english (.) err: i still (.) because i took interests in it (.) from an early age thus
58. i still want to (.) err: improve my (.) english i mean (.) my ability. then (.) err::

59. as for my major (.) i can (.) i mean err: in the aspect of agricultural science
60. and technology and i can (.) err: some:: err:: (1) works or something else i can
61. (.) i mean if i have an opportunity to publish my (.) essay english must be
62. Used
63. I: then please use (1) one (.) one sentence or two to illustrate (.) the role that
64. english plays
65. S6: ermh: (3) err:: (4) err it can i mean (1) <slow> in future academic study (.) it
66. can i mean (.) work as a driving force <slow> proving a higher (1) platform
67. and space
68. I: well okay (.) how do you (.) you think of your english. as for your english:
69. level are you satisfied
70. S6: just so so i mean (.) err:: for (.) my major actually er::my grade even though(.)
71. it is not bad actually (1) err: just::
72. I: - in your view from [what aspects
73. S6: [more
74. I: the deficiencies [what aspects
75. S6: [oral english
76. and: listening (2) err:: (1) some professional (.) i mean (.) just vocabularies
77. actually i still (.) don't do it well
78. I: in your view (.) err: can our english be influenced by (.) our chinese (.) our
79. mother tongue chinese
80. S6: yes
81. I: for example what aspects can [be influenced
82. S6: [oral english can
83. then::err:expression err::chinglish i mean expression (.) and if i translate at
84. once (1) i will directly translate (.) translate in the chinese way then:: (2) err:
85. (3)
86. I: - that is to say if you communicate with a foreigner in your point of view can
87. he understand your (.) meaning
88. S6: he may =
89. I: = <rising tone> can you understand his meaning <rising tone>
90. S6: err::err: except some words (.) i may understand the general meaning
91. I: okay during your communication because we as chinese must have some (1)

92. features of chinglish for example (.) err: some chinglish (.) pronunciation and
 93. intonation (.) vocabularies are all in the chinese way. then (2)err:: (1) how do
 94. you view (.) chinglish accent what's your attitude towards it
 95. S6: erm: (1) in the past i might think it was not good then now (2) err:: it may (1)
 96. easier for me to accept as long as: you make others get (.) your meaning
 97. I: then you (.) for example (.) your chatter comes from uk and usa while another
 98. one comes from (.) asia (.) or europe. then when you faced with such (1) group
 99. of people (.) your attitude towards: chinglish accent (.) will be different (.) or
 100. Not
 101. S6: <rising tone> me <rising tone> just::
 102. I: -yes
 103. S6: okay=
 104. I: = you to your own
 105. S6: to
 106. I: - or others' such (1) chinglish accent (.) and usage of language
 107. S6: i may think (.) err: english of those native english speakers is more
 108. Understandable
 109. I: okay
 110. S6: then (.) maybe when i communicate with them i will (.) also focus more on
 111. this aspect if i am with (.) i mean (.)
 112. I: yes
 113. S6: (4)
 114. I: <soft> you say <soft>
 115. S6: if he is the same as me who isn't (.) a native english speaker i may feel at
 116. ease because i think we are the same (.) and for my accent i will not be on
 117. purpose (.) err: i mean to show it
 118. I: okay (.) if you are recognized by others (.) that your english is with some
 119. chinese features will you feel a kind of (1) bad (.) a bad feeling or (.) err: that
 120. is to say a little uncomfortable or (.) feel humiliated such feeling
 121. S6: no
 122. I: no okay (4) because now the trend (1) of globalization is more and more
 123. obvious and some people hold the opinion that (.) besides british english and
 124. american english there are some other language varieties like south african

125. english (.) indian english (.) malaysian english and somewhat korean english
126. (.) japanese english. do agree on this (.) statement
127. S6: erm: i do err:: if i mean: such as indian english then they (.) can
128. communicate with their people even though maybe (.) err: people from other
129. places (.) some foreigners (.) as for them (.) err: they can not understand
130. their language but they themselves can communicate with each other in a
131. very (.) fluent way and they can have (.) their own local features and cultures
132. then (1) it is easier (.) for them to communicate
133. I: then in your point of view their such variety (.) err:: is acceptable. <rising
134. tone> right <rising tone>
135. S6: yes
136. I: that is to say (.) for example when you talk with an indian (.) or south african
137. person you (2) how you (2) you can or what method (. you can use err: to
138. enable (2) effective communication with (.) them
139. S6: in my view it should be (.) a (1) long-term observation and (.) adaption
140. I: okay
141. S6: i mean mutual adaption (.) can help understand them i mean (.) what aspects
142. (.) have they changed or something else. but (.) generally we need to do it
143. from english (.) english varieties with a (.) general branch
144. I: okay (3) that is to say in actual cross-cultural communications err:: in your
145. view (.) err: mutual understanding and (.) err: nice pronunciation (.) or nice
146. intonation which one is more important
147. S6: err: it must be mutual understanding
148. I: well
149. S6: just: maybe more (.) to: those whose (.) mother tongue is (.) english that are
150. they may think you are not that (.) err: native speaker or it is just an english
151. variety. they may know from your (.) err: accent (.) that is daily
152. communication or that (.) err: has used some complex grammar (.) or
153. complex words they can know. even if you have that (.) err: standard
154. pronunciation (.) you command grammatical knowledge they may think (.)
155. err:you are not that (.) native english speaker. and (1) actually these in: daily
156. communications (.) are seldom used. if regard mutual understanding as a
157. purpose requirements on grammar and words are not rigorous

158. I: okay (2) then you think in such cross-cultural communication (.) or (.)
159. international communication err (2) in case (.) you can't go on your (1)
160. communication as far as you are concerned what ways can (.) promote your
161. communication (1) and mutual understanding
162. S6: ermh:: (3) body <@> language </@>
163. I: okay yes body language <rising tone> right <rising tone> for example the (.)
164. <rising tone> for example <rising tone>
165. S6: just can (.) err: point to an entity or can use (.) the body then (.) err: i mean
166. we can gesticulate by our fingers and we can also (.) if we can see some
167. entities point to them (.) or by other ways
168. I: well
169. S6: ermh:
170. I: - any other way
171. S6: [we can also
172. I: [what ways
173. S6: only (.) <rising tone> english <rising tone> just
174. I: yes
175. S6: in english communication or
176. I: = yes english
177. S6: <rising tone> if i encounter some problems in english communication right
178. <rising tone>
179. I: erm: that is to say when (1) you and an indian (.) south african (.) malaysian
180. (.)are communicating how (.) i mean you you can you can think of what
181. way (.) to err (.) make sure your (1) that is to say (.) is beneficial for your (.)
182. good communication
183. S6: <rising tone> use english first <rising tone>
184. I: use english first <@> otherwise you can use malaysian (.) for communication
185. </@>
186. S6: @@ <@> alright (.) because english is a universal language </@> so
187. english is the first choice. if using english maybe troublesome we can use
188. other ways
189. I: for example
190. S6: besides body language and:: err:: drawing

191. I: drawing (.) okay
192. S6: erm:: (2) we can: ask others' help
193. I: yes
194. S6: erm:: (2) mobile translator
195. I: well <@> mobile translator </@> @@@
196. S6: @@@
197. I: internet yes
198. S6: okay
199. I: the internet can provide great convenience (3) <1> <clear throat> </1> we
200. have been studied english for (1) many years err: people often say that (.)
201. native english speakers (.) are the best (.) and most ideal english teacher.
202. <rising tone> do you agree on the opinion <rising tone>
203. S6: ermh:: i can't totally agree
204. I: why
205. S6: ermh: native english speakers he may think err: for one thing they command
206. natural pronunciation for another is (.) err: he has a cultural background as
207. well as the historical environment but these can not: mean absolute negation
208. of those (.) non-native english speakers and (.) err: they can also (1) make it
209. (.)err: (.) err: that (2) err: i mean he can (.) he can also fully understand the
210. history. and as for accent he has his own (.) features that is to say (.) if you are
211. a: chinese if (.) err: the english teacher is from china he as a chinese may (.)
212. know some (.) err: ways of english learning which are quicker and faster
213. besides he also has his own (.) understanding and his own experience
214. Additionally
215. I: okay err: in your view if chinese english teachers chinese english (.) teachers
216. are compared with (.) foreign teachers (.) what are their deficiencies
217. S6: well just that (.) err: in cultural aspect and historical aspect they don't have
218. full understanding then: i mean (.) err: they can't give perfect explanation (.)
219. err: maybe these aspects
220. I: okay err: some other people say that (.) the (.) best way of english teaching (.)
221. is also from (.) english-speaking countries. in your view (.) such a statement
222. (1) err: reasonable or not
223. S6: english teaching=

224. I: =yes
225. S6: <soft> english-speaking countries <soft>
226. I: yes
227. S6: [okay
228. I: [that is to say
229. S6: okay just that (.) if english is (.) i mean err: if so they have their own cultural
230. (.) deposits but (.) if for other countries (.) it (.) it will have its (.) own (.)
231. process of language development as well as its different (.) characteristics
232. and history
233. I: well (4) in your view (.) err (2) err as for the (.) english learning material (.)
234. what should it based on. the british and american culture or besides british
235. culture and american culture it also (.) need to conclude other cultures of
236. different countries
237. S6: err::(1) it should (.) i mean besides [english] british and american culture it
238. should (.) also include other cultures because (.) besides standard english
239. there are also other english varieties err: if and only if we have considerable
240. knowledge about englishes (.) developed developed in other countries can
241. we learn english in a more comprehensive way
242. I: okay (4) then in your opinion in the (1) english classes for chinese (.) students
243. what kind of english should teachers teach (.) in order to meet their
244. satisfaction in the future
245. S6: ermh::(2) er:(1) more (.) i mean more practical english just for for err:
246. communication then (.) firstly is communication and secondly for err:: linking
247. to their future profession then err: for example (.) for the field of economy
248. and trade they emphasize more on (.) i mean err: some commercial terms and
249. something like that
250. I: then you say (.) err: (1) since there are so many english varieties then teachers
251. should (.) err: teach students which kind of english variety (.) in order to meet
252. his (.) need for future development
253. S6: it depends on which one he is exposed to (1) in general it is (.) still err:: (2)
254. his national one
255. I: national one. for example in china thus our teachers should teach (.) chinese
256. students the national english variety in class (.) that is to say in china we just

257. teach china english do you think so =
258. S6: = erm no. we should firstly (.) firstly teach (.) standard english still give
259. priority to standard english. then (1) err: chinese english is what we are
260. familiar with err:: it is more: more understandable since we are chinese. then
261. we can also (.) teach some err: english varieties that is recognized by (.) the
262. world or by the international (1)
263. I: well okay the course we took in this semester is named {a course's name}
264. then in your opinion in (.) this course (.) what have you learned
265. S6: erm: just my views on standard english
266. I: okay
267. S6: not as (.) i mean (.) my pursuit for it is not as that (.) as err: i just feel err::
268. standard english is not: err: a fixed (.) english or the one that everybody
269. needs to pursue err: we can have our own (.) we can have our own features
270. according to our own culture. then as long as (.) i mean the second one is (.)
271. err: english should focus more on mutual understanding and communication
272. (.) [because later on we] and another one is more suitable for our major.
273. then (.) err: develop towards a certain direction then (1) err: the third one is
274. some: err: err: on the (.) err:: my views on some english varieties then err:
275. tolerating these different (.) english varieties (.) including their (.) different
276. cultures more understandably
277. I: okay do you think the course is conducive to improve your global english
278. consciousness
279. S6: yes i mean (1) err: i may (.) besides standard english i may more likely to
280. know about other english varieties then (.) i may learn (.) or try to
281. understand (.) then to learn and i will find it more interesting
282. I: ermh: in your view (.) this course (.) err: whether it has changed your view on
283. your own english and others'
284. S6: err:: i might think in the past that my english and (.) i mean my oral english
285. was poor then i thought others (.) err: in fact i mean (.) the number of people
286. whose oral english was excellent (.) was in a small number. now i hold the
287. opinion that my requirement on oral english is not so rigorous err:: (3)
288. maybe: i mean (1) err: in myself (1) in my english learning i am more:
289. confident in oral english. then i can (.) i hope (.) err: i can use english (.)

290. more frequently in oral english then err::more (.) when speaking english i
 291. will maybe more bravely
292. I: how about the (.) your views on others' english
293. S6: ermh: (4) err:: (2) others' english is just:
294. I: - for example (.) before taking the course (.) your view on a student's (.) or a
 295. teacher's or people's english in some country english was what (.) err:
 296. understanding. after having taken the course (.) <rising tone> has your view
 297. changed <rising tone>
298. S6: erm i might think from the very beginning i might think someone's oral
 299. english was poor then (.) err: or someone's oral english was excellent (.)
 300. which i envied. err later on i may think (.) err: it is ok as long as i can
 301. understand or when someone speaks english (.) with some grammatical
 302. mistakes (.) i may care it a lot. then now i think: err: actually (1) err: (2) just
 303. for daily communication (.) i can handle it i mean i can (1) understand each
 304. other (.) and can (1) err: it's enough if we can understand each other
305. I: you say whether the teachers' views on english or english learning (.) will
 306. influence your (.) view on english learning
307. S6: yes
308. I: <rising tone> can you give an example <rising tone>
309. S6: just: just like you taught us the lessons of the course i mean (.) err that your
 310. view on (.) english varieties (.) standard english and english varieties is just
 311. (.) more: tolerant and open which will exert influence on some of my (.)
 312. thoughts. then (1) err: i remember the words you often say is that (.) not all
 313. things are: (.) that (.) either right or wrong (.) either black or white then i
 314. think it is exactly right. then just (.) err we can not think that (.) we can't
 315. view someone as wrong just based on his (.) i mean (.) his just that (.) oral
 316. english as long as (.) err: he has his own understanding (.) and his own way
 317. it's enough
318. I: okay (.) that's all thank you

APPENDIX M

Examples of Student Diaries

S8 : Student 8 01: Diary 1 02: Diary 2 03: Diary 3 04: Diary 4

S8

01 My experience of learning English

My English learning history can trace back to my junior school, while my first expression about English came from my dad and mum. They taught me some easy spoken English in daily life, which made me interested in English. When I am in Class Three, I began to learn English, and it became one of my most favorite lessons.

When I was a pupil, I learned English in many ways. In the class, I can focus on my teacher's words. He always told some funny English stories to attract our interests. What is more, sometimes our students would talk about problems in English. Our teacher would help us correct our matters in time. Moreover, I watched English movies with my parents after school.

Thus, my English skills had improved gradually.

As time goes by, I attend university. Academic assignments are getting heavier and heavier. Moreover, my energy to learn English becomes less and less. I learn and practice English only in English class, which makes my skills shorter than before. With the development of globalization, English is becoming more and more significant. For me, it is necessary to change this and practice English skills regularly.

In the future, I will use English and make it a superiority. I am confident to suffer pains and solve the problems to make me the better.

02 My understanding of English

The history of English is long and complicated, and we can only hit the basic spots to understand the English language.

At the time the Roman Empire, the speakers spoke a dialect of Low German, which is the origin of English. More exactly, they spoke several different dialects, since they were several different tribes. The Angles, Saxons, and Jutes were securing themselves in England for a long time. Fighting went on for as long as a hundred years before the Celts in England were all killed, driven into Wales, or reduced to slavery. By 550 or so, the Anglo-Saxons were firmly established. English was in England.

Nowadays, English is spoken around the world. Our students started learning English at the beginning of our study. And we must learn it well, not only can pass the English exams but also can get ready for the job in the future. If we do well in English speaking, we will have more opportunities to get a good job. What is more, we can make foreign friends and chat with them in English. It can improve our English.

03 Attitudes towards Standard English and varieties of English

English is seen as the most important language in the world, which results in various varieties of English.

From my perspective, varieties of English are a beneficial way for people around us to understand our meanings. We all come from different countries, and we cannot speak the same Standard English frequently because of a series of cultural and customary differences.

There are varieties of English all over the world, such as Singaporean English and Malaysian English. Every variety of English has its own characteristics, and other national people usually can not entirely understand it, but if you speak slowly and clearly, they will get your main ideas. In that case, we will realize other countries through the conversations. Of course, we may meet some funny pronunciation sometimes and make some funny mistakes. But it does not matter. We had better be friendly to accept other countries and respect their languages.

In China, China English is also a variety of English. Many people use English in some occasions. Maybe their English is not standard, but they can express their opinions clearly and make themselves understood. I think that English has brought

into play. For example, the English teacher may speak British English or American English, because everyone has their habits and loves and they can speak to anyone to express themselves.

Global Englishes intervention is objective. For one thing, the people who are not seen English as their native language should not be forced to speak standard English. English is the second language for them, so we should respect their customs and ways. For another, it is necessary for us to spread the importance of English. With the coming of economic globalization, English is the most extensive language. Only by speaking English well, can we more easily to engage in the whole world.

04 My perceptions of Global Englishes

The course is coming to an end, which helped me something useful that I had never known before. When it comes to global English, we can think that English is used all over the world. Nowadays, English is a universal language in the world. People around the world use different languages, but they can make a conversation in English. Thus, it is a good way to get along with foreigners.

In my opinion, standard English and varieties of English have their own advantages. Standard English is the most formal, and every English speaker can understand it easily. Varieties of English are easy to speak, although it is a bit difficult to make foreigners entirely understand sometimes, know the main idea is enough.

The development of my awareness-raising of English as a Global Englisher is a benefit for me. Learning English well is useful for us, we can pass the exams and talk with foreign friends. When we graduate from college, it can give us a good opportunity to ask for a job.

S20: Student 20 01: Diary 1 02: Diary 2 03: Diary 3 04: Diary 4

S20

01 My experience of learning English

Due to passing a series of exams, I was compelled to learn English in grade three in elementary school. My first memory of English is that it is so difficult for me to study, which makes me feel unfamiliar and fear of it.

However, my English teacher always helped me get out of trouble, which encouraged me to learn English. When I first met our English teacher, she introduced herself in English with a book in her hand. At that time, I thought that she was extraordinary, and I would be able to succeed in speaking English. In the process of learning English because of my poor foundation, the teacher always helped me with English in her spare time. Teachers' efforts played an important role in my career in learning English, which contributed to my excellent English grades. From then on, I have made great progress in learning. Later, when I entered university, I found that the form of teaching is different from high school. Teachers prefer to communicate with students in English in class. There are no limits on studying on campus, so there is no doubt that self-control is necessary. Indeed, I spend more time memorizing words and practicing pronouncing in my spare time.

Gradually, I realize the importance of learning English. English has been applied to all kinds of aspects, such as world travel, work, exams and entertainment, etc. All in all, English has bright prospects in the future, and English learning is becoming an inexorable trend.

02 My understanding of English

English is playing an important role in the world. First of all, English is the main international language in the world today. From the world, the number of countries and the number of people learning English is no less than Chinese. Secondly, English use is becoming wider and wider. According to statistics, 75% of the world's TV programs are in English, three-quarters of the mail is written in English, the computer keyboard is an English keyboard, and any conference can be called an international

conference. The working language of the conference must be in English and the official working language of the United Nations. In addition, national development and international cooperation require English. China has indeed undergone earth-shaking changes in recent decades, and all aspects have developed rapidly. However, it is indisputable that we still lag behind advanced Western countries in many aspects of technology. To develop, to make progress, to master various technologies in a relatively short period of time, we cannot rely solely on ourselves to conduct research, we must learn advanced technology from developed countries, and the necessary premise for learning is to master the language of universal technology exchange in the world - English.

The application of English covers the fields of medicinal, academic, work, construction, and literary culture. The importance of English is well known.

English has a long history. It originated in Europe. Of course, the English that is currently presented to us is not a one-time move. It has evolved over thousands of years, and it has undergone a long history of evolution with the multiple historical factors of colonial invasion, national integration, and industrial development. A variety of variants have formed the English language of today. Just like Chinese, the meanings of words and sentences have undergone great changes, but the constant is the cultural thoughts and foundations of the same line. Therefore, English also carries a rich historical and cultural heritage. And we can learn English, deepen our understanding of English, and broaden our understanding of English history and culture.

However, the formation of English is accompanied by colonial expansion, but the history of English communication can also be said to be the history of colonial expansion. In Europe, where science and technology combat power is basically the same, language is reflected in mutual assimilation, and after the British occupied India, Australia, North America, and became imperialism, its forced English education is more obvious, with the United States (formerly British colony) technology. The rise of the economy, the globalization of the economy, and the development of the Internet have enabled English to spread widely and deeply throughout the world. In the process of communication, each country has integrated its own unique elements while learning, thus forming a diverse English language.

03 Attitudes towards standard English and varieties of English

Today, “Standard” English is generally referred to as the standard English used by BBC radio in Britain and is accepted by the world. This pronunciation is based on southern English pronunciation. The advantage of this pronunciation is that it is easily understood anywhere in the English-speaking world, and it may be more widely understood than any other type of pronunciation. However, in my opinion, the English variety is the result of the globalization of the English language. And variant English has local characteristics, which plays an important role in the country’s foreign communication.

From my perspective, I prefer standard English. As we all know, modern English shows the trend of globalization and embodies the characteristics of localization. Therefore, variant English is a transformation from standard English. People use English not only for the communication between English nationalities but also for the communication between non-English nationalities and non-English nationalities. Therefore, it is necessary to maintain a common standard and form. Otherwise, the two communicating parties will not be able to communicate normally due to different meanings. Then it loses its role as an international communication tool. As a result, standard English has more advantages than variant English, which is beneficial to communication.

In China, with the reform and the development of the political economy, more and more people are learning and using English, and international exchanges are becoming more and more frequent. As a result, China English, which is integrated with Chinese cultural characteristics, gradually formed. So, China English is a variety of English.

All in all, different English varieties have their own unique characteristics. And we have to identify with variations because language is a tool for communication as long as it plays an important role.

04 My perceptions of Global Englishes

With the popularity of the Internet, economic and cultural exchanges between countries are becoming more and more frequent, as well as the study abroad and even immigration is on the rise. More than ever, we need an international language to meet the needs of rapid and accurate communication in the context of globalization. According to statistics, English has become the first foreign language. As the most widely distributed and influential language, the globalization of English has become an inevitable trend. English globalization is both positive development and potential danger, so we must treat it with a rational attitude. On the one hand, the globalization of English has many advantages. Kachru once divided the English language of the world into inner circle, outer circle and expanding circle. As an epitome of China, the popularization of English has contributed to the internationalization and commercialization of management. It also brings a more popular culture which enriches the history and cultures of any other country. On the other hand, it also brings about many negative effects. One effect is the colonization of language. These vast quantities of cultural products flow from English-speaking “inner circle” countries to “extended circle” countries, often destroying the native culture of these “extended area” countries as a result. The second effect is language inequality. In this way, those who are not English-speaking countries will spend a lot of money and time to learn English. But the English-speaking countries will take it for granted. Their international reputation will more or less be affected.

APPENDIX N

Pilot Study

1. Participants

A small-scale sample similar to that proposed for the main study was adopted in the pilot study. Using convenient sampling, a normal class of 37 sophomores in the second term of the academic year 2017-2018 in the university was selected as participants to pilot the pre-Q. Then, ten volunteers took a 4-week GE-informed course and participated in piloting the post-Q. After the course, 4 participants were selected by purposive sampling to pilot the interview.

2. Data Collection

On 9th March 2018, the pre-Q was distributed to the students. Prior to the questionnaire, the researcher explained to students the purpose, the requirements, and the instructions of the questionnaires and informed them that if they had any questions, they could seek information from the researcher. In order to avoid social desirability bias (Dörnyei, 2003), anonymity was explicitly stated. It was estimated that the time for them to finish the questionnaires was approximately 30 minutes. One student did not hand in his questionnaire. At last, 36 copies of questionnaires were collected from the students. The students' questionnaire was administered in the classroom.

After the experiment of a 4-week GE-informed pedagogy, the post-Q was carried out with the same procedure as the pre-Q. In the end, ten copies of student questionnaires were collected.

Two days after the experiment, a semi-structured interview for four students was piloted. A pilot interview enables the researcher to find out the appropriateness of the interview questions. It also helps to set the appropriate sequence of questions, to find out the best ways of interviewing, and to determine the time needed, and to avoid any problems that might adversely affect the main study. In addition, it helps to estimate how long an interview would last.

The interviews were carried out in the evening at the researcher's office because it was quiet at that time. The purpose of the interview was introduced to the students. Four volunteer students were interviewed, and each interview lasted 35 to 40 minutes. The interviews were audio-recorded and then transcribed for data analysis.

3. Data Analysis

For the quantitative data, the scores of students' pre-Q and post-Q were submitted to SPSS 24.0 to be analyzed. The sample only included ten students, therefore, a non-parametric test was employed. A descriptive analysis was conducted to show the general picture of the students' conceptualizations of English and English learning and teaching, and the paired-samples T Test was also utilized to compare the results of students' conceptualization before and after the GE-informed pedagogy.

For the qualitative data, all the interviews were recorded after acquiring permission from the interviewees and then transcribed. Then a content analysis was conducted to analyze the transcripts.

4. Results and Implications for the Main Study

This section discusses the results of the pilot study, the implications for refinements of the lesson plans and activities and the instruments that were used in the

main study.

4.1 The Participants' Questionnaire

For the questionnaire, three experts, and three Associate Professors in the field of applied linguistics were invited to check the content validity of the questionnaire. The index of IOC was 0.89. After the pre-Q and post-Q, Cronbach's Alpha (α) was used to examine the internal consistency of the items on the questionnaires. The results indicated that Cronbach's Alpha reliability coefficient was 0.737 ($\alpha=.737$) and 0.748 ($\alpha=.748$). A test can be said to be internally consistent if the measure of Cronbach's alpha is over 0.7 (Muijs, 2004). The results showed that the instrument could be seen as a reliable tool for data collection in the main study.

In addition, the students' conceptualization of English and English learning and teaching before and after the course was compared. The results are shown in Table N1.

Table N1 Comparison of students' scores on their conceptualizations of English and English learning and teaching

	Pre-test		Post-test		MD	t (58)	p
	M	SD	M	SD			
Scores of questionnaires	3.401	.859	3.302	.8518	.099	1.59	.116

$P>0.05$

The result indicates that there was no significant difference between pre- and post-Q on students' conceptualizations of English and English learning and teaching ($t(58) = 1.59, p>0.05$). An analysis of the two group means indicates that the average score of students' conceptualizations of English and ELT in the post-test (3.302) is lower than that in the pretest (3.401). The difference between the means is 0.099 on a 5-point Likert-scale test.

The above result might be due to two reasons. The first reason is that the

sampling is not large enough. Only ten volunteer students took part in the course and this means the results might not be truly representative. Another reason is that the questionnaires were written in English, so students might not have understood them clearly. Similar to the students' feedback on piloting the questionnaire, some terms, such as English as a Lingua Franca (ELF), varieties of English, video jockeys, mutual intelligibility, were difficult for the students to understand. Therefore, some modifications were made as follows:

Firstly, the researcher gave definitions and examples of ELF and varieties of English in the questionnaire changed “mutual intelligibility” into “understand each other”, and provided a Chinese version for video jockeys. Also, the open-ended question “What do you interpret *English is an international lingua franca?*” was replaced by “How do you understand *English as an international language?*” to elicit the students' opinions on the English language.

Moreover, a new domain with five items was added to the Post-Q. One expert suggested the researcher add a domain for evaluation on the GE-informed pedagogy with 5 items and one open-ended question to the Post-Q because he believed that the Post-Q did not echo the research questions very well, in particular, by not taking into account the students' evaluations on the course. The newly added items, to some degree, fulfilled the research aims of examining the impact of the intervention from the students' perspectives. In addition, the Chinese version was also provided to help students better understand the items.

4.2 Lesson Plans and Activities

For the lesson plans and activities of the GE-informed pedagogy, two experts, one Associate Professor and one Assistant Professor in research on World Englishes, were required to check the lesson plans and activities.

After a careful examination of the lesson plans, two experts (named as Expert 1 and 2) provided their suggestions and comments on the lesson plans. Their feedback is shown in Table N2.

Table N2 Expert Judgements on the lesson plans and activities

Content	Expert 1	Expert 2
Theoretical framework	Good	Good
Rationale and aims	Good	Good
Learning outcomes	Good	Good
Handouts	Be brief and relevant	Good
Lesson plan	Heavy for undergraduates	Time should be allocated for each step
Video materials	shorten the time for watching the video in class	Good
Project work	good	add follow up on the project
Activities	Too many activities	reorder them

Expert 2 suggested that “Time should be allocated for each step” in the lesson plan, that a follow-up project was necessary, and some activities should be reordered based on Bloom’s (1956) Taxonomy.

These suggestions by Expert 1 were related to a handout, lesson plan, video materials, and activities. Specifically, “handouts must be brief and relevant,” so the handouts were re-designed accordingly. With regard to the suggestion to “shorten the time for watching videos in class”, this was also adjusted and students were assigned to watch the videos outside the classroom. For those concerning “activities”, some activities were deleted, and some were simplified.

From the piloted students’ feedback on the lesson plans and activities, the researcher found that some of the materials needed a longer time and more detailed explanation. In addition, more appropriate activities were organized to give students greater exposure to varieties of English.

4.3 Semi-structured Interview

For the pilot of the interview, three experts, one Professor and two Associate

Professors in research on applied linguistics, were required to check the content validity of the interview questions. The index of IOC was 0.944.

However, the results of the semi-structured interview showed that some of the proposed questions were complicated and a little bit difficult for students to understand, therefore, they needed to be simplified. For example, Question 5 “Can you predict how you will use English and with whom in the future?” was replaced by “In the future, who are you going to talk to in English?” and Question 6, “Some people say Chinese tend to worship Western culture blindly. What do you think about this?” was changed to, “Some people say the Chinese tend to worship Western culture blindly. For example, in the past, American things such as school supplies (e.g., pen and notebooks) and movies were considered cool. What do you think of this phenomenon?” Some detailed information was also provided to help the students answer this question.

In addition, the data were not saturated because the interview was conducted in English, which influenced their thoughts, although the students’ English proficiency was at the intermediate level. Therefore, it was decided to conduct the interview in either English or Chinese in the main study. The interviewee could decide which language he/she feels more comfortable with. The final version of the interview questions with a Chinese version for the main study is given in Appendix C.

In sum, the questionnaires were adjusted; the interview questions utilized in the semi-structured interview were simplified, and the lesson plan and activities used in the ELT classroom were modified as well. Both questionnaires and interview questions were translated into Chinese. Moreover, in the main study, the interviewees decided on which language they would use in the interview.

CURRICULUM VITAE

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Upon graduation from Qiqihar University in 1999, he started teaching at Jiamusi University, China. Then, in 2004, he continued teaching at Qingdao Agricultural University, China. Currently, he is an Associate Professor at the School of Foreign Languages, Qingdao Agricultural University, China.

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