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UNIVERSITY OF SOUTHAMPTON

FACULTY OF HUMANITIES

An Investigation of Attitudes towards English Accents
at a Chinese University

by

Fan Fang

Thesis for the degree of Doctor of Philosophy

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UNIVERSITY OF SOUTHAMPTON
ABSTRACT

FACULTY OF HUMANITIES
DOCTOR OF PHILOSOPHY

AN INVESTIGATION OF ATTITUDES TOWARDS ENGLISH ACCENTS AT
A CHINESE UNIVERSITY

By Fan Fang

The English language has spread across the globe to become an international language. With the growing number of speakers of English, it has been claimed that English is no longer the sole property of its native speakers but is a global lingua franca (ELF). Under these circumstances, it is natural that various language ideologies have formed, pervaded with ideological debates. In the last two decades, scholarly research has urged reform and re-evaluation in the field of English language teaching (ELT). However, in practice, most ELT approaches remain stigmatised to the standard or ‘authentic’ native speaker English paradigm. This overlooks the fact that English is more often used by non-native speakers than native speakers. In addition, the functional role of the language is routinely ignored when it comes to the classroom practice of language teaching. As people’s attitudes towards the English language and ELT display substantial intransigence, despite the rapidly-changing linguistic realities, it is necessary to investigate how university teachers and students perceive this international language in relation to language pedagogy. Until now, research based on the ELF paradigm has been relatively rare, particularly in the Chinese context.

This thesis draws upon Chinese university students’ and teachers’ attitudes towards their own and other English accents in the ELF framework. The research adopted a mixed-methods approach in order to obtain the desired level of detail. First, a questionnaire was sent to students to generate quantitative data to help understand students’ attitudes about accents more broadly. With the aim of providing rich data description, interviews and focus groups were also employed, with both student and teacher participants. From the analysis of both quantitative and qualitative data, the findings suggest that both student and teacher participants display complex and uncertain attitudes. In general, students did not feel satisfied with their own English accents and would like to refine them to match native speakers of

English more closely, but they did not expect other people to sound native-like; this result may reflect the notion of ‘being strict with oneself while relaxed with others’ that has been identified as prevalent in Chinese culture. Teachers display two primary outlooks: on the one hand, they recognised the global spread of English and noted the importance of their own identities when using the language. On the other hand, a number of them still believed they should improve their English accents because they serve as professional pronunciation role models to students. A key finding of the research is that, despite the rooted native-oriented ideology, both students and teachers expressed the necessity of exposure to different accents. In sum, the research findings demonstrate various and complex accent attitudes in relation to the participants’ identity construction. Based on the implications of the research, the thesis concludes with a proposal for teaching pronunciation based on the ELF framework – Teaching of Pronunciation for Intercultural Communication (ToPIC) – as a pronunciation praxis to respond better to the current linguistic landscape of English. Research limitations and possibilities for further research are discussed at the end of the thesis.

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Transcription Conventions for Interviews and Focus Groups (Adapted from Jenkins (2007, 2014) and VOICE Corpus (2013))

XXX	Incomprehensible word or phrase
(I think)	Uncertain Transcription
CAPS (capitalised in English translation; bold in Chinese)	Emphasis, Stressed word
<i>italics</i>	Researcher's own emphasis
@ @ @	Laughter
:	Lengthening (Length indicated by number of colons)
(.)	Brief pause in speech
(1)	Longer pauses are timed to the nearest second with the number of second in parentheses
=	Latching
-	Interruption
.	Completion of a sentence
over [lapping [talk	Overlapping talk
<low voice>text<low voice>; <rising tone>text<rising tone>	Modes of speaking
S2, S3, etc.	Student participants
T1, T2, etc.	Teacher participants
I	Researcher, as FG Facilitator
[...]	Gaps in transcript due to sensitivity or not relevance of material

DECLARATION OF AUTHORSHIP

I, FAN FANG,

declare that the thesis entitled

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CHINESE UNIVERSITY

and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission.

Signed:

Date:

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ABBREVIATIONS

CE: China English
CET: College English Test
CLT: Communicative Language Teaching
CPE: Chinese Pidgin English
EFL: English as a Foreign Language
EGL: English as a Global Language
ELF: English as a Lingua Franca
ELT: English Language Teaching
EMI: English Medium Instruction
ENL: English as a Native Language
ESL: English as a Second Language
GA: General American Accent
GELT: Global Englishes Language Teaching
L1: First Language
LFC: Lingua Franca Core
MGT: Matched Guise Technique
NNSE: Non-native Speaker of English
NSE: Native Speaker of English
QCA: Qualitative Content Analysis
QDA: Qualitative Data Analysis
RP: Received Pronunciation
SLA: Second Language Acquisition
StE: Standard English
TEM: Test for English Majors
ToPIC: Teaching of Pronunciation for Intercultural Communication
VAT: Voice and Accent Training
VGT: Verbal Guise Technique
VOICE: Vienna-Oxford International Corpus of English
WE: World Englishes

Chapter One: Introduction

1.1 Background and Context of the Research

Before I decided on a thesis topic, in fact, I had long been interested in researching the phenomenon of the spread and development of the English language around the world, even back to my undergraduate days. When I discovered the postgraduate programme *English Language and World Englishes* offered by the University of Leeds, I was intrigued by the history, development, and the range and number of users of this international language, and by the different varieties of English used around the world, which I had not appreciated fully when I was a student majoring in English in China. Therefore, I applied for the programme and decided to focus my research on the phenomenon of English as a global language (EGL), especially on the spread and use of English in China. From that beginning my interest in this area has only grown. During my master's degree study in the UK, I developed a more thorough understanding of the concept of *World Englishes* (WE). I analysed the use of four Chinese English idioms on the internet as my M.A. dissertation, and argued that the expressiveness of the use of these idioms exploited of language diversity and creativity to reflect a Chinese identity (Fang, 2007, 2008).

It was my stay in the UK for the M.A. that drove home to me the extraordinary diversity of English culture and usage, which contradicted what I had learned as a student in China, where we had been told that British and American English were the only two English benchmarks to which students should aspire to achieve. Moreover, I realised that not every British person used Received Pronunciation (RP) and that people from different cultural and linguistic backgrounds use English as a lingua franca to communicate with each other successfully, even though they had their own accents when speaking English.

After I obtained my M.A. degree and returned to China to teach English, both in university and as a private language tutor, I found that both teachers and students displayed a strong sense that British and American English were their goals and models, as the only standards at which they should aim. In my experience, a large number of teachers and students have spent significant amounts of time on language teaching and learning, but not many felt satisfied with the outcome of their English teaching or learning in general. Teachers felt that students could hardly function in the language after many years of instruction, while some students did not have a clear learning motivation, as they thought that they might not use English after graduation. However, the scene in China has changed dramatically in recent years: more and more students understand that they have to deal with English after graduation, no matter where they work or whether they pursue further education at home or abroad.

Against the backdrop of globalisation, research into how people recognise and understand the spread and development of the English language has become more significant, especially in China. Although English does not have official status in China, the number of language learners and users of English is steadily, even rapidly, increasing and facility in English has become a must for a substantial portion of the younger population. This development, along with my teaching and researching experience in China, combined to lead me to enrol as a postgraduate research student at the University of Southampton, to study the spread and development of English as a lingua franca (ELF) and to link my discoveries to the Chinese context. Based on my research interest and previous experience, the study features three research questions:

1. What are the attitudes of Chinese university students and Chinese teachers of English towards their own and other accents of English?
2. To what extent are these attitudes informed by standard language ideology?
3. How do the attitudes of Chinese university students and Chinese teachers of English towards their own and other English accents affect their academic and social identities?

Although the concept of attitude and identity in the ELF framework has been discussed and explored (Bian, 2009; D. Li, 2009; Jenkins, 2007; Sung, 2014), there remains a substantial research gap in applying the concept to the Chinese context. Therefore, this thesis and its three research questions will investigate further the concept of ELF in relation to language attitude and identity in the Chinese context. At a more general level, the research results and implications could be applied in the domain of language policy and make an impact on English language pedagogy.

1.2 Structure of the Thesis

As the thesis focuses on the use of English as an international language, the literature review begins in chapters 2 and 3 by dealing primarily with the literature concerning the spread and use of English around the globe, with a specific focus on tertiary education in the Chinese context, leading to a discussion about attitude and identity against such a backdrop in Chapter 4 as my literature review.

Chapter 2 starts with the notion of language ideology. Recognising that language and language attitudes are related to language ideology, this chapter tackles different concepts, including standard English, World Englishes, and English as a lingua franca, before treating the debates concerning linguistic imperialism and postmodern language ideology, as they relate to the spread of English. This chapter reflects various language ideologies in a broader perspective, and argues that some traditional language ideologies have neglected the reality and complexity of the spread of English as a lingua franca.

Chapter 3 moves to the culture-geographic research context of China. Based on the status quo of the English language in China, this chapter first presents the debate concerning China English and Chinglish, and points out that it is inappropriate to identify China English as a variety of English in the family of World Englishes. The English in China is better considered in the ELF framework as what Mauranen (2012) calls a ‘similect’ or Chinese ELF (Wang,

2012). The background of English language education in China will then be reviewed, with a focus on higher education, followed by an account of the popularity of English learning and the complexity of students' learning motivations. The chapter then discusses the debate over English language teaching in China. The chapter concludes by investigating the degree to which the notion of 'Chinese learning for essence (*tǐ*), Western learning for utility (*yòng*)' is applied to alleviate the impact that English and its cultures have on Chinese language and culture.

Chapter 4 focuses on the theoretical framework of language attitude and identity. It starts with a review of language attitudes research that recognises the complexity of this research field and thus links language attitudes to a broader perspective: language motivation. This chapter suggests that the three factors within the tripartite distinction of language attitudes – cognition, affect and behaviour (Fishbein and Ajzen, 1975; Garrett, 2010) – are always interconnected, and reveals that certain language attitudes may not lead to the expected corresponding behaviour that correlates with them. The traditional division of language motivation into 'instrumental' and 'integrative' motivation (Gardner, 1985) has been revised by the notion of *Ideal L2 Self* (Dörnyei, 2005, 2009). From a traditional perspective, achieving a native standard might be a key motivator for learning English, as a native standard seems to be the ultimate goal for the majority of language learners when learning a language; however, in the ELF framework, the concept of motivation is no longer fixed but more subtle and fluid, while the traditional understanding of motivation does not explain especially well students' reasons for learning English. Therefore, it becomes necessary to revisit the concept of motivation in the thesis. The concept of accent attitude is then introduced and discussed, with a focus on people's attitudes towards China English and China English accent. Drawing on the previous literature on accent attitudes, this section outlines the need to research language and accent attitudes in the Chinese context. After establishing the significance of exploring language and accent attitudes in relation to identity in the ELF framework, the chapter reports that these issues are not currently well recognised or

understood in English language teaching in China.

Chapter 5 is the methodology chapter and offers a detailed description of the research rationale, research context and research instruments. Because of the researcher's position as a former instructor collecting data at the university, the researcher was able to use a variety of techniques during data collection, including participant observation, emic and etic perspectives and the role of reflexivity, which are discussed as parts of the research rationale. The aim was to explore both general and more subtle language attitudes, so a mixed-methods approach was adopted. The chapter covers the research context and a series of quantitative and qualitative research approaches by applying several ethnographic techniques during data collection. As the goal was to explore language attitudes from both macro and micro perspectives, the significance of data richness was reflected by conducting interviews, focus groups, and a series of class observations. The issues of validity and ethics are also interrogated, along with a brief explanation of the pilot study. The chapter concludes with a discussion of methodological limitations.

Chapter 6 analyses the questionnaire data, beginning with a review of the analytical framework employed on the data. After using the questionnaire design and structure for the purpose of eliciting attitudes in a macro perspective, the chapter then presents questionnaire results regarding respondents' beliefs about their own and other English accents and about pronunciation instruction. By including selected additional comments from the respondents, the chapter concludes that on the surface level, student respondents appear to favour and strive to sound native English-like; exploring the data more deeply, however, reveals a complexity of language learning motivations in relation to students' accent orientations and identity construction. Although beliefs about certain accents may be affected by power issues, these respondents are in the process of negotiating their identities and developing new interpretations of their own accents and new identities.

Chapter 7 moves to an analysis of the interview data. It begins with a general overview of the analytical framework for interview data analysis, including the coding scheme and coding process. Data analysis is based primarily on themes such as ‘accent beliefs’, ‘attitudes towards various accents’, ‘accent expectations’ and ‘perspectives of pronunciation teaching’, with sub-themes emerging in the discussion of the chapter. Compared with the questionnaire data, this chapter offers a more detailed and richer picture of language attitudes in relation to identities constructed through discourse. Although the findings reveal that entrenched attitudes still exist among Chinese university teachers and students, as was true of the questionnaire findings, some voices do emerge here that challenge traditional language ideologies. The findings also show that although native or standard English accents are still preferred, communication efficiency has become a priority to many of the participants.

Chapter 8 discusses the focus group findings, and is both a development from and triangulation of the interview data. The chapter starts with the method used to analyse the focus group data. The interactive nature of this research instrument further offers opportunities to explore both student and teachers’ accent attitudes and how their identities are constructed. By regarding the focus group setting as a ‘community of practice’ (Wenger, 1992) that encourages interaction in a more relaxing atmosphere, the focus group data serves as a supplement to triangulate the interview data.

Chapter 9 concludes the thesis. It begins by providing an overview of the literature review and traces back to the research questions. It then summarises the research findings and describes in detail how they have answered the three research questions. Based on the results, it calls for a departure from the traditional means and attainment of pronunciation instruction. Against the background of globalisation, it is important for both students and educators to accept the reality that English functions as a lingua franca and adopt a more reasonable goal of English learning and teaching. An approach called Teaching of Pronunciation for Intercultural Communication (ToPIC) is proposed as a more appropriate reference for

pronunciation instruction. Both the contributions of the study and the limitations of the research are presented. However, all the implications can only be regarded as recommendations and suggestions rather than a requirement. The point is made that in the ELF framework, it is up to students themselves to choose the manner of tailoring their language learning needs and language use in various contexts for different purposes. This chapter ends with suggestions for further research and a summary of the thesis.

Chapter Two: English Language Ideology

2.1 Introduction

It has been widely recognised that language is interconnected with ideology and has an impact on power structures (Ager, 2003; Hodge and Kress, 1993; Lippi-Green, 2012; Wodak, 2007), which is also an issue related to attitude, identity, language planning, and language policy. The English language has now spread all over the world and functioned as the de facto international language of choice in the interconnected world for many decades. Thus, as a language now spoken by an estimated number of two billion speakers, (Crystal, 2008; Graddol, 2006; Jenkins, 2009a), it is hardly surprising that different ideologies concerning the English language have emerged and are being debated.

The term *ideology* can mean assumptions, attitudes or culture in an everyday sense, but what is truly significant is its influence as a sociocultural and socio-political concept (Flaitz, 1988; Modiano, 2001; Simpson, 1993). Although the notion is linked to ‘the needs and interests of a dominant group’ (Lippi-Green, 2012: 67), as a working definition for my thesis, ideology will be used to refer to ‘any body of ideas, be they of positive or negative persuasion, [...] which is seen to include a set of beliefs concerning how things are, how they should be, and how to relate both to each other and to behavior’ (Flaitz, 1998: 14).

The term ideology also concerns with interpreting and negotiating power relations within society, which relates to ‘political and social institutions like the government, the law and the medical profession’ (Simpson, 1993: 5). As Simpson (1993: 5) points out, ‘[a]n ideology therefore derives from the taken-for-granted assumptions, beliefs and value-systems which are shared collectively by social groups’. Language ideologies, as Gal (2006: 13) claims, ‘label cultural ideas, presumptions and presuppositions with which different social groups name, frame and evaluate linguistic practices’. Furthermore, language ideology is related to both ‘unconscious assumptions about language and language behavior’ (Tollefson, 2007: 26),

and the ways that human beings communicate, in which ‘reflect and shape fundamental assumptions about individuals as members of collective identities’ (ibid.). In my thesis, I work with Gal’s definition to apply further the notion of language ideology to explain what people understand or perceive as language use, which might further influence language planning and language policy and be interrelated with power relations in the sociocultural and socio-political background.

Applying the concept of language ideology within a social context cannot be interpreted in a simple manner. It has been argued that people’s ideologies about English are affected by the ideologies about their first language (Widdowson, 2003). As English now has spread around the world, the study of English language ideology is by no means simple. Therefore, concepts and concerns of ‘ideological complex’ (Hodge and Kress, 1993: 157) or ‘ideological nuances’ (Flaitz, 1988: 1) are embodied in English language studies and also in people’s minds. For example, Llamas (2006: 97) points out the complexity of ‘ideological aspects of linguistic differentiation’, arguing that ‘they may vary within communities as changes in reactions to saliences of locations can alter and attitudes towards salient social groups can shift, as is the case in the locality under investigation’. For the purpose of investigating language ideology, it is essential to realise that language study cannot be divorced from the society but rather should be endowed with its social vitality, as language is ‘so distinctly a social phenomenon’ (Hodge and Kress, 1993: 1) and ‘a vehicle for the conveying of ideologies which seek to define the individual, the world, and the social realities which frame human experience’ (Modiano, 2001: 162). Furthermore, it is important to apply the understanding of language within the social context, because ‘language reproduces ideology’ (Simpson, 1993: 6). In addition, language ‘is not used in a contextless vacuum’ (ibid.), but in contexts ‘which are impregnated with the ideology of social systems and institutions’ (ibid.). To explore and understand language ideology helps us construct the points of view of a society and to reflect our own language use, as ideology can act as ‘the bridge or filter between language change and social structures’ (Lippi-Green, 2012: 71). Language ideology, especially English

language ideology, has received greater emphasis and analysis since the elevation of English as a lingua franca on a global scale, to challenge the assumption of standard language ideology.

Standard language ideology, according to Lippi-Green (2012: 67), is defined as:

A bias toward an abstracted, idealized, homogenous spoken language which is imposed and maintained by dominant bloc institutions and which names as its model the written language, but which is drawn primarily from the spoken language of the upper middle class.

Linguists regard such a language ideology as based on a myth (Lippi-Green, 2012; Milroy and Milroy, 2012)¹, because it reflects political and cultural power within a process of ‘economic, political and cultural unification’ (Fairclough, 2001: 47) that sets up strict generality and uniformity.

This chapter is a broad reflection on various language ideologies, exploring different perceptions and thoughts concerning English. As a living language, English is always changing in a natural process ‘by mechanisms we do not fully understand’ (Gupta, 2006: 98). Moving from a monolithic and unified standard language ideology, Roberts claims to ‘set us free from standard English’ (2002, *The Guardian*). The reason why I analyse different English language ideologies arises largely from the fact that, to understand language attitude and identity, we need to observe language ideology in the broader perspective of its sociocultural and socio-political relationship. For instance, I believe that we cannot fully examine accent attitude and its relationship to identity without knowing the attitude towards a language per se. Hodge and Kress (1993: 5) note that ‘language, which is given by society, determines which perceptions are potentially social ones. These perceptions, fixed in language, become a kind of second nature’.

¹ ‘Standard’ is not a fixed concept, as the ‘authenticity or reality of language use’ (Widdowson, 1998: 711), to a large extent, depends on ‘its being localised within a particular discourse community’ (ibid.)

Following the introduction, I turn to traditional points of view on standard English ideology and link them to the debates against the backdrop of the spread of English such as the *English Today* debate between Quirk and Kachru, to argue that the standard English ideology goes beyond the orbit of the currency of the English language. By exploring the perspective of language prescription or purification in standard language ideology, I focus on the study of World Englishes and English as a lingua franca, both of which embrace the spread of English and challenge the traditional standard English ideology, especially in respect of its attachment to the nation state and the native speaker. For example, Blommaert, Leppänen, and Spotti (2012: 10) note that language becomes ‘the object upon which the tension of late-modern realities and those of the high-modern – this hybrid of the contemporary nation state – is played out and by means of which this tension is articulated’.

Though the studies of World Englishes and English as a lingua franca differ in important ways, I argue that these two paradigms realise and challenge the privilege and superior power relationship of native English speakers and regard ‘language behaviour as one aspect of social behaviour’ (Ager, 2003: 13), setting upon new language ideologies. However, it is also important to note that the spread of English is hardly universally regarded as a blessing; other sets of language ideologies regard the spread of English as ‘the marketing of English as an export product’ (Modiano, 2001: 159), which creates a linguistic form of imperialism.

At the end of this chapter, I address the notion of linguistic imperialism in greater detail and then move to other post-modern language ideologies that ‘question the utility, even the coherence, of the notion of languages as autonomous linguistic system, a notion taken for granted in popular discourses’ (Ferguson, 2009: 128-129), and instead, points out the need to regard ‘language as situated and contingent performance’ (ibid.: 129). I provide a detailed picture of the notions of English language ideology against a complex sociocultural and socio-political background to help better understand the linguistic landscape better and to

reflect the effects of attitude and identity, to language planning, policy, and English language pedagogy.

2.2 Debates on Standard English

2.2.1 Early Debates on Standard English

With the ideology of standardisation² (Milroy and Milroy, 2012) formally established around the 18th century, the concept of Standard English (StE) became ‘so much a part of established social and education systems’ (McArthur, 1998: 111) that it took on ‘a life and power of its own’ (Mesthrie and Bhatt, 2008: 14). Through the present day, discussions and debates about StE remain a central focus of studies of English language ideology. The last decade of the 20th century witnessed a number of such interchanges (Bex and Watts, 1999; Honey, 1997; Milroy and Milroy, 2012), but one of the most striking debates on this concept dates from the mid-1980s through the early 1990s, when Quirk and Kachru had a series of discussions on whether English should maintain a single norm and be taught only in that form to its second or foreign language learners (Kachru, 1985, 1991; Quirk, 1985, 1990).

2.2.2 Traditional Definitions and Drawbacks of Standard English

It has been more than two decades since those debates, but the discussion of the ideology of standardisation remains contentious and raises the further question of whether a norm of standard English exists. Although British English and American English are traditionally regarded as the two principal StE forms (Trudgill and Hannah, 2008), a deeper exploration shows that StE is ‘by no means an easy language variety to identify’ (Jenkins, 2009a: 35). In a commonly quoted definition, Trudgill (1999: 118) defines that StE

is the variety of English normally used in writing, especially printing; it is the variety associated with the education system in all the English-speaking

² Milroy and Milroy (2012: 19, emphasis in original) point out that ‘it seems appropriate to speak more abstractly of standardisation as an *ideology*, and a standard language as an idea in the mind rather than a reality – a set of abstract norms to which actual usage may conform to a greater or lesser extent’.

countries of the world, and is therefore the variety spoken by those who are often referred to as ‘educated people’; and it is the variety taught to non-native learners.

The definition of StE (for similar definitions, see, e.g., Crystal, 1995; *Oxford Dictionary of English*; Strevens, 1981) always elicits further questions and concerns. For instance, it still remains controversial and disputable whether StE applies to both written and spoken language (Cheshire, 1999; Gupta, 2001, 2006; Milroy and Milroy, 2012; Trudgill, 1999, 2002). Although a general consensus has been reached by most scholars that StE should apply to written language, Received Pronunciation (RP) remains the most prestigious accent model in the British Isles (McArthur, 2002; Trudgill, 2002) (though it has lost the privilege it once enjoyed), and ‘has long been the norm in British English pronouncing and general dictionaries and in language-teaching classrooms’ (Upton, Kretzschmar and Konopka, 2001: xi). However, it is worth acknowledging the truth that ‘RP speakers form a very small percentage of the British population’ (Cheshire and Trudgill, 1989: 95), and the number of speakers of RP has been reported to be as low 3% to 5% (Trudgill, 2002). Standard spoken English is by no means easy to define and even the term ‘world standard spoken English’ (Crystal, 2003) ignores the changing nature of a language and thus becomes elusive. As Jenkins (2005: 150) argues, ‘there is no such thing as a “standard” accent’.

Another concept that problematises the definition is the very notion of educated people. Although it is reasonable to say that nobody is destined at birth to be a perfect speaker, the notion of education here is vague; Seidlhofer (2011: 71) points out that ‘everybody who has been to school has been educated up to a point’. More simply, different educated people have different understandings of what StE is³, or at least only a few ‘educated’ people in the British Isles seem to speak RP, the traditionally prestigious accent of English pronunciation

3 Although McArthur (1998: 117) defines educated speakers of English as the ‘more or less middle-class range throughout the English-speaking world, [...] essentially those who have completed their secondary-school education [and] may have gone on to college-university’, it is dubious to assert that all the members of this group speak or use StE; the definition retains links to social class and language hierarchy, which is not essentially applicable in today’s linguistic situation (cf. Seidlhofer, 2011).

(McArthur, 2002; Trudgill, 2002). The third controversy about the definition is the assumption that ‘StE is the variety taught to non-native learners’. Rather, I would claim that, on a global scale, English is taught and learned in meaningfully different ways in different contexts, which means that language learners are routinely exposed to non-standard English or may simply choose not to conform to StE. As Edwards and Usher (2008: 127, emphasis in original) point out, ‘education is *institutional* where as learning can be, and increasingly is, located outside of formal institutions of education’. Nobody, for example, would expect the language from a film or a play that students watch to be fully standard by any definition. Teachers themselves do not always use or teach StE and academics sometimes do not limit themselves to StE in their writing. Therefore, we need to realise the essential fuzziness of the notion of StE; if we explore it in sufficient depth, the term turns out to be self-defeating. As Gupta (2001: 367, emphasis in original) indicates, ‘linguists can’t *define* a standard – they can only reflect it’. The traditional perspective of best language practices depends mainly on the social group that has authority, who subjectively decide that their way of speaking is the best. The ideology of standardisation has also been challenged because it is by its very nature ill-defined and can also lead to an overly simplistic understanding of the nature of language (Lippi-Green, 2012; Milroy and Milroy, 2012).

When considering English as a communicative tool, the need to establish a fixed concept of StE is understandable, to a large extent, as a concern that the diaspora of English may ‘break [the language] up into dialects’ (Milroy and Milroy, 2012: 19) or fragment into multiple sub-varieties which will become mutually unintelligible to ever-greater degrees. Quirk (1985: 6) urges, therefore, that: ‘[t]he relatively narrow range of purposes for which the non-native needs to use English (even in ESL countries) is arguably well catered for by a single monochrome standard form that looks as good on paper as it sounds in speech’.

2.2.3 Prescriptive Perspectives of Standard English

Quirk's point regarding the narrow range of purposes for non-native needs is disputable, though it seems to him that a single monochrome standard (presumably, native standard English) should be employed to serve non-native speakers' of English. Therefore, a fixed and static standard ideology is needed to impose an invisible impetus that maintains the language's 'purity', in the aesthetic sense. It is apparent that such a prescriptive of language ideology needs a continuous regularisation or codification that strives to establish certain rules and marginalise non-standard usage of the language, and 'inclines us all to view a language as a relatively fixed, invariant and unchanging entity' (Milroy and Milroy, 2012: 21). Quirk comments further appear in a journal article, where he refers to the non-standard forms of English as 'half-baked quackery' (1990: 9) and claims that only StE can be used as a teaching model. In light of foreign language teaching, non-native teachers need the support by native teachers 'to be in constant touch with the native language' (ibid.: 7). Ironically, that article is published in a journal whose title is *English Today*.

Such a narrow and prescriptive perspective on StE is echoed by Honey (1997), who also argues conspicuously for the importance of a monolithic, single standard for the English language. Honey (ibid.: 5), in the introduction of his book, proclaims that

standard English is [...] a specially important and valuable variety which derives its value from a set of qualities which are not shared by other, non-standard dialects. It follows that to give access to standard English [...] is an important priority in any society concerned with social justice and the reduction of educational inequalities.

Honey's arguments are explicit in stating the importance of the knowledge of StE and the need to establish an StE norm and apply it in language teaching; he points out that 'to learn standard English is an act of empowerment [...] that gives] access to a whole world of knowledge and to an assurance of greater authority' (ibid.: 42). Honey, like Quirk, is a firm believer in the omnipotence of StE and contends that English, especially British English,

should be promoted as the international language.

The traditional view that StE should act as the sole norm in language education is also expressed by Preisler (1999) and more recently by, for example, Chambers (2009) and Nwokolo (2011). By pointing out the danger of not teaching the ‘firmly rooted [...] cultural context of native speakers’ (Preisler, 1999: 265), Preisler (ibid.: 265-266, emphasis added) claims that:

With the evolution of multiplicity of culturally autonomous Englishes, Standard English maintained as an instrument of cross-cultural communication will only be effective at the level of communicative competence to the extent that it is based on shared cultural assumptions. [...] it seems inevitable that those shared cultural assumptions, to be reflected in the teaching of pragmatics in EFL (English as a Foreign Language), should *derive from the cultural contexts of Standard English* in its two most influential varieties.

From the discussions above, we see that a deep-seated standard ideology has long existed that maintains StE unflinchingly as ‘the educational target’ (Stevens, 1981: 4). Although Fairman (1989) raises concerns about a prescriptive standard and suggests that we should not ‘call any variety of English “standard”’ (ibid.: 4), that cautious approach is not supported by the grammarians in their replies (Greenbaum, Baron, Sinclair and Crystal, 1989). More recently, Swan and Smith published the second edition of *Learner English* (2001), which aims to help teachers ‘to anticipate the characteristic difficulties of learners of English’ (ibid.: ix). The edited volume also strives to solve learners’ problems ‘in terms of the way their typical “interlanguages”⁴ deviate from a *standard British variety* of English’ (ibid.: x, emphasis added). But in today’s lingua-cultural background, however, there is no clear reference to what StE is because it is ‘determined by loose consensus of good practice, which means that no individual can reasonably be expected to be completely knowledgeable about what is and what is not considered best practice’ (Gupta, 2001: 367). As Jenkins (2007: 9) argues, ‘monochrome standard form’ does not exist and ‘it is notoriously difficult to pin down

⁴ Swan and Smith (2001: ix), problematically, generalise ‘interlanguage’ as the variety of a language that is produced by non-native learners (cf. Han, 2004; Selinker, 1972).

standard English even within a single country’.

McArthur (1998: 118, emphasis in original), though, from the perspective of a native English speaker himself, reminisces that:

The discomfort of having one’s linguistic security challenged can prompt nostalgia for a lost golden age, when Standard English *really was* standard and language standards *really did* mean something honest, good, true, and broadly measurable. But no matter where one looks for such a time and place it cannot be found. [...] And in a world where English at large is increasingly perceived as ‘Englishes’ and even ‘English languages’, discussions about the nature, usefulness, and intrinsic worth of that crucial entity, the national-cum-international standard language, are likely to become more contentious and emotional still.

2.2.4 Summary

I understand that alongside the spread and development of English today, the traditional notion of StE, as McArthur points out, is rather a myth. However, in a traditional country where people are learning English as a foreign language, the concept of StE might be a powerful concept in my research context, in which standard language ideology has long been imbued in people’s minds. A study of language ideology in the Chinese context cannot abandon the notion of StE totally, as not many people would see the point that ‘a language [...] must function effectively at that level in a manner that fulfils the need of users’ (Milroy and Milroy, 2012: 45).

In summary, the traditional language ideology of standardisation or the notion of purifying a language ‘reveals a profound misunderstanding of the dynamics of all natural languages’ (Edwards, 2009: 216). Therefore, it is worth the effort to re-consider and re-orient the English language, through the study of World Englishes that extends far beyond the notion of the traditional Anglocentric English, with an endeavour to demonstrate the legitimacy of different distinctive varieties of English.

2.3 World Englishes

2.3.1 Introduction

Momentum for the development of World Englishes (WE) started in the late 1970s and early 1980s. In the paper noted above, Kachru (1985) discusses the unprecedented spread of the English language and challenges how ‘the traditional notions of codification, standardization, models, and methods apply to English’ (idid.: 29). Based on the new linguistic background, Kachru proposes a model of three concentric circles, which to a large extent frames the study of WE.

WE is a paradigm that moves beyond the spread of native English around the world (Ronowicz and Yallop, 2007) and focuses instead on the language in terms of the many non-native varieties. WE research does not deny the varieties of native English, but argues that we must move far beyond the native versions to look at all the postcolonial forms of English, which are regarded as the legitimate varieties within their own speech communities. According to Kachru (1985, 1992a), the spread of English can be categorised into three concentric circles: the inner circle, the outer circle (or extended circle), and the expanding circle. In the WE paradigm, the inner and outer circles include countries where English is used as a native language (ENL) and a second language (ESL). English in most outer circle countries now functions as an institutionalised language (Kachru, 1985, 1992a, 2005; Quirk, 1990). The term ‘New Englishes’ has been proposed to refer to these nativised or indigenised varieties of English⁵ (Brutt-Griffler, 2002; Mufwene, 1994; Platt, Weber and Ho, 1984). The expanding circle comprises the largest number of users of English, most of whom, from the conventional perspective, regard English as a foreign language (EFL). English speakers in the expanding circle are regarded as language learners who need facility in the language primarily to communicate with native speakers of English (NSEs), though that is not

⁵ For a detailed description of the features of these nativised varieties of English, see e.g., *The Handbook of Varieties of English* (Vol. 1, edited by Schneider, Burridge, Kortmann, Mesthrie and Upton, 2004; and Vol. 2, edited by Kortmann, Schneider, Burridge, Mesthrie and Upton, 2004). For a more concise description, see also, e.g., McArthur, 2002.

universally true. The notion of ‘native standard English’ has long been and remains as the norm of language teaching and learning in these countries. There is no reliable count of the number of English speakers in the expanding circle, but it is estimated that there are now approximately one billion speakers of English with ‘reasonable competence’ (Jenkins, 2009a: 16), with that number expected to reach a peak of over two billion in the next decade (Graddol, 2006).

2.3.2 Contributions of WE Research

With the spread of English worldwide, it is now clear that non-native speakers of English (NNSEs) outnumber NSEs (Graddol, 2006; Kirkpatrick, 2007a; McKay, 2002; Seidlhofer, 2011). English is no longer used only by a limited number of speakers in restricted regions. Therefore, the study of WE has moved past the debate over standard English ideology and brings a new perception of the understandings of the relationships between NSEs and NNSEs (Jenkins, 2009a; Kachru, 2005; Seidlhofer, 2011; Yano, 2009a)⁶, claiming that New Englishes as varieties in their own right are ‘relatively autonomous varieties, or dialects with a special status’ (Mesthrie and Bhatt, 2008: 200). For example, Graddol (2006: 84) has also argued that:

In colonial times there was no strong need to impose a metropolitan spoken standard and many local varieties of English emerged – the so-called ‘New Englishes’ – from contact with local languages. Many new Englishes have since flourished, and have developed literatures and even grammar books and dictionaries.

The traditional definition refers to a native speaker as ‘a person who has spoken a certain language since early childhood’ (McArthur, 1992: 982). In the WE paradigm, on the one hand, an NSE may differ in various aspects of pronunciation or educational background (Cook, 1999); on the other hand, the very ideology of native-speakerism has been challenged

⁶ The study of WE may lead from the outset to questioning the traditional concept of the notion ‘native speaker’. I am fully aware of the fuzziness of the notion of ‘nativeness’. However, the use of ‘native’ and ‘non-native’ still remains in my thesis because of the wide recognition of the terms.

(Holliday, 2005). Mesthrie and Bhatt (2008: 36) have argued that the notion of native-speakerism (especially applied to English) is ‘premised on the norms of monolingual societies, whereas in fact the world is largely multilingual’. Therefore, we need to understand that the traditional notion of NSE is less feasible today than it once was, as the plain reality is that the majority of English speakers are not monolingual but bi- or multilingual. Graddol (1999) challenges the notion of ‘native centrality’ from a demographic angle, the international status and the changing discourses of English. Graddol later points out that ‘[n]ative-speaker numbers may matter less than they used to in providing a world language status’ (Graddol, 2006: 62). Here he agrees with Widdowson (1994: 385), who critiques the native speaker ideology by arguing that NSEs have ‘no say in the matter, no right to intervene or pass judgement’ and are even ‘irrelevant’ as the custodians of the English language in international settings.

The narrow definition of native speaker also ignores those who acquire and use the language fluently in outer or even expanding circle countries; many speakers in the outer circle in fact use English as their first language (Kachru, 2005; McKay, 2002; Tokumoto and Shibata, 2011). Some scholars even claim that the concept of generic native speaker has lost any meaning it may once have had (Kachru, 2005; Kramsch, 1993; Pennycook, 2009). Graddol (2006: 110), in a similar vein, indicates that ‘Global English has led to a crisis of terminology. The distinctions between “native speaker”, “second-language speaker”, and “foreign-language user” have become blurred’. For him, the very idea of NSE is merely a ‘folk notion which seems to be used extensively as a linguistic term rather than a linguistic concept’ (Lesznyák, 2004: 27).

Another breakthrough of the WE paradigm witnesses the legitimisation of Englishes in the outer circle, which also challenges the traditional standard English ideology. As Kachru (1992b: 10-11) points out, English ‘acquires a new identity, a local habitat, and a name. [...] English has now, as a consequence of its status, been associated with universalism,

liberalism, secularism, and internationalism'. The recognition of outer circle varieties brings a revised perception of codified standard varieties of English in both phonology (Schneider et al., 2004) and morphosyntax (Kortmann et al., 2004; McArthur, 2002), which has raised the question of whether traditional StE should act as the norm for English learners in outer or even expanding circle countries. The process of codification is significant because the local varieties have functioned as identity markers in the context of outer circle countries (Kachru, 1992c, 2005; Schneider, 2003). Kirkpatrick (2007a: 34) has pointed out that the varieties must 'on the one hand, reflect the cultural realities of their speakers and, on the other, be adaptable enough to allow international communication'. Alongside the development of the postcolonial varieties, the importance of non-native teachers of English is also under investigation, with the notion of the superiority of native English teachers being questioned (Baumgardner and Brown, 2003; Liu, 1999; Matsuda, 2003; McKay, 2002; Seidlhofer, 1999). Thus, any traditional belief that NSEs should act as the only benchmark, or language pedagogy should be linked to StE automatically has been challenged by WE research.

2.3.3 Limitations of the WE Paradigm

The Kachruvian paradigm breaks up the traditional standard English language ideology and emancipates varieties of English within a post-colonial context to 'bring to English a unique cultural pluralism, and a linguistic heterogeneity and diversity which are unrecorded to this extent in human history' (Kachru, 1985: 14). However, as it is primarily nation-based and focuses on 'a narrow selection of standardized forms in particular communities' (Pennycook, 2007: 21), the paradigm of WE has its own deficits and needs to be re-constructed in the new sociolinguistic background. Bruthiaux (2003: 161) argues that 'because it is descriptively and analytically inconsistent as well as over-representative of a political agenda, the model has little explanatory power and makes only a minor contribution to making sense of the current configuration of English worldwide'; it is obvious that the original model of WE fails to reflect the complex nature of the English language. The tripartite demarcation of

ENL/ESL/EFL has also been charged with privileging the English of native English communities, and underestimating the role of English in the periphery (Canagarajah, 1999a; Pennycook, 2007; Phillipson, 1992). For instance, the pool of speakers of English in the inner circle countries does not overlap perfectly the NSE group, due to the ‘continued inflow of immigrants and increase of foreign residents’ (Yano, 2001: 122). The demarcation between inner and outer circle (ENL and ESL) has become less meaningful as the role of ‘functional native speakers’ has risen to prominence (Yano, 2001).

Another drawback of the WE paradigm is that it still regards expanding circle Englishes as *norm-dependent*: ‘that is, as “interlanguage”, or “learner English”, of greater or lesser proficiency depending on their proximity to a particular Inner Circle variety’ (Jenkins, 2009b: 200). Furthermore, the Kachruvian paradigm has been charged with ignoring hybrid local Englishes (Canagarajah, 1999a) and creoles (Pennycook, 2007), and reverting to ‘the logic of the prescriptive and elitist tendencies of the center linguists’ to “standardize” the language’ itself when attempting ‘to systematize the periphery variants’ (Canagarajah, 1999a: 180).

In order to revise his original paradigm, as ‘the model is now dated, and it falls short of accurately accounting for the true heterogeneity of English today’ (Björkman, 2013: 5), Kachru recently proposed a model based on the proficiency level of English speakers rather than chronology and geography (cited by Graddol, 2006: 110), thus abandoning the tripartite differentiation of ENL/ESL/EFL and varieties within national boundaries. This model updates the original model to a meaningful degree and better reflects the contemporary sociolinguistic situation. Although the WE paradigm has its deficits, we cannot deny that the research proposes a new perspective on the spread and function of English and its social and historical factors in today’s globalised context (Kachru, 1992a, 1992c; Kirkpatrick, 2007a; McKay, 2002).

2.3.4 Summary

According to the WE paradigm, China resides in the expanding circle. Although English there has developed rapidly with some distinctive features, especially in the last two decades, it is obviously not used inherently and researchers are still struggling to define a variety known as China English (Du and Jiang, 2001; Hu, 2004; Li, 1993; Xu, 2010). Although Kirkpatrick (2007a) claims that expanding circle countries can also develop their own varieties of English, the debate centres on whether there is a relatively fixed China English in the WE paradigm or whether English has a number of local Chinese-flavoured characteristics, depending on who the interlocutors are (for more detail, see discussions of Chapter 3).

Although WE might seem an irrelevant framework in this research, as I focus on the use of English in transcending boundaries, the paradigm of WE is included because most of my participants have recourse to this notion; they still see the world as comprised of different national groups with their own varieties of English. The participants refer to their positions and their accents in terms of WE and nations. The concept of ELF, however, is alien to most language teachers and learners in China, as they seldom talk about how their English is involved in intercultural communication. Looking at the big picture, English has been adopted and adapted by speakers around the world ‘as a lingua franca to be used on a much wider front’ (Gupta, 2001: 377). The notion of English as a lingua franca is employed here ‘to address precisely that gap left by the holes in the WE model’ (Pennycook, 2009: 195), from the perspective of international communication rather than communication within national boundaries, which better explains the linguistic situation of English in expanding circle countries, such as China.

2.4 English as a Lingua Franca

2.4.1 Introduction: From WE to ELF

Kachru (1985: 30) has pointed out the necessity of recognising post-colonial varieties of

English, arguing that: '[w]hat we need now are new paradigms and perspectives for linguistic and pedagogical research and for understanding the linguistic creativity in multilingual situation across cultures'. While the study and development of WE has certainly provided the language of Shakespeare with 'a new identity, a local habitat, and a name' (Kachru, 1992b: 10), at the outset of the 21st century it is more salient to note that English has blurred national boundaries. It is not only used *intranationally*, functioning as varieties in certain communities, but also, on a global scale, English has been employed *internationally* to link people from different lingua-cultures together as an international language for communication purpose as a lingua franca.

The roots of the study of contemporary English as a lingua franca (ELF) go back to the early 2000s, when Jenkins's ground-breaking monograph (2000) and Seidlhofer's paper (2001) appeared. As a relatively new study area, the notion of ELF has been interpreted and reinterpreted through its plurilinguistic, hybrid and fluid nature (Jenkins, 2006a; Jenkins, Cogo and Dewey, 2011; Seidlhofer, 2011). ELF can be described as English used as a contact language or medium of choice to facilitate intercultural communication between speakers of different mother tongues (Jenkins, 2007; Seidlhofer, 2011). Seidlhofer (2011: 7, emphasis in original) more recently defines ELF as '*any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option*'. In terms of communication purpose, I refer to the description by Jenkins et al. (2011: 304) of ELF as 'a means by which English is continually being re-enacted and reinvigorated through the inventiveness of its speakers as they respond to their immediate communicative and expressive needs'.

ELF is a notably mobile concept, 'far removed from its native speakers' linguacultural norms and identities' (Seidlhofer, 2001: 134). As a language ideology going beyond the traditional native speaker norm and nation-bounded varieties, ELF study advocates concepts such as 'multiculturalism, multilingualism, polymodels and pluricentrism' instead of the traditional

notions of ‘monoculturalism, monolingualism, monomodels and monocentrism’ (ibid.). In today’s globalised context, especially when people do not share first languages to communicate with each other, ‘ELF is simultaneously the consequence and the principal language medium of GLOBALIZING PROCESSES’ (Jenkins et al., 2011: 303, emphasis in original). ELF scholars also argue that instead of assuming a priori that speakers conform to native standard English norms, ELF focuses on the majority of users who speak English as an additional language. Against the backdrop of globalisation, English is often the first option of communication in any international arena; Jenkins (2000: 8) reports that ‘English is often one of several languages available in the repertoires of the multilingual populations’. Therefore, in today’s multilingual world, Yano (2009a: 247) points out that ‘bi- and multilingual individuals are growing in number, and are equipped with multicultural self-identities and cross-cultural communicative competence’.

The study of ELF is ‘a significant extension of previous research on world Englishes’ (Park and Wee, 2011: 360), but it goes beyond the traditional notion of language varieties and homogeneous speech communities to reveal how the ELF users:

skilfully co-construct English for their own purposes, by treating the language as a shared communicative resource within which they have the freedom to accommodate to each other, code-switch, and create innovative forms that differ from the norms of native English and do not require sanctioning by native English speakers (Jenkins, 2011: 931).

2.4.2 ELF: A Step Further from WE

The studies of ELF and WE do have some common ground, such as the challenge to the traditional ideology of StE, the ownership of English, and to deal with ‘issues of language contact, variation and change, linguistic norms and their acceptance’ (Seidlhofer, 2009: 236), with ‘the attempt to reconceptualize different ways of using English in non-inner circle contexts’ (Cogo and Dewey, 2012: 8). However, they also differ in certain crucial respects. One salient discrepancy between the two research areas is that WE seeks mainly to codify the

features of nativised and institutionalised outer circle Englishes and does not entirely accept expanding circle Englishes as legitimate varieties on their own (cf. Jenkins, 2009b). In contrast, ELF research focuses on speakers from expanding circle countries. Unlike WE, ELF is a ‘process’ (Seidlhofer, 2004, 2011) rather than a variety of English per se. ‘What ELF research is increasingly yielding insights into is precisely the *hybridity* and *dynamism*, *fluidity*, and *flexibility* of ELF interactions as manifestations of “transcultural flows” with heightened variability and a premium on mutual accommodation’ (Seidlhofer, 2011: 110-111, emphasis added). By and large, WE research concerns itself with the purpose of seeking and constructing endonormative varieties of English. ELF, on the other hand, neither aims to propose or codify an artificial ELF variety of English nor promote a monolithic model of English. Instead, it recognises and validates the pluricentric nature of an English language flowing across national boundaries (Cogo, 2012; Jenkins, 2006b, 2007; Kirkpatrick, 2007a; Seidlhofer, 2009, 2011).

Besides the different understanding of linguistic variety, the epistemological concept of community is treated differently in the ELF framework. Although the study of WE dismantles the misleading understanding that the English speech community consists only of NSEs, it still narrowly prioritises a certain variety of English within a relatively fixed community. However, in today’s interconnected world, the use of English has inevitably transcended national boundaries as a lingua franca; as Seidlhofer (2009: 239) indicates, ‘there are English-using communities not only in the Inner and Outer Circle but also English-using local, regional, and global communities of practice communicating via ELF in the Expanding Circle and, importantly, across all circles’. For example, alongside the development of technology, especially the internet, people can easily set up a cyber community, through which an interactive network can thrive in any number of physical locations (Crystal, 2001; Edwards and Usher, 2008; Seidlhofer, 2011). Drawing on Wenger’s concept of ‘communities of practice’ (1998), the traditional conception of community in the ELF framework has been re-conceptualised ‘to do with an increasingly virtual notion of interactional networks that

may operate entirely independently of physical setting' (Cogo and Dewey, 2012: 9).

Based on the understanding of variety and community in the ELF framework, Seidlhofer (2011: 88) summarises that ELF:

is indeed the process of language dynamics whereby the language is adapted and altered to suit the changed circumstances of its use; understanding this inevitably undermines established ideas about community and variety. The appropriation of the language as a lingua franca necessarily focuses attention not on what is proper English in reference to standard or native-speaker norms, but what is appropriate English for new and different communicative and communal purposes.

2.4.3 ELF and EFL

To shed light on the new and different communicative and communal purposes of ELF (Alptekin, 2002; Leung, 2005; Nunn, 2007), it is crucial that we distinguish the notion of English as a lingua franca (ELF) from English as a Foreign Language (EFL). On the one hand, EFL resides in the theoretical framework of mainstream second language acquisition (SLA) research that prioritises native (or near-native) standard English norms. This view claims that such norms should be acquired by language *learners*, rather than language *users*, as the ultimate aim of the language learning process. In the EFL setting, language learners are expected to defer to native speaker norms and need to 'strive to abide by these norms' (Seidlhofer, 2011: 17) with the principal purpose of communicating with NSEs. Guided by SLA theory, EFL regards the learner's mother tongue (L1) as 'interference' and a 'fossilised' interlanguage (Selinker, 1972; cf. Han, 2004, Swan and Smith, 2001, for a collection of 'learner English' of speakers from different linguistic background⁷), while 'code-switching' or 'code-mixing' is also treated from a "'deficit" perspective' (Jenkins, 2006a: 139).

On the contrary, ELF recognises English as a resource (Blommaert, 2010) to its language

⁷ Ironically, this volume even treats speakers of English from outer circle countries, such as speakers from India, Bangladesh, Sri Lanka, and Nigeria, as *learners of English*.

users instead of the sole property of NSEs (Seidlhofer, 2011). In the domain of ELF, NSEs can no longer enjoy a privileged status as language arbiters who force NNSEs to adjust to NSEs protocols for the purpose of communication (Graddol, 2006; Seidlhofer, 2011; Yano, 2009b). ELF is not associated with a particular norm and NNSEs thus do not need to follow native norms or claim to speak English for the purpose of striving to fit in with the NSE group (Alsagoff, 2012; Cogo, 2012; House, 2003; Jenkins, 2007). ELF interaction is co-constructed by speakers, from which the norms are ‘primarily regulated by interactional exigencies’ (Seidlhofer, 2011: 18) while ‘code-switching and accommodation skills are important indicators of proficiency’ (Jenkins, 2006a: 147). Therefore, the two acronyms are actually incompatible in fact: the *E* in ELF differs from the *E* in EFL (Jenkins, 2006a; Seidlhofer, 2011).

Although mainstream SLA research with an interlanguage theory has been questioned and critiqued (Cook, 1999; Firth and Wagner, 1997, 2007) in relation to ELF (De Costa, 2012; D áz-Rico, 2007; Jenkins, 2006a; Seidlhofer, 2011), there remains a ‘conceptual gap’ (Seidlhofer, 2011: 14) between research and the reality. For instance, Kobayashi (2011) discusses how Japanese students studying in Singapore strive to embrace the inner-circle native English but exhibit an indifferent attitude to other Englishes. A deep-seated language ideology that native English norms must be conformed with and that native competence is the inherent target of language learning remain firmly entrenched.

2.4.4 Summary

The application of ELF in my research setting has two advantages. First, ELF is not boundary-restricted and situates English firmly in the expanding circle that reflects today’s reality. A study in such a framework breaks the boundaries of the nation-based WE model, as users do not limit their understanding to certain varieties of English. Second, one feature of ELF is its non-conformity with native standard norms. In such a framework, English is used

to connect people of different first languages and a given native norm is far from the only benchmark. ELF permits people in the expanding circle to express their ideas more freely. Therefore, I am confident that a study in the ELF framework will lead to stimulating and valuable insights that explore deeply the attitudes and identities of both teachers and students.

2.5 From Critical Theories to Post-modern Language Ideologies

I have noted that the spread of the English language is not regarded as a universal blessing, and has led to a number of arguments and counterarguments (Brutt-Griffler, 2002; Davies, 1996; Kirkpatrick, 2007a). In a post-modern era, perspectives on language ideology vary widely. Although WE and ELF regard the spread of English as natural, beneficial, or as Crystal (2003: 110) puts it ‘in the right place at the right time’, some argue that the spread and promotion of English is ‘orchestrated’ and ‘harmful’ and ‘distributed’ rather than ‘spread’ (cf. Widdowson, 1997), in what Phillipson (1992) summarises as ‘linguistic imperialism’.

2.5.1 Linguistic Imperialism

Phillipson (1992, 2009) analyses the dominance of English in terms of its political inequality and argues that English is promoted and imposed from the centre to the periphery, in a conspiracy by the UK and the US ‘which have propelled English forward’ (Phillipson, 1992: 6). Phillipson argues that English language teaching (ELT) ‘has appeared to be detached from the interests of the State, both in the Centre and the Periphery’ (ibid.: 308), which, to a large extent, represents Anglocentricity and professionalism powered by the centre. English linguistic imperialism is defined by Phillipson (ibid.: 47, emphasis in original) as occurring when ‘*the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages*’. As an example of linguicism⁸, Phillipson has argued that English is ‘replacing’

⁸ Phillipson (1992: 47) defines linguicism as ‘ideologies, structures, and practices which are used to legitimate, effectuate, and reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language’. He also points out that ‘English linguistic imperialism is seen as a sub-type of linguicism’ (ibid.).

and ‘displacing’ other languages, through which the centre imposes its language and values on the periphery. Phillipson decries the spread of English as distributed and orchestrated, and argues that ‘to promote English as the *only* lingua franca [...] puts English into a class of its own [...] and] presupposes that English is the most eligible language for virtually all significant purposes’ (ibid.: 42, emphasis in original).

On the issue of linguistic imperialism, Ngũgĩ (1986) laments the neo-colonial situation in Africa, most specifically Kenya, by arguing that English has become ‘more than a language’ and other languages need to ‘bow before it in deference’ (ibid.: 11). He claims that the colonialist imposition of a language and its culture – especially English, which Ngũgĩ calls a ‘culprit’ with the effect of a ‘cultural bomb’ – has undermined the local languages and cultures of Africa. Ngũgĩ argues that ‘Africa needs back its economy, its politics, its culture, its languages and all its patriotic writers’ (ibid.: xii). Pennycook (1998) takes a similar stance and explores the postcolonial English environment in Asia, as exemplified by Hong Kong and points out ‘the continuity of the cultural constructs of colonialism’ (ibid.: 27), through which postcolonial discourses produce an image of the self (in this case, NSEs) and the other. By constructing such an image, Pennycook contends colonialism becomes ‘a site of cultural production’ (ibid.: 131), which produces the culture of the Europe or the West. Pennycook concludes that the adherence to discourses of colonialism is itself a means of neo-colonialism that needs to be redressed and treated from a new perspective in language policy and the ELT world.

However, some counterarguments to linguistic imperialism point out that the notion neglects the complex nature of diverse post-colonial discourses and socio-political contexts, as well as the nature how English has been spread, adopted, and adapted as the choice of agents, who are not passive receivers of such discourses (Bisong, 1995; Brutt-Griffler, 2002). From another perspective, the fact that English acts as a lingua franca by no means ‘presupposes that English is the most eligible language’ (Phillipson, 1992: 42) to be used in a given

situation. Rather, I would argue that on the one hand, individuals have the right to embrace or negotiate English if they wish; on the other hand, in today's multilingual society, people have already realised that merely rejecting a language without any consideration is not wise and will deprive them of 'enriching interactions with multicultural communities and traditions through the English language' (Canagarajah, 1999a: 1). Thus, I agree that the claim of linguistic imperialism 'ignores how linguistic and cultural conflicts are highly mediated encounters' in a manifestation of 'modifying, mixing, appropriating, and even resisting discourses' (Canagarajah, 1999b: 207). Brumfit (2001: 139) agrees with this outlook in refuting the notion of English linguistic imperialism by arguing that '[i]f English did not have the dominant position (because of political and economic power far more than because of any conspiracy to promote the language), some other language would' to show that people need a language for international communication in today's technologically-advanced context.

2.5.2 Critical Perspectives on Resistance of Linguistic Imperialism

Canagarajah (1999a, 2005) represents a post-modern language ideology that understands that merely opposing or rejecting English does nothing to benefit a local alternative. Canagarajah (1999a) explores the relationships between language and symbolic power (Bourdieu, 1991; Fairclough, 2001) and employs a different perception of linguistic imperialism, by adopting the notion of 'resistance perspective' to critique 'reproduction orientation'⁹ (Canagarajah, 1999a). Resistance perspective does not reject the 'repressive effect' of a language, but more crucially:

it also has the liberatory potential of facilitating critical thinking, and enabling subjects to rise above domination: each language is sufficiently heterogeneous for marginalized groups to make it serve their own purposes. [...] in everyday life, the powerless in post-colonial communities may find ways to negotiate, alter, and oppose political structures, and reconstruct their languages, cultures, and identities to their advantage. The intention is not to reject English, but to reconstitute it in more inclusive, ethical, and democratic terms, and so bring

⁹ The understanding of reproduction orientation is similar to Phillipson's assertion of linguistic imperialism, which views language as a monolithic essence 'with a homogeneous set of ideologies, and function[s] to spread and sustain the interests of dominant groups' (Canagarajah, 1999a: 2).

about the creative solutions to their linguistic conflicts (ibid.: 2).

This critical pedagogy accords well with Pennycook (1994), who also raises the idea of realising multiple standards of English and teaching standard English critically, with the notion of ‘writing back’, of appropriating English for both ‘aesthetic and political purposes’ (Wallace, 2002: 107) for the periphery to make its voice heard. By adopting a critical perspective on language pedagogy (Fairclough, 2001; Norton and Toohey, 2004; Pennycook, 1994), Canagarajah (1999a: 174) argues that we need to be aware of the pragmatic rewards of ‘English language and literacy to vie for social status and economic prospects’ while periphery language learners should view themselves as agents who use English creatively and critically to ‘appropriate the language in their own terms, according to their needs, values, and aspirations’ (ibid.: 176). The demarcation between the centre and the periphery (Phillipson, 1992) is thus genuinely problematic and may reflect ‘uneven power relations or qualities of life, and can be applied strategically or emotionally to different groups of people, events or attitudes at different times’ (Holliday, 2009: 23)¹⁰. In the post-modern world, however, it is important to understand the empowerment and realisation of the local and how its challenge to the monolithic standard envisages the ‘pluralistic identities and hybrid discourses’ (Canagarajah, 1999a: 173) in today’s linguacultural reality (Canagarajah, 2005; Bruthiaux, 2002; Warschauer, 2000).

It is a significant step to champion the local in post modern globalisation so as to resist linguistic imperialism, but Canagarajah (1999a) further proposes that we should accept pluralisation of standards and norms, and that ‘teachers should teach students as many variants as possible’ (including StE itself), and ‘teach students that any dialect has to be personally and communally appropriated to varying degrees’ (ibid.: 181). The notion of ‘plural standards or norms’ may appear ambiguous; as Canagarajah has himself pointed out, in actual use of the hybrid, fluid nature of English, we might well ask whose standard or

¹⁰ For example, Cameron (2002: 70) adopts the terms ‘dominant’ and ‘subaltern’ instead of using the terms ‘centre’ and ‘periphery’ as ‘globalization arguably calls into question the applicability of the latter terms as they are usually defined’.

which norm is in play. For example, although it might be possible to teach local Englishes as one standard in outer circle countries such as Sri Lanka, it is still premature to teach local Englishes in expanding circle countries such as China. The question may also arise concerning how to teach as many variants as possible or how to recognise which variants would be the most appropriate for different students. Canagarajah's advocated position clearly has real challenges in terms of implementation. However, we cannot ignore the fact that the local and the global are intertwined, as the local 'has negotiated, modified, and absorbed the global in its own way' (Canagarajah, 2005: 9), while 'the global has absorbed local knowledge and resources for its own purposes' (ibid.: 10).

The issue of linguistic imperialism has also been debated in my research setting, since the role of English has become more and more salient in China. Some people argue that English has overtaken the proper role of local languages and cultures, and as a subject, English has received too much emphasis compared with other subjects, regardless of whether students want it (Zhao and Campbell, 1995). Others have argued that university students spend more time on English than their own majors, but may seldom use English after graduating (Niu and Wolff, 2003). In terms of the struggles with and resistance to English by local languages and cultures, some Chinese scholars (S. Li, 2006; Ruan, 2002; Wen and Yu, 2003) have pointed out that it is unwise to reject out of hand such an important global language and instead seek to find core elements to link and negotiate between the global with the local (see discussions in Chapter 3 for more detail).

2.5.3 Postmodern Language Ideology

In looking at the global spread of English and its relationship with the local, Pennycook (2007) moves beyond the arguments among homogeneity, heterogeneity, and English linguistic imperialism, focusing more on the fact that 'English is a translocal language' with fluidity and fixity embedded in local contexts, forwarding a post modern ideology of English

against the background of globalisation. Pennycook argues that the traditional understanding of English being used to facilitate international communication and local languages promoting the preservation of local cultures, ‘ignores the many complexities of local and global language use’ (ibid.: 104). Pennycook here adopts a different perspective from his previous work, and critiques the notion of English imperialism (Phillipson, 1992, 2009) that may lead to a reliance on nationalism. The WE model, however, also lacks a political focus on the spread of English and suffers from some flaws such as ‘the location of nationally defined identities within the circles, the inability to deal with numerous contexts, and the privileging of ENL over ESL over EFL’ (Pennycook, 2007: 21). Instead, by coining the term ‘transcultural flows’ and employing hip-hop as an example of popular culture, Pennycook points out the interrelationship between cultural forms and language use and explores how ‘the flows of cultural forms produce new forms of localization and the use of global Englishes produces new forms of global identification’ (ibid.: 6). Pennycook argues that language, culture, and identity cannot be viewed as static concepts, but should rather be viewed as ‘fluidity, fixity and flow of cultural movement’ (ibid.: 156), and that identities are not predetermined but ‘formed in the linguistic performance’ (ibid.: 157).

Pennycook (2010) echoes his own observation that ‘English may already have been local before it started to spread’ (ibid.: 179) by challenging two notions of language: first, language as a structure, an abstract entity, or a system; second, the spread of English throughout the world as a global language. He argues that there is no discrete, bounded thing called ‘language’; rather, language ‘is part of social and local activity’ (ibid.: 128) that imbues any society through regulated language acts. Concerning the spread of English, Pennycook points out that ‘*it [English] has always been local*’ (ibid.: 72, emphasis in original) and ‘local practices have been relocalized in English’ (ibid.: 74).

Pennycook’s argument (2007, 2010) is akin to Brumfit’s insistence (2001: 120) that we acknowledge ‘the diversity of purposes, ideologies, and political or social roles that English

can perform'. Hall, Cheng and Carlson (2006: 232, emphasis in original) also point out that we should see 'individual language knowledge not in terms of abstract system components but as *communicative repertoires*'. However, Pennycook does not suggest that language cannot be completely *laissez-faire*. Even though we have recognised that English is becoming 'destabilised', we still need to 'create structures that control and guide [the changes]' (Brumfit, 2001: 121).

2.5.4 Summary

It goes beyond the scope of my thesis to discuss these English language ideologies in more detail, but as we have seen, arguments from linguistic imperialism to the postmodern or poststructural perspectives regard the global spread of English as 'inherently problematic, inextricably linked to wider political issues, and that ELT practices were neither value free, nor always culturally appropriate' (Gray, 2002: 151). It is crucial to understand that instead of being in a vacuum divorced from its nexus with the society, any understanding of language must be situated in the social context with its complex meanings. However, I reiterate that possessing such a view should not reject the fact that language is functional and used by its speakers as a medium for communication purposes. Therefore, a theoretical framework such as WE or ELF better explains the English language ideology within today's lingua-cultural background, as both WE and ELF recognise the interrelationship between language and their social contexts and users. As noted above, ELF does not restrict English within national boundaries and envisages the fluid, hybrid nature of English, and I thus employ it as the main framework throughout my thesis.

Chapter Three: English as a Chinese Language – Twists and Turns

3.1 Introduction

In this chapter, I focus on the research context, China¹¹, to investigate further the development, status, and debates related to the influence of English on Chinese society. With the spread of English generally and its rising power in Asia (Cheng, 2012a), more and more people have realised that they cannot neglect the English-speaking population there. China, as a country constituting the largest English-learning population in the world (Jiang, 2003), has become the new focus when discussing the spread and development of English in East Asia.

Although English is not a postcolonial language in China, compared with other traditional outer circle countries (Zhou and Feng, 1987), it has been associated with China since the use of Chinese Pidgin English (CPE), which is regarded as ‘one of the oldest varieties of English lexicon pidgin’ (Sebba, 1997: 66) that can be ‘traced back to the early seventeenth century’ (Bolton, 2003: 22; see also, Lang, 2005; Zhang, 2006). During the years 1841 to 1949, and with the first English-language school opened under the Qing Dynasty in 1862 (Niu and Wolff, 2007), English was used as a contact language for business and by some western missionaries (Bolton, 2003; Zhou and Feng, 1987). After the foundation of the People’s Republic of China (PRC) in 1949, English experienced peaks and valleys and has witnessed its ups and downs before and after the Cultural Revolution (Adamson, 2004; Bolton, 2003; Lam, 2002). Not until the *Reform and Opening Policy* of the late 1970s, and more important developments from the 1990s to the present day, the importance of English for modernisation and ‘international stature’ (Lam, 2002: 247) has gradually been understood. At the educational level, English is regarded as both the most basic and most important language to study and master. English today is linked to innumerable (and has immersed to) various aspects of people’s lives such as education, business trade, tourism, and work promotion and

¹¹ Throughout my thesis, ‘China’ refers to Mainland China only. I do not adopt the wider notion of a ‘Greater China’ that includes Taiwan, Hong Kong, and Macau (cf. Feng, 2011, 2012).

has embedded more of its ideological values in China.

Today, two main issues of debate with English are prevalent in the Chinese context. The first issue, linking to the WE and ELF paradigms discussed in the previous chapter, concerns whether a genuine variety of English has developed in China – an actual ‘China English’, or ‘Chinese English’ as some people call it (Hu, 2004, 2005; Kirkpatrick and Xu, 2002; Li, 1993; Xu, 2010) – or if there are only some distinctive characteristics of Chinese present in the English that Chinese people speak. The second issue focuses on the function and feasibility of its spread across the country, which has led to both ‘positive interactions as well as tensions’ (Sharifian, 2009: 1). On the one hand, English is generally regarded as a useful tool, which is ‘crucial to China’s modernisation and increasing participation in globalised cultural, economic and political activities’ (Hu and McKay, 2012). Some advocates have thus argued that it would be helpful for Chinese people to embrace the language in order to develop and maintain a competitive edge in the future (Qin, 2002). On the other hand, some worry that an overwhelming invasion of English could undermine Chinese culture and identity (Niu and Wolff, 2003, 2007; Duan, 2006). Some scholars also claim that the blind advocacy of English in China will do more harm than good for Chinese society and will result in the negative impacts of westernisation and linguistic imperialism (Blachford and Jones, 2011; Niu and Wolff, 2003, 2007; Ren, 2005). Therefore, we find that there are various ideological perspectives on the ‘sociolinguistic tensions’ (Feng, 2012: 369) concerning the use of English and English education in China.

This chapter first presents an overview of the English language in China. Linking with what I have discussed in Chapter 2, it then moves to the discussions and debates on China English (CE), and explores ‘the roles of language policies in the social construction of national cultural identities, and the relationship between language, culture, and identity’ (Tsui and Tollefson, 2007a: vii) in the Chinese context. Two questions are addressed: 1) is there a legitimate variety of English in China; and 2) is learning English a benefit to or a danger for

China? This chapter also explores the question posed by Kachru and Nelson (2006: 324), applying it to the Chinese context: ‘What is the impact of English on local languages and what concerns do they raise about the survival of languages and cultures of different communities’? This question serves as the main thread of the discussion in this chapter. In the second section, echoing the debates on CE and the identity dilemma, it portrays the status quo of English in China, with a focus on higher education. This section starts with the reform of communicative language teaching in tertiary education (Liu, 2007); I provide my own outlook on the document *College English Curriculum Requirements* (2007) and critique the heavily test-based assessment system. As private language education is developing rapidly to cater to different needs of language learners, two noted private English enterprises, the *New Oriental* and *Crazy English*, will also be briefly discussed to reflect private English education in China.

3.2 English in China: An Overview

Given the complexity of the sociolinguistic, sociocultural, and socio-political situation of China, I understand that it is by no means easy to explore English in the Chinese context, as Jin and Cortazzi (2011: 2) point out that ‘education in China includes a range of diversity and differences in development, geographically and socially, and therefore necessarily includes a range of excellent features, other facets which are fast developing and other aspects as yet relatively undeveloped’. In a similar vein, Llamas (2006: 94-95) has also warned of the complexity of local contexts when taking a language ideology approach, stating that ‘the speech community itself is one such locally created social category which can be examined and not simply imposed onto a sample of speakers’. Therefore, I acknowledge that the description of the English language of the Chinese context throughout my thesis can only reflect the similarities from a relatively general perspective; the situation reported here cannot be taken for granted as the same across different regions in China.

According to Kachru’s traditional demarcation (1985, 1992a, see also Chapter 2), China

resides in the expanding circle where English is regarded as a foreign language. Although we need to acknowledge that the situation of English in the expanding circle differs from inner or outer circle countries, we must also understand that the fast growth and ‘the needs to use English in societies [in China]’ (Feng, 2012: 366) have blurred such a demarcation or categorisation (Feng, 2012; Hu, 2004; Qiang, Huang, Siegel and Trube, 2011). Today, it is not surprising to learn that English has penetrated into people’s daily lives and enjoys great prestige in China. During the last few decades, the importance of English has further grown, as McArthur (2002: 353) points out that ‘English is massively the principal foreign language taught (and sought after) in the PRC, where it has high status as the global medium of education, travel, entertainment, e-communication, and business’. In the new millennium, especially alongside China’s successful bid as the host country of the 2008 Beijing Olympic Games, 2010 Shanghai Expo, and the 2010 Guangzhou Asian Games, English learning has been transformed into a popular and fashionable trend, with a booming English learning industry during the last few decades. Nowadays, English has gained a status never before seen, with results that are mainly ‘generated by the desire of the country for modernity and prosperity and of individuals for life opportunities’ (Feng, 2012: 365). Adamson (2004: 195) also summarises the current unprecedented development of English in China:

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.

Because of the status of English in recent decades and the growth of English learning, Jiang (2003) even claims ‘English as a Chinese language’. The English learning population in China is increasing every year, with an estimated number of around 250 to 350 million in the first decade of the new millennium (Bolton, 2008; Jiang, 2003; Kirkpatrick and Xu, 2002; McCrum, 2010). Recently, Wei and Su (2012) provided some hard statistics based on a national survey, arguing that the number of English learners in China has reached around 400

million, outnumbering the total population of the UK and the US (*Ethnologue*). However, they also contend that the frequency of actually using English in China remains relatively low.

The status quo of English in China is a highly complex issue. English is under regular review and reform so we must bear in mind that some concepts or models that may be taken for granted must be revisited and revised from time to time. The current promotion and usage of English in Chinese society has questioned the traditional ideology of how English is portrayed (Cheng, 2012b; Feng, 2011, 2012; Liu, 2007; Zou and Zhang, 2011). From the outset, I have challenged the traditional notion of labelling China simply as an EFL country. Alongside the vogue of English, and with more and more people learning the language to become bilingual speakers, many features of Chinese have been naturally amalgamated into English, which has contributed to lively debates regarding whether English has developed a full-fledged variety in China.

3.3 The Chinese Variety of English

3.3.1 The China English Debate

As noted above, China is traditionally regarded as an EFL country. However, since Ge (1980) first put forward the notion of China English (CE), the legitimacy of such a concept has become the subject of debate. Although Ge does not define the concept of CE in great detail, he provides some examples, such as *imperial examination* (kējǔ kǎoshì), *four modernisations* (sì gè xiàndǎhuà), and *May Fourth Movement* (wǔsì yùndòng), which are concepts specific to China but do not originally exist in English. Ge's proposal of CE has therefore led to contentious ongoing debates.

One of the popular debates concerns the definition and existence of CE as opposed to its counterpart of *Chinglish*. Scholars use different terms to portray the Chinese variety of

English, and they tend to distinguish CE from Chinglish, which is regarded as ‘pidgin English’ or ‘interlanguage’ (Hu, 2004; Li, 1993; Wan, 2005). Cheng (1992) coins the term ‘Sinicised English’ to refer to specific features of English in China as it reflects the socio-political situation. Cheng (*ibid.*: 162) also points out that the English spoken by native Chinese people shares ‘certain features because of common language background’. Cheng argues that such notions exist mainly in Chinese political terms and may be translated into lexical English terms. However, many Chinese scholars insist that both ‘Sinicised English’ and Chinglish carry social stigmas with negative implications. From a different perspective, Li (1993) distinguishes CE and Chinglish, claiming that CE is based on ‘normative English’ as its core and expresses specific terms of Chinese society and culture; it does not show any L1 (Chinese) interference but has Chinese characteristics in lexis, sentence structure, and discourse (cf. Dai and Gao, 2006; Kirkpatrick and Xu, 2002; Xu, 2010). Jiang (1995: 52) points out that CE ‘is a “nativization” of the normative English used by Chinese people mainly in China, for international and intranational purposes’.

In contrast, Chinglish is described as interference from L1 (Chinese) during the process of English learning. Chinglish adopts Chinese rules and habits, which creates a kind of English that may result in difficulties of communication because it deviates from StE (Jiang, 1995; Kirkpatrick and Xu, 2002; Pinkham, 2000). The concept of Chinglish is regarded by some as ‘bad’ or ‘broken’ English. Pinkham (2000: 1) characterises Chinglish as a ‘misshapen, hybrid language that is neither English nor Chinese but that might be described as English with Chinese characteristics’. She continues that Chinglish ‘is a language based on nouns – vague, general, abstract nouns. It is complicated, long-winded, ponderous, and obscure’ (*ibid.*: 170).

Scholars also adopt the theory of a continuum that contains both CE and Chinglish but allows for both subtle and wide distinctions between them. Gui (1988: 13-14) adopts such a theory, explaining that:

on the one end is the Chinese learners' language, which is interfered by Chinese, with common language mistakes, but this language is in the process of change and development; on the other end is the English used by those well-educated, with salient phonological features. Their accents are different because of the influence of different dialects. [...] There are also variations between the two ends.

Although Gui does not mention any theory of WE, the notion he describes is clearly based on the three levels of competence: *acrolectal*, *mesolectal*, and *basilectal* within a continuum (Bamgbose, 1998). Hu (2004: 27) also argues the relationship of CE and Chinglish that 'it is not possible to place them neatly into two categories', but 'they are situated on a continuum and progressively merge'. At the basilectal level resides a kind of pidgin, Chinglish, where 'words are ungrammatically strung together, with often inappropriate lexis and probably only a partially comprehensible pronunciation' (Hu, 2004: 27); at the other end of the continuum is CE, 'a language which is as good a communicative tool as standard English' (ibid.: 28). Chen and Hu (2006) also argue that since CE has reached the level of *acrolect*, it should be accepted as a 'standard' variety of English. In a similar vein, Yan (2002: 229) explains that Chinese learners and users of English start to learn English and their level remains at the bottom of the continuum (the *basilect*) before they gradually reach the level of CE (the *acrolect*). All these discussions show that CE has enjoyed increasing recognition and is at last nearing the top end of the continuum.

However, such a distinction leads the new question of how, and to what extent, an expression or a morphosyntactic feature will be categorised into either CE or simply Chinglish. For example, according to Pinkham (2000: 3), expressions such as 'to *accelerate the pace of economic reform*' should be revised to 'to *accelerate economic reform*' as 'to *accelerate*' means 'to increase the pace of'; while the word 'foreign' in the expression 'imports of *foreign* automobiles have declined sharply this year' should be deleted, simply because that 'you cannot import a domestic product' (ibid.: 29). I cannot explain why the former expressions are called Chinglish (Pinkham lists hundreds of similar examples in her book), as Henry (2010: 671) also argues that 'many of her examples would not look out of place in a native

speaker corpus’, and the examples ‘are explicitly drawn from English native-speaker produced texts’ (ibid.). For instance, the expression ‘long time no see’, which originated in CPE or Chinglish, is widely used as a standard expression in English in many countries nowadays. Therefore, Yan (2002: 229) argues that ‘both CE and Chinglish reflect the use of English in China. [...] They are interconnected and cannot be separated’. Fang and Yuan (2011: 97) have also pointed out that Chinglish ‘displays the national identity of Chinese culture’. As ‘language is not syntactically, lexically or phonologically invariant’ (Gray, 2010: 136) and is continuously changing and developing, the exact distinction between CE and Chinglish is fuzzy.

In terms of whether CE is viewed as a variety in the WE family, some Chinese scholars have argued that it is not necessary for China to have its own variety of English (Hao, 2003; Li, 2001; Lin, 2001; Xie, 1995). Instead, they claim that both CE and Chinglish are interference from the Chinese language that impede the effectiveness of intercultural communication and should be avoided. If CE is to be placed within the WE framework, it needs to be codified, which is a long process. However, the English use in China might better be considered in the ELF framework as a ‘similect’¹² (Mauranen, 2012) or Chinese ELF (Wang, 2012). Below, I shift the debate from the distinction between CE and Chinglish to the acceptance of CE into the WE family as a genuine variety of English. While I do not discuss the phonological and morphosyntactic features of CE in great detail, as it is not the main focus of my thesis and can be found elsewhere (Dai and Gao, 2006; Deterding, 2010; He and Li, 2009; Kirkpatrick and Xu, 2002; Xu, 2010), I do explore the various attitudes towards English in China in more detail Chapter 4.

3.3.2 China English in the Framework of World Englishes

With respect to some positive arguments, Kirkpatrick and Xu (2002) have suggested that ‘the

¹² Mauranen (2012) refers similects as parallel idiolects of speakers of a particular language background in another language they have all learned.

natural process of language change will inexorably lead to a shift away from an exonormative model to a model based on China English' (ibid.: 276) and 'the development of a China English "with Chinese characteristics" may be an inevitable result' (ibid.: 278). Xu (2008: 4) then summarises CE as:

a developing variety of English, which is subject to ongoing codification and normalization processes. It is based largely on the two major varieties of English, namely British and American English. It is characterized by the transfer of Chinese linguistic and cultural norms at varying levels of language, and it is used primarily by Chinese for intra-and international communication.

According to Xu, CE should be regarded as a developing variety of WE. Based on Kachru's three phases (1992a: 56-57, emphasis in original) of the development of non-native models, namely '*non-recognition*, development of varieties *within* a variety, and *recognition*', Kirkpatrick and Xu (2002: 270) argue that:

China English is slowly moving towards phase two. [...] As standards themselves inexorably change and as China moves towards international self-assurance, hundreds of millions of China English speakers will inevitably create a Chinese variety of English that will be socially accepted as the norm within China.

In a similar vein, Hu (2004) lists three reasons why CE should be regarded as a standard language in the WE framework. First, CE 'retains a "common core" that renders it as intelligible to speakers of other varieties of English as Hiberno-English or Australian English' (ibid.: 28); second, CE, rather than other varieties of English, might be more useful and closer to some Asian countries politically, economically, and culturally; third, due to the large number of English users in China, and the increasing attractiveness of international cultural and business contacts of English, a variety of English within China 'may very well dominate [... due] to the sheer numbers of Chinese speakers and foreigners' new contact' (ibid.: 29). Hu (ibid.: 32) concludes that 'it is to be hoped that in the course of time China English will become an honored member of the Inner Circle'.

Although some have thus argued that CE is a variety of WE, at its current stage it is still regarded as a ‘performance variety’ of English (Kachru, 1992c; Kachru and Nelson, 2006; Quirk, 1990), which ‘tends to be used for international communication purposes’ (He and Li, 2009: 71). Being a performance variety, it is true that CE is ‘not confined to users in China; nor is it just based on “Standard English”’ (He and Li, 2009: 83) but ‘has the standard Englishes as its core’ (ibid.). Although some English expressions based on the Chinese language have also been accepted and are used more frequently by speakers of English, I posit a more conservative perspective that as a potential variety of English, CE is still in its infancy. A variety of English has to develop from being exonormative to being endonormative, meaning that the variety will no longer be regarded as norm-dependent. Therefore, based on the discussions above, I agree that CE may act as a developing variety of English in the family of WE, but that at the current time, English is not inherently used *intranationally* among Chinese speakers of English. Although it is in the process of developing from *non-recognition* to a developing variety *within* society, CE must undergo a lengthy process over an even longer time to reach the third stage of recognition by Chinese speakers. It will be a long and on-going task for Chinese scholars to codify the Chinese variety of English (Xu, 2011, personal communication).

The reason why CE has not been treated as a variety of English at the current stage is largely its lack of recognition by the Chinese people as a whole and opposing voices from more Chinese scholars. For instance, Xie (1995) refutes Li’s distinction between CE and Chinglish (1993) by arguing that it is not realistic to place CE alongside British English and American English, as CE suffers interference from Chinese language and culture; the existence of CE interferes with intercultural communication between China and abroad. Although Xie does not agree that CE is a variety of English, his arguments are consonant with Xu’s claim (2011, personal communication) that we need to analyse features of CE in a more detailed way, to realise its ‘unstable’ and ‘diversified’ character, and to understand which expressions are necessary and acceptable. Zhu (2004) holds a similar position, arguing that CE does not have

political and social elements, so it is premature to equate CE's status with British or American English. Both Xu and Zhu, however, recognise the existence of CE. Similarly, Hao (2003: 48) concludes that 'Chinese English users should not only master normative English, but should also learn to express things which are specific to the Chinese culture and society in a creative way'. She also agrees that both CE and Chinglish cannot be free from L1 interference. Li (2001: 97) reports that CE is based on normative English, but she confuses normative (or standard) English and the two terms CE and Chinglish¹³, and points out more directly that there is no need for a variety of English in China.

Another reason to claim that the English used in China is not a variety of English is what Li (2011: 106, emphasis added) has pointed out regarding the situation of the English spoken in Hong Kong, where 'few local Chinese use English entirely and spontaneously for *intra-ethnic communication*'. Drawing on Li's argument that English use in Hong Kong is unlike English use in Singapore, as well as the function and status of English in China, I claim that there are both ideological and practical questions as to whether CE can be recognised as a variety, at least now or in the near future.

I have introduced selected debates on English in China in relation to Chinese language and society. These discussions lead to the debate over whether English in China fits into the WE paradigm as a relatively fixed variety (Hu, 2004; Jiang, 2003; Xu, 2010), or whether it fits more in the ELF paradigm, where some similar features are shared with Chinese speakers, but are more flexible and more dependent on the specific interlocutors. I agree that Chinese speakers of English share certain features which are more recognisable. More importantly, we also need to realise that English is not only used in China, but also used by Chinese speakers and speakers of other first languages in intercultural communication, especially against the

¹³ For example, she points out that expressions such as 'a highly *respectful* linguist' should be corrected as 'a highly *respectable* linguist'; 'sing songs' is an expression of Chinglish as 'He is going to *sing songs* at the concert'; and 'Those who are *fat* should do plenty of exercise' has a derogatory sense and should be used 'overweight' as an euphemism. I find it hard to draw a clear conclusion that these expressions are purely Chinglish.

backdrop of globalisation (Gil and Adamson, 2011; Li, 1993; Lo Bianco, Orton and Gao, 2009; Xu, 2010; Zhu, 2003). However, as English is not used among Chinese people themselves, and notion of ‘similect’ (Mauranen, 2012), which is a more adequate term to describe ELF users within the expanding circle, may be more appropriate to refer to the use of English by Chinese people. Thus, it is reasonable to conclude that when English is spoken and used by Chinese people outside China, it does not fit into the category of a variety of English, because in the WE paradigm, it is used within a relatively fixed speech community such as Singapore English, Indian English, and Nigerian English. With English in China, we see that although people use English with certain features that are influenced by their L1, those features are not relatively fixed but fluid and depend on their interlocutors. Therefore, Gil and Adamson (2011: 36) argue that ‘[t]o say that English is indigenised in mainland China would be an overstatement’.

As noted above, it is reasonable to note that a Chinese speaker of English might use more features of Chinese when talking with a group of East Asian speakers, but use fewer features of Chinese when talking with a group of, say, European speakers. However, few studies focus on the use of English in China based on the ELF paradigm, as most previous studies describe characteristics of CE based on the WE paradigm. Studies of CE are based largely on the ideology of StE or normative English (Henry, 2010; Li, 1993; Hu, 2004, 2005; Xu, 2010). In this section, I have insisted that it is unwise to stipulate that CE is a variety of English in the WE family, though it may be one day in the future. I adopt an ELF perspective to describe the characteristics of English used by Chinese speakers, by recognising that speakers of Chinese share some common features in their English and arguing that such features are not fixed but fluid and flexible.

3.4 The English Language, Chinese Culture, and Identity

Another ideological issue concerns whether the spread of English in China has been imposed by the West, leading to the notion of linguistic imperialism (Phillipson, 1992) and whether

the popularity of English undermines traditional Chinese culture and identity. If referring to the notion of *habitus* proposed by Bourdieu (1991) as a term to symbolise the complex of dispositions, it can be concluded that '[t]he learning of a foreign language involves acquiring a *habitus* that may be perceived to clash with the learners' first language *habitus*' (Gao, 2009: 57, emphasis in original). China, as a country that values the Confucian tradition, devotes a great deal of attention to first language literacy. Therefore, it is natural that in the wave of English learning industry, China has generated an 'identity anxiety among Chinese involved in learning English' (Gao, 2009: 57-58). Lo Bianco (2009: 6) then summarises this concern in Chinese society: 'How to manage the relationship between different cultural *habita* so as to benefit from Western learning without losing the native cultural identity has become a central issue underlying China's education policies and learners' goals for over 150 years'.

To shed light on the issue and to balance the dilemma, the Chinese government has adopted the notion of *zhōngxué éw àitǐ, xīxué éw àyòng* (中学为体, 西学为用; Chinese learning for essence (体, *tǐ*); Western learning for utility (用, *yòng*)). On the one hand, this does not reject learning the language 'to gain access to the knowledge and opportunities' (Gil and Adamson, 2011: 24) that English provides, while on the other hand it defends Chinese culture and identity. However, as the western cultures' *yòng* (utility) is embedded in linguistic *habitus*, the *ti-yong* dilemma is deeply rooted in history and still is a point of dissension, not only for individual learners but also for the general language learning environment (Gao, 2009; Gil and Adamson, 2011; Niu and Wolff, 2003, 2007; Pan and Seargeant, 2012). Although Chang (2006) points out that the dominance of English as a must-learn foreign language has proved beneficial, generating economic growth and accelerating China's trade with the world, Niu and Wolff (2003: 9) raise an opposing argument and concern:

to what extent, if any, has China adopted or embraced western tunnel vision in its decision to embrace the wholesale teaching of English as a Second Language throughout China – purely for anticipated future economic gain? Have all the probable or foreseeable consequences and ramifications been carefully studied, examined and debated?

They ask another fourteen follow-up questions, some of which overlap, to reiterate the importance of national language and identity and regard the issue as not purely linguistic but with socio-psychological and political significance (Niu and Wolff, 2007). Although they do not mention the notion of linguistic imperialism directly, their arguments are consonant with Phillipson's (1992) in stating that 'not only is the English language the greatest all-time export of Great Britain, but this "gift" is like a Trojan Horse that brings with it a potentially destructive force' (Niu and Wolff, 2007: 61). By lamenting English dominance, Niu and Wolff point out that learning English takes too much time and too many resources for China, and that the language itself is more valued than Chinese language and culture. They warn people that China may become a country that is neither purely Chinese nor western, referring to the spectre of an emerging 'Chingland' (Niu and Wolff, 2003; see also, Pan and Seargeant, 2012 for an opposite perspective of the topic). In a similar vein, English education in China has not been as satisfactory as hoped (Teng, Niu and Wolff, 2004; Wolff, 2010; Yang, 2006). Some scholars argue that Chinese people still display poor English competence, while others even suggest more directly that quite a number of Chinese students may never use English after graduating from college or university, which leads to serious questions about how and why English should be implemented into the Chinese context (Niu and Wolff, 2007; Zhao and Campbell, 1995).

Although some scholars see only one side of the coin, they do point out the significance of Chinese language and culture, echoing the concern that they may be replaced by their English counterparts. Therefore, we see that the dilemma is embedded in English learning in Chinese society. There is a worry about rejecting the need to learn such an important international language, but the situation also leads to ideological concerns, such as linguistic imperialism, cultural hegemony, or power hierarchy. These recurrent issues and concerns do raise some genuine debates, especially against the backdrop of globalisation. That is why it is 'inaccurate to say that the language is welcomed unreservedly in the various domains in which it is most

prevalent' (Gil and Adamson, 2011: 38).

Learning English is promoted in China against the backdrop of globalisation for advancing the country's image and for the purpose of modernisation. The motivations for learning English vary from personal advancement to patriotic reasons. However, there is another concern that learning English is becoming practical and utilitarian, while Chinese traditions and cultures and the role of humanism in language learning are ignored (Cheng, 2002; Qu, 2012). Gil and Adamson (2011: 38-40) summarise some concerns regarding 'English as a judge of talent and value', 'English as a gatekeeper', and the 'inequity of access to English' in Chinese society. As Niu and Wolff (2003, 2007) point out, one major concern about English learning is the excessive 'praise' of the language and the lack of attention to Chinese language and culture, which also leads to the fallacy that the mastery of English may equate to talent and economic prosperity. It is also reported that China has become the largest market for English learning (*China Education and Research Network*), and the industry is now worth approximately 1.3 billion pounds a year (*The Independent*, 29 August, 2009). There are some concerns that the prevalence of English learning may contribute to the ignorance of other subjects and that some university students spend more time on English than their own majors.

In such a language learning environment, it is normal that some students may lack motivation when studying English; Zhao and Campbell (1995: 383) point out that some students learn English 'purely because they have to', and do not learn English for international communication but 'for *social and economic mobility*' (ibid.: 385, emphasis added), which is consonant with Niu and Wolff's report (2003: 10, emphasis added) that students' motivation for learning English lies on 'either their parents' desire or their own desire for an improved *economic future*'. Thus, we find 'a nation that, historically, has a proud sinocentric worldview' (Gil and Adamson, 2011: 40) does not wholeheartedly welcome the situation in which 'English is perceived to represent, and accept that mastery of this language is necessary for mainland China to restore its self-esteem and prestige' (ibid.). As noted above,

English as a commodity is also entrenched in Chinese society, where English learning is linked with utilitarianism and the need to have English to achieve success makes it function as a gatekeeper. Jiang (2003: 4) echoes this concern, arguing that for employees mastering English also means a better pay. However, if anyone fails an English test, ‘even a Nobel Prize winner will be rejected for promotion to professor, senior researcher, chief physician, or even class-I teacher in a school’.

According to Kirkpatrick (2006: 71), learning English today is ‘a choice fraught with conflicts of ideologies and interests’. Against the backdrop of globalisation, some scholars claim that learning English will lead to the danger of losing Chinese identity and create a westernised China or a ‘Chingland’ (Niu and Wolff, 2003). While these concerns are reasonable as a resistance to the linguistic and cultural hegemony of English, they must remain within a limited scope. The situation of English in China is complex and is not simply a linguistic debate, but is more embedded in socio-political and ideological differences between the English language and Chinese culture and identity. With the sociolinguistic situation in China and the concerns noted above, the task for officials and educators is ‘to appropriate English while withstanding the forces of linguistic and cultural imperialism’ (Gil and Adamson, 2011: 40) and to avoid the ‘inability to preserve traditional culture and national integrity provok[ing] backlashes against English’ (ibid.). Although the adoption of *zhōngxué wéitǐ, xīxué wéiyòng* acts as a useful solution to understand that ‘culture is not static, monolithic entity’ (ibid.) to balance the conflicts, the identity pendulum is still entrenched in Chinese society. Although teaching English is regarded as a bridge to recognise the reality of globalisation, concerns remain between western language, culture, and identity and their local counterparts. Some still believe that the ownership of English in Asia ‘is still largely in the hands of the English-speaking Western superpowers’ (Tsui and Tollefson, 2007b: 18). Asian countries have strived to reconstruct their national cultural identities through the discourse of English and balance language policy and the discursive construction of national cultural identity (Ren, 2014; Tsui and Tollefson, 2007a, 2007b; Simpson, 2007).

For instance, Kubota (2002) points out that although teaching and learning English in Japan still favours a western image, it coexists closely with the nationalist discourse of Japanese language and culture. Li (2002) discusses a similar situation in which he summarises the past and present of Hong Kong, linking to colonial history and language policy, and portraying ‘a love-hate complex’ to explain the attitudes and behaviours of Chinese Hongkongers vis-à-vis the learning of English. Li therefore concludes that Chinese Hongkongers are not simply passive victims but ‘pragmatically-minded active agents’ (ibid.: 55) who regard English as a resource for their better life and social mobility. In a similar vein, Kirkpatrick (2007b: 345) summarises the language situation in China with a careful review, arguing that the theory of linguistic imperialism does not explain well the local demand for English:

The spread of English in China can be explained by the Chinese identifying how useful English can be for them, both on a personal level for social and economic mobility, and also on a national level, as China looks to enhance her position in the international worlds of commerce, diplomacy and politics. [...] This provides a prime example of a nation adopting English to suit and further its own interests.

Therefore, learning English in China is not simply inevitable and we need to take a more nuanced view. However, a recurrent concern when pondering the issue of language and identity in the Asian context is the lack of adopting a multilingual perspective on language policy. Rather than focusing on English linguistic imperialism, recognising the importance of the cultural linguistic diversity of the local can act as a catalyst when dealing with this issue (Kirkpatrick, 2010; Kubota, 2002; Tsui and Tollefson, 2007a). In summary, it is an ongoing task for language educators and learners to ‘struggle for creative solutions to this persistent identity dilemma’ (Gao, 2009: 75) of the local context. In what follows, I provide a snapshot of the situation of English language teaching in the Chinese context to crystallise the issues and debates discussed above.

3.5 ELT in China: An Introduction

3.5.1 English in Public Higher Education

This section explores the situation of English language teaching in the higher education context in China. As it is beyond the scope of my thesis, I will not review the history of the development of the English language or ELT at the university level (see, e.g., Adamson, 2004; Bolton, 2003; Lam, 2002; Li, 2012). We need to bear in mind that the situation of ELT in Chinese tertiary education varies, as Crystal (2011) warns us to ‘take account of the huge diversity that exists – not only in languages and dialects, but in language policies, planning and pedagogical implementation’. Therefore, what I discuss can reflect only a general picture of the higher education ELT in China (for other reports, see, e.g., Cortazzi and Jin, 1996; Hu, 2002a).

English is taught in primary school – or even kindergarten in the more developed regions – secondary school, and as a compulsory subject in Chinese higher education for both English and non-English majors; it acts as a passport for graduates to seek better jobs and as a springboard to enter the elite class. According to Hu (2002a), there are two types of English courses at the tertiary level in China: *General College English* and *Specialist College English*. The former is designed for all non-English majors while the latter is for undergraduates who specialise in English studies. English is a compulsory course for all undergraduates in China, which means that they cannot graduate from university if they do not pass their English courses. In general, students need to finish their compulsory English studies in the first two years, while there are other elective courses for those who want to obtain a higher English level and to cater to those who would like to pursue further education. Another salient characteristic of education at the tertiary level is that English Medium Instruction (EMI) is becoming more widespread, especially for students who major in business studies (see, e.g., *Top Chinese Universities offering English Medium Business Programs*).

ELT in Chinese tertiary education has undergone a series of reforms, especially from the late 1990s to the present day. One of the salient measures taken is the implementation and promotion of communicative language teaching (CLT), especially at the tertiary level. According to the new *College English Curriculum Requirements* (2007, emphasis added) published by the Chinese Ministry of Education:

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, [...]

Although this teaching method is now widely promoted in tertiary education in China, especially in more economically developed areas on the eastern coast (Liu, 2007; Liu and Xiao, 2011; Sun and Cheng, 2002), it is not surprising that it still relies heavily on traditional native norms. Moreover, it is not easy to implement fully, mainly because of a test-oriented assessment system, lack of resources and qualified teachers, disparity between urban and rural regions, and the traditional Chinese culture of learning (Bao, 2006; Hu, 2002a, 2002b; Li and Baldauf, 2011; Rao, 2013; Wu and Fang, 2002). According to Hu (2002b: 96), the Chinese culture of learning refers to 'a whole set of expectations, attitudes, beliefs, values, perceptions, preferences, experiences, and behaviours that are characteristic of Chinese society with regard to teaching and learning'. It validates the collective and group work ethic based on Confucianism, which also reinforces the roles of and relationship between teachers and students (Fong, 2007). Students are expected to follow the instructions of their parents at home and their teachers at school. Therefore, there are serious obstacles to and practical concerns about how CLT can be implemented appropriately in tertiary education in a country that follows the Confucian ideology where teachers and parents are authorities who may not be challenged and students are expected to work hard and obtain good exam results (Fong, 2007; Hu, 2002b; Jin and Cortazzi, 2011). Concerning the testing system, a key assessment for students' English level in tertiary education is based on the national standardised College

English Test (CET) Band 4 and Band 6, which are mandatory for most non-English major students¹⁴. Students who major in English take a national test designed specifically for them – the Test for English Majors (TEM) Band 4 and Band 8 – to prove that they have reached a higher level of English proficiency. CET or TEM certificates, especially CET Band 6 or TEM Band 8, serves students as virtual passports to employment at entering most of the companies in China.

As the debate on whether English language and culture should be based strictly on native speaker norms when applied to a Chinese context has been addressed (Fong, 2009; Hu, 2004; Gao, 2009; Jiang, 2000), the assessment system of English education is not without challenge and criticism. There is a deep concern that passing these examinations has become the sole criterion for teachers, parents, and language learners to determine the success of their English studies (Cheng, 2008). Cheng expresses deep concerns about the testing system in China, noting that English language testing is the key to success and also challenges the validity and usefulness of the national-based English proficiency tests such as CET and TEM.

Furthermore, the promotion of CLT makes less sense in the contest of a test-oriented system, which is based mainly on reading and writing skills. Therefore, advocacy for CLT and the assessment of English reflect a mismatch between policy and practice (Wang and Zhou, 2005). Nearly every existing examination in China (at whatever level) is based heavily on traditional native standard norms (cf. Wen, 2012). For example, according to the *College English Curriculum Requirements* (2007), the objective of college English teaching is to develop students' ability to use English in 'an all-round way', but the requirement of intermediate level of reading and translation, and the requirement of advanced level of listening and translation all demand that students should be able to read, listen, or translate materials produced by *English-speaking countries*. It is no surprise that based on the *CET*

¹⁴ In some of the literature, the CET exam is regarded mistakenly as a requirement to graduate from university (e.g., Bolton and Graddol, 2012; Hu, 2004). Some universities have revised their policies and it is not always required now.

Outline (2006), the listening section of the test is recorded by ‘standard British and American accents’, and ‘all the materials are all English original’. In summary, although CLT still remains a leading language teaching method (Cook, 2003), more time is needed to establish whether the application of CLT in the Chinese context is effective (Hu, 2002b; Liu, 2007; Rao, 2013).

In terms of assessment, Wu (2001: 191) claims that a heavily test-oriented assessment has made ELT in a Chinese language environment ‘a rather daunting task’, and ELT in China ‘seems to fall far short of meeting the needs generated from the country’s rapid developments in the economy, science, and technology’ (ibid.). In an era when English functions as an international language, it is even more urgent to realise the importance of taking further ELT reforms in China, so that people will understand the various purposes of English learning. For example, Cheng (2008: 34) has urged that ‘[t]he key to success for Chinese students should not simply be successfully passing an English test, but to become a fluent user of English in their academic study and in their future workplace’, which underpins the theme of ELF. Therefore, based on market requirements and learners’ desires to escape from the traditional language learning climate and to pursue their further education abroad, private English education in China has become a booming industry to cater to those students’ needs.

3.5.2 English Education in Private Sectors

Although the focus of my research context is on Chinese higher education, there are two main reasons that I include a brief description of English education in private sectors. First, private English education develops from, and acts as a paramount supplement to public English education in China, though it is not clear that one plays a more crucial or more useful role than the other. Many university students choose to enrol in private English education programmes after school time, either to prepare for an English proficiency test or to improve their English skills in general. Second, the reality that Chinese students pursuing further

language learning through private education reflects the fact that they act as agents in their own learning. The fact that students learn English in private education reflects the need for English for their future success in a globalised arena, though that does not mean that they are coerced to learn it. In Feng's edited volume (2011: 15), he finds that 'there is little evidence to show that the current spread of English across Greater China is imposed by the West, leading to a dominant and subordinate, or centre and periphery relationship as characterised in the discourse of linguistic imperialism'.

I do not describe in detail the history of the private English education (see, e.g., Lin, 1999; Xu, 2002 for more details), but focus on two typical well-known private enterprises – the *New Oriental* and *Crazy English* – to provide a general picture of the trends of private English education in China. These two enterprises enjoy great popularity and influence among Chinese students, as almost all Chinese learners of English have at least heard of them. Additionally, I attended the course provided by the *New Oriental* for nearly one month and once attended a teaching demonstration provided by *Crazy English*. I have also gained access to some teaching materials of the *New Oriental* and *Crazy English*. Therefore, I believe that these two training institutions are worth of being included in my thesis to reflect the current situation and future trends of private English education.

When Yu Minhong established the *New Oriental* in the early 1990s, it was small in scale but has now become 'the largest provider of private educational services in China' with 'over 13 million student enrollments' (*New Oriental* website). The school offers a wide variety of English programmes and provides courses in English and other languages, while the test preparation training includes both international exams like the IELTS (International English Language Testing System), TOEFL (Test of English as a Foreign Language)¹⁵, and domestic exams such as the College English Test (CET).

¹⁵ Chinese university students are required to take one of the language exams in order to pursue further education abroad, and these three international exams are the most popular ones among Chinese university students. It is also worth pointing out that all these tests are either UK or US based.

Crazy English is so named because it has made many English learners ‘crazy’ about English learning. Li Yang, the founder, has created an innovative way to ask students to shout English out, and has attracted millions of followers. *Crazy English*, with its slogan ‘speak as clearly as possible, speak as quickly as possible, and speak as loudly as possible’ (Bolton, 2002; Jiang, 2003), has ‘employed various techniques to overcome learners’ reticence in speaking English’ (J. Li, 2009: 211) and has been applied widely as an effective ‘pill’ for those Chinese learners who are reluctant to speak English loud (X. Gao, 2012; Jiang, 2003; Lai, 2001; J. Li, 2009; Shen and Gao, 2003). The key reason why Li’s *Crazy English* has attracted millions of Chinese students lies in its efforts to improve students’ pronunciation and to help them sound like the ‘standard American accent’. Although the method is embraced by many Chinese English learners because some followers of *Crazy English* have claimed to be more confident and motivated in learning English, the negative effects are striking. Bolton (2002: 197) describes the approach of *Crazy English* as ‘huckster nationalism’. Lai (2001: 34) also comments that ‘[i]f learners follow his advice, we may have millions of Chinese speaking English very fast in a very loud voice to foreigners, which is undesirable from the communicative point of view’.

3.5.3 General Features of English Education in China

From what I have discussed above, we can summarise some common features of English education in China in terms of sociolinguistic level. First, alongside public education, private English education has expanded to meet the need of Chinese language learners against the backdrop of globalisation. Many English learners in China clearly feel that public education cannot meet their needs to use English at the international level. Private English education, with its combination of more flexible and fashionable teaching methods, a more relaxing classroom environment with fewer students, competitive teacher quality and resources, does not follow the traditional grammar-translation teaching method and thus attracts a great

number of students (cf. Lin, 1999).

Second, the notion of patriotism is embedded in both public and private English education. Chinese culture and values are promoted in some private education. For example, as noted above, the *New Oriental* strives to ‘develop a global vision encompassing both traditional Chinese values and modern thinking’ (*New Oriental* website). It also tells students ‘only when you have mastered English can you make China strong’ (Gao, 2009). The slogan of *Crazy English* is even more straightforward: to ‘make the voice of China be widely heard throughout the world’ (*Crazy English* website; cf. X. Gao, 2012). Li Yang also repeats his patriotic slogans such as ‘Never let your country down’. Although the philosophy of *Crazy English* ‘asserts that studying the language can help mainland China to develop as an economic superpower’ (Gil and Adamson, 2011: 40), there is a danger that the philosophy of *Crazy English* will promote blind nationalism or racism.

Third, the enormous profit and market needs indicate that English is becoming a commodity in Chinese society, especially in more economically developed regions (Lam and Wang, 2008; Liu and Zhang, 2003; Zou and Zhang, 2011), which ‘presents a more complicated picture for socio-historical and political reasons’ (S. Gao, 2012a: 35). Niu and Wolff (2007) report that ‘elite’ teachers in Shanghai can earn 1,000 yuan (around 100 British pounds) an hour. As discussed above, *New Oriental* has reached a market capitalisation of 4 billion US dollars. In an interview, Li Yang reports that the secret of his success is to ask students to pay continuously, so that money can be made again and again (Osnos, 2008). The commodification of English is more notable in private English education in China, which leads to the concern that learning English is financially demanding and may contribute to ‘inequality in education’ (Zou and Zhang, 2011: 208).

Lastly, to a large extent, private education has underpinned English learners’ cultural capital, which is embodied by their linguistic habitus (Bourdieu, 1991; Gao, 2009). Most learners

seeking private English education realise that language is not simply a tool but embodies power, and learn English as a linguistic capital to pursue their own personal goals. Therefore, as Gao (2009: 57, emphasis in original) argues, '[t]he learning of a foreign language involves acquiring a *habitus* that may be perceived to clash with the learners' first language *habitus*'; private English education has virtually constructed and re-constructed language learners' identity.

3.6 Summary

Learning English in both the public and private sectors in China has proved the importance of that language to fulfil the need for modernisation, though they differ considerably and both educational sectors experience some dissatisfaction and disputes. From the description of ELT in China, we observe some related questions such as the heavily test-oriented language learning environment, and whether the purely native-based teaching model have restricted the scope of students' personal development and impeded the real function of English. However, the majority of Chinese people will learn English to communicate with other NNSEs in an international arena, while the native model will only benefit a small portion of students who would like to mingle with NSEs or to understand native-speaking culture in great depth (cf. Kirkpatrick, 2006). The entrenched native norm of ELT may also be the reason that learning English is linked to cultural and linguistic imperialism, which some argue damages Chinese culture, tradition and identity. As it is impossible for most Chinese learners to sound like NSEs – the majority of them have even never had a chance to study in or visit an inner circle country abroad – they may lack motivation for or lose confidence in learning English or have a motivation based simply on 'gaining the social recognition that comes from excelling on some type of socially required exam' (McKay and Bokhorst-Heng, 2008: 48).

Echoing the discussions and debates of the situation of English above, in the next chapter I will explore the relationship between attitude and identity by focusing on previous studies of Chinese teachers' and students' attitudes towards their own and other accents of English. I

also point out the lack of research on the issue of how learning English may affect the identity of both Chinese teachers and students, and throughout my thesis explore further how their attitudes towards different English accents might also affect their identities.

Chapter Four: Language Attitude and Identity

4.1 Introduction

In the previous chapter, I have painted a broad picture of the English language situation of the Chinese context. I have provided an overview of various attitudes towards English and its teaching in China, the ideological tension generated by learning the language and the influence of western cultures in relation to the traditional Chinese situation, which may also lead to an identity conflict. Although this is a long-term issue in the language landscape in China, the threat posed by English language and culture could be balanced by the promotion of Chinese language and culture (Pan and Seargeant, 2012). MacKenzie (2014: 115) has argued that ‘speakers of English as an international language – provided that they ensure intelligibility, [...] should otherwise express their (national and linguistic) identity by speaking with their natural L1 accent, rather than seeking to imitate a NES accent’. This chapter thus focuses on the discussion of the theoretical framework of attitude and identity, with a focus on the Chinese context, to link to the main thread of my research motivation and objective and my research questions. It also reviews some previous attitudinal studies of China English in terms of accent and studies of identity in relation to English language learning in the Chinese context. The chapter concludes by arguing the interconnectedness of attitude and identity in language and sociolinguistic research.

The concept of attitude is a sub-branch of social psychology (Baker, 1992; Gardner, 1985; Garrett, 2010) but is closely linked to ideologies and functions as ‘a pivotal concept in sociolinguistics’ (Garrett, Coupland and Williams, 2003: 2). By applying the notion of attitude to language study, we can explore people’s understanding and even their usage of and preference for certain language features from certain aspects of word choice, grammar, or accent. More broadly, ‘language attitudes research provides a backdrop for explaining linguistic variation and change’ (Garrett, 2010: 15), and can ‘also tell us about differences within and across communities’ (ibid.: 16).

Concerning the research into language attitude in relation to ELT in the ELF framework, previous research on language attitudes of both students and teachers shows that it is one of the greatest obstacles, because of the deeply-entrenched native standard English ideology, to teaching and learning English internationally and whether the notion of ELF can be applied to English pedagogy in the future (Ferguson, 2009; Jenkins, 2007). While one of the traditional ultimate targets of language learning is achieving a native standard, learning English against the backdrop of globalisation may have a different goal. This creates a link to research on language attitudes in relation to language learning motivation in the ELF framework. For example, Wang (2013: 258) has pointed out the circumstance of ‘the public concern for Chinese culture and language against the backdrop of English globalization’. This triggers the issue of how language learners perceive their own accents and their English learning motivation. Previous research on accent attitudes shows that one of the motivations for learning English is to strive to sound like a native speaker of English, even while realising it is in general unattainable (Kunschack and Fang, 2008; Wang, 2004). In the ELF framework, however, it is worth asking whether such motivation still plays a significant role for learning English among university students.

Recognising identity is a relatively new research area in linguistics (Norton Peirce, 1995) and because of the lack of studies on identity in sociolinguistics and in ELF (Alsagoff, 2012; Gallois, Watson and Brabant, 2007), the notion of identity tends to be underestimated in sociolinguistics. Although the issue of identity has become one of the major themes in sociolinguistics over the last decade (e.g., Block, 2007; Joseph, 2004; Norton, 2000; Riley, 2007), it needs further research to discover the nuanced relationship between identities and attitudes, particularly in an ELF framework.

Research on language attitudes must be contextualised as such a notion should be linked with local contexts. A detailed portrayal of my research context is presented in the next chapter,

but here I draw on Timmis (2012: 518), who has reminded us that ‘attitudes will be context-sensitive and that the socio-political contexts in which English is learned and used can vary widely’. My research, however, explores how, language and accent attitudes may reflect the way English users in China position themselves in the ELF framework and whether they are more willing to embrace or reject their Chinese identities in their use of English (Bian, 2009). The study of accent attitudes for this purpose is significant to reflect the identities of both students and teachers in the Chinese context. By combining the study of language attitude and identity in the ELF framework (Jenkins, 2007), therefore, I expect that this study will explain further the linguistic and cultural identities of both students and teachers within and across communities and will also make an impact on the English learning industry in terms of language planning, language policy, and pedagogical principles in China.

4.2 Language Attitudes

4.2.1 Introduction

In my thesis, I reflect the working definition of ‘attitude’ discussed by Garrett (2010: 20), who argues that ‘an attitude is an evaluative orientation to a social object of some sort, whether it is a language, or a new government policy, etc.’. As a disposition (Fishbein and Ajzen, 1975; Garrett et al. 2003), ‘an attitude can be seen as having a degree of stability that allows it to be identified’ (Garrett, 2010: 20). Although the nature of attitude can carry a complex set of variables, latent and always changeable (Baker, 1992; Garrett, 2010; Garrett et al.: 2003), people might possess certain identifiable language attitudes at a particular point in time. These attitudes might not always be obvious, but can certainly be present in their thoughts and may at times be reflected in their behaviours. From previous studies that have tried to explore language attitudes in various domains, we learn that attitude can be ‘in some sense measured’ (Garrett et al., 2003: 3; cf. Oppenheim, 1992). Although I do not reject this argument completely, in the poststructuralist perspective of attitude study, I also realise the dynamics of interactions in attitude construction and do not take the notion of measurement

of attitude for granted. However, I argue that attitude and identity are both social constructions that are negotiated in context (Block, 2007; Gallois et al., 2007; Garrett, 2010; Norton, 2000; Pavlenko and Blackledge, 2004).

The importance of why we study language attitudes has been explored and explained by various researchers (Baker, 1992; Dörnyei, Csizér and Németh, 2006; Garrett, 2010; Garrett et al., 2003; Ryan and Giles, 1982). For instance, McKenzie (2008: 64) has pointed out that ‘language attitudes may determine whether and to what extent languages or language varieties spread or decay’. In terms of language policy and language learning, the exploration of language attitude can also raise the awareness of language learners to address their needs, and recognise any of stereotypes and expectations they have of a language. The study of language attitude also enables educators and policy makers to deal with and revisit the needs of language learners in reality (Bartram, 2010; Garrett et al., 2003; Friedrich, 2000). Garrett (2001: 626) summarises the significance of the study of language attitude by stating that it ‘not only might prove to have a useful application in attempts to increase the public awareness of linguists’ scientific knowledge, but is also an essential component of sociolinguistics’.

The terms ‘attitude’ and ‘belief’ can sometimes cause confusion at the conceptual level. However, the notion of belief belongs largely to the cognitive component in humans (Edwards, 2009; Garrett et al., 2003; McKenzie, 2010). McKenzie (2010: 19-20) has pointed out that beliefs ‘are cognitive in nature and although they can trigger and be triggered by affective reactions, beliefs essentially account for only one component of attitude’. Hence, a belief may indicate a particular answer to a certain statement such as ‘language A is better than language B’ or ‘accent X is easier to understand than accent Y’. However, to look at attitude from a broad perspective, we should investigate the affective factor and the behaviour related to such belief (Edwards, 2009).

It is not easy to claim the interconnectedness of attitude and behaviour and to expect them to be in agreement at all the time (Garrett, 2010). On the one hand, attitudes ‘do not exist in a vacuum’ (Baker, 1992: 101); they are ever-changing and affected by new inputs. For example, an individual’s attitudes towards a language like English can resemble a tug-of-war or the love-hate relationship cited above. An individual’s attitudes towards a group of people or a culture may be rooted in certain stereotypes, but when an individual has more contact or is able to explore more within the group and its cultures, attitudes may change over time. Having said that, Garrett et al. (2003: 7-9) have pointed out the problematic nature of the claim that certain attitudes will determine the outcome of relevant behaviours, arguing a lack of agreement between a dominant attitude and the behaviour and the complexity of the research on attitude (Edwards, 2009; Gallois et al., 2007). For example, certain attitudes do not exhibit corresponding performances and certain beliefs about certain language do not translate into actual language learning behaviour. Other aspects such as motivation, needs, and the goals of language learning may also determine certain behaviours (Bartram, 2010). A particular language attitude is not transparent and does not equate to attitudes towards certain linguistic features, as Niedzielski and Preston (2003: 9) note:

A language attitude is, after all, not really an attitude to a language feature; it is an awakening of a set of beliefs about individuals or sorts of individuals through the filter of a linguistic performance, although, admittedly, association with a linguistic feature and a group may be so long-standing that the attitude appears to be to the linguistic feature itself.

This also links to the nuances and complexity of language attitude research, especially in relation to behaviour. To link the notion of attitude with language study, scholars tend to explore ‘the clues that language use provides a listener to a speaker’s group membership and the triggering of the listener’s beliefs about the group’ (Preston, 2002: 40). In my thesis, I apply the notion that the relationship between language use and language attitudes cannot be separated and the study of this relationship will help explain language variation and change and the linguistic and cultural identity within and across communities (Baker, 1992; Bartram,

2010; Garrett, 2010; Garrett et al., 2003).

There are still both educational factors and social factors that may influence language learners' attitudes towards their learning (Gardner, 2010). Bartram (2010) has summarised some educational attributes, such as teacher-related influences, school-related influences, and the curricular influences, along with 'the learners' close social environment' (including the role of parents and peers), 'the learners' experiences and perceptions of the target-language speakers and communities', and 'the perceived social status of the languages learned', which have a link to learners' motivation to learn and to their perceived identities (cf. Dörnyei and Ushioda, 2009, 2013; Murray, Gao and Lamb, 2011).

4.2.2 Motivation and Language Attitude

Attitude is a major constituent of motivation, while learners' language attitudes also contribute to the process of language acquisition (Gardner, 2010; Gardner and Lambert, 1972; Bartram, 2010; Dörnyei, et al., 2006). The inclusion of motivation in this research, provisionally, examines the issue of how language and accent attitudes may lead to different learning behaviours, particularly when students realise the status of English today. Bartram (2010: 38) points out a distinction between attitude and motivation, as the former includes 'the cognitive and affective components' while the latter dwells in 'the action component which links into behaviour and thus the wider aspect of motivation'. In the ELF framework, the concept of motivation has become subtle and fluid, as the traditional learning motivation may not remain based on the traditional SLA framework. Researching the relationship between attitude and motivation in the ELF framework will draw further attention to learners' needs of language learning to make further changes in the ELT field.

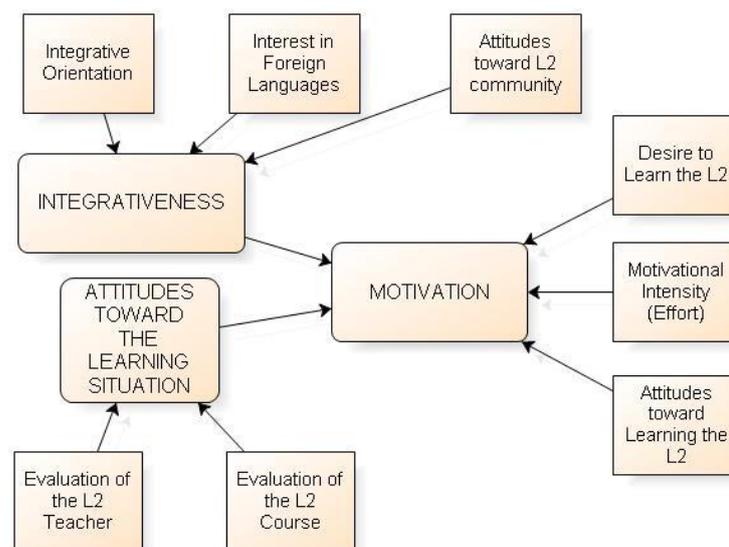
In terms of motivation and language learning, we need to recognise that this concept applies to L2 instead of L1, or to be more specific, L1 acquiring, as children are not simply motivated

to learn their first language (Gardner, 2010). Although the concept of motivation may trigger certain behaviours, language learning motivation, as with language learning attitudes, is highly complex and changeable. Based on some early studies by Gardner and Lambert (1972) and Gardner (1985), for instance, motivation is generally categorised as either integrative or instrumental motivation. Considering the close relationship between motivation and attitude also leads to similar notions of integrative attitudes and instrumental attitudes (Bartram, 2010).

The investigation of motivation is necessary in my research, as language learners with integrative motivation may have positive attitudes towards a language and its culture because they learn the L2 with the purpose of embracing and integrating into the L2 culture and the target language community and will strive to become involved with L2 speakers. Conversely, language learners who possess instrumental motivation may have more utilitarian driving forces of L2 learning such as achieving a certain qualification or getting a better job with a higher salary (see, e.g., Dörnyei, 2005; Dörnyei et al., 2006). This leads to the stimulating and important question of whether the distinction of integrative and instrumental motivation can be applied within the ELF framework, where language is considered fluid and flexible and the standard should be negotiated and learners might well possess multifaceted motivations when learning English.

Gardner's early theory of motivation for language learning (1985) argues that 'language achievement is influenced by integrative motivation, language aptitude, as well as a number of other factors' (Dörnyei, 2005: 68; see Figure 4.1 for Dörnyei's schematic representation of Gardner's model of integrative motivation). Although this model explains the relationship between motivation and language learning from a ground-breaking perspective, this classification is not without controversy. Especially since the complex relationship between motivation and language learning has been explored, Gardner (2010) has realised the fuller richness of the term and argued that the concept of integrative motive should not exclude the

notion of motivation and other aspects of attitude variables. Ushioda and Dörnyei (2009) have raised the question of whether ownership of English can belong to any particular community and thus whether it is necessary to talk about ‘integrative attitudes’. Additionally, while English has been gradually regarded as a basic skill, and given the situation of the decline of the native speaker (Graddol, 1999), it becomes less meaningful to talk about the notion of integrative motivation.



(Fig. 4.1: Schematic Representation of Gardner’s (1985) Conceptualisation of the Integrative Motive by Dörnyei, 2005: 69)

Dörnyei (2005) proposes the term ‘integrative disposition’ to extend the concept of ‘integrativeness’ (Gardner, 1985), by pointing out that ‘a core aspect of the integrative disposition is some sort of a psychological and emotional *identification*’ (Dörnyei, 2005: 96, emphasis in original). In this reinterpretation of language learning motivation, Dörnyei raises the issue of ‘virtual or metaphorical identification with the sociocultural loading of a language’ (ibid.: 97), arguing that learners may learn a language with an identification to associate with a cosmopolitan and globalised ‘world identity’. In relation to language learning, this also echoes the notion of ‘imagined community’ (Anderson, 2006; Norton, 2000; Norton and Toohey, 2011), and ‘international posture’ (Yashima, 2000, 2002, 2009), in

which learners may learn a language because they are interested in making friends or doing business with people from other cultures, to pursue their education or work abroad, or even to emigrate and live in another culture. Norton and Toohey (2011: 415) explain that ‘the target language community is not only a reconstruction of past communities and historically constituted relationships, but also a community of the imagination, a desired community that offers possibilities for an enhanced range of identity options in the future’. Therefore, it is not appropriate to divide language learners’ motivation into only two categories, but rather they likely have a combination of both integrative and instrumental motivations (see Chapter 6 for more detail). Furthermore, in a globalised context, language learners may also learn the language to develop a bicultural identity (Arnett, 2002; Lamb, 2004), in which ‘part of their identity is rooted in their local culture while another part stems from an awareness of their relation to the global culture’ (Arnett, 2002: 777).

Therefore, to revisit motivation with language learning, Dörnyei (2005, 2009) coins the term *Ideal L2 Self*, which ‘subsumes integrative orientation, instrumental orientation, and L2-speaker-related attitudes’ (Dörnyei, 2005: 104) to expand the traditional conceptualisations of L2 motivation. The term *Ideal L2 Self*, according to Dörnyei (ibid.):

presents a broader frame of reference with increased capacity for explanatory power: Integrativeness seen as Ideal L2 Self can be used to explain the motivational set-up in diverse learning contexts even if they offer little or no contact with L2 speakers [...], and it would also be suitable for the study of the motivational basis of language globalization, whereby international languages, and World English in particular, are rapidly losing their national cultural base and are becoming associated with a global culture.

A more detailed discussion of this notion can be found in Dörnyei (2005, 2009), but in this section I have discussed the issue of motivation and attitude by presenting the complexity of motivation as it affects an individual’s attitudes in language learning. Language learners seldom have a single or simple motivation to learn a language, whether integrative or instrumental, but rather have manifold motivations and attitudes towards various aspects of

the language during the learning process. This is similar to the fluid and dynamic features of ELF. For example, especially for the English language, more people may learn it to achieve a global identity, for which an individual is likely to possess a blend of both integrative and instrumental motivation and to possess a complex array of L2-speaker-related attitudes. In today's globalised context, an individual's choice of L2 learning, with regard to the consideration of which variety of the language they will choose to learn, also depends largely on the issues of power and ideology (Cheng, 2012a; Fairclough, 2001; Lippi-Green, 2012; Norton, 2000).

By echoing the notion of power and standard language ideology discussed in previous chapters, the next section first discusses the concept of accent attitudes in general and then discusses them in the Chinese context. With a review of previous literature on attitudes towards China English and China English accent, this section demonstrates an entrenched perspective of accent preference.

4.2.3 Accent Attitudes

4.2.3.1 Introduction

According to the *Oxford Dictionary of English*, accent is defined as 'a distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class'. When discussing accent, scholars recognise two distinctive elements in the minds of speakers: prosodic and segmental features (Lippi-Green, 2012). Moyer (2013: 10, emphasis in original) points out that accent, as a broader term, 'refers not only to the articulation of individual sounds, or *segments*, but to *suprasegmental* features as well'. Although accent is a linguistic concept that individuals display every time they speak, and the term is widely used by the public, it has 'no technical or specific meaning' (Lippi-Green, 2012: 44). Lippi-Green (1997: 42, emphasis in original) defines accents as '*loose bundles of prosodic and segmental features distributed over geographic and/or social space*'. However, in a newly-published

edition, Lippi-Green (2012: 45, emphasis in original) avoids defining the term, pointing out that:

Linguists have struggled to find an accurate definition of the word *accent*, and for the most part, given it up as a bad job. Generally *accent* can only be understood and defined if there is something to compare it with.

Therefore, as with the concept of ‘standard language’, linguists also find that accent is difficult to define and that the concept of non-accent is a myth¹⁶.

Although from a linguistic perspective it is by nature not easy to define what the term ‘accent’ exactly is, we cannot deny that such a notion ‘is more than anything else a powerful linguistic marker of age generations, social identity, social class, education level, and ethnicity’ (Luk and Lin, 2006: 6) that lies in people’s minds. Furthermore, accents may ‘have conveniently provided a form of social and cultural symbol’ (ibid.: 15) within a community for people to distinguish a certain group from others. In terms of how language attitudes may determine accent, Moyer (2007: 502) has also argued that ‘attitudes toward the target language itself are more powerfully linked to accent than are culture-directed attitudes’; according to this perspective, accent is one of the most salient aspects of language learning. Although the concept of accent has been explored and discussed, especially since the mid-20th century, noticeably in some early studies of Labov (1966), Gardner and Lambert (1972), Ryan and Giles (1982), and more recent studies on language attitudes and language teaching (Derwing and Munro, 2005; Garrett et al., 2003; Jenkins, 2000, 2007; Levis, 2005; Lippi-Green, 2012; McKenzie, 2008, 2010; Moyer, 2013; Munro, 2008; Tokumono and Shibata, 2011), ‘the impact of accent on communication is still poorly understood [...] [as] we have not sufficiently contextualised the relevance and scope of accent’ (Moyer, 2007: 502) in a multilingual and multicultural world with the impact of globalisation while English has nowadays functioned as a *lingua franca*.

¹⁶ I would say that to view the concept of ‘accent’ from a folk linguistics perspective might be more of relevance to participants of my research context. See Chapter 5, section 5.3 for more detail.

Gallois et al. (2007: 597) argue that ‘until recently there has been relatively little interest in the details of accent [...] among researchers in language and social psychology’. It may be that the latent and complex nature of both accent and attitude has made studies of this nature relatively few. It is clearly no easy task to investigate accent attitudes, especially in the ELF framework. For example, even an attitudinal study based on four English accents has revealed ‘the difficulty and complexity of accent identification for learners’ (Scales, Wennerstrom, Richard and Wu, 2006: 735). By reviewing the previous literature, we see that more research in this area is conducted within the domain of SLA and focuses more on the intelligibility of certain English accents from a relatively restricted perspective. Traditionally, a large number of studies are often based on either the matched guise technique or verbal guise technique as the only instrument¹⁷ and do not emphasise the complexity of the nature of accent attitudes. In the ELF framework, however, we find that even fewer studies directly address the significance of accent attitudes in language learning, especially in relation to learners’ identities (see exceptions, e.g., Fraser, 2006; Jenkins, 2007; D. Li, 2009; Sung, 2014; Walker, 2010).

Previous studies of accent attitudes have generally shown both language learners’ and teachers’ more favourable attitudes towards standard native English accents, noticeably the British and American ones, especially by participants from expanding circle countries (Evans, 2010; Fraser, 2006; Friedrich, 2000; Groom, 2012; McKenzie, 2008; Tokumoto and Shibata, 2011). However, scholars have also found that sometimes participants do express a social belonging and solidarity towards local varieties or accents of English (Bian, 2009; El-Dash and Busnardo, 2001; Jenkins, 2007); there is also a trend where English learners may show a preference towards native English accents without realising their diversity and sometimes cannot correctly identify the native speech samples (Rivers, 2011). Scales et al. (2006) demonstrate a mismatch between students’ accent preferences and that they are not able to

¹⁷ The reasons why my thesis does not adopt MGT or VGT as the research instrument are outlined in the next chapter.

identify native and non-native speech samples. They report that ‘the lack of consistency in identifying accents may reflect an idealized conception of what the native accent aspired to actually sounds like’ (ibid.: 715). This is true in most of the attitudinal studies of English accents. It can be generalised from early studies that many English teachers and learners have an entrenched perspective of English accents and an ideology that native English accents are more authentic and powerful without understanding the pragmatic purposes of communication and the complex picture of accents.

However, as has been made clear in some studies on language attitudes (Garrett et al., 2003; Jenkins, 2007), accent is often the most salient aspect of foreign language use and ‘exerts the strongest influence on (language-based) attitudes’ (Jenkins, 2007: 78); it is also the one found in much previous research to be most closely linked to language attitudes and to linguistic identity (Moyer, 2013). As noted above, in settings where people do not speak English as their L1, ‘accent is used to refer to the breakthrough of native language phonology into the target language’ (Lippi-Green, 2012: 46). In an ELF framework, Jenkins (2007) has pointed out that ‘accents are also highly salient to ELF speaker-hearers, possibly even more so than in communication among NSs [native speakers] of English’. Therefore, the study of both university teachers’ and students’ attitudes towards their own and other English accents, conducted in the Chinese context, should help us both understand more deeply and even possibly challenge the stereotypes of traditional accent attitudes and to corroborate the significance of studying of accent attitude. It also aims to suggest a more appropriate approach to teaching and learning English for both teachers and students in Chinese universities. Therefore, I review some recent attitudinal studies in the Chinese context that show an entrenched accent attitude among both Chinese students and teachers, which leads to the importance of investigating accent attitudes in a broader perspective where English has functioned as a lingua franca.

4.2.3.2 Attitudes towards China English and China English accent

My current research focuses on teachers' and students' accent attitudes in the Chinese context. Previous studies on accent attitudes have shown that both Chinese teachers and students prefer native English accents, though sometimes it is not easy to judge whether they prefer American or British ones (Evans, 2010; Hu, 2004; Kunschak and Fang, 2008) or if they simply do not hear them differently enough to distinguish between the two versions (Xu, Wang and Case, 2010; Zhang and Hu, 2008). Studies in the Chinese context also show a love-hate relationship of teacher and student attitudes towards the local China English accent (Bian, 2009; Botha, 2014; Hu, 2005; Jenkins, 2007). However, 'the context in which the respondents "prefer" an American accent over a British (or Chinese) accent needs to be clarified' (Evens, 2010: 278) (see Chapter 5 for my research context). Given the complexity of the language situation in China (see Chapter 3) and the latent nature of attitudinal study, only a few empirical studies concerning accent attitudes have been conducted in the Chinese context from the ELF perspective. Therefore, it is not surprising that previous attitudinal studies in the Chinese context are based largely on attitudes towards certain inner circle English varieties from a relatively narrow perspective (Evans, 2010; Hu, 2004, 2005; Zhang and Hu, 2008; Zhou and Chen, 2008).

For example, findings in the research of Xu et al. (2010) show that Chinese university students prefer native varieties over non-native and view both British English and American English with equal favour. The authors also point out a tendency that students are more tolerant than teachers of less standard English and are more aware of the plurality of varieties of English. Xu et al.'s research reflects students' complex attitudes towards varieties of English, though most of the students realise that the degree of clarity and comprehensibility should be the benchmark for acceptability. The China English accent in this study also shows a solidarity and legitimacy and functions as a means of reinforcing cultural identity. However, a weakness of the study is its narrow range of English accents, as it is based on only six

speech samples of British English, American English, and China English in total.

Evans (2010) uses an open questionnaire to ask Chinese students to respond to questions to ‘capture subjective opinions about language that we understand to be reflections of attitudes toward speakers rather than the language object itself’ (ibid.: 274). The study reflects that Chinese students are more familiar with British and American English, while they do not know how to evaluate Australian and New Zealand English varieties and display no particular attitude towards them. The findings of Evans’s study also contradict Hu’s findings (2004, 2005), as the former reveals that British English is a more likely model than American English, while the latter two studies show a preference for American English among both teachers and students. However, these study findings are quite narrow, as they are based only on questionnaire results and further triangulation and follow-up research are needed for data generalisation.

Zhou and Chen (2008) discover an inconsistency between language attitudes and behaviours in a study conducted to see the attitudes of Chinese English-major students towards British and American English accents in relation to their own English accents. Although the students in their study show a preference for the American English accent, Zhou and Chen (2008) point out that they speak with a mixture of both British and American accents. However, this study concludes that language learners in China will be inclined to learn the American variety of English and suggests satisfying students’ language attitudes and preferences in order to develop students’ motivation. I argue that such a conclusion will not benefit the English learning environment in China, at least in terms of its growing use as a lingua franca in the international arena, when more students will use the language for functional purposes after graduation. At the current time, most language learners in China might learn English for more instrumental purposes and do not recognise fully how English is being used worldwide. This is a significant factor for including motivation as part of this study, as it allows us to understand accent attitudes in more detail. As the ELF framework is based on a fluid and

dynamic language use context, research into motivation in such a framework should recognise the fact that the demarcation between instrumental and integrative motivation does not reflect today's language learning realities. English is nothing less than the global language and ELF communication may lead the notion of motivation for language teaching and learning to become more subtle and fluid.

In the Chinese context, there is also a gap in studies of speakers' own English accents and other English accents. There may be an essentialist belief of Chinese speakers of English that it is meaningless to study Chinese accented English¹⁸ as it is a kind of linguistic interference of the L1 (a feature of *interlanguage* in terms of SLA). This creates a research gap, as previous research neglects the concept of how people perceive their attitudes towards their L1s; as it has been argued that people's attitudes towards their L1s may influence their attitudes towards a foreign language (Widdowson, 2003). Previous research focusing on either teachers' or students' attitudes towards their own English accents is not sufficient (see exceptions, e.g., Bian, 2009; Zhang and Ding, 2011), while the majority of similar research is based simply on the assumption of native standard ideology and points out the importance of abandoning China English accent and the need to improve the learners' English accent to sound more standard (Fong, 2009; Huang, 2010; Wang, 2004).

Bian (2009) adopts journal and interview as instruments to investigate Chinese university students' attitudes towards their own English accents in relation to their identities and presents a complex picture. Although it is without doubt that native standard accents are still quite dominant and serve as a benchmark in English pronunciation pedagogy in China, students in the study have various attitudes towards their own English accents. For example, some students show embarrassment at not having a standard English accent, while others gradually learn to tolerate their own non-standard English accents and challenge the authority

¹⁸ I adopt the term 'China English accent' instead of using 'Chinese-accented English', as the latter is not suitable for the ELF framework.

of native accents. Bian (*ibid.*: 73) concludes that ‘students’ pronunciation could be an educational resource to enhance their sense of control over this global language, and prepare them for their future identity of being legitimate English speakers at home and abroad’. Comparably, Jenkins (2007) investigates teachers’ attitudes towards various English accents in the ELF framework. Although China English accent receives low scores for its ‘correctness, acceptability and pleasantness’, the study results show that perceptions of the China English accent are not consistent: they are described in pejorative terms by most Chinese respondents and by respondents whose L1 is not Chinese, though some ‘Chinese respondents were particularly positive about their own English accents relative to their overall ratings’ (*ibid.*: 165). Jenkins’s study thus shows a certain amount of solidarity among some Chinese respondents about their China English accent and their resistance to ‘native English accents’ (for more discussions, see Jenkins, 2007).

Concerning communication purposes, one of the few empirical studies has also found that China English accent may not impede intelligibility, especially when listeners share the same L1 of Mandarin (Hardman, 2010). Although even a heavily China English accent does not reduce the comprehensibility or intelligibility of L2 speech (Munro and Derwing, 1995), some English learners may still favour a native English accent (Chen, 2011), let alone the potential ‘mismatch between those learners’ own accent goals and their ability to perceive accents’ (Scales et al., 2006: 735). Even though learners of English aim to have a native English accent, they are less able to identify the accent(s) that they want to internalise (*ibid.*). In terms of studies of accent attitudes conducted in the Chinese context, it is safe to conclude that most Chinese language learners are not satisfied with their own English accents and still favour a native model, although this may be attributed to any number of reasons such as the power issue of certain varieties of English and the entire English learning environment in China, ‘where near-native standard has been for a long time implanted in the learners’ brain’ (Bian, 2009: 68).

Sometimes language learners in China are aware of the different varieties of English, but they still feel that English is a language that belongs to those who speak it as a native language (Fong, 2009; Xu et al., 2010). This is an entrenched notion that is not likely to change in the very near future. However, some studies reveal that more teachers and students also recognise the linguistic features of China English (e.g., Fong, 2009; Kirkpatrick and Xu, 2002) and do not reject their inclusion as a legitimate part of the language curriculum (He and Li, 2009; Hu, 2005). While it has been pointed out that as an international language, English ‘must not be linked to any one country or culture and must belong to those who use it’ (Saville, 2007: 46), this notion is still not recognised by many learners of English.

Therefore, the previous research of language or accent attitudes has demonstrated the need for further research in this domain in the Chinese context, especially against the backdrop of English as a global language. Thus our understanding of learners’ pragmatic needs will improve if we revisit language policy and curriculum development (see Fraser’s (2006) similar claim in a critique of the dominance of native-speaker accents and a re-consideration of the teaching models within an ELF framework in ELT in Japan). This leads to the significance of research on language attitude in relation to identity, which in turn leads to research on how English language learners identify themselves with the language and how they position themselves in relation to the spread and power of the English language in the complex linguistic situation that exists in postmodern societies.

4.3 Language and Identity

4.3.1 Introduction

It has been claimed that accent, or the pronunciation of certain sounds signals ‘a person’s social status, and constructs that person’s identity in certain ways’ (Deckert and Vickers, 2011: 4). Research into English as a global language with its accent attitudes will thus relate to research on identity, as the study of English has been described as ‘the study of how people

who use this global code represent themselves in relation to each other and the world' (Holloway, Kane, Roos and Titlestad, 1999: 3). A traditional understanding of identity is 'our understanding of who we are and of who we think other people are. Reciprocally, it also encompasses other people's understanding of themselves and others (which includes us)' (Danielewicz, 2001: 10). An individual has both personal and social identities, but neither is fixed or static. Recent research on identity has reached a consensus that the concept of identity is unstable and fluid (Danielewicz, 2001; Edwards, 2009; Joseph, 2004; Norton, 2000), and 'can never be ultimately completed' (Danielewicz, 2001: 5). The notion of identity is also highly complex, because no individual has a single identity. As Danielewicz (ibid.: 10) points out, '[e]very person is composed of multiple, often conflicting, identities, which exist in volatile states of construction or reconstruction, reformation or erosion, addition or expansion'. However, as with attitudes, an individual's identities can be fixed at given points in time.

In comparison to attitude, which is more of a psychological and social notion that lies in people's minds, identity is neither so transparent nor completely invisible. Certain parts of the personal or social identities of an individual can be perceived by others and reflected when communicating. In addition, identities are 'achieved as well as ascribed' (Dong, 2011: 5), and 'an identity has to be negotiated and recognised by others in order to be established in and as social reality' (ibid.). The concept of attitude and identity are both social constructions which must be negotiated in specific contexts. It is clear that 'while identity is conditioned by social interaction and social structure, it at the same time conditions social interaction and social structure' (Block, 2007: 26). This leads to the conclusion that the concept of identity cannot be divorced from its context, in which individuals interact with each other to construct and re-construct their identities.

For the working definition of identity in my thesis, I use Norton's (2000: 5) explanation, who defines it as 'how a person understands his or her relationship to the world, how that

relationship is constructed across time and space, and how the person understands possibilities for the future'. I also employ the perspective of Pavlenko and Blackledge (2004: 19) to view identity as 'social, discursive, and narrative options offered by a particular society in a specific time and place to which individuals and groups of individuals appeal in an attempt to self-name, to self-characterize, and to claim social spaces and social prerogatives'.

Identity is not something that we can decide on entirely by ourselves. It is always at least partially constructed by other people (Bucholtz and Hall, 2010; Hall, 2011, Joseph, 2004; Riley, 2007). Dörnyei's notions (2005, 2009) of the *Ideal L2 Self* and the *Ought-to L2 Self*, namely, 'future self-states that one may aspire to achieve or feel under pressure to achieve' (Ushioda, 2009: 225), can help explain the complex nature of identity. Joseph (2004: 42, emphasis in original) summarises one of several trends that characterise the development of language identity, noting that it includes 'a move from *essentialism* to *constructionism*, in other words from analysing linguistic identity as a given and fixed aspect of who an individual or group is, to something changeable and variable as it is constructed and performed'. From a similar perspective, Riley (2007: 7) points out that in viewing the concept of identity, we need to rethink 'identity in terms of the relationship between discursive practices and individuals or "subject-persons"'. Discourse can be viewed both as a linguistic manifestation of ideology and as language in use, while identity can be constructed through communication. Therefore, when looking at linguistic identity, we need to understand that language functions not only as an identity marker, but also as a form of symbolic capital, while 'identities are negotiated in and through linguistic practices' (Pavlenko and Blackledge, 2004: 3). Furthermore, language does not exist in a vacuum but is used by people in social interaction, and it is widely believed that social identities are 'established and maintained through language' (Gumperz and Cook-Gumperz, 1982: 7).

4.3.2 Linguistic Identity in Language Attitudes

As has been investigated, the relationship between language and identity is highly complex, since identity can connect to many factors while language is only one aspect linked with identity. Language is a distinctive feature of human beings that enables us to interact with each other to ‘create new worlds and aspire towards states of knowing, seeing and being that are limited only by the extent of our imaginations’ (Holloway et al., 1999: vii). We use language not only to convey meaning, but also to transfer the information of who we are and how other people perceive us.

Language is an identity marker at both the personal and group levels: ‘everyone is used to accent, dialect and language variations that reveal speakers’ memberships in particular speech communities, social classes, ethnic and national groups’ (Edwards, 2009: 21). Language ‘not only reflects who we are but in some sense it *is* who we are, and its use defines us both directly and indirectly’ (Llamas and Watt, 2010: 1, emphasis in original). Tabouret-Keller (1997: 317) also indicates that ‘individual identity and social identity are mediated by language: Language features are the link which binds individual and social identities together’. Therefore, a positive or negative attitude towards a certain language may contribute to an individual’s inclination to social identity as ‘we use language to assign identities indirectly when we base our judgements of who people are on the way they speak’ (Llamas and Watt, 2010: 1). Cargile and Giles (1997) discuss how group identity may influence an individual’s attitudes towards in-group and out-group members in relation to self-esteem. This can also explain how perceptions of L2 accents may in turn influence motivation for language learning and determine the success of that learning.

The study of language should not neglect social meaning, which leads to the important point that the study of language rests not only in the domain of linguistics but should link with society through the study of sociolinguistics (Gumperz and Cook-Gumperz, 1982; Norton, 2000; Riley, 2007). In terms of language study and SLA, scholars also argue the significance

of understanding the concept of identity in relation to language learning (Block, 2007; Edwards, 2009; Joseph, 2004; Norton, 2000). For example, Norton (2000: 5) argues ‘the role of language as constitutive of and constituted by a language learners’ identity. More significantly, ‘language is not conceived of as a neutral medium of communication, but is understood with reference to its social meaning’ (ibid.). Joseph (2010: 9, emphasis in original) also reports that ‘how people’s choice of languages, and ways of speaking, do not simply *reflect* who they are, but *make* them who they are – or more precisely, allow them to make themselves’.

Tabouret-Keller (1997) points out that human psychology is one of the main factors that explains the link between language and identity, which leads to the significance of studying language attitudes as they relate to identity. In terms of language motivation and attitude in relation to the concept of linguistic identity, we must also recognise that the study of language attitudes cannot be divorced from their connection with identity (Jenkins, 2007). Garrett et al. (2003: 226) point out ‘how the expression of attitudes is part of the process of constituting groups, and is part of social belonging’. Cargile and Giles (1997: 195) explain that ‘language is a powerful social force that does more than convey intended referential information; [...] hearers may react to linguistic and paralinguistic variation in messages as though they indicate both personal and social characteristics of the speaker’. The study of linguistic identity cannot be separated from other phenomena such as language attitudes and ideologies, and the relationship between language and power (Jenkins, 2007; Lippi-Green, 2012; Norton, 2000; Pavlenko and Blackledge, 2004).

Jenkins (2007) has also researched the relationship between attitudes and identities in the ELF framework, demonstrating the close connection of these two research domains. In terms of the relationship between identity and motivation, Ushioda and Dörnyei (2009: 5) conclude that ‘motivation and identity are socially constructed, often in inequitable relations of power, changing over time and space, and possibly coexisting in contradictory ways in the

individual'. As far as how learners perceive their identities in ELF contexts, scholars have found that 'learners displayed varying degrees of affiliations with their local and/or global identities when communicating through ELF' (Sung, 2014: 52) and argued 'the importance of identity construction in ELF communication' (ibid.). In summary, the notion of identity resides in the social constructionist perspective to focus on both discursive construction of identities and the role of power relations in identity negotiation (Joseph, 2004; Pavlenko and Blackledge, 2004).

Discussing how accent can reflect one's identity, Moyer (2007: 505, emphasis in original) underscores that the way we speak most noticeably reflected by our accents may relate to our identity, stating that '*accent matters* on both the collective and the individual levels; it affects not just communicative fluency but contributes to judgements of social belonging and identity as well'. It is particularly significant to researching accent attitudes in relation to identity, as Riley (2007: 202) points out:

accent often plays a major role in orienting our perception of their identity and our attribution to them of certain kinds of knowledge, beliefs and attitudes, or their absence. [...] Both personal experience and scientific observation have shown accent to be one of the most sensitive indicators of speaker identity, [...] with variation in accent delineating iconically and in a profoundly nuanced way the contours of the identities, social structures and relationships available in the society and situation in question.

In both L1 and L2, the notion of accent is always linked with a speaker's identity. Some previous studies have explored the link between accent and identity in the ELF framework (Alsagoff, 2012; Jenkins, 2005, 2007; Levis, 2005; Walker, 2010), but the number is still quite limited. Furthermore, 'ELF communication could give rise to hybridised linguistic practices in ELF' (Sung, 2014: 53), as in Sung's research of ELF communication, where 'accent is exploited by some participants as a resource for projecting a hybrid identity which expresses both global and local orientations' (ibid.). There are few specific studies concerning accent and identity conducted in the Chinese context (Bian, 2009), though I discuss some

studies on English language learning in relation to learners' identity construction in the Chinese context in the next section .

4.3.3 Identity Constructed in a Chinese Context

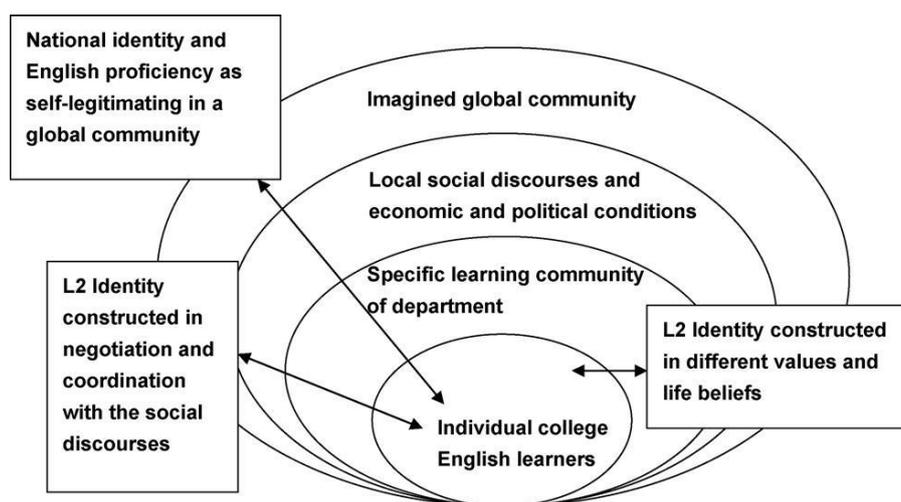
It has been pointed out that 'only a small number of studies have set out to investigate ELF identities' (Jenks, 2013). It comes as no surprise that in the Chinese context, research concerning the issue of identity in relationship with ELF is scant. Although some scholars have explored the issue of identity in relation to language learning in the Chinese context (Fong, 2011; Gao, 2010; Gao et al., 2005, 2007; Gu, 2010), there remains a gap in that little of this research has been conducted based on the ELF framework (see exceptions, e.g., Wang, 2012, 2013; Zheng, 2013). Therefore, it will be a step forward to address this issue and conduct more research on how identity can be constructed and negotiated in relation to language teaching and learning in an ELF framework.

Based on previous research on issues of identity in relation to language learning, Gao et al. (2005) point out that 'self-confidence change' is the most prominent of their findings, which reflects that after learning English, students evince changes 'in the perception of one's own competence' (ibid.: 40). They point out that this may be due to the 'Chinese EFL context' (ibid.: 44), while students also report 'productive change', from which 'the command of the target language and that of the native language positively reinforce each other' (ibid.: 42). Regarding the issue of cultural conflict, they also find that 'subtractive' and 'split' changes do exist amongst Chinese students from English learning, in which their native languages and cultural identities might be replaced by the target culture, or that the two are in a process of struggle and negotiation.

In a similar study, Gao and her colleagues (Gao et al., 2007) discuss the issue of students' identity changes in relationship to their learning motivation, and point out 'the role of native

culture identity in EFL learning and the ambivalent functions of native-culture-oriented learning motivation’ (ibid.: 148) in the Chinese context. This leads them to conclude that ‘[l]earners’ individual identity changes are related to transformations of the national or regional identity’ (ibid.). They also point out that ‘self-identity change’ in EFL contexts might be more subtle than in ESL contexts, as students in an EFL context like China may see their self-identity change due to the modernisation or globalisation process of those countries.

In a similar vein, Gu (2010) finds that Chinese students may experience a complicated process of identity construction, largely because of ‘the rapid economic and socio-cultural development in China and the increasingly powerful position of China on the world stage’ (ibid.: 149). She further explains how English learners show different discursive strategies to adopt and adapt themselves for a sense of legitimacy in multiple contexts (see Figure 4.2). This study also reinforces Gao et al.’s findings (2005, 2007) about ‘productive change’, from which Chinese students ‘strive to position themselves in the global community’ (Gu, 2010: 150) with a strong Chinese national identity, ‘and to view English proficiency as a means of self-statement and to create a good national image’ (ibid.).



(Fig. 4.2: English Learners’ Identity and Context, Gu, 2010: 149)

4.4 Summary

This chapter has described the theory of language attitude and identity and presented a review

of the research in relation to this in the Chinese context. By combining these two aspects, I have shown their inter-connection; people's attitudes may help determine what kind of people they appear to be to others. The connection between language attitude and identity has also been investigated by scholars such as Hoare (2001), Jenkins (2007), Borlongan (2009), and Lai (2011) in various contexts. This chapter recognises the important relationship between language attitude and identity, and discusses relevant studies in the Chinese context.

Previous studies in the Chinese context show that local learners and users of English possess a love-hate relationship towards the China English accent. On the one hand, language learners are fully aware of and largely dissatisfied with their own distinctive Chinese accents in English, which is part of their own linguistic identity. On the other hand, the native speaker privilege during the learning and teaching process of English does not give teachers or students 'the opportunity to see themselves as legitimate teachers of a language that has now become a global lingua franca used by more non-native speakers than native speakers' (Galloway, 2014: 22), which in turn influences their identity construction. Language learners are now realising the function of English as a world language and thus have multiple motivations and purposes for language learning. While the target language and culture may still be perceived as an idealised goal for learning the language, students may want to learn it to embrace to the global imagined community. This creates a complicated process for their identity construction.

Having presented the theoretical framework and the status quo of English in China, bearing my research questions in mind, I will present my research methodology of my research in the next chapter. As a case study, a mixed-methods approach is used in this study to uncover both students' and teachers' attitudes towards their own and other English accents in relation to identity construction.

Chapter Five: Methodology

5.1 Typology of Reasons of Research

As the previous chapters have made clear, standard language ideology is entrenched in people's minds in the ELT industry, with British and American English the two main benchmarks for judging the success of English learning. China, like most of the expanding circle countries, is a case in point. However, it is now a fact that Chinese speakers of English are the largest group of English learners, or – from an ELF perspective – English users in the world. I believe that if they can be persuaded to reflect on their use of the language in the backdrop of ELF, they may contribute to changes in English language policy for English learners and users within expanding circle countries.

As English is the main lingua franca used in higher education (Jenkins, 2014), many Chinese universities also adopt the language in classroom settings and assert themselves to be international universities, initiating English medium instruction (EMI) into various classes in order to facilitate students' skills in that language. However, during my years spent as an instructor at a Chinese university, I found that the tertiary education ELT classroom in China remains dominated by the norms of native-speaker English, especially in language assessment. Even though the status of English as an international language is prominent, in a language classroom and the ELT domain, a narrow and traditional perspective is still entrenched, especially in teaching pronunciation. By recognising the impact of globalisation on education, and English as a lingua franca in relation to the transitional stage of higher education in China, this research will provide a solid understanding of Chinese university students' and teachers' attitudes towards their own and other English accents. Accordingly, based on the ELF framework, this research aims to deal with and seeks to answer the following research questions:

1. What are the attitudes of Chinese university students and Chinese teachers of English

towards their own and other accents of English?

2. To what extent are these attitudes informed by standard language ideology?

3. How do the attitudes of Chinese university students and Chinese teachers of English towards their own and other English accents affect their academic and social identities?

5.2 Research Rationale

5.2.1 A Mixed-methods Approach: What and Why

By focusing on a specific university as the case, the aim is to ‘uncover the manifest interactions of significant factors characteristic’ (Berg and Lune, 2012: 327) of the university, and ‘to capture various nuances, patterns, and more latent elements [...] to focus on holistic description and explanation’ (ibid.). By relying on the significance of case study research to provide natural, holistic, and rich data of a specific case (Duff, 2008; Flyvbjerg, 2006; Yin, 2003), I expect that this research will allow me ‘to retain the holistic and meaningful characteristics of real-life events’ (Yin, 2003: 2). Woodside (2010: 1) points out that the principal objective of a case study is to achieve ‘a deep understanding of processes and other concept variables, such as participants’ self perceptions [...] of their own thinking processes, intentions, and contextual influences’. In my research, I use the case study more like a strategy rather than a mere method (Punch, 2014) as ‘it is a transparadigmatic heuristic that enables the circumscription of the unit of analysis’ (Van Wynsberghe and Khan, 2007: 90). From this perspective, case study can ‘serve broad social functions to describe the values of our society, explore contradictions in our lives, offer new insights on what has been and should be done, and present new perspectives and interpretations on events’ (ibid.: 86-87).

In order to ‘understand the case in depth, and in its natural setting, recognising its complexity and its context’ (Punch, 2014: 120), as well as to ‘preserve and understand the wholeness and unity of the case’ (ibid.), the mixed-methods approach is thus used to combine both quantitative and qualitative elements (Collins, Onwuegbuzie and Jiao, 2007; Dörnyei, 2007; Tashakkori and Creswell, 2007; Teddlie and Tashakkori, 2009; Woodside, 2010) in order to

explore the extent to which Chinese university students and teachers perceive their own and other English accents. A mixed-methods research design for this case study enables me to examine different aspects of the overall focus of the university, and ‘may generate new hypotheses, models, and understandings about the nature of language learning or other processes’ (Duff, 2008: 43).

The importance of quantitative samples in mixed-methods studies has been emphasised (Collins et al., 2007; Teddlie and Tashakkori, 2009), as ‘larger and more representative samples [...] may provide greater confidence in generalizing your findings to other samples, settings, or populations’ (Teddlie and Tashakkori, 2009: 311). Garrett et al. (2003: 66) also encourage the use of mixed-methods to investigate language attitudes, pointing out that ‘we need a complex of methods and of response options that is able to match the inherent complexity of language attitudes, as entertained by different individuals and groups’.

It has been argued that any research method should not be chosen at random, but must be selected on its conceivable benefits (Fielding, 2010; Richards, Ross and Seedhouse, 2012; Teddlie and Tashakkori, 2009). This approach was chosen as my research instrument due mainly to the complex research context (Fielding, 2010), ‘the latent nature of attitude’ (Garrett et al., 2003: 2), and the complexity of attitudinal studies in relation to identity (Danielewicz, 2001; Norton, 2000). Following Teddlie and Tashakkori (2009), I use a mixed-methods approach in this research to discover teachers’ and students’ accent attitudes. For the quantitative technique, a questionnaire was administered to students, while the qualitative element is represented by a series of interviews and focus groups with both students and teachers and class observations. While the quantitative data is an important starting point to understand both teachers’ and students’ accent attitudes from a broader perspective, my study draws more on qualitative data to amplify, corroborate, validate, or rebut the quantitative results (see section 5.5 for more detail).

With a mixed-methods approach to investigate language attitude, I realise first that it is not sufficient to study ‘the complex picture of language attitudes’ (Garrett et al., 2003: 147) by using merely quantitative methods. Instead, ‘a mixed methods approach can offer additional benefits for the understanding of the phenomenon in question’ (Dörnyei, 2007: 47). Although it has been claimed that language attitudes may be developed by puberty (Garrett et al., 2003), any attitude itself is changeable, if in subtle ways. The notion of attitude is unlikely to be a stable entity, but is typically adaptable and negotiable and should be regarded as a ‘dynamic and constructive process’ (ibid.: 5). Second, the relationship between attitude and identity is such that they are constructed through discourse to a significant degree (see also Chapter 4), which can be embodied in qualitative studies such as interviews or focus groups. As Danielewicz (2001: 11) points out, ‘discourse [...] is manifested through language, [and] consists of a system of beliefs, attitudes, and values that exist within particular social and cultural practices’. By reflecting the notion of discourse through interviews and focus groups, the interactive nature makes a significant contribution to study attitude in relation to identity (Bucholtz and Hall, 2010; Danielewicz, 2001; Joseph, 2004; Norton, 2000). In summary, the mixed-methods approach is not only used to ‘triangulate’ the data in this case study (Woodside, 2010), but also, ‘*[a] major advantage of mixed methods research is that it enables the researcher to simultaneously ask confirmatory and exploratory questions and therefore verify and generate theory in the same study*’ (Teddlie and Tashakkori, 2009: 33, emphasis in original).

5.2.2 Emic and Etic Perspectives

I was formerly an instructor at the university at which I conducted my research, and I believe that this allowed me to develop a close relationship – and establish rapport and empathy – with the study community (Hennink, Hutter and Bailey, 2011). During the process of data collection, I was regarded as at least a partial insider and thus applied an emic perspective when working with my participants.

I used an interpretive paradigm to collect my data from an emic perspective, by recognising ‘reality is *socially constructed* as people’s experiences occur within social, cultural, historical or personal contexts’ (Hennink et al., 2011: 15, emphasis in original). ‘The emic perspective provides information on the insider’s point of view, the insider’s perceptions, beliefs, and meaning system, [... and] reflects the cultural meaning that people attach to certain facts, events or experiences’ (ibid.: 18). By adopting this approach, and acting in the role of a participant observer, I seek to ‘understand people’s lived experience from the perspective of people themselves, [...] in their own context and describing this using their own words and concepts’ (ibid.: 14-15). However, I also realise that when conducting participant observation, the researcher ‘must discover not only what is far from obvious to a casual observer, but what may be hidden from the members themselves’ (Richards et al., 2012: 34).

As any research project must be situated, by using an emic perspective I also realised the danger of ‘going native’ (O’Reilly, 2009: 87), namely, becoming too close to the subjects and forgetting the purposes of my research and my role as a researcher. Therefore, during the process of data collection, I constantly recalled the importance of understanding the relationship between me and the research participants and appreciated the situatedness of knowledge excavation and construction (Mason, 2002; Tietze, 2012). By acknowledging that I might have had less difficulty gaining acceptance to enter the setting as contacts had already been established, I also realise the dilemma of researching my own organisation, which ‘requires managing a simultaneous familiarity and strangeness in a way that focuses on addressing research issues’ (Tietze, 2012: 60). I am aware that as a former instructor and a researcher based in the UK, I was both an insider and an outsider to some of my participants. Therefore, I also needed to understand my role during the process of data collection in my own institution, to eliminate any concern of social inequalities or hierarchical imbalance when working with my participants.

The notions of objectivity and reflexivity are also applied to make sure that a more impersonal *etic* perspective is adopted during the process of data collection (Hennink et al., 2011; cf. Baker, 2011). My study adopts an *etic* perspective to make sure that the observation of the research community more objective. The observer's paradox, which refers to 'the researcher's wish to observe behaviour that is normal or natural even though the presence of the observer undermines the very conditions under which this occurs' (Richards et al., 2012: 34) was well-controlled and minimised. By combining the *emic* and *etic* perspectives, as a participant observer I had the advantage of having a better understanding of my research context and participants, and to 'develop close relationships with people that [I had] not met before' (Hennink et al., 2011: 184) and 'keep an open mind, conducting detailed observations and not take observations for granted' (*ibid.*).

5.2.3 Reflexivity

As has been pointed out, a study based on an interpretive approach accepts that knowledge is socially constructed and cannot avoid subjectivity between the researcher and the participants, as it is dealing with 'people' (Hennink et al., 2011). I realise that participants may possibly 'reflect their subjective views of their social world' (*ibid.*: 19) and that subjective influences may also arise during the process of data collection and interpretation (Haynes, 2012; Hennink et al., 2011; Tietze, 2012). Therefore, as noted above, the adoption of both *emic* and *etic* perspectives underscores the importance of 'thinking about how our thinking came to be, how a pre-existing understanding is constantly revised in the light of new understandings and how this in turn affects our research' (Haynes, 2012: 73). I have thus borne the process of reflexivity in mind and consistently revisited it during the process of data collection.

As a starting point, the notion of reflexivity 'involves a person's active analysis of past situations, events, products, with the inherent goals of critique and revision for the explicit

purpose of achieving an understanding that can lead to change in thought of behavior' (Danielewicz, 2001: 156). In referring to reflexivity, I am aware of my role as a previous instructor, as a researcher, and as a participant observer in any of those roles or even outside all of them; I may also possess different values or ideologies than my participants. In this study, I was aware not only of reflexivity as a researcher, but also strove to generate reflexivity between me and my participants (Haynes, 2012; Hennink et al., 2011; Steier, 1991; Tietze, 2012). Tietze (2012: 68-69) summarises the importance of reflexivity when researching one's own institution:

the research process is to an extent reversed [...] about making the 'familiar' 'strange'. In doing so, research questions, issues and objectives become entangled in blended identities and relationships within social, emotional and gendered contexts of hierarchy and power. Developing the reflective awareness and ability to address such contexts is part of becoming a researcher and is particularly so in the context of researching one's own organization.

By recognising that the concept of attitude may change depending on teaching contexts (Brown, 2005; Danielewicz, 2001), I also expected to elicit students' and teachers' subtle and covert attitude changes to investigate whether and to what extent their attitudes might shape their identities and affect their behaviours, as 'being reflexive about the self always means looking outward to reconsider one's relation to other people, events, texts, or circumstances' (Danielewicz, 2001: 156).

Although the standards of objectivity and reflexivity have been applied to control and eradicate bias, I must also acknowledge that no research is fully value-free and it is always possible that researchers may influence the process of data collection (Hennink et al., 2011). I adopt the notion that 'any research inference may be placed on a continuum, with each inference representing different shades of participants' and investigators' interpretations of events and phenomena' (Teddlie and Tashakkori, 2009: 288). In summary, reflexivity is understood not only by assuming that researchers are explicitly aware of their 'own values, self identity or ideologies' (Hennink et al., 2011: 20), but also, 'reflexivity is used here to

question knowledge claims and enhance understanding by acknowledging the values and preconceptions the researcher brings to that understanding' (Haynes, 2012: 74).

5.3 Researching Attitudes in Folk Linguistics

I have adopted a direct approach to researching both teachers' and students' language attitudes, largely because of its 'unobtrusiveness, and by the fact that it is the informants themselves who are asked to report their attitudes' (Garrett et al., 2003: 24). I am fully aware that the direct approach has some limitations concerning social bias and researcher hypothesis, but there are two important reasons that I decided against the indirect approach in this research. From one point of view, indirect techniques such as the matched guise technique (MGT), although they try to explore the private attitudes of the respondents, are artificial, because 'a single speaker has been used, so strong is the emphasis on the impression the speaker creates instead of on the speaker's actual behaviour' (Gallois et al., 2007: 597-598); even the adapted version verbal guise technique (VGT) that may include more than one speaker ignores some social factors, such as the nuance of gender, age, or social class. Another danger of adopting MGT or VGT is that the language is produced in an unnatural environment and without any context, and respondents may even be misled to believe that 'they are rating people rather than language' (Jenkins, 2007: 66-67). From another point of view, my research is conducted based on the ELF framework, which pays more attention to naturally occurring language, and neither MGT nor VGT can fit fully into the ELF outlook (see also in Chapter 4 and e.g., Garrett et al., 2003).

Echoing the research of Preston (1996, 2002), Niedzielski and Preston (2003), Lippi-Green (2012), and a recent volume of *AILA Review* (Wilton and Stegu, 2011a), I adopt a folk linguistic perspective to link the study of language attitude with sociolinguistic research to reveal people's beliefs about language use (cf. Jenkins, 2007). The importance of folk understandings of linguistic attitudes has been identified by Niedzielski and Preston (2003: xviii), who report that 'folk linguistic beliefs may help determine the shape of language

itself'. They also point out that 'folk linguistics seeks to discover the overt categories and definitions speakers have of linguistic matters' (ibid.: 44), the considerations of which 'must be made a part of social psychological studies of language attitude' (ibid.: 45). Although a traditional perspective to researching language might pay less attention to a folk perspective, its significance is evident in the domain of applied linguistics: 'with its clear focus on the language-related problems of the non-linguist, needs to take notice of investigations and findings of folk linguistic discourses' (Wilton and Stegu, 2011b: 1).

The notion of 'folk' in folk linguistics refers broadly to 'all persons except academic linguists' (Preston, 2011: 15), while Niedzielski and Preston (2003: 323) also point out that generally, '[e]verybody is a folk'. However, the students in my study have learned English, specifically as a foreign language, at least from high school, and may have gained some definite but relatively basic knowledge of the language. They would not be purely categorised as lay persons in folk linguistics, compared to someone walking on the street, though the use and exposure of the language to them is still largely restricted to the classroom setting. Therefore, students in my study do qualify as folk in this sense, as most of them may have a limited formal understanding of the language.

Regarding another possible and more understandable concern about whether the teachers in my research context can be categorised as fitting into the folk paradigm, I note first that the Chinese university teachers of English in my study may have gained a reasonably advanced understanding of the language and at least some pedagogical theories. However, working from Niedzielski and Preston's description of folk linguistics (2003), Jenkins (2007: 148) argues that such a notion 'is a relative category, defined as non-specialist in relation to particular areas of knowledge and expertise'. While studies based on folk linguistics must also be contextualised (Niedzielski and Preston, 2003), the teachers in my research context are comparable with Jenkins's description, as 'language teachers as a profession tend to hold the same kinds of prescriptive views of correctness and acceptability as the general

population' (Jenkins, 2007: 148). Echoing Preston (2011) and based on my own experience, the priority of nearly all the teacher participants is teaching English rather than anything involving academic linguistics. Moreover, an earlier study I conducted in a similar context (Kunschak and Fang, 2008) revealed that most of the teachers 'still consider some varieties as better or more easily understood, with British English leading the standard count and American English the preference ranking' (ibid.: 8). Therefore, when applying the notion of folk linguistics, I would claim that the English language teachers in this study also fit into the definition of 'folk', as 'only those linguists whose work is at the descriptive end of English can be entirely excluded from "the folk"' (Jenkins, 2007: 149).

In summary, it is crucial to employ various methods to understand accent attitudes from a folk perspective, as Wilton and Stegu (2011b) make clear. In considering the relationship between attitude and behaviour, they also point out that 'research in [...] applied linguistics, aims not only at discovering such attitudes but also investigating their influence on people's behavior and the possibilities of changing attitudes in order to change behavior' (ibid.). By employing a wide range of methods to understand accent attitudes from the folk perspective, I expect to explore university teachers' and students' beliefs and preferences about English accents, and links to their behaviours, to make an impact on language policy and contribute to language pedagogy in China.

5.4 Research Context

5.4.1 English Language Centre (ELC): An Introduction

This research was conducted in a tertiary university located in Southeast China that had served as a grant-supported test case for instruction in English. That university then established initiatives to evaluate that effort and make recommendations. The overall initiative five principles and concepts of English teaching and learning – proficiency, autonomy, sustainability, intercultural competence, and critical thinking have also been

emphasised. There is now a central resource charged with teaching English to the entire campus community of more than 7,000 registered undergraduate and postgraduate students.

The university is comprised of eight disciplines, and all but the medical school are part of my study. This university was chosen as my research context partly because I had worked as an instructor there and was quite familiar with the research context. However, as Holliday (2005: ix) points out that '[o]ne cannot necessarily claim insider understanding of people because they come from one's own community', I realise that my research could not be simply based on my own subjective assumptions but 'should lead to a deeper understanding of the phenomenon of interest' (Teddlie and Tashakkori, 2009: 117). The university has recruited half its language teachers from abroad, so it is a relatively emergent ELF community, because the foreign teachers are not only from inner circle countries like the US, the UK, and Australia, but also from both outer and expanding circle countries, including India, Malaysia, Austria, Brazil, France, Greece, Poland, and Russia. Among the local Chinese teachers, one-third have studied or trained abroad, which offered them more awareness of different English accents¹⁹. Furthermore, many local and foreign teachers have at least master's degree in either English linguistics or TESOL (Teaching English to Speakers of Other Languages), with an increasing number having obtained or now pursuing their doctoral degrees.

Apart from the daily teaching load, the university has also initiated many extracurricular activities, for example, which function as a platform for students and teachers to communicate with each other in a relaxed atmosphere. Breaking through the walls of the classroom, these extracurricular activities, as pivotal components of the programme, offer a lively on-campus English learning environment. The highlight of the programme is an annual festival with oratory, debating and singing contests. From both classroom instructions and extra-curricular activities, I believe that teachers and students at the university have been

¹⁹ Although some foreign teachers only stay for only one year, most of them stay at least two years. Local Chinese teachers remain more stable as most of them take tenure positions.

exposed a sizable number of English accents and have at least some knowledge of ELF as a phenomenon, even if they do not use or understand that specific term. Therefore, I am confident that both teachers and students in this university community have developed a relatively solid understanding of attitudes towards different certain English accents.

5.4.2 Linguistic Profile of the University and Students

Before students enter this university, their English learning experiences are highly comparable, due to the national curriculum for secondary school students and the national university entrance exam (Fang and Yuan, 2011). When students enter university, they are arranged according to their majors to take the English Placement Test in order to be placed in one of the seven levels of the ELC programme²⁰. As English is a compulsory subject in Chinese higher education (see Chapter 3), students have to pass the courses offered and attain at least Level Four before they can obtain their degrees.

The university is a multilingual context, including especially the local dialect where it is situated. A large number of students in this university are from the surrounding province, where three main dialects are spoken. Besides students from the home province, the university recruits students from other provinces of China, which adds to the diversity of regional Chinese accents. Although students may have acquired different Chinese dialects, they can all use Mandarin with high proficiency in daily communications as a lingua franca. Most of the students acquire, learn, or are exposed to different local dialects through channels like the media, education or daily communication, but Mandarin is the national language of China and acts as the lingua franca among Chinese people (Chen, 2007; D. Li, 2006).

Some northern dialects of Mandarin, especially the one from Beijing, are regarded by many

²⁰ The seven levels of the ELC courses are Foundation Level, Level One to Level Four with a focus on basic English skills (listening, speaking, reading and writing), while Level Five concentrates on academic writing. Students who major in Art and Design have their own English courses which are designed to suit their English needs.

as more standard than the Mandarin produced by southerners²¹. The university is located in a province that falls into the ‘sub-standard’ Mandarin category, with noticeable accents traceable from people’s local dialects. This notion has been challenged, of course, as it is an over-simplification to say that Mandarin is the only standard Chinese while other varieties are not (Chen, 2007; Snow, 2008). The key point is that both students and teachers at the university live in a multilingual or multidialectal community, where their choice to use their own L1s (whether Mandarin or another regional Chinese variety) can serve as an assertion of identity (Snow, 2008). Their attitudes towards their L1s may also influence their attitudes towards other languages they learn, especially English (cf. Huguet and Jan  s, 2008).

5.5 Research Instruments

5.5.1 Questionnaire as a Quantitative Instrument

The use of the questionnaire as an instrument to generate quantitative data is employed by researchers as a strategy ‘in which participants use self-report to express their attitudes, beliefs, and feelings toward a topic of interest’ (Teddlie and Tashakkori, 2009: 232). The questionnaire allows the researcher ‘to ask a large number of subtle questions about attitudes to a large number of respondents quickly and easily’ (Gallois et al., 2007: 600) and also ‘allows the investigator to assemble a set of data of each respondent, against a consistent suite of questions’ (Wilson and McClean, 1994: 7). A questionnaire with relatively closed format multiple-choice questions and attitude scaling, as a quantitative approach, aims to investigate and provide a general picture of respondents’ accent attitudes.

Therefore, a questionnaire was administered to university students (see **Appendix 1**, p. 225) and, with the section on learning motivation omitted, to teachers of English, aiming to elicit the attitudes of my respondents from a broad perspective. The questions were based on and adapted from several previous studies by Oller, Hudson, and Liu (1977), Hu (2004, 2005),

²¹ For discussions concerning the linguistic difference in China and the role and acquisition of Mandarin (or *Putonghua*), see, e.g., Chen, (2007); D. Li, (2006).

Jenkins (2007), and Kunschak and Fang (2008). In general, these studies either focus on or partly deal with Chinese students' and teachers' perceptions of and preferences for China English accent, compared with other English accents in either WE or ELF frameworks (see Chapter 4 for more detail).

400 university students ranging from the lower- to higher-intermediate levels of English were chosen to receive the questionnaire. With the help of the class instructors, students were either asked to finish the questionnaire during class in my presence, or after hearing my explanation of the study, they could also finish the questionnaire after class. It took approximately four weeks to administer and return the questionnaires with a final 309 valid samples collected. The questionnaire was originally written in English, with a Chinese translation version of each question (see **Appendix 1**, p. 225). Respondents were told that they could either answer the questionnaire in Chinese or in English, as they preferred. Questionnaires were only considered invalid when there was a gap in the closed-ended answers²², which means that if a student did not provide additional answers to the questions, his or her questionnaire data was still treated as valid.

Apart from the demographic background, the questionnaire includes three main parts: firstly, multiple choice questions about accent beliefs and pronunciation teaching; secondly, statements regarding participants' English learning motivation; and thirdly, accent orientation on a five-point Likert scale. In the first part of the questionnaire, students were encouraged to provide additional comments based on their individual knowledge of and attitudes towards English accents. As there were multiple choice questions related to accent beliefs, additional comments could be helpful for respondents to provide further explanations of their answers. In the second part of the questionnaire, participants were asked to rate several statements related to motivation for language learning and aspects of their own English accents on a

²² For example, some students only finished certain parts of the questionnaire and left some sections in blank. In this case, the questionnaire data was considered as invalid. In cases where students did not fill out one or two of the Likert scale questions and could be traced, they were asked later to finish the questionnaire. In those cases, the data was treated as valid.

five-point Likert scale. Some statements on motivation were included in the Likert scale, because motivation has a close relationship with attitude (Dörnyei, 2003; Gardner and Lambert, 1972). The use of attitude scaling is common to elicit these theme, and the Likert scale is one of the best-known formats for studying language attitudes. Furthermore, the reliability of Likert scales tends to be reasonably good (Oppenheim, 1992), as respondents are placed in a continuum for each statement. Two advantages of employing Likert scales are also cited by Oppenheim (*ibid.*: 200): to provide ‘more precise information about the respondent’s degree of agreement or disagreement’, and to make it possible ‘to include items whose manifest content is not obviously related to the attitude in question, enabling subtler and deeper ramifications of an attitude to be explored’ (*ibid.*). Therefore, this research design aims to identify respondents’ ‘own cognitive, attitude or affective states [...] of the particular construct of interest’ (Richards et al., 2012: 123), and to reflect further on the relationship of their attitudes and identities.

5.5.2 Qualitative Instruments

The questionnaire is a convenient and effective way to explore attitudes from a macro perspective, which gives researchers a general understanding before delving deeper into the specifics of a given study. However, ‘questionnaires have their place as one method, of most value when used in tandem with other methods’ (Gillham, 2000: 1-2), while the risk of using questionnaires to research respondents’ attitudes and beliefs has also been pointed out by Richards et al. (2012). They have warned that ‘some respondents may not rate themselves in a consistent manner’ (*ibid.*: 123) and ‘the questions may suggest to the respondents the goals of the researchers, and thus provoke socially desirable responses that do not accurately reflect the actual attitude’ (*ibid.*). Having realised some limitations of using only a questionnaire as an instrument to study language attitudes (Garrett et al., 2003), I also adopted a qualitative approach. To address students’ accent attitudes and whether their identities are influenced by their attitudes, I employed qualitative methods including face-to-face interviews and focus

groups. With various qualitative methods to triangulate the data, I aimed to minimise any ‘social-desirability bias’ (Garrett et al., 2003: 28) in attitude studies, which occurs when respondents may sometimes answer the questions in a certain way to ‘please’ the researcher. Therefore, as a way of *triangulation* to ‘[a]pproaching the data from different perspectives in order to get a “fix” on them’ (Richards et al., 2012: 350), the qualitative approach was adopted to reinforce and re-orient some earlier assumptions and conclusions by using multiple data collection techniques (Angrosino, 2007; Harklau, 2005).

5.5.2.1 Interview

The interview is a useful means to explore people’s understandings and attitudes towards their own and other English accents, through my active engagement as a researcher. Although interview studies ‘do not reveal as directly as does participant observation the social context in which action is taken and opinions are formed’ (Schutt, 2006: 31), I strove for a high degree of interactivity in the interview, so that I could have the best opportunity ‘to probe understandings and engage interviewees in a dialogue about what they mean by their comments’ (ibid.).

I drew on a constructivist approach (Kvale, 1996) to conduct the in-depth interviews (see **Appendix 2**, p. 230), to ‘see knowledge as constructed in the interview, through collaboration between interviewee and researcher’ (Legard, Keegan and Ward, 2003). The significance of in-depth interviews in an attitudinal study has been pointed out by Gallois et al. (2007: 608), who note that ‘attitudes are only social constructions about people negotiated in the context of talk, and therefore can only be studied by looking at conversational behaviour’. As one of the most common qualitative instruments used in social science, the interview as informal conversation is adopted in my study, which enabled me to listen to the stories of my participants. Seidman (2006: 14) has pointed out that the interview is ‘a powerful way to gain insight into educational and other important social issues through understanding the

experience of the individuals whose lives reflect those issues [...] to make meaning through language'. This instrument is useful for investigating the opinions, attitudes, or emotional concerns of the subjects (Berg and Lune, 2012). The interview, as Kvale (2007: 11) argues, 'is a uniquely sensitive and powerful method for capturing the experiences and lived meanings of the subjects' everyday world' while the 'interviewer encourages the subjects to describe as precisely as possible what they experience and feel, and how they act' (ibid.: 12).

I adopted a series of semi-structured interviews to elicit accent attitudes of my student and teacher participants, as interviews are interactive and in some ways a performance featuring the researcher and the subjects (Kvale, 2007; Ritchie and Lewis, 2003). Echoing Legard et al. (2003), I saw the advantages of using a semi-structured interview to combine structure and flexibility. Being interactive in nature, the interview enabled me to use probing and other techniques to achieve depth of response and to generate new knowledge. A semi-structured interview also allows participants the freedom 'to express their own understanding in their own terms' (Patton, 2002: 348). In terms of the adoption of the semi-structured interview, Berg and Lune (2012: 114) summarise:

The flexibility of the semistructured 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.

Apart from questions related to demographic description and personal English learning experience, the interview questions were designed and developed based on my questionnaire (see Chapter 6) and Jenkins's study (2007) so as to make the questions more consistent and interactive for the interviewees to express their personal points of view. I also used probing to ask follow-up questions for a better understanding of my participants' perspectives and personal stories. The interview questions were piloted to make sure that they flowed well and were clearly understood by the participants.

Regarding the process of participant recruitment, I first gained the permission of class instructors and conducted class observation in three different classes: Voice and Accent Training (VAT), Public Speaking (PS), and ELC Level Three (L3), during which I explained the purpose of my research and sought any volunteers who were willing to participate in interviews. After receiving oral consent to participate, I then sent out emails to express my gratitude and confirm students' participation and arrange times for interviews. In the end, nine students in total from the classes were recruited for interview. During the semester, I carried out interviews with these students in parallel with the class observation. The interviews were conducted either in the language centre facility or in library seminar rooms, where a relaxed environment was available with minimal outside interruption. I carried out two rounds of interviews with VAT student participants, with the first early in the semester (mid-March) and the second near the end of the semester but before the final assessment (mid-May), to see whether their attitudes may have changed from taking the course (Garrett, 2010).

I conducted all the interviews in Mandarin so as to let my participants feel more comfortable, especially the student participants²³. During the interview process, students had a chance to share their opinions of English accents, during which they also referred to their class experiences and shared their ideas in a reflexive way. The interviews were recorded after gaining permission from the participants. I explained my research and promised that I would not share any of the data with people who were not involved with the study, especially their class instructors, to ensure that all the interviews could be conducted in a relatively relaxing environment and interviewees could express themselves as freely as possible. I only stopped the recording when the interview reached an end with all the questions answered. When some participants felt that they would share more of their stories and thoughts with me, I again

²³ Some students said that they were more comfortable being interviewed in the language that they were more familiar with. This was also noted by one teacher participant – she made sure that the interview could be conducted in Mandarin before she agreed to participate.

asked if they were willing to be recorded. If they felt any concern, I decided to stop recording but took some notes in my fieldwork notebook and later transferred a record of my field note into the NVivo database software. Each interview lasted between thirty and fifty minutes.

As for the teachers, I first joined a staff meeting and explained my research purpose before the semester. By contacting them either face-to-face or through email, I was then able to recruit a total number of twelve participants (one teacher contacted me and volunteered to participate after she heard about my project later during the period of her pilot study for her own doctoral project), who were aged between twenty-seven and sixty at the time of my data collection, with teaching experience ranging from as little as one to more than twenty years (see Chapter 7 for a demographic background of the respondents). These participants had all obtained a master's degree in linguistics, education, or English language teaching in China and abroad. All teacher participants agreed to take part after having the research purpose explained. The interviews were all conducted in the language centre with the same interview procedure as the student participants. Each teacher interview lasted approximately thirty to fifty minutes.

5.5.2.2 Focus Group Discussion

Focus group (FG) discussions are more participant-oriented than interviews and should be more interactive and spontaneous, functioning as 'a tool for exploring peoples' views or perceptions of, attitudes towards, and experiences of particular areas in life' (Hydén and Bülöw, 2003: 306). They 'may also be analysed to learn more about how attitudes and opinions are created and sustained through interaction with others' (ibid.: 306-307). The term FG refers to a group of people 'convened for research purposes that relies for data on the discussion generated between participants' (Barbour, 2007: 156). The use of FG as an instrument in my study refers to 'FG discussion' rather than 'FG interview', as the participants in my research spoke with each other, listened and reflected on what was

discussed, and made comments, asked questions, and generated, recalled and refined different perspectives (Barbour, 2007; Finch and Lewis, 2003; Flick, 2009; Hennink, 2007). FG discussions, on the one hand, ‘correspond to the way in which opinions are produced, expressed, and exchanged’ (Flick, 2009: 197). As with the interview, I take the point that knowledge, meanings, and responses arising from the FG are ‘socially constructed rather than individually created’ (Berg and Lune, 2012: 173).

Although the interview is treated as an interactive way of collecting data, the method may restrict an interaction between the researcher and an individual participant, while the FG allows a group of participants to interact among themselves and the researcher ‘to observe interactions and discussions among informants’ (Berg and Lune, 2012: 166). The nature of a FG is the group dynamic (Berg and Lune, 2012; Hennink, 2007; Smithson, 2008), as the nature of the group context allows the researcher ‘to delve into that diversity – to get the group to engage with it, explore the dimensions of difference, explain it, look at its causes and consequences’ (Finch and Lewis, 2003: 188).

FGs may be argued to discourage individuals from speaking out in front of other group members (Cohen, Manion and Morrison, 2011), out of concern that people may not be willing to share their ideas or will want to hide some honest thoughts from their colleagues. However, Barbour (2007: 18) lists several studies that adopt this instrument to uncover sensitive topics. Wilkinson (2004: 180) also points out that the FG is ‘well suited to exploring “sensitive” topics’. Taking it a step further, I anticipated that in an interactive environment the diverse views of participants could be elicited by careful moderation. For instance, ‘group think’ (Cohen et al., 2011: 432) can be controlled or even avoided by using strategies such as probing for diverse views to seek subtle differences, even if participants tend to agree with each other or at least want to. The deference effect, which means that participants tend to agree with the viewpoints expressed by the moderator, can also be fully controlled (Hennink, 2007). By recognising the nature of FG research, I strove to ‘bring forth different viewpoints’

(Kvale, 2007: 72) on the issues of attitude and identity in an ELF framework. The FG also has advantages ‘for exploratory studies in a new domain since the lively collective interaction may bring forth more spontaneous expressive and emotional views than an individual, often more cognitive interviews’ (ibid.).

In terms of FG in my study, I referred to my interview questions and developed a brief FG guide (see **Appendix 3**, p. 233). I opted for a semi-structured FG to allow the respondents to lead the discussion while I, as the moderator, could probe to explore answers in more depth and control the balance of individual contributions. I thus worked to ‘create a reflective environment in which the group can take an issue, approach it as they choose and explore it fully’ (Finch and Lewis, 2003: 185). Students who were interviewed formed two FGs (one student did not join the FG for personal reasons). The student FGs were conducted in the library seminar room, with one lasting 45 minutes and the other an hour. As to the teacher participants, those who took part in face-to-face interviews were also formed into two different FGs (one teacher could not join the FG for personal reasons). The teacher FGs were conducted in library seminar room and the teachers’ lounge, with one lasting around one hour and the other one hour and forty minutes. As with the interviews, the FGs were conducted in Mandarin. In parallel with the interviews, I strove to uncover and investigate any subtleties of attitude changes or different perspectives among the participants.

5.6 Validity and Legitimation

Although the term validity was originally introduced to refer to quantitative research (Dörnyei, 2007), the concept is now also used for qualitative methods (Onwuegbrize and Johnson, 2006). The term validity ‘is traditionally understood to refer to the “correctness” or “precision” of a research reading’ (Lewis and Ritchie, 2003: 273). To ensure the ‘meaningfulness’ of the research, validity should be carefully controlled. Internal validity is measured by the researcher during the process of questionnaire design and the reinforcement of the research questions. External validity demands selecting a representative group and to

minimising any threat that may undermine the validity (Cohen et al., 2011; Dörnyei, 2007; Lewis and Ritchie, 2003). For example, in terms of the quantitative questionnaire, I used ‘cluster sampling’ (Dörnyei, 2007) to select students who were at the lower-intermediate to higher-intermediate levels at the university to ensure the representativeness of the data for certain generalisation purposes. When students were asked to answer the questionnaires, they were given explanations of the research background, and reasons why they were asked to participate. I also explained my research and promised that all their personal information and data would remain confidential to ensure that the participants understood my research purpose and guarantee a high response rate and to minimise any ‘unintended factors, circumstances, flaws or events that [could] invalidate the results’ (Dörnyei, 2007: 53).

As a mixed-methods design, this study ‘offers a potentially more comprehensive means of legitimizing findings’ (Dörnyei, 2007: 62). In a mixed-methods study, validity is equivalent to legitimation (Onwuegbazie and Johnson, 2006). Dörnyei (2007: 45) has pointed out that mixed-methods research ‘has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings’. Qualitative data, as a way of triangulation, aims to reduce systematic biases such as ‘social-desirability bias’ (Garrett et al., 2003: 28) in attitudinal research so as to corroborate the validity of the quantitative data. An interpretive approach was adopted to collect the qualitative data, which recognises the subjectivity of both researcher and respondents and the situatedness and dynamic of the research. While total validity or reliability can only be an aspiration, it is a necessarily valuable goal, and I have taken all reasonable steps to assure it (Dörnyei, 2007; Lewis and Ritchie, 2003; Teddlie and Tashakkori, 2009).

The nature of attitude research also creates a difficulty in assessing validity (Oppenheim, 1992). The validity of the qualitative study of my research, based on multiple data collection techniques and the recognition of reflexivity, is carefully controlled. For example, with my own participation and participants’ active involvement during the process of data collection, I

strove to ensure the validity of qualitative data. I also sent interview transcripts to all the participants to ensure that I did not misunderstand their intended meanings of my participants, as a way of ‘peer-checking’; I also asked follow-up questions when I found an ambiguity in the interview or FG data. All these steps enhance the validity of the qualitative data. Additionally, a pilot study was conducted before collecting the data in the main research to test the validity of the methods and enhance the reliability of the research.

5.7 Pilot Study

The questionnaire was piloted with Chinese students who were studying in UK universities during summer 2012. In general, respondents in the pilot study approved the clarity and logic of the design of the questionnaire and provided some feedback after they filled in the questionnaire. For example, in the question ‘What kind of English accent would you like to aspire to’, one respondent pointed out that she wanted to ‘correct’ her English accent, but did not really want to sound like an NSE. Therefore, another open option that reads ‘Others, please specify’ was added, which proved useful in the main study. Some respondents also suggested using ticks (√) instead of crosses (×) in the rating scales, as Chinese people are more used to tick to complete a response. I therefore revised the questionnaire carefully, based on comments from the pilot, including wording, style, and some ambiguity that might have hindered understanding; I strove for clearer wording and a better flow to suit to the university context for the student respondents.

Before I conducted the interviews in the main study, I piloted them with both teachers and students in order to review the question design. Two English teachers who were visiting scholars and two Chinese university students who were studying in the UK were chosen as participants to conduct the pilot interviews. During the process, I learned not only to avoid asking leading questions, but also received some valuable comments from the interviewees. Among the teachers, one participant pointed out that I might need to recruit teachers of different age groups because they might have different experiences in terms of their language

learning and teaching, which could generate some diverse and rich data when talking about accent attitudes. Another teacher participant suggested that I might also be interested in looking at teachers' own and other people's expectations of their accents and suggested including some aspects such as fluency and accuracy into the interview. As these two concepts were not the main focus of this research, I decided to add only one question concerning the concept of accent expectation to the teacher interviews and FGs. After revising the interview and FG questions, I was confident that they could be understood clearly and answered well by the participants to elicit their accent attitudes from a more thorough perspective.

5.8 Research Ethics

Ethics and integrity are key issues in conducting any research (Cohen et al., 2011; Israel and Hay, 2006). As my study deals with human participants, I knew that I had to obtain ethical approval from the university. Before I conducted my pilot study, I submitted an ethics checklist, risk assessment form, participant information sheet, participant consent form, and the research protocol to the Ethics and Research Governance Online (ERGO) system of the University of Southampton and obtained approval from my supervisors. The research was then approved by the committee and the Research Governance Office (RGO) of the university, before I obtained a formal letter of insurance and sponsorship to start my data collection.

There are three levels in a typology of ethical issues that should be considered before conducting a formal study (Kimmel, 1988: 36-40): 'social research and the individual research participants, social research and society, and social research and scientific knowledge'. Even though I had decided to collect the data from a university where I had previously worked, I asked for permission from the director of language centre before I contacted teachers and students as possible participants. Before I collected my data, the aim and purpose of the research were explained clearly to the participants, who received

information sheets and the participant consent forms (see **Appendix 4**, p. 234). Any data, including hard copies and audio recordings that may identify an individual were kept confidential and would never be shared with anyone not related to my research. All participants were entirely free to take part or to not to take part in the research. As I explained to possible participants, the risk of participating was minimal as safeguards were in place to minimise the risk of breaches of confidentiality. When reporting data, pseudonyms were used without fail. In summary, concerning ethical issues, participants' privacy, their right to take part or withdraw, and confidentiality were all taken into account before the process of data collection began.

5.9 Methodological Limitations

Of course, neither any study nor a research methodology is perfect. Although I explore in greater detail the limitations of my research at the end of the thesis, I present three methodological limitations of my research design here.

First, as an attitudinal study based on an interpretive approach, although validity can be controlled, unconscious and more covert attitudes may remain unexplored, at least to some degree. The subtlety and nature of language attitude research also make reliability somewhat difficult to measure (Garrett et al., 2003; Oppenheim, 1992; Shipman, 1997). The second methodological limitation concerns the sample. In a case study, 'there are limits to how far we can generalize our findings' (Berg and Lune, 2012: 341). In this research, I collected data from a university where I had worked, and realise that it would be more representative if a wider sample selection could have been achieved from more Chinese universities in different regions. The last issue, which is connected with the second one, concerns the methods of data analysis. As a case study focusing more on qualitative interpretive discourse, with a sample collected at only one university, it cannot be generalised to represent the population of Chinese university teachers and students, as the situation of ELT in China varied and complex (see Chapter 3), although it could resonate to different degrees with people in similar contexts

(Richards, 2003). The issue of generalisation is another methodological limitation of the research.

5.10 Summary

This study provides a novel effort at exploring accent attitudes in relation to identity in the Chinese context. The use of interviews and FGs with both students and teachers was flexible enough to allow both the research subjects and me as the researcher to interact in a relaxed environment. Through this method, I strove to make participants feel empowered and more willing to share their opinions with me; I had never met any of the student participants and half the teacher participants before conducting the study, so I was more of an outsider than an insider to most of these participants. As knowledge is generated through discourse (Kvale, 2007; Kvale and Brinkmann, 2009), using interviews and FGs was not only appropriate but also an effective approach to elicit both salient and subtle accent attitudes of my participants.

Echoing Jenkins's study (2007)²⁴, in which she aims to 'understand the situation from the participants' perspective and, in the process, to gain insights into the reasons for their attitudes, beliefs, aspirations, and identifications, and any areas of conflict' (ibid.: 208), I posit a similar research objective within a Chinese higher education context. Furthermore, through both questionnaires and a series of interviews and FGs conducted with the participants, this research aims to investigate to what extent university students and teachers have any accent stigmatisation or if there were any changes in their attitudes towards English accents after participating in this research. It also aims to see how participants position themselves with the phenomenon of globalisation, and 'how they see themselves and they want to see themselves in English' (Jenkins, 2007: 198).

With a mixed-methods research design that draws on some ethnographic techniques and

²⁴ Although Jenkins in her 2007 study regards attitude as a more fixed concept, her new study concerning international universities and English Medium Instruction (2014) revises the concept and takes the step of viewing attitude as more fluid and ongoing.

combines both quantitative and qualitative data, I strove to discover and describe the complex picture of language attitude study. Linking to the issue of identity, I also aspired to shed more light on the intricacies and subtleties of attitudes and behaviours of the participants in my research context. I conclude this chapter by quoting Garrett et al. (2003: 228):

Although language attitudes research tends to be construed within sociolinguistics as a discrete, banded and even dogmatic methodology, linked to specific analytic objectives of showing the status and social attractiveness of prototypical speakers, [...] [l]anguage attitudes research can develop with a richly differentiated set of techniques and perspectives able to fill out our understanding of the complex subjective worlds in which sociolinguistic varieties exist.

Chapter Six: Questionnaire Data Analysis

6.1 Introduction

This research, first designed as a questionnaire, focuses on accent attitudes and framing within an ELF paradigm, in order to investigate the accent preferences of Chinese university students in relation to their motivations and identity of learning English (see **Appendix 1**, p. 225). A questionnaire format was necessary in order to understand students' accent attitudes from a broad perspective before exploring more subtle and complex attitudes in relation to identity. Concerning teacher participants, although I also administered the questionnaire to them, I did not analyse the questionnaire data, mainly because that it is only a starting point for me to understand teachers' accent attitudes for further qualitative research. Since this research included fewer teacher participants than student participants, a questionnaire was administered in order to frame follow-up questions during interviews and focus groups (FG) (see Chapter 7).

In this chapter, I will provide a general description for the research procedure and then elaborate on the findings retrieved via questionnaire including quantitative data of closed-ended questions and qualitative data provided by participants. To conclude, this chapter summarises typical features of the findings and presents concluding remarks related to the questionnaire.

6.2 Methods and Framework for Data Analysis

I used 'descriptive statistics' (Dörnyei, 2007) to analyse my quantitative questionnaire data. By adopting this method, I aimed to measure the frequency of each answer and tabulated the data using figures to illustrate the frequency distribution, as this form of analysis helps 'summarize findings by describing general tendencies in the data and the overall spread of the scores' (ibid.: 213). For statements concerning English learning motivation and accent orientation, a scale of 1 to 5 was used, with 1= strongly disagree, 3= neither agree or disagree

and 5= strongly agree. These numbers, which refer to the degree on a pro-con dimension (Oppenheim, 1992), were entered by the researcher.

In terms of further comments of the respondents, I adopted ‘content analysis’ (Dörnyei, 2007; Neuendorf, 2002; Schreier, 2012) or ‘summative content analysis’ (Hsieh and Shannon, 2005) ‘to explore the deeper meanings so as to add interpretive depth and breadth to the analysis’ (Jenkins, 2014: 128). This form of analysis ‘ferrets out a text’s subtler meanings’ (Ahuvia, 2001: 141) to tackle ‘the *deep structural* meaning conveyed by the message’ (Berg and Lune, 2012: 355, emphasis in original). By adopting content analysis, the ‘analysis of the patterns leads to an interpretation of the contextual meaning of specific terms or content’ (Hsieh and Shannon, 2005: 1286). Therefore, comments made by the respondents can be analysed in an interpretive way for the purpose of ‘underlying deeper meaning of the data’ (Dörnyei, 2007: 246).

In terms of data analysis, I entered data into the *iSurvey* online questionnaire generation system designed by the University of Southampton. By using this online system, statistics can be counted automatically to help the process of data analysis. In terms of qualitative analysis, all comments were initially manually coded, by first searching the frequency of the identified words (Hsieh and Shannon, 2005; Rapport, 2010; Schreier, 2012). The relevant key words were then categorised into recurrent concepts mentioned by the respondents, such as ‘standard or good English’, ‘native English accents’ (especially UK and US accents), ‘China English accent’ (including their own) and ‘accents for communication purposes’. All qualitative data were then transferred into NVivo10 software to help reflect, confirm and re-categorise manual coding. The software helped to check and search similar themes mentioned frequently in different questions and was beneficial in filtering and selecting representative comments.

After inputting the data, I re-read all the qualitative comments and performed a second-level

coding, grouping the codes thematically (see **Appendix 5**, p. 237 for a sample of themes coded). As all the comments are directly related to my questionnaire, I found very few codes that were data-driven compared to my qualitative data, which will be discussed in the following chapters. By using descriptive statistics method to combine qualitative latent content analysis, this research aims to ‘create a series of tally sheets to determine specific frequencies of relevant categories’ (Berg and Lune, 2012: 355) and also focuses on data depth and richness to ‘examine ideological mind-sets, themes, topics, symbols, and similar phenomena, while grounding such examinations in the data’ (ibid.).

6.3 Questionnaire Data Analysis

6.3.1 Demographic Data

Before moving on to the main data analysis, the demographic data of the participants will be presented. They are included here to show that variables are considered during questionnaire distribution. The majority of respondents ranged from 18 to 22 years old (N= 303), with an acceptable balance of gender (141 males and 168 females). The majority of students began learning English at primary school (N= 220). Answers concerning students’ first language/dialect indicated that students from various regions of China were chosen, and students from all the seven departments were included in this research (see Chapter 5 for more detail). This reflects a reasonable diversity in the university population and represents regional differences in this study.

6.3.2 Beliefs of English Accents and Pronunciation Teaching

This section introduces the findings of the first part of the questionnaire related to students’ beliefs of English accents and pronunciation teaching²⁵. The first part of the questionnaire includes multiple choice questions that are divided into three categories: beliefs of English accents, beliefs of students’ own accents, and orientations towards pronunciation teaching.

²⁵ To see the reasons why I focus on accents and pronunciation teaching in my study, see my discussion in Chapter 4.

6.3.2.1 Beliefs of English Accents (Q1, Q2 and Q5)

Research findings gathered from questions 1, 2 and 5 are comparable with a study conducted by Jenkins (2007). Although more than half of the respondents either had no idea or argued that there is no better accent (N= 162, 52.4%), the other half of the respondents still believed that certain accents (mostly UK and US accents) are preferable (N= 147, 47.6%) (cf. Jenkins, 2007: 156-162). The following comments are from respondents who believed that accents should not be judged²⁶:

- Accent is influenced by personal culture or environment. Each accent represents the characteristics of different mother tongues.
- I think language is a kind of national cultural heritage.
- I think there were no standard English. If people think that some English accents are better because they are used to the accent (originally in English).
- Accent is due to the difference in regional cultures and pronunciation habits. English accents are like Chinese regional dialects, so there is no better accent.
- The reason why a language can disseminate widely is because it has been integrated into the culture of the people and nation. The languages people speak cannot be judged as better or worse, as they are only regional and cultural differences.

When judging the reasons why UK and US accents²⁷ are preferred, some common themes that emerged are history, formality and popularity. The form of English spoken in the British Isles is regarded as the origin of the English language. Therefore, UK accents have been considered as ‘formal’ and ‘authentic’, while US accents today are more ‘popular’, probably due to the political and economic power of the US (Crystal, 2003), the influence of mass media and ‘the relative proximity of the United States to China’ (Hu, 2004: 30). For the majority of respondents, a normative perspective is still quite entrenched in their minds as they still judge native accents more positively. For example, one respondent said, ‘I think history is an important factor, so UK and US accents are more authentic in this aspect’, and

²⁶ I use the original comments written in English but translate those originally written in Chinese.

²⁷ It can be claimed that, for the respondents of this research at least, UK (or British) accents would refer to Received Pronunciation (RP), the ‘standard’ accent in the UK. US (or American) accents refer to ‘standard’ North American accents.

another respondent claimed that those who speak ‘pure British English sounds like an aristocrat’.

Another typical theme that emerged from this question concerned the level of ‘intelligibility’ of certain accents, which in turn leads to Q2. From Q1 it can be found that some respondents equated a better accent with a higher level of intelligibility. Additionally, UK and US accents were regarded as standard accents and, therefore, easy to understand. In general, accents that seem more ‘comfortable’, ‘beautiful’, or ‘standard’ are preferred by a large number of respondents. The findings of Q2 showed that more than two-thirds of the students believed that certain accents are easier to understand. Still, it seemed that UK and US accents were regarded as easier to understand than other accents. It comes with no surprise that one reason these accents were considered easier on the ears relates to their level of ‘familiarity’, which was another key factor in determining whether or not an accent is intelligible. One-third of the respondents clearly indicated that both standard UK and US English accents can be easily understood because they had learned these accents when they began learning English. However, interestingly, from those who provided additional comments, seven respondents pointed out that the China English accent is easier for them in terms of listening. Only one respondent believed that an accent that is close to ‘international English’ would be easier to understand, but the respondent did not elaborate on what ‘international English’ means to them.

From Q1 and Q2, we can see that in terms of NE accents, UK and US English accents were frequently considered to have high intelligibility. One respondent pointed out that she often watched American TV series, so she was used to US English accents, while she was not used to Australian English accents. Apart from the NE accents, respondents also mentioned other English accents in their additional comments, but generally, most respondents had a negative perception of the NNE accents. Indian and Japanese English accents were the most frequently mentioned as being hard to understand and not pleasing to the ears. Other English accents,

including Singaporean English accents, were argued as not suitable for teaching, while Korean accents were regarded as unintelligible by two respondents.

Although respondents strongly favoured NE accents, or at least to some extent they were considered easier to understand, some respondents had the opposite view in terms of their intelligibility. For example:

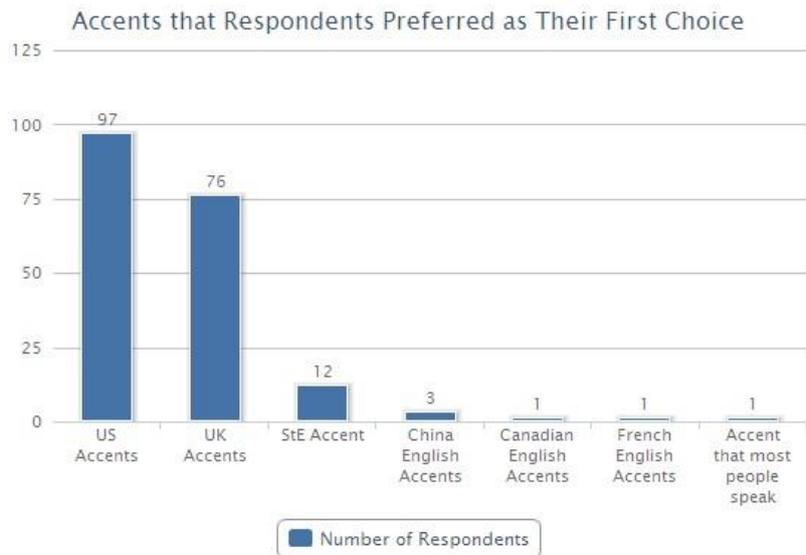
- Because some native English accents are hard for me to listen and know the meaning (originally in English).
- When I watched British TV series and BBC talk show, as well as watching American TV series and listening to the radio, sometimes UK accents are more likely to cause some understanding problems.
- Some senior American people speak very ‘muddy’, which totally cannot be understood.

It is possible that when students have more contact and exposure to additional English accents, especially the regional varieties of NE accents, they may change their opinions about the NE accents being preferable. However, at the time of the study, the majority of respondents still favour UK and US accents, which is also evident in their responses to Q5.

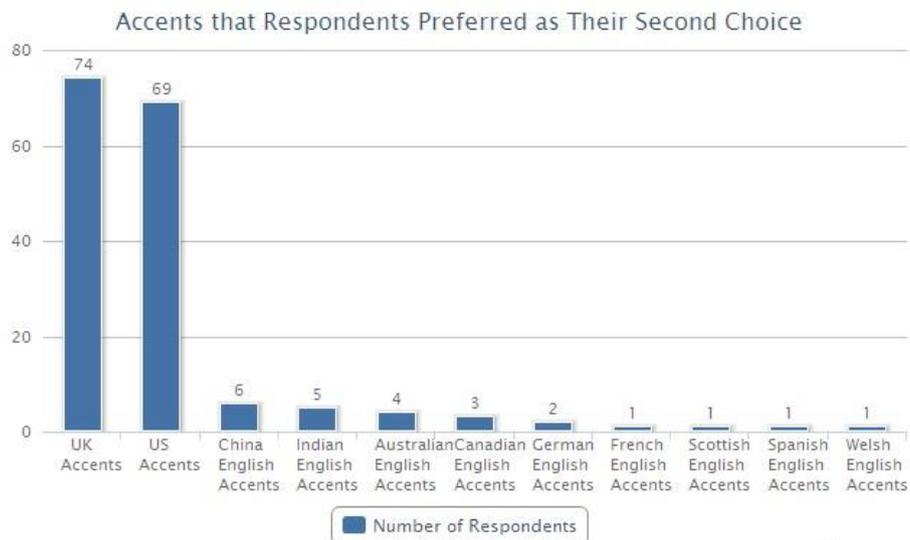
From those respondents who said that they had particular accents they liked and provided answers (N= 193²⁸, 62.4%), 97 respondents (50.2%) favoured US accents (one respondent mentioned California accents specifically), and 78 respondents (40.4%) favoured UK accents (three respondents mentioned London accents specifically). The standard English accent (presumably an idealised native accent) was also mentioned as favourable by 12 respondents (6.2%). Canadian English accents and French English accents were each mentioned by one respondent. China English accent were mentioned by three respondents as their first preference (two specifically mentioned regional accents spoken in the Guangdong province and Hong Kong). Another respondent said that she would prefer an accent that ‘most people speak’, but it is not easy to decipher what she meant by this statement (see Figure 6.1). In terms of their second favourite accent, UK and US accents were still quite dominant in

²⁸ One respondent did not provide answers despite selecting ‘I have some particular English accents that I like’.

students' answers, with UK accents mentioned 74 times (two mentioned London accent) and US accents mentioned 69 times. However, other accents, such as Australian (N= 4), Canadian (N= 2), Chinese (N= 2), French (N= 1), German (N= 2), Indian (N= 5), Scottish (N= 1), Spanish (N= 1) and Welsh (N= 1)²⁹ accents were all mentioned as the second preferred accents of respondents (see Figure 6.2).



(Fig 6.1: Accents that Respondents Preferred as Their First Choice)



(Fig 6.2: Accents that Respondents Preferred as Their Second Choice)

²⁹ Scottish and Welsh accents were not included in UK accents here, as the respondents had presumably equated UK accents as RP or the 'standard' British accent.

To summarise, we can see that UK and US accents still reside at the top of the pyramid (cf. Lippi-Green, 2012; Moyer, 2013). Although some students believe that there is no better accent, they have their preferred accent (as shown in the interview data, see Chapter 7 for more detail). The issue of ‘familiarity’ was a significant criterion for students when they were asked to choose an easier accent. Apart from UK and US accents, some other English accents were known and specified as ‘easy’ by a few respondents.

6.3.2.2 Beliefs of Students’ Own Accents (Q3, Q4 and Q6)

Respondents were also asked to evaluate their own English accents. In Q3, they were asked to describe their own English accents. In Q4, they were asked to evaluate their own accents, while in Q6, they were asked what kind of English accent(s) they aspired to speak.

After coding respondents’ own descriptions, it was not surprising to find that a majority of the students did not feel satisfied with their English accents. Some similar descriptions that respondents provided include: ‘China English accent’ (Chinglish’, ‘Chinese style’), ‘flat’, ‘inaccurate’, ‘not fluent’, ‘not standard’, ‘poor’, ‘serious accent’, ‘unclear’, ‘unintelligible’ (‘hard to understand’), and ‘unnatural’. Some were even more negative in their descriptions, using words such as ‘awful’, ‘messy’ and ‘ugly’. On the other hand, some respondents were quite neutral towards their accents, and indicated that their accents were as follows: ‘normal’, ‘not bad’, ‘not standard but can be understood’ (‘non-standard but clear’) and ‘so-so’. Only a few of the respondents provided positive descriptions of their own accents, including: ‘accurate’ (‘correct’), ‘clear’, ‘comfortable’, ‘good’, ‘fluent’, ‘pleasant’, and even ‘standard’. Two respondents seemed more satisfied with their English accents and wrote ‘wonderful’, and ‘clear, powerful’.

Some respondents judged their own English accents in comparison with NE accents, such as ‘kind of American’, ‘close to British accents’, ‘a mixture of China English and American

English accent’, ‘Chinese, little American (accents)’, ‘Chinese and imitating American accents’, ‘a non-American non-British accent’, and ‘a mixture of American and British accents’. All these responses indicated that students would feel more satisfied if they could sound closer to UK and US accents, which might be considered their target accents.

This leads to the next question concerning students’ own evaluation of their English accents. From Table 6.1 below, we find that more than 70% of the respondents felt unsatisfied with their English accents, as most of the respondents were aiming to sound like a NSE. As respondents believed that they were learning English as a foreign language and simply viewed themselves as language learners rather than language users, it is understandable that they did not feel satisfied with their English accents (cf. Zheng, 2013). Some respondents believed that in order to make others understand them, they should strive to make their pronunciation more ‘standard’ or ‘native-like’. From the comments below, we can see some clues concerning students’ perceptions:

- Because I prefer to have a standard English accent (originally in English).
- Some pronunciations and intonations are different from native speakers of English. It is not authentic enough.
- I need to improve my oral English so that I can speak like a native speaker. But at present I’m not good enough (originally in English).

Table 6.1. Respondents’ Self-evaluation of English Accents and their Aspired Accent

Evaluation	Response Count (%)	Accents to Aspire to	Response Count (%)
Not Satisfied at all	34 (11.0%)	Sound like a NSE	245 (79.3%)
Not Very Satisfied	186 (60.2%)	Keep my own English accent	33 (10.7%)
Uncertain	36 (11.6%)	I do not care about my English pronunciation	3 (0.9%)
Satisfied	49 (15.9%)	Others	28 (9.1%)
Very Satisfied	4 (1.3%)		

The influence of respondents’ own local L1s or local Chinese accents into their English was considered as a negative aspect of their accent. Some respondents believed that it is negative

to have a Chinese accent when speaking English, which led to another debate and struggle over whether CE can be regarded as a variety of English (see Chapter 3). From the comments, it seemed that two concepts had been entrenched when students judged their own English accents – the superiority of standard English accents (or NE accents) and the importance of intelligibility. Respondents felt satisfied with their own accents because they believed either that they could be understood during communication, or that they spoke with a ‘standard’ accent. For example, some comments were as follows:

- Does no matter when communicating with Chinese or foreign people, my accent does not impede their understanding.
- I feel comfortable when I listen to my own English accent, while I can also communicate without any difficulty.
- When a word is pronounced, it is close to ‘standard English’.
- I think my accent is easy for others to understand (originally in English).
- Having communicated with people from around the world, I think my accent can make listeners feel comfortable without strong accents (originally in English).

However, some respondents did possess a different view, as Jenkins (2014: 140) states, ‘non-conforming positions’, to ‘see differences from native English as legitimate English forms rather than errors’ (ibid.: 151). For example, as compared to a response that ‘it is easily to be recognized that I’m a Chinese’ (unsatisfied, originally in English), one respondent regarded this issue from the other perspective, stating that ‘I’m a Chinese. I can’t speak as a native but I don’t feel ashamed of’ (satisfied, originally in English). These two comments reflect how different respondents viewed their English accents with different perspectives, and how they projected their identities differently. Another respondent, who also felt satisfied with her English accent, said the following:

Although my parents did not speak English to me when I was small, I always listened to English songs and learned through this process. My pronunciation was then becoming more accurate, though I do not sound like native speaker of English.

This is comparable to Jenkins's study (2007, 2014), in that similar responses were rare. If moving to Q6, as shown in Table 6.1 above, most of the respondents still aimed to sound like a NSE, which is not a surprising finding, as few respondents said they would be happy to keep their own English accents; only three respondents did not care about their pronunciation. Further, 28 of the respondents had their own comments about the accents they aspired to achieve. The majority of the comments focused overwhelmingly on intelligibility, from which we find that the purpose of clear pronunciation in order to facilitate communication was an overarching concern. Some respondents hoped that they could have an accent with their own style. Typical comments include:

- To aim for other people to understand me, while I can also understand the accents of other people. It is normal to have a China accent of English, as a Chinese, as long as it does not impede communication.
- To focus on the basic elements of pronunciation, and speak with an accent that can be understood. It is not really necessary to sound the same as a native speaker of English.
- I want to create my own style which can make people understood well and feel comfortable (originally in English).
- An accent that is able to communicate worldwide and will not be edged out.

To conclude, the findings from Q3, Q4 and Q6 show that many respondents did not feel happy about their English accents and strive to sound as native-like as possible. These students also viewed themselves as language learners rather than language users (cf. Kuteeva, 2014; Zheng, 2013). China English accent were frequently viewed negatively. However, we also find that the notion of 'communication efficiency' in ELF communication (Cogo and Dewey, 2006; Mauranen, 2012; Murray, 2012) was emphasised by a large number of respondents apart from the entrenchment of the NE accents.

6.3.2.3 Accents to be Taught (Q7)

In this question, which concerns accent or pronunciation teaching, respondents could choose more than one answer. Not surprisingly, the majority of students felt that they should be taught a standard English accent. Other options were also chosen by a few respondents (see

Table 6.2). Some students chose the option ‘others’ and provided their thoughts concerning this question:

- I do not think that accent is so important, but people should speak clearly to let others know what they are talking about.
- I think that we can have exposure to more English accents to enable us to distinguish different words pronounced by different English accents.
- Through accents learning, we should communicate with other people in a better way.
- As long as the accent can be understood and is close to NE accents.

Table 6.2. English Accent(s) Should be taught to Chinese Students

Options	Response Count
Standard English accent (British, American, Australian)	275
China English accent	26
The English accent(s) the teacher is familiar with	26
A mix of native and non-native English accent	14
Only native English accents	10
Others	5

From these numbers, it is not difficult to see that so-called standard English was overwhelmingly preferred as the target for language teaching and learning. To a larger extent, these responses also reflect the current situation of ELT in China. The findings in this section resonate with the results of Zheng’s recent study (2013: 357), from which she points out that

multiple factors of the Chinese learners’ pedagogical context (i.e., examinations and teachers’ requirements) which invariably stress conformity to correctness compel them to form the Ought-to L2 Self as ENL learners with the goal of learning as acquiring NS norms and approximating the NS standard.

This also leads to the study of English learning motivation, which is further covered in my questionnaire.

6.3.3 English Learning Motivation

As discussed in Chapter 4, attitudes is a major motivating factor in terms of L2 learning. The section concerning motivation is regarded as a sub-theme in relation to research on attitude,

in order to understand the various motivations influencing students' attitudes towards English in the ELF framework. Therefore, some statements related to language learning motivation were included in this questionnaire using a 1 to 5 rating system. On this scale, 1 represents 'not important at all', while 5 is at the opposite of the continuum and represents 'very important' (not important at all | 1 | 2 | 3 | 4 | 5 very important). The adoption of the Likert scale in this section, aims to tackle how respondents regard language learning motivation themselves, in order to further elicit their attitude orientations in this study. Under the fluid and dynamic nature of the ELF framework, I investigate the notion of students' motivation of English learning in order to gauge what motivations students maintain in regard to learning English. That is to say, the section related to motivation aims to tackle whether students possess a rather simple motivation, or if they possess more complex motivations and attitudes while learning English (see Chapter 4 for more detail). Table 6.3 below displays the overall means and standard deviation of this query in order to see the actual display of the statistics to investigate whether the respondents tended to possess similar understandings of each statement.

Table 6.3. Means for the Evaluation of Language Learning Motivation

	Mean	StD
S1. English is a required subject and I have to learn it.	3.86	1.285
S2. I learn English because I like it and enjoy learning it myself.	3.34	1.158
S3. I learn English in order to be an 'educated' person.	2.76	1.231
S4. I learn English in order to pursue higher education abroad.	3.21	1.331
S5. I learn English in order to meet people from English speaking countries.	3.09	1.221
S6. I learn English in order to meet people from around the world.	3.49	1.265
S7. I learn English in order to find a good and a higher paying job in the future.	3.80	1.087
S8. I learn English so as to catch up with economic and IT developments.	4.11	1.032

I would tentatively categorise statements 1, 3, 4 and 7 as relevant to *instrumental motivation*, and statements 2, 5, 6, and 8 as relevant to *integrative motivation* (although S8 is not that straightforward enough to be classified). To divide the mean scores of these statements, we find that the means of the first and second category are 3.41 and 3.51, respectively. Based on

the close means of these two categories and relatively low standard deviation (which means that the respondents tended to agree with each other and did not show a big gap in their answers), it can be claimed that English learning motivations of the respondents cannot simply be categorised into two categories. Rather, respondents revealed complex motivations during the process of English learning. Apart from traditional instrumental motivation (especially from S1 and S7), we see that students also positioned themselves in a global community (especially from S6 and S8). Therefore, the findings echo some theories of English learning motivation, such as the notion of international posture (Yashima, 2000, 2002, 2009) and *Ideal L2 Self* (Dörnyei, 2005, 2009) (see Chapter 4).

6.3.4 Accent Orientation

In fact, the development of the English language and the diverse motivations of language learning also complicate the findings of students' accent orientation, which may also have an impact on how they project their identities (Bian, 2009; Zheng, 2013). Therefore, in the last part of the questionnaire, some statements about accent orientation, which aim to further tackle identities of the respondents, were designed for the students to rate using a scale of 1 to 5, representing opinions ranging from 'strongly disagree' to 'strongly agree'. The findings are shown in Table 6.4 below.

Table 6.4. Means for Respondents' Accent Orientation

	Str. Dis.	Dis.	Uncer.	Agr.	Str. Agr.	Means	StD
S1. I feel happy when I find my English accent is more like native speakers.	10	8	41	78	172	4.27	1.006
S2. When someone cannot understand me when I speak English, I begin to doubt my English accent.	21	41	85	85	77	3.50	1.194
S3. I feel satisfied with my English accent as well as my	41	122	90	32	24	2.60	1.087

Chinese accent.							
S4. I feel that my English accent is better than my Chinese accent.	121	108	57	14	9	1.97	1.011
S5. I do not feel satisfied with my English accent and would strive to sound like a native speaker of English.	17	37	83	105	67	3.54	1.120
S6. I feel satisfied with my own English accent but would still like to strive to sound like a native speaker of English.	36	95	77	64	37	2.91	1.206
S7. I feel satisfied with my own English accent and would like to keep it.	68	117	82	30	12	2.36	1.049
S8. I feel happy if someone mistakenly regards that I have a native speaker accent of English.	15	20	33	93	148	4.10	1.130
S9. When I speak English, I am happy to be identified as a Chinese speaker.	67	84	118	29	11	2.46	1.043
S10. After learning English, I find myself more sensitive to different accents of people I communicate with.	27	34	88	86	74	3.47	1.215

The two statements that have the highest means were S1 (Mean= 4.27) and S8 (Mean= 4.10), which reflected that many of the respondents would feel happy to have a more ‘native-like’ English accent or to be mistakenly regarded as having a NE accent. By contrast, S3 (M= 2.60), S4 (M= 1.97), S7 (M= 2.36) and S9 (M= 2.46) were rated with lower scores, which indicated that many respondents did not feel satisfied with their own English accents and did not really feel happy being recognised as Chinese speakers when speaking English. On the one hand, respondents did regard NS accents as their target when learning English, while a ‘subtractive identity change’ with an ‘intrinsic interest’ (Gao, Zhao, Cheng and Zhou, 2007; Gao, Cheng, Zhao and Zhou, 2005) would tentatively explain respondents’ accent orientation. On the other hand, if looking at the means of S5 (M= 3.54) and S6 (M= 2.91), it can be argued that respondents were somewhat struggling with their own aspirations in terms of their English accents. Hence, an identity conflict with ‘split change’ (see Chapter 4, and Gao

et al., 2007; Gao et al., 2005) can possibly explain the findings of these two questions.

According to Gao et al.'s studies (2005, 2007), S2 is related to 'self-confidence identity change' and is interrelated to 'individual development'. This statement, partly related to instrumental motivation, gained a mean of 3.5, which indicated that respondents somehow doubted their own English accents when they encountered a communication breakdown. It can be understood that, for the respondents, they regarded their English accents as a component of their overall English level 'to increase one's own ability and social status in future development' (Gao et al. 2007: 141). In terms of S10 (M= 3.47), the respondents might develop a sense of awareness of different English accents, but the mean does not prove a strong inclination of this statement.

The findings of accent orientations have somewhat shown that students still tend to embrace NE accents. However, it would be a mistake to simply argue that the respondents are losing their own identities. Although 'students' self-identity changes would be affected by many factors other than learning motivation' (Gao et al., 2007: 149), the findings of language learning motivation in relation to respondents' accent orientation in the current study corroborate the results of Gao et al.'s study (2007), from which respondents' 'individual identity changes are related to transformations of the national or regional identity; they might also be connected to the modernization or globalization process' (ibid.: 148). The accent orientations from the findings can also be explained. On the one hand, students see themselves as 'perennial and error-prone ENL learners' (Zheng, 2013: 358) and may regard a NE accent as their ultimate goal, though 'unrealistic and unattainable in their locale' (ibid.). On the other hand, against the backdrop that English has become an international language, it can be understood that students' accent orientations reflect their identities in relation to 'imagined community' (Norton, 2000; Norton and Toohey, 2011) and international posture (Yashima, 2000, 2002, 2009). Language learners constantly 'construct and re-construct their personal identities' (Botha, 2014: 9), and deal with clashes between their *Ought-to* and *Ideal*

L2 Self (Dörnyei, 2005, 2009; Gao, 2010; Gao et al., 2005, 2007; Gu, 2009, 2010; Zheng, 2013). It is in turn a long-term process of ‘identity negotiation’ (cf. Canagarajah 2013; Jenkins, 2007; Norton, 2000).

6.3.5 Additional Comments

The coding scheme here is similar to coding of the additional comments of the questionnaire (see section 6.2). Although standard English or NE accents are mostly preferred, the importance of an accent to facilitate communication is also emphasised. Some respondents might argue that a NE accent is their ultimate goal, while others realised the importance of identity. I will not iterate the comments related to the preference of standard or NE accents here (see **Appendix 6**, p. 239 for all the comments provided), but shall provide some typical comments about the priority of communication purposes (although some still expressed their desire to achieve a more ‘authentic’ accent):

- Every nation has its mother tongue. It is normal that people have accents when learning other foreign languages. Although I feel that it is good to speak like a native speaker, but does it matter if you have some accent. Language is used for communication and it is ok as long as people can understand it.
- When I had English class before, I found that there is not a certain standard of English accent. I feel this is even true when I started my internship into the society. As a language, English is used to enable communication. As long as you can express yourself, while at the same time other people can understand you, the function of English is fully played. Therefore, from my personal point of view, English accents do not have a strong impact on interpersonal communication.
- To be honest, I don’t feel any big difference regards to whether one pronounces standard or with any accents. Of course, I hope that I could pronounce closer to native speakers of English, but as long as I am able to express my ideas clearly and can make myself understood, accent seems to be not that important. One should also correct his or her pronunciation if they aim to become more ‘perfect’ and make themselves more involved into the international arena. Sometimes it is surprising when an accent can be distinguished by other people.
- The first time when I started to realise the concept of ‘accent’ was the time I joined the IELTS training class. When the teacher showed some English videos from different countries, I found that there had big differences in terms of accents. However I guess UK or US accents will be used in examinations. I feel that it is not really necessary to care too much for the accents of other people, because this phenomenon also happens in Mandarin. People from different places have their own accents when speaking Mandarin. Therefore, I believe that it is better if I can have a native-like UK or US accent, but I will not impose this idea to myself and others.
- A foreign instructor has told us that it was unnecessary to get rid of your own mother

tongue just because if you would like to learn more ‘authentic’ accents of English. Accent is one of the typical features of your own. However, during the process of English learning, one may often intentionally try to imitate those authentic accents, from which he or she may feel like learning English in a better way.

- In terms of English accents, I believe that it would be better if they can have certain local elements, based on the level of clarity and intelligibility. Cultural assimilation is not a form of completely learning but rather a combination with the local culture. This is no exception in terms of English accents.
- Whether a person's accent is standard or not is not the most important thing in a face-to-face communication for body language and facial expression also plays an important role in it. Most importantly it is the well-organized structure and intriguing content of a person's speech that really call our attention. Therefore I don't think a beautiful accent is that important, though mine is great (originally in English).
- Accent is not just the only thing that we learn from. English pronunciation is different from accent as long as people can understand you it doesn't matter your accent is British or American or not. It's pretty annoying that teachers in English major just ask us to practise in British or American accent (originally in English).

Two comments that relate to how students are negotiating their language learning and identities are also shown here:

- Language is a tool for communication. It mainly strengthens the mutual understandings among people from different countries and regions. However, that is not to emphasise its homogeneity and ignore its uniqueness. During our contact with English during the learning process, especially in the beginning, we only had exposure to English in our learning process. Teachers were in favour of American English accents, which were emphasised by the textbooks. This narrowed the scope of students’ exposure to the diversity of English, while we do not oppose the idea of applying standard accent as our basis for learning English. This is just my personal point of view.
- Personally, I believe that we should take the notion of ‘common ground’ to treat a variety of English accents. That means establishing an international standard English accent to spread across the world, as resembling Mandarin among different Chinese dialects. However, comparing with various Chinese dialects, the differences between English accents are much smaller. Therefore, it is reasonable that English is mostly used for communication, without abandoning any accent. Perhaps an international standard can be set up for certain occupations or occasions (such as teachers, international conferences, etc.).

6.3.6 Summary

The questionnaire findings indicate that the respondents are experiencing a negotiation process of their own accents in relation to identities, together with negotiation of power relationships with NE accents. They also, consciously or unconsciously, endow new indexicalities of their accents to ‘develop performative competence’ (Canagarajah, 2013). By

adopting ‘performative competence’, the use of NE accents is no longer privileged, while speakers should learn to use ‘dynamic and reciprocal strategies [...] based on their knowledge of *how*, motivate them to respond strategically to unexpected interlocutors and spaces with diverse norms in contact zones’ (ibid.: 174, emphasis in original). From the findings, we can see that ideological tension is a constant struggle for students. The ‘social, ideological, historical and discursive construction’ (Pennycook, 2007: 73) of NE accents, particularly UK or US accents, have already been produced and reproduced, and therefore ‘sedimented over time through regulated language acts’ (ibid.: 77). On the other hand, it can be claimed that language beliefs do not always match respondents’ accent aspiration.

Also, the notion of English learning motivation is complicated and multi-layered and, therefore, is not best understood as a traditional dichotomy. On the one hand, respondents still stick to the traditional English hierarchy in terms of English accents (Bayard, Weatherall and Gallois, 2001; Jenkins, 2007; Lippi-Green, 2012; Moyer, 2013) and routinely strive to achieve the ‘target’ accents. On the other hand, they realise that in today’s globalised world, ‘monolingual ideologies that treat the learning and proficiency of the native speaker in a homogeneous environment as the norm’ (Canagarajah, 2013: 177) seem rather restricted in terms of language performance.

In summary, most of the respondents seemed to recognise different English accents and had multi-layered incentives for learning English. They may possess a ‘consensual ideology’ (Jenkins, 2014: 159) and take it for granted that certain NE accents (especially UK and US accents, or the so-called ‘standard’ English accents) are not only better but can also facilitate communication and should be their ultimate goal in terms of language learning. As Zhang (2013: 357) points out, ‘the convenient access to the ENL cultural products along with the process of globalization encourages the learners’ propensity to virtually identify with the imagined NS community and reinforces the NS-based Ideal L2 Self’. At the same time, as the status of English as an international language evolves, the respondents in my research have

also developed new understandings of their own accents and new identities in the negotiating process. These more flexible and iconoclastic voices echo the findings of Canagarajah's study (Canagarajah, 2013), from which we realise how the respondents consider language as 'provid[ing] creative resources to construct new and revised identities through reconstructed forms and meaning of new indexicalities' (ibid.: 199).

To further explore students' attitudes towards different English accents in relation to identity negotiation, some students and teachers were selected to participate in interviews and FGs to further explore their understandings of these issues.

Chapter Seven: Interview Data Analysis

7.1 Introduction

This chapter reports on my interview data. Having considered the questionnaire data in the previous chapter, I will now explore the interview data from selected student and teacher participants in order to tackle my research questions in more depth. The chapter begins with an overview of my interview data collection analysis and an introduction of my analytical framework with a coding scheme developed by the researcher to be input and generated by NVivo10. The chapter then shifts to an analysis of interview data using a qualitative content analysis (QCA) approach (Berg and Lune, 2012; Krippendorff, 2012; Neuendorf, 2002; Schreier, 2012) based on the codes I developed.

The richness of qualitative data will be considered as ‘text’, from which the employment of QCA will help me focus on selected aspects of the qualitative data in order to capture the full meaning instead of losing my focus (Krippendorff, 2012; Schreier, 2012). In addition, the adoption of QCA is suitable for qualitative data analysis (including interview and focus group data) because it is ‘often concerned with personal or social meaning’ (Schreier, 2012: 29), which in turn helps me categorise and describe my data on certain features and categories. This also enabled me to code each feature ‘out of the various subcategories for a given main category, and subcategories are meant to be mutually exclusive’ (ibid.: 30). The interpretive nature of QCA is helpful for analysing and describing ‘the most important characteristics of large amounts of qualitative data’ (ibid.), as ‘it reduces and summarises material, and this comes at the “cost” of losing the potential multiplicity of meanings’ (ibid.) of my qualitative data. In this sense, interview data (and focus group data in the following chapter) will serve to compare and contrast any similarities and differences of any subtleties in participants’ answers. As I also observed the class Voice and Accent Training (VAT) and did a second round of interviews with students who enrolled in this class, a further discussion of the follow-up interviews will add ‘food for thought’ to my interview analysis.

7.2 Method and Framework for Data Analysis

With its interpretive in nature, interviews are useful for exploring participants' attitudes to 'view knowledge as socially constructed through language and interaction, and reality as connected and known through society's cultural and ideological categories' (Tracy, 2013: 41). I take on Cohen et al.'s argument (2011: 437) that an interview 'has been shown to be a particularly valuable technique because it gets at the deeper attitudes and perceptions of the person being interviewed', and also extends the notion of regarding an interview as a social practice from product to process (Talmy, 2011). Viewing an interview as an instrument that becomes a practice deals with not only 'what' the participants say but also 'how' they say it (Kvale, 2007; Mann, 2011; Talmy, 2011), and therefore helps one understand the latent and more subtle attitudes reflected by the participants.

In terms of an analytical framework, I adopted 'latent content analysis' (Berg and Lune, 2012; Dörnyei, 2007) for analysing my interview data, similar to how I analysed the qualitative questionnaire data (see Chapter 6, section 6.2). Schreier (2012: 5) has pointed out the advantages of using this analytical method, stating that 'it is a systematical method, it is flexible, and it reduces data' (see also Chapter 6, section 6.2). When applying this method to interview data analysis, I aimed to explore how my participants expressed themselves concerning their attitudes towards different English accents and how they projected their identities through discourse 'to explore the deeper meanings so as to add interpretive depth and breadth to the analysis' (Jenkins, 2014: 128).

I saved all the recordings into the computer and brought my field notes to the UK after my fieldwork in order to begin my formal transcription. As all the interviews were semi-structured with main themes and well-controlled questions, the participants were able to answer the questions with relevant information. Therefore, I decided to transcribe all the interviews verbatim with prosodic features added after my fieldwork. All the data was

transcribed solely by the researcher, originally in the language used for interviews (Mandarin for both teachers and students), as I utilised data transcription to ensure accuracy and to familiarise myself with all data (see also Chapter 5, section 5.2). I adapted the transcription conventions of Jenkins (2007, 2014) and the Vienna-Oxford International Corpus of English (VOICE) (see **Transcription Conventions**, p. ix). Some prosodic features, such as laughter, were initially transcribed so I could interpret the reasons why my participants laughed or paused, for example. Other prosodic features, such as intonation and stress, were also considered but not all are shown in the transcription, unless they were clearly heard (strongly emphasised by participants). This is partly because it was at times difficult to manage intonation and stress, as Mandarin Chinese is syllable-timed rather than stress-timed. Also, these prosodic features were not regarded significantly to reveal attitudes (cf. Baker, 2009; Wang, 2012), and therefore only a few prosodic features related to intonation and stress were transcribed.

The analytic process involved several stages. Before the formal transcription process, I first listened to each recording right after the interview to familiarise myself with the interview data. This enabled me to revise the way some questions were asked, and to ask follow-up questions when I was still in the ‘field’. Due to the nature of this study (cf. Jenkins, 2007), some codes were initially developed during the interviews and also during my transcription process. These codes ‘offer an initial focus to coding and also relate the coding process to the research aims or questions’ (Baker, 2009: 131). As NVivo10 software was designed for qualitative data analysis (QDA) and is compatible with Mandarin, I was able to input my interview transcription and notes into the software to help with the initial coding process (cf. Du, 2009; Wang, 2012). Using NVivo software is one way of organising, storing, and manipulating the unstructured data, even though the codes should be developed by the researchers themselves and then input into the software. Still, the software enabled me to look through the discourse in more detail to categorise my codes and facilitate my analysis process. In this sense, the programme is helpful as a way ‘of indexing or categorizing the text

in order to establish a framework of thematic ideas about it' (Gibbs, 2007: 38). The coding process through NVivo also helped me to check, confirm and revise some of the pre-conceived codes.

When reading the transcripts and codes generated by the NVivo software in more detail, I realised that some emergent or data-driven codes might also occur (Baker, 2009; Fereday and Muir-Cochrane, 2006). As Baker (2009: 131) points out, '[u]tilising emergent data driven coding, in contrast, enables flexibility in the research process, opening up the research to areas that may not have occurred to the researcher'. Therefore, I decided to print out transcripts and re-read them to do manual coding. At the same time, I also listened to each recording and went through the transcripts to identify main themes. The manual coding process not only helped me to find some sub-codes in a more explicit way as it was sometimes quite tiring to code all the way through the computer screen, but also enabled me to modify and re-categorise what I had coded during the initial coding process. Additionally, I found that some codes subsumed others and thus created a hierarchy of subsumption from the main themes (cf. Cohen et al., 2011). The new emergent sub-codes were intertwined and overlapped and thus were combined and analysed under the main themes. In general, the sub-codes supported the main themes, and were related to my research questions to help me understand my participants' accent attitudes. To categorise, the main themes of the interview data chosen for analysis were as follows:

1. Accent Beliefs
 - NE Accents
 - NNE Accents
 - emotional reasons
 - accents easier to understand
2. China English accent
 - acceptability
 - satisfaction
 - features
 - own accents
 - peers' accents
3. Perceiving Identities
 - Chinese identity
 - identity maintenance
 - imagined identity
 - mistakenly regarded as a NSE
4. Pronunciation Teaching/Learning
 - necessity/importance
 - accents to be taught
 - learning target
 - teacher selection
 - teaching material
 - accent exposure

The following section will focus on data analysis based on these main themes.

7.3 Data Analysis

This section focuses on interview data of both teacher and student participants. As mentioned in the chapter on methodology (see Chapter 5), I recruited a total of 9 students and 12 teachers for this study. Their profiles are listed below in Table 7.1.

Table 7.1. List of Participants with the Date and Length of Interviews

Interview Round	Student Participants	Gender	Major	Date of Interview	Length of Interview
1	S1	M	Engineering	15/03/2013	31:02
1	S2	M	Law	15/03/2013	47:55
1	S3	F	Business	15/03/2013	55:02
1	S4	F	Art	15/03/2013	32:56
1	S5	F	English	16/03/2013	42:22
1	S6	M	Business	16/03/2013	44:10
1	S7	F	Journalism	16/03/2013	37:24
1	S8	F	Journalism	22/03/2013	36:36
1	S9	F	Journalism	22/03/2013	25:02
2	S2	M	Law	12/05/2013	21:58
2	S6	M	Business	12/05/2013	12:46
2	S3	F	Business	18/05/2013	19:54
2	S9	F	Journalism	19/05/2013	10:51
2	S8	F	Journalism	19/05/2013	18:51

Teacher Participants	Gender	University Teaching Experience	Date of Interview	Length of Interview
T1	F	6 years	13/03/2013	29:22
T2	F	6 years	21/03/2013	45:34
T3	M	1 year	22/03/2013	33:03
T4	F	24 years	26/03/2013	33:00
T5	M	31 years	27/03/2013	48:04
T6	F	1 year	28/03/2013	30:58
T7	F	31 years	28/03/2013	50:49
T8	F	24 years	12/04/2013	40:01
T9	F	1 year	16/04/2013	44:18
T10	F	2 years	16/04/2013	46:32

T11	F	2 years	18/04/2013	34:53
T12	F	2 years	20/04/2013	51:47

7.3.1 Accent Beliefs

When asked about their beliefs regarding a better accent or any certain accent(s) that are easier to understand, some students and most teachers eschewed judgement on the former, though many of them had an opinion on the latter. Concerning whether or not an accent is considered ‘better’, the majority of students still believed that UK or US accents were preferable. S5 mentioned that it depended on each person, though she believed that ‘US accents are better than UK accents’ (presumably even better than other accents). While S2, S3, and S8 rejected the notion of a better accent, S4, interestingly, believed that only certain accents were *worse* than others. When asked to provide an example, S4 mentioned Japanese accents as ‘it is related to (1) the environment they grow up’ and ‘they can only pronounce those (1) certain sounds’. S4 also mentioned that ‘it is hard to change because this is a habit along with them when they grow up’. S7, who held a restricted understanding of ‘native accents’, believed that UK and US accents are better because ‘everyone who learns English can understand as they are mainstream English that people gain much exposure to’. Similarly, S6 believed that UK accents are better as ‘they are more authentic’, while S1 also had a strong inclination towards US and UK accents:

Excerpt 7.1:

1. I: do you feel that er some english accents are better than other english accents=
2. S1: =of course. for example american (1) or british they are much better than others
3. I: erm american or british. why (.) are these accents easier for communication
4. S1: (1) er: if one speaks american it certainly (1) will communicate more:: more convenient because it has less misunderstanding

S1’s quick response with ‘of course’ showed that he was confident to answer the question with the examples provided. He might also believe that the examples he provided (US and UK accents) should be the ‘correct’ answer. However, when asked a follow-up question, whether he believed that these accents are easier for communication, he paused and answered

with hesitation and repetition, though still used the word ‘certainly’ to describe US accents.

According to some comments from student participants, it is not surprising to see the entrenched ideology regarding native English, partly because they were told to learn and imitate these accents during their English education, and thus felt reluctant to learn other forms of English. Many participants believed that UK or US accents could help them communicate in an easier way, which, I would claim, is mainly because most of them merely listened to these accents in an educational setting and have not had the opportunity to fully explore other regional varieties of these accents.

Regarding teachers’ beliefs, most of them commented that there is no ‘better’ accent, though they still believed some accents are easier to understand. One teacher participant (T7) seemed to particularly favour US and UK accents. She mentioned that she was told New York English and London English were standards of each country (which is a misconception that quite a number of people may believe, while linguists will certainly contest this). Another teacher participant (T12) did not accept the concept of ‘standard’ but still provided a detailed description based on her understanding:

Excerpt 7.2 (p. 318, line 462):

1. I: ermh in terms of accent judgement do you feel that some english accents are better than
2. others
3. T12: erm yes. although i think (.) i don’t accept the word standard i feel that some are better
4. I: erm=
5. T12: =because (1) apart from frequency i mean the use frequency of mainstream media
6. I: erm
7. T12: because you can see (.) er (1) why not take the example of indian english <low voice>
8. maybe because there are many people in india speak english <low voice> err it is still
9. quite hard to UNDERSTAND
10. I: erm=
11. T12: =because people of bbc do not speak like [...]. you seldom listen to
12. it so you seldom listen to it so it is hard to understand. you need to pay very much
13. attention to it
14. I: ermh
15. T12: this is the first point. secondly (1) erm because the invisible story at the back because
16. it reveals a kind of the information. this information maybe (.) first you are under
17. underprivileged
18. I: erm=

19. T12: =you may grow up in this community [it has such feeling
 20. I: [ermh ermh
 21. T12: it has in fact power inside it has issue of identity [inside the story
 22. I: [erm
 23. T12: so i feel that british i would feel that american and british are the best ones [for me
 24. I: [erm

This extract is also quite typical from teachers' comments. T12 answered this question with a 'yes', but 'stepped back' to claim that she did not accept the concept of 'standard'. On the one hand, English used in mainstream media seemed to be a benchmark to be regarded as a 'better' accent. She provided an example of 'Indian English', using a lowered voice at the beginning and said that 'many people in India speak English'. She then emphasised that in spite of this fact, 'it is still quite hard to UNDERSTAND', because she (and other Chinese people) seldom listened to it. The lower voice, to some extent, probably reflected that she considers 'Indian English' as 'substandard' or 'inferior' from a linguistic perspective (line 17). On the other hand, it is important that she pointed out the concept of 'power', as none of the students mentioned this perspective, in which people judge an accent based on a power relationship. T12 also mentioned the invisible story behind an accent, as certain accents may be regarded as inferior compared to British and American accents.

Based T12's comments, we find that while she perceived certain accents as appearing inferior, they might still be important to an individual and to the community (see also Chapter 4). However, this seemed not to change her beliefs about accents. Although T12 responded that 'this is a trap' when being asked to define a NSE, and answered that she did not accept the concept of 'standard', she still seemed to believe that UK and US accents were superior to other accents, and concluded that 'I would feel that US and UK accents are the best ones for me'.

In terms of accent belief, the theme of 'familiarity' and 'exposure' were always mentioned. Most teachers believed that an accent people were more familiar with and felt more comfortable listening to could be easier in terms of understanding. For instance, T2 talked

about her accent beliefs as follows:

Excerpt 7.3 (p. 299, line 255):

1. T2: @@ when choosing listening materials we are aware of encouraging students err to be
2. tolerant (1) [to] different accents as long as they can be understood. students should learn
3. to understand different accents and be tolerant not to judge an accent as “bad” when
4. someone speaks english with an accent.
5. I: ermh
6. T2: but actually (1) actually in private no matter students or teachers they have a more
7. comfortable accent as we were listening to when we were younger

When asked a follow-up question about the accent she felt more comfortable with, T2 mentioned: ‘for example, like the accents of WHITE Americans in the American TV show, except for those people who have ethnic backgrounds, as they also speak with (1) speak English with their own (1.5) accents’. This somewhat biased comment (the emphasis of WHITE Americans) can be explained as due to the exposure of the ‘standard’ American accent during the language learning process (cf. Golombek and Jordan, 2005; Kubota, 2004). This comment was typical when people were talking about their accent beliefs (T3, T8, and T11 also expressed the same perspective). As all the teacher participants also learned English in China as a subject, it was difficult for them to gain exposure and understand other English accents aside from UK or US-based accents (at least during their early language learning process). It is not surprising that they felt more familiar with ‘standard’ equivalents, as those accents were used in the textbook materials that both teachers and students used to initially learn English.

Regarding the comments on accent beliefs, it is not uncommon to see that both teacher and student participants perceived NES accents more positively (or easier to understand) than NNES accents. Compared with teachers, who might be more sensitive to the issue of the spread of English, students seemed to perceive a more ‘restricted’ point of view, in that NES accents were better and easier to understand. This might be true in some circumstances, but few participants mentioned other types of English and most of them still favoured the

traditional UK and US counterpart. In terms of accent beliefs, the comments expressed by study participants were similar to the notion of ‘social connotations hypothesis’ discussed by Jenkins (2007)³⁰, which may lead to ‘the participants’ unanimous placing of NS accents at the top of the English accent hierarchy’ (ibid.: 220). However, Jenkins’s empirical findings also show that ‘it is by no means the case that NS English accents are *universally* more intelligible’ (ibid., emphasis in original; see also, Jenkins, 2000; Mauranen, 2012; Pickering, 2006). Therefore, given the Chinese context of this study, it is necessary to discuss how the participants perceived China English accent in the next section.

7.3.2 China English accent

When asked about ‘China English accent’, many student participants revealed a more negative attitude. S3 and S4 pointed out that the northern Chinese accents were difficult for them to understand. S8, who is from the south, agreed with this sentiment and also commented: ‘I could understand the English produced by people from the south, but could hardly understand the English accents produced by the people from the north, especially when they sometimes speak English with heavy accents’. S1 and S7, as student participants from the north, did not feel satisfied with their own English accents, either. S1 felt very uncomfortable when listening to his own English (via his own recording), while S7 described her accent as ‘typical Chinglish’ and said she would like to sound ‘very native-like’. This leads to an interesting question concerning researching different features and intelligibility levels of English accents produced by people from different regions in China, but tackling such a complicated question requires long-term research.

When asked about perceptions of China English accent, the majority of students expressed negative opinions. S2, S3, S6, and S8 believed that people speak with a Chinese accent not because they want to keep it but because they are not able to change their accents. When

³⁰ Jenkins explains the term by stating that ‘reactions to accents are reactions to their social connotations rather than to their intrinsic features’ (2007: 220-221).

asked whether she hoped to let her interlocutors know that she is Chinese when speaking English, S7 answered:

Excerpt 7.4:

1. I: do you want to let other people know that you are a chinese when speaking english
2. S7: hope err:::
3. I: from your accent
4. S7: (4) erm i i might hope that my interlocutor knows me that i am a foreigner speaking
5. english but not a chinese speaking english
6. I: erm why=
7. S7: =because if he [the interlocutor] can listen that i am a chinese speaking english it means
8. that i i do not (1) achieve my pronunciation (1) it means that i do not pronounce well

S7's several pauses between lines, especially at an interval of approximately 4 seconds indicated that she was unsure about her own English accent – whether or not she was happy to be recognised as Chinese when speaking English. She continued to answer that she would feel happy to be recognised as a ‘foreigner’ because if she was recognised as Chinese, it meant that she did not speak English with a ‘decent’ accent. Similar to Galloway’s case studies in Japan (2013), it seemed that S7 divided the accent into Chinese and ‘foreign’ accents, with foreign accents equal to ‘native’ English accents.

On the other hand, S1 expressed a contradictory perspective when talking about his own English accents:

Excerpt 7.5:

1. I: do you think that your accent belongs to your own as part of yourself
2. S1: <low voice> err i don't think so <low voice>. my accent is quite bad. i feel that i should
3. (2) try hard to improve <low voice>my accent so <low voice> if my accent keeps like
4. this <low voice> i would think that my english learning is (1) a failure <low voice>
5. I: erm so if you feel that someone speaks english with a chinese accent what do you
6. think and how would you evaluate that person
7. S1: we are friends (...) because @ we are all from china we should feel a kind of friendliness
8. @@
9. I: kind of friendliness right
10. S1: yes @
11. I: ermh ermh so if someone speaks english with a chinese accent do you think that the
12. way of speaking is part of his own
13. S1: <low voice> person <low voice> er:: yes (...) of course because at least we know that
14. he is chinese

When asked the same question answered by S7 in excerpt 7.4, S1 stated that he did not care if people recognised him as Chinese from his accent, although he also expressed his willingness to be (mis-)recognised as a NSE. The uncertainty of his own attitude is clearly indicated in his response. Specifically, he lowered his voice, as he did not feel satisfied with his own English accent and it seemed that he was struggling to improve his pronunciation during his English learning process (also see excerpt 7.1). Yet, when asked about other people's accents, he answered: 'we are friends' (in terms of accent). The feeling of friendliness and laughter indicated that he was aware of the issue of identity when communicating with others, although he might still position himself as a language learner and strive to improve his own accent as much as possible.

Compared to students' perspectives, teachers seemed to be more tolerant of China English accent in general, and their own accents as well. When asked to evaluate students' accents, the majority of teacher participants agreed that students spoke English with a 'Chinese English accent'. However, teachers emphasised the importance of mutual intelligibility in the communication process rather than merely struggling to 'correct' their students' accents; they were also less concerned about being identified as Chinese. Although the term 'Chinese English accent' may have negative connotations, T5 challenged the notion by pointing out that it was unfair and discriminatory to stigmatise the accent in this way, as 'British English' or 'American English', for example, did not have such a negative meaning. Although teacher participants mentioned the importance of intelligibility, only T5 pointed out the importance of 'accommodation skill' as a communicative strategy. He commented as follows:

Excerpt 7.6:

1. T5: as a teacher we need to try our best to listen to what students say. [...] sometimes i asked
2. students to speak slowly or repeat again. [...] i always tell students that they don't need
3. to be afraid of their accents when speaking english but they need to express themselves
4. clearly. sometimes students have accents and speak very FAST you cannot understand
5. what they are talking about. i tell my students that if they could speak a little SLOWLY
6. others can thus understand them better.

This excerpt shows that the awareness of accommodation skill was recognised by this teacher participant (i.e., not to speak too fast and to slow down in order to accommodate your interlocutor). More importantly, T5 claimed that teachers should help students to maintain their own identities while learning a foreign language (not to be afraid of their own accents provided that they can express themselves clearly). T5, in his comments, raised the importance of the issue of communication strategies, which is necessary to pass along to language learners (cf. Cogo and Dewey, 2012; Murray, 2012; Walker, 2010).

It has been argued that the ‘self-perceived speaking abilities’ of teachers is relevant to teaching speaking (Goh and Chen, 2014). When asked of their own English accents, teacher participants also possessed a rather positive perspective, although, to some extent, similar to Dimova’s research that teachers ‘struggled between modesty and acceptability of their proficiency’ (Dimova, 2011: 74). T5, T6, and T7 mentioned that their accents were a ‘mixture’, as they had various experiences of studying, working or travelling at home and abroad, but none of them had negative comment about their accents. T6 even mentioned, ‘I will not feel ashamed as I do not speak pure British or American English accent. I feel that this is my own signature’. Although T2, T3, T11, and T12 felt relatively satisfied with their accents, they strove to sound ‘native-like’. Some reasons were mentioned, from their role as teachers or their personal preference, such as ‘teachers should be conscious to improve their accents as they are the role model of students’ (T2), and ‘as I am a perfectionist and I don’t sound like a native speaker of American English’ (T12). Other participants, such as T4, T8, and T9 commented that they were satisfied with their English accents, even with Chinese features, but they also hoped to keep improving in order to sound ‘native English-like’ because of their job as language teachers (as T2 expressed). In a way, the answers given by T5, T6, and T7 echoed Jenkins’s findings (2007), in which ‘those who had been positive about their English accent nevertheless expressed a strong desire for an NS English accent’ (ibid.: 212). However, this did not apply to all teachers’ comments. Similar to the findings of

Dimova (2011), while teachers may feel satisfied with their English accents, in terms of language teaching, they see themselves as role models and their teaching practices as norm-oriented.

In summary, students tend to regard themselves as language learners, so there is always a gap for them to believe that they are not legitimate language users when speaking English. This creates uncertainty and lack of confidence for them when evaluating their own English accents, as Matsuda (2005: 68) argues that '[p]lacing too much emphasis on native-like pronunciation could be counterproductive when learners feel embarrassed about their accent and hesitate to use the language for that reason'. Teachers, however, have already 'transited' themselves from language learners to 'language users'. They recognise that their accents are their own and are generally satisfied with their English accents. From their teaching and working experience, they may have realised that their accents are not the significant factor impeding communication. Although Bian (2009: 73) argues that no matter what students' pronunciation is like, it 'could be an educational resource to enhance their sense of control over this global language and prepare them for their future identity of being legitimate English speakers at home and abroad', this perspective is not very evident in my research findings. The findings here mirror the view that '[t]eachers seem to be moving away from native-speaker norms faster than students are', while we cannot deny that 'some desire among students to conform to native-speaker norms [...] (and) the rather traditional idea of "mastering a language" survives' (Timmis, 2002: 248).

While Mufwene argues that speakers of the Outer Circle 'may worry about its local norms' (2012: 368) regarding English, 'speakers of the Expanding Circle worry instead about being understood by the outsiders with whom they communicate, especially those who speak it natively or are expected to speak it fluently' (ibid.). The tension between a localised accent as an 'act of identity' (Le Page and Tabouret-Keller, 1985) and a desire to be able to sound native-like to be (perceived as) intelligible to the interlocutors still exist (cf. Jenkins, 2007;

Li, 2009). The attitudes towards China English accent lead to an interesting discussion: what would my participants feel and how would they respond if someone mistakenly regarded them as NSEs from their English accents? This will be further explored in the following section.

7.3.3 Perceiving Identities

It has been argued that one's accent has a close relationship with identity (Jenkins, 2007; Lippi-Green, 2012; Moyer, 2013; Walker, 2010). The design of this question echoes Jenkins's study (2007), in which she asked her participants' how they would respond if they were mistakenly recognised as a NSE. In my own research, I decided to ask the same question to both student and teacher participants in order to further tackle their accent attitudes in relation to their perception of identity.

In general, most of the student participants felt that they would be happy to hear this 'compliment', as 'it means I am making progress @' (S5), or 'it means I do not waste more than 10 years' learning experience @@@' (S8), 'I am happy because it means I am successful and more confident @@@' (S9), 'I feel surprised but wonderful' (S3), 'I feel happy @@' (S7), and 'I sometimes feel quite (.) quite happy because this is the ultimate goal of learning English' (S6). From these general answers, it is evident that laughter is a prosodic feature indicating 'tentativeness'. When asked follow-up questions, I realised that few participants had similar experiences of being 'complimented', and therefore they might answer with laughter. Also, as noted in the last section, most of the students did not feel satisfied with their English accents and they laughed, as they felt conflicted at the moment to respond. Thus, many students still believed that, as language learners, they should strive to achieve a native sounding English accent and would be happy to be recognised as NSE; this seemed to be quite common amongst language learners.

On the other hand, some participants seemed not to want to lose their own social identity as a native Chinese speaker. For example, S2 and S4 seemed less excited by the prospect of being mistaken for a NSE, as S4 answered: ‘I would first thank the person but would think that the person cannot distinguish because he/she might not be a native speaker’; S2 expressed that he would be more straightforward and tell the person that he is Chinese. Although feeling happy, S8 mentioned that ‘this is nothing to be excited about’ (to be mistakenly recognised as a NSE) because her accent is something belonging to herself; while S3 also mentioned that ‘Chinese people instead of NSE could be my model of English learning’. From this perspective, some student participants were somewhat ambivalent when judging their own English accents (cf. Jenkins, 2007). The findings in this research are comparable to Wang (2012), in that the participants claim to desire NSE but regard their own English accents as acceptable.

In contrast, teachers seemed more pragmatic when answering this question. Although most teachers stated that they would see this as a compliment, they also recognised the importance of being Chinese when dealing with the English language. The issue of identity was emphasised for those teachers who had more experience as language teachers. For example, we can see this view in the comments from T4 and T10.

Excerpt 7.7:

1. I: erm if if someone tells you that your english is very much like a native speaker of
2. english. what would you feel and think
3. T4: (1) <low voice> what would i think <low voice>
4. I: ermh
5. T4: err:::(2) i guess i don't want to compare with these people [@@@@
6. I: [@@@@
7. T4: because err:: we don't develop from the same starting point. the stigma of my generation
8. err:: the stigma is er:(.) the education at that time at that atmosphere
9. I: erm
10. T4: so we created every chance to study very hard. but our language environment was far
11. worse than nowadays. erm now some young people REALLY speak english err LIKE
12. native speakers and i cannot feel the difference erm but that:: err:: i even feel like erm::
13. they should rather pay more attention to their own national identity err:: @@@
14. I: ermh=

15. T4: =because you (.) first of all you are a chinese then you are an english speaker
 16. I: erm
 17. T4: erm if you: lose your cultural identity of your own:: of whatever i i i think (.) this will
 18. not benefit language teaching and learning either

T4 was initially thinking hard about how to respond to this question, from the pauses and the repetition of this question, and answered in a low voice at the beginning. She then seemed not to answer this question straightforwardly and instead recalled her own learning experience.

We can imply that, in a sense, as a person who learned English several decades before taking part in this study, she realised that her accent could never reach a native English-like level and stepped back from answering this question directly. The stigma she referred to, was probably due to the language learning environment that determined her own Chinese English accent. She continued to mention that even though younger people today might be able to sound native-like when speaking English, she saw a different perspective that maintaining national identity might be more important since ‘at first you are a Chinese’. The following comment from T5 was even more salient:

Excerpt 7.8:

1. I: ermh ok if err someone tells you that you speak english like a native speaker of english
 2. <rising tone> what would you feel and think <rising tone>
 3. T5: <low voice> i think he is lying <low voice>
 4. I: @@@@ <rising tone> is he is he <rising tone> @@
 5. T5: @@ because i know it is not possible. i think he is lying or he is (.) is joking
 6. I: @@
 7. T5: is kidding
 8. I: ermh ok so you don't feel that oh [i am very happy or not feeling
 9. T5: [no no
 10. nothing at all. i never (1) i just believe i am a chinese
 11. I: erm
 12. T5: i can never become a foreign person. unless i go abroad i am a foreigner then
 13. I: ermh ok=
 14. T5: =so this identity to me it should be (.) nothing nothing. i will never feel very excited if
 15. other people tell me that i speak like a native speaker
 16. I: @@
 17. T5: no never and this doesn't bring me any benefit
 18. I: erm so you still feel oh i am a chinese <rising tone> right <rising tone>
 19. T5: yes

Again, T5 possessed a similar perspective to T4, both of whom believed that their national

identity might be more important in this respect. The prosodic features here, as T5 lowered his voice at the beginning of his statement and his laughter reflected that he seemed not 'happy' to be mistakenly recognised as a NES, as he continued to comment 'I just believe I am a Chinese'. The identity he mentioned (line 14), as being regarded as a NES, is not a goal for him. In a similar vein to T4, who mentioned that 'sounding like a NES does not benefit language learning', T5 also mentioned that this identity did not bring any benefit to him. From these two excerpts, both T4 and T5 believed the importance of their Chinese identity, even though they had been teaching English for more than 20 years. Their comments here were akin to the notion of 'Chinese learning for essence (*tǐ*); Western learning for utility (*yòng*)', which is discussed in Chapter 3.

For teachers of a younger generation, their experiences of learning English (e.g., new technology or experiences abroad) produce different perspectives when responding to this question. T6, for example, mentioned that 'I would chuckle of course, yes, then: (1) then nothing' while she continued to claim that her accent is a 'signature' of herself. Similar to T6's comments that this might only be a compliment, T7 mentioned, 'err:: <slow> I am still happy <slow>'. He referred to this as part of his growing-up experience (being able to live in another country for several years) because 'to me, this is nothing (1) that I feel proud of @@'. Again, from his low voice, his pause and laughter, it was difficult to judge whether being a NES was something he really wanted to achieve. His 'feeling happy' might only reflect the desire to give a polite response to a compliment.

T3, on the other hand, felt that a NNES making this statement would be a 'fake compliment' because 'I know that I do not reach the standard'. She mentioned that she would not feel happy unless a NES said so to her, although she felt that 'I still have a lot to learn'. T1 commented that she would feel happy and surprised. T2, in a reply typical of most teacher participants from a younger generation, answered the question in detail:

Excerpt 7.9 (p. 301, line 332):

1. I: ok if someone tells you that your english er:: your english accent is like a native
2. speaker of english what would you think and respond
3. T2: if this person is speaking the truth of course i've never heard of such comments [@@@
4. I: [@@@
5. T2: but if he is speaking the truth if in fact is like that then i would feel happy. why. er this is
6. simple just like when we are learning english sometimes (.) it doesn't matter if you are
7. learning english or learn to sing or to imitate any behaviour. it (.) you will feel that err::
8. (1.5) of course it is the native speaker. i think it depends on who the native speaker he is
9. referring to in his mind
10. I: erm erm=
11. T2: =if his native speaker is (1) err: those uneducated people who speak broken english
12. I: @@
13. T2: then i i don't feel particularly happy of course. i generally assume that he is
14. complimenting your english if someone says so. no matter whether in terms of
15. pronunciation or expression in all aspects if he thinks very very good (.) then i will feel
16. happy
17. I: erm
18. T2: but if in his mind he is thinking those (1.5) uneducated (.) people who SPEAK WITH
19. broken english and strong accent then i will not feel happy @@

In her response, T2 seemed to be aware of the notion of NES. When saying 'I've never heard of such comments', the following laughter showed that she was a little embarrassed of her own English accent. Her use of the word 'truth', and reference to a NES that might be 'uneducated' and speak 'broken English', reflected how she constructed the notion of an 'idealised' NES. Again, it seemed that the NES standard is the benchmark or the ultimate goal that has long been planted in a majority of the participants, especially for students and teachers of the younger generation.

From the comments above, it is not difficult to see that 'an examination of language proficiency compliments offers insights into the intricate ways in which identities are formed' (Jenks, 2013: 177). The findings of accent compliment discussed here demonstrate that quite a number of the participants 'identify with their status as language learners of English when responding to language proficiency compliments' (ibid.). It can be argued that a majority of the students and teachers of the younger generation might seldom consider their status as competent users of English 'when responding to positive evaluations of their language proficiency' (Jenks, 2013: 178). To a large extent, they are 'still somewhat shackled to

native-speaking norms [... to] use their *non-membership* status of the native-speaking community to co-construct an understanding of their English language identities' (ibid., emphasis in original). This is not as salient to experienced teacher participants, as some associated this notion with their national identity (see, for example, excerpts 7.6 and 7.7). The findings echo Jenks's study (2013), in which participants do not find their status relevant as competent lingua franca or world language speakers; these findings are different from his study in that experienced teacher participants do mention the significance of their national/regional identity (cf. Baker, 2009; Jenkins, 2007; Virkkula and Nikula, 2010).

7.3.4 Pronunciation Teaching/Learning

Before asking student participants their perspectives on teaching and learning of pronunciation, the question concerning how they were going to use English and with whom they would use it was asked in order to learn if they would use English in an ELF context. When answering this question, 8 out of 9 students believed that they might use English in an international arena after graduation. Specifically, S2, S4, S6, and S7 planned to pursue higher education abroad, while S3, S5, S8 and S9 stated that they would use English with their business partners or clients. Only S1, as a student who majored in *Engineering*, expressed that he might not have a chance to use English after graduation. The majority answered in the affirmative allowed me to further investigate what kind(s) of English students might need in the future in terms of language use and pronunciation learning, as also discussed in Botha's study (2014: 9): 'English now is already an inextricable part of these students' personal lives'.

S2 and S7 emphasised that communication was their priority before attempting to sound like British or Americans, if they so desired. In terms of pronunciation teaching, S2 mentioned that 'UK and US accents have an advantage that other accents do not have'. This idea echoed S6 and S7, while the notion of 'advantage' or power relationship was also expressed by S9:

Excerpt 7.10:

1. I: ok so what kind of pronunciation do you think should (.) be taught to chinese students in
2. order to meet their needs in the future
3. S9: (1) @@ it is (2) i feel it should be like relatively formal american english @@@
4. I: ermh formal american english. why
5. S9: @@@ because the country is quite strong. then in my mind i feel that i need (.) to learn
6. relatively formal american english. i feel (it is like) just because america is quite strong
7. and many (.) more and more countries (1) it is difficult to express
8. I: erm (2) it means err:: people are inclined=
9. S9: =america
10. I: america so you feel that american english will dominate english learning in the future
11. <rising tone> right <rising tone>
12. S9: en
13. I: ok
14. S9: just like we are learning american english. when we grow up we have such a sense of
15. identity

S9, from her comments, seemed to ‘waver’ when answering this question, particularly noticeable in her laughter, pauses and her reply that ‘it is difficult to express’. These prosodic features reflected uncertainty. Again, the notion of a power relationship was quite salient from S9’s comments, which was also akin to prior studies, such as those conducted by Hu (2005), Kunschak and Fang (2008), and Zhou and Chen (2008), in which ‘American English has such a big influence in China that it is regarded as fashionable to speak English with an American accent’ (Hu, 2005: 32). US English itself is always linked to power and economy, which might be the reason it attracts a lot of followers as the model of English learning, particularly in many expanding circle countries (see also discussions in Chapter 3 and Chapter 4 for the case of China).

In contrast, the importance of the purpose of English learning was also pointed out by a number of participants. Even S2, S5 and S7 aimed high to sound ‘native English-like’, and they all pointed out the importance of how English would be used in the future. S2 mentioned that ‘fluency is the base’, while one’s pronunciation could be improved ‘step by step’. S7 also mentioned her own need ‘to be understood first then try to sound more standard’. In terms of the notion of ‘standard’, she expressed that ‘I am strict with myself and relaxed with others,

of course. It is fine for others provided their English can be mutually understood'. She also expressed her thoughts in more detail:

Excerpt 7.11:

1. I: so what do you think: like pronunciation teaching in today's chinese university
2. S7: erm
3. I: what kind of english accents should be taught to students in order to fulfil their needs in
4. the future
5. S7: accent (1) erm:::(2) in fact i think if in the future (.) if as for the need in the future it is
6. not necessary of course to train yourself like (.) very pure british or american accents. but
7. like (.) like what you just said it is important to make other people understood
8. I: erm <rising tone> is this related to the purpose of english learning <rising tone>
9. S7: purpose of english learning yes
10. I: erm if say a student has different purposes of english learning <rising tone> is it possible
11. that he (1) would like to learn other accents <rising tone>
12. S7: yes=
13. I: =erm for example
14. S7: if i would like to study in the uk of course i would like to learn british:: accent
15. I: ermh
16. S7: erm
17. I: how about someone just like to stay in china
18. S7: to stay in china err::: if he would just stay in china (1.5) british or american accents
19. are the mainstream. he may regard those accents as study (.) err::: study (.) it is study (.)
20. just like model. then (.) then study but not necessary (.) painstakingly correct his own
21. accent

For S7, however, UK and US accents seemed to be considered the mainstream, as she saw the importance of international intelligibility in terms of communication. Her usage of 'in fact', with the 'erm' as a way of thinking, along with the pauses, presumably reflected her actual belief that one did not need to sound British or American, especially if one did not plan to study or live in other countries. Her comments regarding different purposes in terms of accent 'achievement', emphasised 'the perceived goals of English teaching in individual contexts' (Takahashi, 2014: 34). However, from excerpt 7.4, her unwillingness to be recognised as Chinese when speaking English, as well as her hope to 'sound standard', shows a difference from the expectations of other language learners, as many individuals in China still aimed to sound native English-like. Interestingly, her comment about 'being strict with oneself while relaxed with others' (严以律己, 宽以待人; *yán yǐ lǜ jǐ, kuān yǐ dài rén*) also reflected a traditional Chinese ideology and morality of Confucianism (Deng, 2011, 2014;

Fong, 2009). This ‘double standard’ was also mentioned in Jenkins’s research (2007), in which her participants believed that ‘a local NNS accent was acceptable for others but not for themselves’ (ibid.: 225).

In terms of accent teaching and learning, although S4 mentioned that ‘(3) err::: I don’t feel there is a certain accent to be taught’, S3 and S9 expressed the importance for them to sound ‘standard’ (i.e. native English-like), which was a common understanding expressed by many student participants. On the other hand, they also believed that the China English accent was acceptable if it does not impede communication. They also prioritised intelligibility, as S3 mentioned: ‘yes (2) it is not (.) a big deal in fact @ we can both understand each other [...] you cannot compel everyone in the world to speak standard English. [...] it is not necessary to change (people’s accents)’.

This leads to a discussion of the recognition of Chinese features into one’s English use (see Chapter 3). This is an interesting finding, as there is a gap between individuals’ accent expectations (aiming to sound ‘native-like’ or ‘standard’) and accent expectations in general for other people (international intelligibility as priority). Student participants, except S4, all hoped to improve their accents individually, while all identified international intelligibility as the most important goal for language teaching and learning for others.

This gap between ‘teaching pronunciation’ and ‘target accent’ was even more salient from my interviews with teacher participants. Before investigating the expectations of pronunciation teaching, I first asked the teacher participants a question concerning the importance of pronunciation instruction at the university level. Among all of the 12 teacher participants, only T4 mentioned that ‘oh, it is a base erm it should be regarded as an important base’. The other 11 participants either expressed that this was related to the purposes of English learning, or did not see the significance of pronunciation instruction at the university level. Many of them pointed out that if students simply was to pass their

exams, the importance of pronunciation instruction was less relevant in this end.

T11 believed that communication is the ultimate goal of language instruction, and stated that against the backdrop of globalisation, ‘in terms of accents, I don’t think it is important to acquire US or UK accents’. This idea was also expressed by T1, T7, and T12, who all believed that ‘mutual understanding’ in the communication process is the priority in terms of pronunciation teaching and learning. T2 mentioned that the ultimate goal is to ‘let your interlocutors feel comfortable when listening to your English [...] but it is not necessary to really imitate native speakers provided that the English can be understood’. However, she also expressed that students hoped to sound like ‘textbook English’, while T3 also indicated that it was difficult to find materials other than those using UK or US accents. This was also expressed in detail by T8:

Excerpt 7.12:

1. I: erm if for some students they might study abroad or work in different companies after
 2. graduation they might have contact with people from different (.) countries. so (.) in
 3. what way do you think they are able to communicate well with people from different
 4. parts of the world
 5. T8: i have mentioned this in the questionnaire our (JOB) is to provide (.) it means that
 6. relatively *standard english* should be provided from teachers or the materials. but we
 7. need to encourage students to be EXPOSED to or to use *various kinds of materials* and
 8. to be able to (.) to face to face communication. it is better to ACCUSTOM to
 9. [different kinds of accents
 10. I: [erm::
- [...]
11. I: erm so do you think it is enough at this stage either in or after class
 12. T8: which kind
 13. I: i mean (1) to encourage students to get exposure to various english or do students or
 14. teachers have such kind of awareness
 15. T8: (3) it actually (.) i think it is in fact a little (a little of contradiction). when students have
 16. more contacts with these accents or language varieties they might (1) are they influenced
 17. by this. so if this is an influence why do we use standard english in class
 18. I: ermh
 19. T8: so in this case i feel a little bit *contradictory*. [...] and last time a student also believed
 20. that no matter in terms of grammar or pronunciation it is not so important to have a
 21. standard. It is alright as long as people can understand so i feel a kind of *contradiction*
 22. I: <rising tone> including accents <rising tone>
 23. T8: yes accents or pronunciation is also a kind of *contradiction*. just now i said it is sure (.)
 24. because when you communicate with others you still need to encourage them (.) to use

25. (.) their their accents so if you are really encouraging them to (1) to (.) listen to or get
26. exposure to various accents this is also an influence to them. so in this case why do we
27. have to use *standard english* in the class

In the classroom settings, T8 claimed that teachers should provide ‘positive input’ and ‘pure good English accents’ to students, then she talked about such a contradiction when asked follow-up questions. For T8, it seemed pivotal that teachers provide ‘standard’ English to students during class, as this is the job of a language teacher. She seemed to realise the gap between the ‘expected practice’ (as teachers expected to teach native or standard English) and ‘real world encounters’ (where students will have contact with people of various backgrounds). She continued to doubt ‘why standard English should be taught’ if people realised that real-world situations were different from those of the classroom. However, she was still facing a dilemma in terms of which accent(s) she should teach to her students.

In a similar vein, T3 also believed that ‘concerning class materials, it is the more authentic the better, which means that they should be written or recorded by native speakers’. While T10 pointed out that, from the perspective of a global citizen, it is necessary to get exposure to various English accents, he still only chose materials spoken by NSEs to use for his students and believed that it is better for a NSE to teach pronunciation. Indeed, T10 also talked about the power relationship of UK and US English, as these two varieties were still considered essential in terms of pronunciation teaching, as ‘we still have some kinds of label – this is inevitable’. However, when talking about the ‘real world encounter’, he believed that ‘oh (1) in terms of the extent of students’ pronunciation, I feel that it is enough to be comprehensible’. T5 also said: ‘I feel (1) it is good to have contact to different English accents because people you are talking with have different accents. It is impossible to only listen to standard English’. However, in terms of pronunciation instruction, he argued that it was only feasible to teach a ‘standard’ accent. Even he realised that it was impossible to ‘achieve the native target’, yet still believed that there should be ‘a standard when learning something, although nobody can be perfect but people should try to pronounce as close as to

the standard’.

In summary, the findings of teachers are quite similar to what have discussed in terms of the students. Most students view themselves as language learners rather than language users, and therefore student participants ‘feel that they have some kind of obligation to learn languages “properly”, by which they generally mean as the natives’ (MacKenzie, 2014: 120). Student participants aimed to ‘improve’ their English accents, at least during their university study, while they also realised that in the future, they might ‘transfer’ to competent language users. The findings show that, to a large extent, students are quite ambivalent about what kind(s) of accents they should aspire to achieve. For students, a misunderstanding shows that native accents might largely be equal to international intelligibility. This, not surprisingly, reflects the ways that students are constructing and re-constructing their identities.

Teachers, however, seemed to be more aware of the gaps during their teaching experiences, but could still not ‘break the chain’. On the one hand, native English accents might be regarded as the starting point that students should be first exposed to; on the other hand, the reality is that it is often not easy for teachers to gain access to English materials other than those containing traditional native accents. Regarding language policy and students’ learning needs, there might also be a concern among teachers in terms of how to choose teaching materials wisely, as some of the teacher participants realised the benefit of accent exposure in the context of globalisation. Therefore, I shall conclude my interview analysis by quoting Jenkins (2007: 233, emphasis in original): ‘Whatever ‘circle’ we come from, we all – NSs and NNSs of English – need to think about *why* we make our linguistic choices and what attitudes and beliefs (and myths) inform the identities we accept for ourselves and ascribe to others’.

7.4 After-Class Interviews

7.4.1 Introduction

In order to further tackle the issue of pronunciation teaching and learning practice to provide a more in-depth picture of this case study, the class of Voice and Accent Training (VAT) was chosen by the researcher for a series of class observations. As the university employed several English teachers from an ESL country, India, to teach the class, all of whom have a certain background on ‘accent training’, ‘soft skills’ (e.g., personality, communication and personal relationships) and various experience with language teaching (see **Appendix 7**, p. 261 for an overview of the classes that I observed). For the purpose of this study, 5 out of the same 12 student participants who took the class were chosen by the researcher to participate in the second round of interviews. Among the students chosen, S3 and S8 were from Hasan’s class, while S2, S6 and S9 were from Tina’s class (both teachers’ names are pseudonyms).

7.4.2 Methods and Framework for Data Analysis

The second round of interviews was conducted close to the end of the semester with a two-month interval from the first round (see Table 7.1 above, p. 139). Another 5 questions were asked, and this time the questions were quite structured (see **Appendix 2**, p. 230). I also transcribed all five recordings and input them into NVivo 10 software to help my coding process. I used the software throughout to help my coding process during this round, simply because the interview transcripts in this round were not as long as the first round. In this way, not many sub-codes were found and the software could be applied to sort the codes easily. As with the first round of interviews, qualitative content analysis was adopted to analyse the data with the themes sorted by the researcher (see section 7.2).

As with the first round of interviews, I tried to familiarise the data by reading in detail to identify key words and topics. Apart from not using manual coding, the general coding process was similar to the process performed in the first round of interviews (see section 7.2),

though the codes in this round was more data driven. I read the transcripts and coded the themes, during which time I found emergent patterns and categorised them into sub-themes within the coding hierarchies, as shown below (Hsieh and Shannon, 2005; Krippendorff, 2012; Schreier, 2012). Finally, I tried to interpret and make meanings of the codes to create a better understanding between my research questions and the general data. Therefore, two major themes related to my research questions were created: ‘class experiences and outcome’, and ‘ELF approach in pronunciation teaching/learning’. These two themes were related to my main focus, which was to investigate student participants’ reflective attitudes based on their pronunciation learning experiences.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Class Experiences and Outcome <ul style="list-style-type: none"> • teacher selection • being sensitive to accents • accent variation • standard of pronunciation • pronunciation correction • phonetic symbols • communication skills | <ol style="list-style-type: none"> 2. ELF Approach in Pronunciation Teaching <ul style="list-style-type: none"> • acceptability • future use of English • personal preferences |
|--|---|

7.4.3 Data Analysis

7.4.3.1 Class Experiences and Outcome

All the students gave high marks to their class experience, apart from their hope of having a more relaxed atmosphere and more practice during class time. They agreed that they had learned basic components of accent – *segmental* (phonetic symbols) and *supersegmental* (stress, intonation, etc.). Some aspects of pronunciation were included in the class, such as vowel quality (mentioned by S6) and initial consonant clusters (mentioned by S8). S2 also commented that students should pay enough attention to basic skills of pronunciation. However, the class outcome might be not the same as expected in terms of students improving their pronunciation and speaking more fluently. For example, although S9 expressed that she seemed to be more confident and willing to use English to talk with others,

both S3 and S8 had different views:

Excerpt 7.13:

1. I: erm based on the class itself (1) based on what you expect and your experience do you
2. have some new ideas ermh towards pronunciation do you have any change as what you
3. had before
4. S8: er:: i could pronounce the sound before (1) but did not to pay much attention and:: not
5. too sensitive. yes not too sensitive. but after attending this class i become VERY
6. sensitive (...) and when i listen to other people reading i feel that he or she should
7. correct something
8. I: erm
9. S8: yes (.) it is. and (.) and after attending this class i feel that i could not speak @@@
10. because this class is really XXX. every time when i read i feel (1) er (.) i pronounce the
11. word wrong. i would go back again. what happen (.) i should be reading quite fluently
12. but again (1) again (.) i have to improve everything

S8 claimed that she was more sensitive to sounds. However, she also believed that she ‘could not speak’ after attending the class because the atmosphere of the classroom setting and the pre-defined learner status, in which students had to always ‘correct’ their pronunciation. The laughter after this sentence was, of course, a way of exaggeration. S8 appeared to feel embarrassed of her own pronunciation after taking the class, as she had to go back and back again to check if she pronounced correctly and thus became less fluent in her speech.

In a similar light, S3 also expressed the difficulty of pronouncing the th- sounds and became less fluent and confident when doing readings, saying ‘every time I would read and stop and put my tongue out to practise’, and ‘it is quite complicated every time when I read the word I cannot (1) pronounce in a natural way’. She continued to express that this had a negative effect on her. However, the th- sounds are still one of the main focuses of pronunciation instruction.

To some extent, students felt it was helpful to gain some basic knowledge on sentence stress and intonation, as well as some presentation skills, such as body language and facial expression, as they felt that they could do better during presentations. However, I would also argue that students’ language awareness should be another focus to be included in

pronunciation class. For instance, when asked what he had learned from the class in terms of accent and pronunciation, S6 said that ‘I hope to make others understand and pay more attention to the accuracy of my pronunciation’. However, when asked follow-up questions, it was determined that his language awareness was not quite developed, even after attending the class for nearly one semester.

Excerpt 7.14 (p. 292, line 115):

1. I: em er: what kind of pronunciation do you think is accurate
2. S6: accurate pronunciation in fact it (1) i don't know which one is correct but anyway it
3. seems even american and british accents they are slightly (.) different [not the same
4. I: [erm
5. S6: but i feel that (1) anyway i feel that i would follow her pronunciation because she
6. teaches (1) should be teaching british it should be british accent
7. I: ermh
8. S6: maybe. i would just follow according to what she pronounces <low voice> to (consider)
9. <low voice>

According to S6's comments, he was quite unsure what kind of English accents he should follow. As a language learner, it is normal for him to pursue ‘accurate pronunciation’. His recognition of the difference between US and UK English made him believe that his teacher's pronunciation is the model for him. His language awareness seemed not fully developed based on his comments. However, his statements reflect the significance of teacher training and education, as teachers may act as the model for students during class time. It is good that S6 would not simply judge the quality of a teacher based on nationality, as even though Tina is not a NSE, she can still be the model for him because she is properly trained in terms of pronunciation instruction.

Another student from Tina's class, S2, gained his reflective attitudes towards English accents after attending the VAT class. His language awareness, though, seemed to emerge when asked if he noticed any new understandings of accent and pronunciation:

Excerpt 7.15:

1. S2: new understandings (2.5) in terms of pronunciation in fact (.) in fact i don't have many

2. new understandings. in terms of accent (then) (1) in terms of accent (.) aai how to say in
3. fact i believe that (1) China English accent and english accents of other countries are in
4. fact the same. there is no better or worse i believe. through the course i feel more that i
5. can find something (1) to establish an english accent based on my own L1 and more
6. close to native speaker <low voice> that (1) that feeling <low voice>

Although it seemed to S2 that native English accents were still a benchmark, he also saw the importance of his linguistic identity. He mentioned that ‘no accent is better or worse’ and he would be happy to ‘establish an accent based on his own L1’, though he still considered himself as a learner of English, while native English accents were still serving as an ultimate target for him. The pauses and low voice throughout his answer showed his struggle between his ‘genuine identity’ as a Chinese speaker and user of English, and his possible ‘imposed identity’ as a language learner who can never achieve a native accent (remember that he would be happy to be recognised as Chinese when speaking English, see section 7.3.3). When further interviewed, he even realised the power relationship between NESs and NNESs as language teachers to teach pronunciation.

Excerpt 7.16:

1. I: ok ok. do you have further thoughts towards accent and pronunciation and the course
2. itself
3. S2: thought. err:: my thought (1) i feel err:: i feel that:: in terms of teachers in fact i always
4. (.) i have (.) i have a (.) question that (.) the class instructors are all from india
5. I: erm=
6. S2: =then (1) of course if (.) if there are some teachers from america or britain to together
7. join as the team to co-lecturer i feel teachers from india may be disadvantaged
8. I: ermh
9. S2: err but these indian teachers they teach quite well quite well. err (1) at least they (.)
10. those: basic (.) they are good and qualified this is sure
11. I: erm

S2 believed the power relationship between a NES and NNES as a language teacher, which echoed what T12 mentioned in section 7.3.1. Although the issue of NES and NNES language teachers is not the main focus of my research (see elsewhere, such as Braine, 2010; Llorca, 2006; Mahboob, 2010; Todd and Pojanapunya, 2008), S2 raised an important issue that NNES teachers might be disadvantaged, which is not an uncommon belief in expanding circle countries, such as China.

From the excerpt, we also realise the struggle S2 had when expressing his concern during the interview, as he paused and repeated quite a bit. It seems that many students and teachers have realised this imbalanced and uncritical situation relating to how NES and NNES teachers are generally perceived. For example, although ‘these Indian teachers can teach quite well’, according to S2, he was also curious why NES teachers were not hired in this respect, which was a typical thought among student participants, as they still showed a preference for an idealised native speaker of English (see, e.g., Cook, 1999; Leung, Harris and Rampton, 1997; Ruecker, 2011). In terms of qualification of language teachers, S9 also pointed out the standard of Indian teachers could fulfil her expectation because ‘standard of teaching should be judged on international intelligibility’, and her teacher could meet this standard. This leads to another question that I am interested in exploring: how do students perceive if an ELF approach can be employed during pronunciation instruction.

7.4.3.2 ELF Approach in Pronunciation Instruction

Compared to Jenkins’s study (2007), in which participants regarded it as theoretically positive to adopt an ELF approach in pronunciation instruction, but expressed a concern that their role as teachers should ‘fulfill their students’ needs, usually in a test-driven, NS English-oriented education system’ (ibid.: 224), similar findings were discovered in my research. During the interviews, the question ‘what is your view of adopting an ELF approach in pronunciation teaching’ was asked to my student participants. In case the student participants were not familiar with the particular ELF approach to pronunciation instruction, I explained this concept during the interview process to ensure that they were informed.

Interestingly, 4 out of 5 of the students were positive towards this idea. These four students, by acknowledging the fact that they were not satisfied with their own accents, and expressing a preference to achieve a ‘native-like’ accent in the first round of interviews, had an

uncommon perspective of accepting adoption of an ELF approach in pronunciation instruction. Among the 4 students who accepted this idea, S2 seemed to support this proposal and responded to the question most confidently and straightforwardly:

Excerpt 7.17:

1. S2: this idea i believe (.) should (.) can be accepted in general
2. I: erm=
3. S2: =because a language will be different (1) in different countries to have changes. you
4. can say that in spain there is spanish english. so (1) it always it will generate certain
5. difference in the certain language. therefore if if (.) people from different parts of the
6. world come to communicate together it needs a (1) err:: the so-called same (.) same
7. language inclined to its standard [language
8. I: [erm
9. S2: in fact teaching based on this should (.) should be supported should be supported. after
10. all the majority of us are those students (1) not in very high level. so in terms of the
11. learning process it (.) we should first solve the err:: similarities then to solve certain
12. problems. for example you learn (.) voice and accent and you have good good
13. foundation in terms of certain aspects of accent
14. I: erm=
15. S2: =then if you prefer any accents you can train by yourself
16. I: yes yes. but to the majority of students you would feel that this is not a bad idea and
17. should be advocated
18. S2: yes it should. (because) some people they: maybe he never thought about (1) later (.)
19. how he is going to use english in his life. and some people (.) their attitudes towards
20. english might be like (1) err:: might be like learning english in high school (1) just to
21. pass the examinations. some people learning english because they (.) love the
22. language
23. I: erm
24. S2: so (.) so after all we need to explore people's attitudes towards english as a subject
25. and then=
26. I: =erm
27. S2: <low voice> then we can make the decision <low voice>

S2's comments were, to a large extent, illustrating feelings concerning the concept of accent variety and the importance of communicating with different people. S2 also saw the reality that different people in China might use English for different purposes and the importance was to study people's attitudes in relation to pronunciation instruction. In this excerpt, he first recognised how English was adopted and adapted in different countries. He supported the idea of employing an ELF approach to teach English pronunciation because this would be helpful for broader communication. Although S2 mentioned that we needed a communication 'standard' for people from different parts of the world, he also realised that not everyone was

learning English in order to achieve a native English-like accent. His idea of ‘finding similarities’ in terms of pronunciation instruction was similar to the idea of core features of the Lingua Franca Core (LFC) proposed by Jenkins (2000). Indeed, employing an ELF approach in pronunciation teaching might depend on the purposes of English learning, as the majority of Chinese students might use the language with various people in a globally diverse context after graduation, even if they do not need to study or live abroad. This was a key point mentioned by S2 at the end of this excerpt. He also raised a question regarding the importance of tackling people’s attitudes towards teaching English as a subject, ‘then we can make the decision’. This argument links to further research related to how English should be taught and whether the idea of adopting an ELF approach into pronunciation teaching would be accepted in a Chinese context.

Two other students, S6 and S9, seemed to support the idea of adopting an ELF approach in pronunciation teaching, although they responded to an ELF approach to pronunciation teaching with some hesitation rather than certainty. The following two excerpts show how the S6 and S9 expressed their concern of an ELF approach in pronunciation teaching:

Excerpt 7.18 (p. 292, line 127):

1. S6: lingua franca i think (1) how to say. because (.) if (.) err when you work after graduation
2. you need to consider more about your job because it depends on what kinds of people
3. you have contact with (.) because (.) in fact: for example if other people are are using
4. that: err american american accents you can have this as your target. but if (.) but i feel
5. that in my university british accents (1) are paid more attention <low voice> because
6. she more often uses this way of pronunciation during her class right <low voice>
7. I: erm
8. S6: if you say (.) an lingua franca should should be alright because (.) after all this targets to
9. the ordinary people but not the minority
10. I: ermh
11. S6: <low voice> relatively (it is beneficial) <low voice>

Excerpt 7.19:

1. S9: <low voice> i think it is alright <low voice>
2. I: ermh=
3. S9: =it is acceptable and the best that everyone can all understand. it is not necessary to
4. limit the scope of learning a certain accent of a certain country. (we don't) really need
5. to learn british or american accents and it's good to learn it as a lingua franca @

Both S6 and S9 seemed open to the idea of employing an ELF approach in pronunciation teaching, although somewhat hesitantly. S9 lowered her voice and said ‘I think it is alright’, while S6 struggled to give an answer by repeating the question with some pauses. S9 seemed to be more open, as she accepted this idea and believed that US and UK English accents might not be a necessity because learning only these accents might ‘limit the scope’ of overall English learning. S6, on the other hand, still wavered as to whether US or UK accents should be the benchmark to be taught. He also answered the question carefully, as he might also believe that he should follow others and did not want to ‘stand out’. But still, in the end, he agreed that employing an ELF approach in pronunciation teaching is relatively beneficial to students.

In contrast, S8 seemed to have a dilemma of using an ELF approach in pronunciation teaching, as she commented that:

Excerpt 7.20:

1. I: do you think in terms of pronunciation teaching if there is an (.) accent that is used
2. worldwide not the so-called american or british english. it is a lingua franca accent. do
3. you think it is ok to teach an accent that is used as a lingua franca
4. S8: yes. but in fact i would (1.5) i would learn (1) american accents myself afterwards.
5. I: ermh
6. S8: it is alright to teach elf accents because (.) it will not (.) when communicating it lessen
7. the possibility of misunderstanding (...) but for something new i would prefer the
8. traditional feeling of british and american accents

This response was similar to the idea mentioned by S7 in excerpt 7.11, from which she had a relaxed attitude to other people’s English accents but would strive to improve her own accent. Here, S8 seemed to be happy to accept the idea of adopting an ELF approach, but was still strict on herself and regarded herself as a language learner (see the notion of ‘being strict with myself while relaxed with others’ discussed in section 7.3.4).

Only S3 seemed to be against this idea. From her comments, she only accepted UK and US

English and mentioned the power issue. Her response reflected an entrenched native-oriented ideology.

Excerpt 7.21:

1. S3: but currently american and british english (.) they are quite (.) aren't they
2. I: erm=
3. S3: =why do we need to have a lingua franca. aren't american and british english lingua
4. franca
- (...)
5. S3: it needs time to see whether this kind of accents can be promoted. if you
6. (.) like (.) cannot promote such accent it is the same as american or british english. but
7. (1) you cannot impose the idea that people from different countries should learn the
8. lingua franca.
9. I: erm=
10. S3: =i think it is meaningless [because (.)
11. I: [ermh
12. S3: american and british English are already there (.) there for a long time. (it is like) err
13. people (1) people will listen to them even they do not learn english
14. I: erm
15. S3: and (1) in fact you develop a new lingua franca and you cannot be sure every country
16. can accept it. for example if all the textbooks will be changed into [this
17. I: [erm
18. S3: then:: i think (.) it is quite meaningless
19. I: ermh=
20. S3: =and (1) and if this lingua franca can be applicable in the america. how about in britain.
21. if it is and american or british english will be downfallen [@@@
22. I: [ermh
23. S3: therefore (2) i believe (1) it is good to have some certain features.
24. I: erm
25. S3: american and british english. they are different. yes

S3 explained her answer to this question in detail and proposed some concerns of adopting an ELF approach into pronunciation teaching. It seemed she took it for granted that UK and US English had already been used worldwide, at least in an educational setting, and thus adopting an ELF perspective into pronunciation instruction might become something to be imposed. She pointed out that people were familiar with UK and US English, and it might become unnecessary to teach a 'new form' of English. She also realised the issue of traditional native-oriented ideology and power relationships, and interestingly argued that if an ELF approach was adopted into pronunciation teaching, US and UK English would no longer gain power. This reflected her concern, as she might be afraid that NESs would not have such omnipotence and control of the language in the international arena (cf. Widdowson, 1994).

However, it seemed that she did not accept the idea of employing an ELF approach into pronunciation teaching, though with some kinds of uncertainty from her pauses and laughter.

In spite of her stance, she spoke from the perspective of a language learner who did not realise how English is being used worldwide, as she mentioned two crucial points relating to how ELF scholars might need to consider implementing this approach into language pedagogy in the future. First, she mentioned her concern of promotion (line 5-8): the issue of acceptability, namely, how the idea of ELF can be recognised and accepted by language teachers and learners. Second, she realised that if this idea could be accepted, textbooks should be re-designed to be more ELF friendly as people from the Expanding Circle may rely heavily on textbooks when learning English.

To summarise, students seemed open to the idea of employing an ELF approach into pronunciation teaching, based on the findings in this section, although with dilemmas and doubts about the application. The class experiences and outcomes showed that critical pedagogy does not have a say in the VAT class, while LFC is also not recognised. Although some aspects of pronunciation are necessary during instruction and students are not passive learners, we need to consider whether all the features of pronunciation are all equally important and if some features of ELF may enhance intelligibility (Deterding, 2013, personal communication). Deterding (2013: 9) points out the reality that language teachers might be reluctant to adopt the proposal of ELF-based teaching in language classrooms, and concludes:

There is, therefore, a need to consider in depth the extent to which LFC-based teaching might interfere with intelligibility, or whether conversely it might actually enhance the ease with which speakers can make themselves understood in international settings.

7.5 Summary

The interview analysis in this chapter reflects that both teachers and students still possess certain traditional views about English accents, let alone consciously drawing upon the ELF

approach in the context of pronunciation teaching at this stage. Compared with students, some teachers seem to realise the importance of their own identity when learning and teaching the English language, while most students, individually, still perceive themselves as language learners rather than language users (cf. Bian, 2009; Wang, 2012; Zheng, 2013). The research findings of my interviews do not show a significant difference from Jenkins's study (2007), although student participants in this study have some stronger voices of resistance. It is quite obvious that the Chinese traditional ideology and morality of Confucianism, for example, 'teacher authority' and 'being strict with oneself while relaxed with others' influences how students perceive themselves when learning a foreign language, as they are happy to receive what their teacher tell them and can never feel satisfied with what they have achieved (Deng, 2011, 2014; Fong, 2009). Moreover, the power relationship and the lack of teaching material are all key aspects used to explain the dominance of traditional native-oriented ideology in the language classroom. The influence of attitudes towards Mandarin, with the concept of 'standard' in Chinese, may also contribute to students' preference for a standard accent (cf. Widdowson, 2003).

Indeed, the actual performance from my class observation implies that pronunciation teaching in China does not really reflect the importance of how English is being used in different contexts, but still regards the traditional native standard as the benchmark. Although we should not ignore the significance of including a pronunciation component into the language learning process, in this case study, based on the VAT class, the awareness of ELF or LFC was not raised at this stage (both teachers and students might not have heard of it and I also doubt if it will be accepted by language teachers due to the nature of their job and the belief to teach students 'proper' pronunciation). Although Fang and Yuan (2011: 107) argue for the importance of 'the incorporation of various English varieties in the course syllabus [...] to enhance social and cultural language awareness, promoting understanding and tolerance, and boosting communicative competence', and to 'help NNESTs to improve their self-perceptions and re-validate the relationship between the language and its native speakers'

(Dimova, 2011: 79), this proposal seems to move forward quite slowly. To some extent, this is because not only policy makers, but also ‘textbook preparation and production remain a centrally controlled, globally targeted activity with very little role for local ELT professionals’ (Kumaravadivelu, 2006a: 21).

Apart from conducting interviews, the same participants (with S1 and T5 not included for their personal reasons) were also formed into several FGs to share their ideas and perspectives in relation to attitudes towards English accents, as well as pronunciation teaching and learning. FGs have been employed as an instrument in my research in order to see whether the participants keep or change their perspectives when talking with a group of people, or if they have any struggles during their experiences of teaching and learning English, particularly in the context of pronunciation. The data from my FGs will be explored and analysed in detail in the next chapter.

Chapter Eight: Focus Group Data Analysis

8.1 Introduction

Having analysed the interview data with preliminary findings in the previous chapter, I shall now move to the focus group (FG) data, which triangulated my qualitative data discussed above to reveal whether the previous findings were confirmed or challenged. The use of FG is commonly used for research purposes to investigate people's views, perceptions and attitudes towards certain aspects and issues (in this case, English accents) (Barbour, 2007; Hennink, 2007; Hydén and Bülow, 2003). By mirroring the significance of FG discussion, two student and two teacher FGs were run respectively, in mid- and late April of 2013. As opposed to individual interviews, the employment of FG in my research enabled my participants to interact and engage in the discussion (Barbour, 2007; Morgan, 1997; Short, 2006), and to generate new understandings, while I could also join the discussion and act as a facilitator. Based on the interactive nature and a more natural environment than the interview instrument, participants were able to 'respond to and build on the views expressed by others in the group' (Litosseliti, 2003: 2). In terms of researching attitude, FG can be adopted to 'obtain multiple views and attitudes, and often require complex negotiation of the on-going interaction process among participants (ibid.).

This chapter starts with a brief overview of my FG design and coding process. I then focus on my data analysis, by adopting the qualitative content analysis (QCA) approach (Berg and Lune, 2012; Krippendorff, 2012; Neuendorf, 2002; Schreier, 2012). The adoption of QCA for analysing the FG data is the same as the interview data analysis, which enables me to focus, understand, interpret and present my data in a systematic way (Schreier, 2012). This chapter ends with a summary of the data by comparing this data with previous qualitative data findings.

8.2 Methods and Framework for Data Analysis

The FGs were formed and coincide with my interview data collection. As I only recruited eight student participants, each FG was comprised of four participants, while the two teacher FGs constituted five and six participants respectively (see Table 8.1).

Table 8.1. List of Participants with the Date and Length of Focus Groups

Student FG	Student Participants	Date of FG	Length of FG
1	S2, S4, S7, S9	13/04/2013	45:36
2	S3,S5, S6, S8	19/04/2013	1:02:48

Teacher FG	Teacher Participants	Date of FG	Length of FG
1	T3, T4, T8, T9, T10	17/04/2013	1:09:04
2	T1, T2, T5, T6, T11, T12	24/04/2013	1:44:29

Whereas I transcribed my interview data verbatim, I did not transcribe all of the FG data, as I realised that the participants did not stick to the topic all the time. Instead, before my formal transcription process, I first listened to the recordings carefully and marked down any clips that strayed from the point, as they were not related to my research and therefore did not need to be transcribed. During the listening process, I also wrote down some key words that had been frequently discussed by the participants. This assisted in the coding process later on, for me to find the coding frame and categorise the main themes in each FG (Dörnyei, 2007; Krippendorff, 2012; Schreier, 2012). As with interview data, I used detailed transcription conventions for the FG, which was again adapted from Jenkins (2007, 2014) and the VOICE corpus (see **Transcription Conventions**, p. ix).

With the complex nature of qualitative FG data, the adoption of qualitative content analysis (QCA) enabled me to stay focused on only selected aspects, while I could at the same time try to decipher and interpret the rich data (Schreier, 2012). The adoption of latent content analysis was hoped to investigate the hidden and underlying meanings of the content (Berg and Lune, 2012; Dörnyei, 2007; Hsieh and Shannon, 2005) (see also the analytical

framework of my interview data in Chapter 7). The data analysis involved several stages. The first stage involved familiarisation with and transcription of the data. This was done during the transcription process when I listened to the recordings several times. After I initially familiarised myself with the data, I then printed out and went through all the transcripts to conduct another search for prominent topics and realised some common themes in the FG data. In this way, the frequency of each topic was documented with notes to describe the codes. This is comparable with the interview data, as similar key and salient topics were also found in the FG data. To sum up, I was involved throughout the process, meticulously listening to and transcribing the data.

As with my interview data, all the FG data was then input to the NVivo 10 software to help my second-level coding process. I then compared these initial codes with those in my interview data after the initial coding. During my coding through NVivo software, several codes emerged and were grouped together as certain themes. As with the interview data, the sub-codes overlapped and linked with each other and thus were not analysed separately. Finally, the codes were revised and re-categorised to design an overall coding scheme with meaning interpretation. Codes developed in the FG data were then compared with interview data to provide final themes for data analysis. However, unlike in my interviews, when I asked both my student and teacher participants for their attitudes towards China English accent, the focus group participants were not specifically asked this. Probably as a result, the concept of China English accent was therefore not mentioned in the focus group discussions. For this reason, only three themes, namely, ‘accent beliefs’, ‘accent expectations/aspirations’, and ‘pronunciation teaching/learning’ were developed by the researcher to be included in the data analysis:

1. Accent Beliefs
 - NE accents
 - NNE accents
 - China English accent
 - intelligibility
2. Accent Expectations and Aspirations
 - standard accent
 - teachers’ expectations

- own expectations
- idealised accent
- identity
- intelligibility
- standard accent

3. Pronunciation

- Teaching/Learning
- learning target
 - teaching material
pronunciation
correction
 - standard accent
 - testing

As a step beyond my interviews, the FG discussions focused more on group dynamics in order to investigate how the participants interacted and shared their opinions with each other. It also aimed to see whether the participants perceived the same attitudes or changed their minds when compared to what they expressed during interviews.

8.3 Data Analysis

8.3.1 Accent Beliefs

When compared with the interview data in which students seemed to have restricted perspectives on English accents, some students did foster certain awareness when talking about English accents as a group. For instance, when discussing the acceptability level of certain accents, students in FG1 mentioned the familiarity of certain accents. While exploring in depth, we find an interesting discussion among students:

SFG1, Excerpt 1:

1. I: emm so do you believe that some accents are easier (1) for you to accept
2. S6: [yes
3. S5: [no
4. it is hard to say. it may simply relate to the issue of understanding
5. I: emm
6. S3: <rising tone>is it related to familiarity<rising tone>
7. S6: it should be=
8. S3: =because you always watch american tv series and you always listen to american english.
9. [you shouldn't feel that's a problem
10. S5: [oh it should be related
11. it should be related but different amerians their pronunciation
12. S8: <low voice>is different<low voice>
13. S3: <low voice>ahh<low voice>
14. S5: the clarity of pronunciation as well
15. I: yes. like different chinese from different region they speak=
16. S5: =accents

17. I: this is the same in the uk. so so when we study english do you think
18. S6: -<rising tone>is there a standard<rising tone> what do you think @@

This excerpt shows how students were negotiating the acceptability of an accent. It was interesting to see at the beginning an opposite comment between S5 and S6 when answering whether certain accents are at a higher level of acceptability. However, S5 pulled the question back into the issue of ‘intelligibility’ while S3 raised her voice and commented on the issue of ‘familiarity’. It seemed that S3’s quick response touched on the issue that a US accent might be more familiar and thus intelligible, as students in China are exposed to American TV series quite often. S5, on the one hand, seemed to agree with S3 but also claimed that US people speak quite differently. The overlapping talk, as well as her explanation indicated S5’s eagerness to show her awareness of accent diversity.

From the excerpt, S3 and S8 seemed to realise the same issue and agreed with S5, although they did not feel confident enough to make the comments and replied with a lower voice. By recognising accent diversity, S6 interrupted and asked whether there is a standard when learning English. His laughter probably indicated that he also did not see a firm ‘standard’ when learning this international language. Although this issue was not answered by the other students, the excerpt indicated that some students have considered the issue of accent diversity and expressed curiosity as to whether a single standard could be applied in today’s English learning environment.

In addition, it seems that students were aware of the ‘danger’ of judging whether or not an accent is ‘better’. In terms of intelligibility, although students might believe that a ‘standard native accent’ might be easier for them to understand, while an accent spoken by Chinese people was perceived as more familiar and easy for understanding, they also realised that it might not always ‘please their ears’.

SFG2, Excerpt 2 (p. 338, line 301):

1. I: then what kind of accent do you think (1) do you think that certain english accents are
2. easier to understand as you just mentioned maybe they are good as they are intelligible
3. S2: i'll try to be objective. in fact (.) in terms of language it is easier to understand if (.) it is
4. closer to standardised one. for example china is a multi-national country with many (.)
5. many languages. How can foreigners understand (.) chinese. they (.) they should first (1)
6. listen to the most standard mandarin. [he cannot
7. S4: [like beijing dialect
8. S2: [from sichuan dialect
9. S4: [@@
10. S7: <rising tone>is that funny<rising tone>
11. S2: [student speaking dialect]
12. S4: -you can never get the point if you speak like this
13. S2: you cannot speak like this. it first needs a (.) it is like (.) err:: (1) a likely relatively
14. standard (1) standardised language. i feel it is the same as english because america is also
15. (.) err: a country with lots of immigrants and has various kinds of accents.
16. S4: emm so you mean that we (1) when learning english we should find something
17. representative=
18. S2: =it should be closer to standard [it is easier for understanding
19. S4: [standard
20. S2: easier to understand
21. S4: what do you mean by standard [what is it is like
21. S2: [i didn't mention whether it's good or bad
23. S4: yes [i know
24. S2: [relatively easier to understand

In this excerpt, S2 was explaining the importance of 'standard' in terms of a language.

Interestingly, S2 made an analogy between English and Chinese, as both have different dialects and varieties. It seemed that both S2 and S4 found that some Chinese dialects were funny because people speak Mandarin with accents mixed with their own local dialects.

Interestingly, when S4 was laughing, S7, as a student from the north, seemed not to hear anything funny. To some extent, she indicated her attitude that no dialect should be regarded as inferior. In contrast, as Mandarin was set as the standard among the Chinese dialects, it seemed to S2 that there should also be a standard of English. Therefore, he mentioned US as a country with many immigrants (he did not mention the UK as he might assume that people there speak in a homogeneous way), but was uncertain and hesitated when explaining this notion with some pauses (lines 13-15). S2 and S4 then agreed with each other when they tried to explain the issue with some overlapping talks as they seemed to agree that acquisition of a standard accent equated to intelligibility and successful communication (cf. Galloway, 2013; Jenkins, 2007; Trofimovich and Isaacs, 2012). At the end of the discussion, they reached an

agreement that an accent closer to standard might enhance understanding. However, S4 was also curious about what a ‘standard’ was like, while S2 seemed to be aware of not to judge an accent and stepped back to explain that ‘I didn’t mention whether it is good or bad’. From the excerpt, we find that students, although unable to abandon the notion of ‘standard’, had developed an awareness of the ‘subtlety’ of this notion as a result of the FG discussion.

When discussing the issue of intelligibility of the China English accent, S4 and S7 believed that the China English accent was easier for them, yet they both saw the China English accent as not meaningful because it did not sound pleasing. Although S7 believed that a China English accent was easier for her to understand as it resembled the logic of Chinese, it seemed that she still firmly believed the invisible connection between the English language and its culture:

SFG2, Excerpt 3 (p. 340, line 406):

1. I: we had much exposure [of china English accent] when we were young
2. S7: yes yes. we had exposed a lot of content of chinese. then (.) but if we really want to
3. learn how to use the english language to express ourselves or XXX of course it is better
4. to [listen to or speak like] a native speaker. because i believe that it is important to
5. understand the culture when we learn the language. you cannot (.) only (.) merely to
6. learn the language (1) according to=
7. S4: =it is like an empty shell
8. S7: yes. it is not necessary if you speak English according to the chinese thinking. anyway
9. you just learn the language but do not learn culture

This excerpt illustrates a strong inclination among the participants to link the English language to the traditional culture of native speakers. For example, S7 was quite sure of her comments when she used ‘of course’. The learner identity was expressed by S7, as the native model of English was still the ultimate goal of English learning for her. In a similar light, S4 also jumped in and used a simile ‘empty shell’ if people do not speak like a NES or do not learn the traditional cultures of English.

On the other hand, when expressing their accent beliefs, teachers were more aware of the use

of English across the globe, but they also tried hard to explain the concept of ‘standard’, probably because of their jobs of teaching the language (see also interview data in Chapter 7). Apart from the reasons of familiarity and exposure in relation to the issue of intelligibility, participants in TFG1 argued whether there is a so-called ‘standard’ in English, while participants in TFG2 talked about the issue of NE accents, as shown in excerpt 4:

TFG2, Excerpt 4 (p. 360, line 276):

1. I: emm what do you think of the english accents any so-called native or non-native accents
2. that you have exposed to
3. T2: err::
4. All: @@@
5. T12: =native accents are better than non-native accents in general
6. All: @@@@
7. T1: not really. you see the former teacher {name} i believe many people cannot
8. understand his texas accent
9. T2: -very difficult accent
10. T12: i i feel that how can i say (.) in terms of consistency namely (1) he (.) although his
11. accent is hard to understand and with strong texas accent i feel that on the one hand he
12. is consistent on the other hand foreign teachers understand him.
13. [so it is our problem that we cannot understand him
14. T1: <low voice>[err that’s true though <low voice>

In this excerpt, while T2 was not quite sure how to answer this question, T12’s quick response, arguing that native accents were better, was followed by laughter from everyone. This laughter can presumably be interpreted in a sense that not every teacher participant would agree with the belief that NE accents were more intelligible than NNE accents. T1 then provided an example of the Texas accent that she and many others found difficult to understand, which was confirmed by T2, who responded quickly. T12, then, argued that the Texas accent was a consistent one (not a mixture) and other foreign teachers (presumably from the US) could understand it. Thus, it was ‘us’ that should be blamed. T12’s argument was quite straightforward, and by agreeing in a low voice, T1 seemed to be convinced by T12’s statement.

Although participants in TFG2 also mentioned other varieties of English, such as Nigerian English and Indian English, these varieties still seemed to suggest a derogatory perception, as

participants were laughing when hearing this. The conversation was quickly moved to the discussion of their preference between UK and US accents. It seemed that the UK or US accent was welcomed by half of the participants, respectively, due to the reason that the UK accent is ‘more classic’ (T12) and ‘sounds more intelligible’ (T10), while the US accent is less ‘strict’ and less ‘tiring’ (T1, T2, T9, T12). However, the teacher participants also seemed to agree with the comment made by T2, as shown in excerpt 5:

TFG2, Excerpt 5 (p. 364, line 420):

1. T2: however i believe that no matter what kind of accent it is (.) err it (.) someone speaks
2. english with whatever accent they have as long as the (.) they have something (.)
3. someone can reach to a certain level that they could speak with their own accents but
4. they could (.) be easily accepted. the accent [they speak
5. T1: [emm:::
6. T2: although has their own accents but you can also accept it and you will also feel
7. comfortable

The other teacher participants agreed with T2’s comment, as they continued to recall their own experiences when being exposed to different accents. It seemed that an accent that is intelligible and that has certain characteristics of L1 allows listeners or interlocutors to feel comfortable. The teacher participants talked about examples of this, such as the Korean English accent, Japanese English accent and Turkish English accents that teachers had various exposure to because of their experiences abroad.

In summary, both student and teacher participants seemed to realise the diversity of English, although they did not wish to abandon the concept of ‘standard’, which seemed a rather perplexing notion to them. Although some scholars have argued that the pluricentricity and diversity of English ‘has put an end to the idea of the unique role of British English as a standard model, and even a bicentric model of British/American English’ (Proshina, 2014: 3), we need to face the situation that in many Expanding Circle contexts, including China, ‘this idea is still deeply rooted in the minds of education officials as well as laypeople’ (ibid.). Any accents that people have much exposure to thus become more familiar to be accepted (again,

in this case, British or American accents).

Although the participants have realised and have been exposed to other English accents (for example, China English accent as the most often exposed one), the variations from native English seemed not to be acceptable because the majority of FG members still believed that English belongs to NES and the use of non-native English would make their speakers inferior (cf. Galloway, 2013; Hamid, 2014; Jenkins, 2007; Moyer, 2013; Tokumono and Shibata, 2011). Teachers in the FG do recognise the spread of English, and the issue of communicative function of English might also be highlighted, but there remains a gap between the sociolinguistic domain and their individual expectations and aspirations. This concept will be explored in the following section.

8.3.2 Accent Expectations and Aspirations

In comparing the interviews, in which both student and teacher participants held traditional viewpoints about English accents, there seems to be more understanding of the global spread and status of English. Students did not wish to accept their own English accents. Most teachers, however, felt satisfied with their own accents but some still regarded NE accents as idealised. At the same time, people also expressed the importance of intelligibility and possessing their own styles in terms of accents. More specifically, in the FGs, participants were asked about their own and other people's expectation of their accents, as well as their own accent aspirations.

According to students' comments, their teachers did not have a 'strict' expectation in terms of their accents, except S5, a student majoring in English, who mentioned that her teacher requested them to imitate a NE accent, either British or American. In general, S3 mentioned that her teacher believed that their accents were already 'fixed' and almost impossible to change, so students were expected only to follow the teacher's pronunciation. Students in

both FGs mentioned that they simply needed to practise and follow their teachers' pronunciation, while S9 believed this was not beneficial because she kept pronouncing with her own English accent after class, as she had already formed a habit of pronunciation. However, students seemed to have a different perspective on their own accent expectations and the accent that they wished to aspire to, as is demonstrated in the next excerpt:

SFG2, Excerpt 6 (p. 341, line 431):

1. I: so you (.) do you have any expectations to your own english accents
2. S4: <low voice>aii expectation<low voice>
3. S7: aa you are pretty good enough. you don't need to expect
4. All: @@@
5. S4: no. i feel (3) in terms of accent i feel (.) not to change much but (1) @ vocabulary
6. something like that
7. I: ermh how about in terms of accent
8. S7: i quite wish to sound like her [S4]
9. All: @@@
10. I: ermh so
11. S4: -you are unique. you are (.) everyone is unique @@@
- (...)
12. S7: my expectation (1) is (.) er is every time when i speak my teacher does not correct my
13. mistake
14. I: <rising tone>and you<rising tone>
15. S9: it is the same as her is like (1) i hope i can make others understand and when speaking it
16. is relatively (.) to make other people better understood
- (...)
17. S2: i feel i have a high expectation to my own accents. it is (1) english is a language tool so
18. i think (2) to be honest i have an abstract expectation. i hope to use english like (1)
19. chinese to talk about some high-level (1) topics
20. I: <rising tone>emm like<rising tone>
21. S2: politics
- (...)
22. S2: so i hope hope to (.) use english as a tool to know the world
23. S4: emm
24. I: [emm
25. S7: [emm

In this excerpt, students did not refer to any NE accents in terms of their own accent expectations. In excerpt 7.4 (Chapter 7), S7 did not wish to be recognised as Chinese when speaking English, although in her comment here she states that she would like to pronounce like S4, a Chinese speaker of English. Her comment was followed by the laughter of everyone in the FG, while S4 responded in a humble way and mentioned that 'everyone is unique'. It was followed with her laughter, probably due to the fact that she might consider

herself to be an unqualified model in terms of pronunciation. S9 also expressed that she hoped to make other people understand her in terms of her accent, while S2 regarded English as a tool ‘to know the world’ but did not explicitly mention his expectation of his own accent. The agreement at the end showed that students in this FG realised that English is used as a lingua franca for communication, because they might have realised that it is unnecessary for them to reach native English-like in terms of their own English accents (cf. Chan, 2014a, 2014b; Kuteeva, 2014; Murphy, 2014).

However, when asked to choose any accent they wished to aspire to, no one chose the China English accent but rather they chose the NE counterparts, while only S4 mentioned the aspect of communication strategy and accommodation skill. She mentioned that she would hope to manipulate her accent to suit people from different linguistic backgrounds because her interlocutors would build a closer relationship with her if she could accommodate her own ways of speaking. Other students only saw both UK and US accents as mainstream and assumed they are more intelligible. When asked the sub-varieties within the country, S7 responded: ‘ok. We only (.) learn their (.) like the (.) Mandarin used in TV programmes in China’, which was also confirmed by S2 and S9, as S2 commented that ‘it should be accepted by THE MAJORITY’. Students seemed to distinguish between US and UK accents in the centre, while placing others in the periphery (cf. Canaragajah, 1999a; Dong, 2011; Kumaravadivelu, 2006a; Lippi-Green, 2012), as shown in excerpt 7:

SFG1, Excerpt 7:

1. I: oh@@ ok if you can choose what kind of accent do you (1) hope to aspire to
2. S6: <low voice>if we can choose<low voice>
3. S5: american accent
4. S8: plus one
5. I: <rising tone>what<rising tone>
6. S8: american accent
7. S6: <low voice>i would still like to have british accent<low voice>
8. S3: i (1) i don't know
9. All: @@@@
10. I: so do you mean that you don't wish to have your own accent if you can choose or=
11. S8: it doesn't mean NOT WANT TO [here i mean the best
12. S3: [the best

13. S6: yes the best
 14. I: oh so [if you can choose
 15. S3: [expectation
 16. I: so your expectation is american accent ermh
 17. S8: -yes. because you speak with a chinese (1) your chinese accent it turns out to be (.)
 18. many people (.) at the beginning (.) they cannot understand you easily. but IN
 19. GENERAL [people can catch most of the meaning when listening to an american accent
 20. S3: [(they can understand) relatively understand
 21. I: ermh
 22. S8: that's true because you get much exposure. if you listen to a japanese speaking english
 23. you may not understand [even if you listen for a while
 24. S5: [@@
 25. S8: but if you listen to an american speaking it is much easier as you get much exposure

In general, the excerpt reflects a rather confined point of view regarding English accents. It is not difficult to see that students still perceive themselves as language learners and NE accents were, thus, naturally regarded as 'idealised', no matter how unreachable they are from them. In this excerpt, when S3 hesitated to choose an accent after the others had made their decision and gave an answer of 'I don't know', it was followed by laughter. The laughter, on the one hand, eased the embarrassment as it seemed for the others not a difficult question to answer. On the other hand, students might have felt that NE accents were far too difficult for them to achieve.

From a similar perspective, S8 then interrupted and commented that speakers with a Chinese accent were not as easy to understand as speakers with a US accent. She used the word 'in general' and paused when making the comments with some uncertainty, as though she might find that it was not always the case. S3 then agreed with S8 that the US accent was better for understanding, while S8 gave an example of the Japanese accent provided by S8, as it was difficult for her to understand. The overlapping laughter of S5, thus, might reflect her agreement with S8's example to stigmatise Japanese English accents.

The lack of exposure and the willingness to gain more exposure to English accents will be explored in more detail in the next section, but students' comments here were similar to those expressed during interviews, in that few could really link the concept of accent expectations

and aspirations in relation to the backdrop of English being used as an international language. There still remains a concept of an ‘idealised’ accent, a perception based on their English learning experience. This perception can be attributed to the fact that they study English in an EFL paradigm where native English ideology is dominant and is the ultimate aim used to judge the success of English learning. Teachers, however, possessed a slightly different perspective in terms of people’s expectation of their English accents and their own accent aspirations, but they still struggled between an accent in terms of their own identity and attaining the ‘idealised’ native accents (cf. Lippi-Green, 2012; see also Chapter 7).

The teacher participants were first asked to comment on whether students had any expectation of their teachers’ English accents, from which the teacher participants pointed out the complexity of ‘accent judgement’ among their students. The teacher participants mentioned that the level of teachers’ English accents is an essential component, which might influence their students’ respect for them and thus link to their attitudes and motivation for language learning. This is because that accent is a salient aspect of foreign language use (see also Chapter 4). Thus, teachers’ own accent expectations and aspirations have become a subsequent topic for the researcher to discuss as follows.

When asked about an accent that they aspire to, teachers answered with a range of different perspectives:

TFG1, Excerpt 8:

1. T3: i i hope that i can be more diverse. [@@
2. I: [diverse
3. T3: it means that (.) i can [*imitate different accents*
4. T10: [emmmmm
5. I: ermh
6. T3: i think that might be more interesting
7. I: ermh
8. T3: but to me (.) my daily use of language i don’t have any (1) thought. i also understand
9. that it cannot be (.) changed @@
10. T10: i think i have a similar perspective with T3. if i learn another language like i was
11. learning korean two years ago i was hoping (1) that i could (.) achieve a level of
12. native-like. i hoped to have *accurate pronunciation* at the beginning of learning so i

13. would choose to pronounce accurately. but in terms of English we don't have a language
 14. environment and I also hope I can be a mixture to talk with different interlocutors.
 15. [yes I think so
 16. T3: [@@@
 17. T10: to *make some changes according to different interlocutors*. I think it shall be fine
 18. I: ermh
 19. T10: I will focus more on the diversity. yes
 20. T9: I would prefer to choose an accent. I mean I would *prefer to choose American accent*
 21. and I hope to (.) train myself better in this aspect
 22. T10: emm
 23. I: ermh
 24. T9: but I would like to *insist on an accent*
 25. All: @@@@
 26. I: so you don't want to be mixture
 27. T9: -I can KNOW [how an accent is like
 28. I: [emmmm
 29. T9: what an accent is like. I can listen to other people's accents but for me I'd rather choose
 30. only one accent
 31. I: ermh ermh
 32. T8: er:: I was inclined to imitate only an accent. when I was learning English I had a teacher
 33. from America so gradually I had American accent. but when I went to the UK I suddenly
 34. realised (1) British accents had quite a lot of difference between American accent. I
 35. stayed a while in the UK and didn't realise any change of my pronunciation when I came
 36. back to China until a foreign teacher told me that I had British accent. I was quite
 37. surprised and asked whether it was true. he told me yes. so he might feel (1) but later
 38. and until now I feel that actually it is:: I have an idea that I *don't really need to imitate*
 39. *any specific accents*. it means that I should have my *own style* in my speech at least in
 40. terms of my pronunciation and intonation to let other people feel comfortable. I hope
 41. other people are willing to listen to my voice or the style of my speech. maybe it is a
 42. kind of mixture that you mentioned but (.) I still feel that I don't hope other people to
 43. *judge my own accent* with a strong American [err Chinese *Chinese accent*
 44. T9: [oh:::
 45. T8: anyway I hope to have *my own style* which will (.) please other people's ears or they
 46. will *feel comfortable* when listening to me. this is my own (.) requirement
 47. T10: emmm

In terms of English accents, T3 seemed to see the importance of an accommodation skill when talking to people with different linguistic backgrounds, although he understood that his accent could not be changed. It seemed that T10 agreed with T3, from the overlapping agreement and her detailed explanation in later turns (lines 10-14). T10 was happy that her accent was a kind of a 'mixture' (line 14) that she could adjust according to different interlocutors. This was, again, responded to by the laughter of T3 to show his agreement (line 16). In contrast, T9 expressed her preference for an American accent and her expectation to stick to it and her wish to train herself in terms of her English accents. She underscored that she would just KNOW about the varieties of accents, but she would insist on an American

accent only. This reflected that T9 still positioned herself as a life-long language learner that should always aim to improve her pronunciation.

T8 talked of how her own experiences learning English and her stay abroad, seemed to change her attitude about accents, as she realised she should not merely imitate a certain accent (presumably NE accent). She expressed in a confident way (with relatively long comments) by saying ‘I don’t really need to imitate any specific accents’ (lines 38-39) concerning her willingness to pronounce with her own style. However, she seemed conflicted, as she still hoped not to be judged as a Chinese speaker by saying ‘I don’t hope other people to judge my own accent with a strong Chinese accent’ (lines 42-43). T8’s comment reveals that she was struggling with her own identity – on the one hand it seemed that she would maintain an accent with her own characteristics, while on the other hand she did not feel proud to sound Chinese. From this excerpt, it seems that the teacher participants had complex attitudes towards what kind of accent they would aspired to achieve. While a US English accent may be preferred by T9, others realised the reality of accent diversity. It seems to most of the teachers in this FG that a ‘mixed’ accent (presumably some features of NE accents) along with their own characteristics (of their L1s) was a feasible goal. This concept echoed the argument of non-conformity to native norms and the maintenance of one’s own features and signature into an English accent (cf. Wang, 2012, 2013). This was also explained in the following excerpt:

TFG1, Excerpt 9:

1. I: ermh so it is ok to sound as a mixture
2. T3: ok@@
3. T10: this can also be a personal signature. i believe the most significant aspect is to sound
4. natural. you don’t imitate an accent just because of the purpose of imitation
5. T3: [emm
6. T8: [yes yes
7. i believe that we should sound at least (.) pleasing and natural. and it should be
8. relatively correct
9. T10: [emm
10. I: [ermh
11. T10: and also proper

It seems that the participants reached an agreement that they would aim for an accent with their national identity, and one that sounds pleasing, natural and proper in various contexts with different interlocutors. This linked to the importance of intelligibility when conversing with different interlocutors but not to conform to NESs. However, this was not the case in TFG2, as the native-oriented ideology in terms of English accents was still salient when the participants discussed an idealised accent. T1 expressed a desire to have a standard General American accent (GA), while T12 hoped to have an accent similar to some colleagues (all from the US). T6 and T11 talked about the UK accent of their English teacher when they both attended the same university in China.

TFG2, Excerpt 10 (p. 372, line 729):

1. T11: for me (1) i feel that i'd most likely to learn the accent of my foreign teacher. he taught
2. me when i was in university=
3. T6: =emm yes
4. T11: his accent is
5. T6: -pure [london accent@
6. T11: [pure
7. not really. i think it is rp. he speaks relatively standard rp. he doesn't have (1) his (.) he
8. is already very neutral. then (1) i thought it was this is err british accent. but (.) so (.) he
9. (.) because this i (1) to a large extent decided to go to the uk to study rather than the
10. usa. then i found that in the uk NOBODY IS SPEAKING LIKE HIM. NOBODY IS
11. SPEAKING LIKE HIM.
11. All: @@@@
- (...)
12. T11: he himself mentioned this to us. he said that he speaks (.) is (.) err mandarin in english.
13. it is mandarin in english. he said that he tried to control his accent because he does not
14. sound like that originally
15. T12: in fact i feel that uk should have a national english proficiency test like the national
16. mandarin proficiency test in china
17. All: @@@@
- (...)
18. T1: i guess that only china has such proficiency test

Different from TFG1, participants in TFG2 were aspiring to achieve the idealised NE accents, or some of them might regard accents of NESs they knew as their own role models and the benchmark in relation to their accent aspiration. From this excerpt, when T11 was talking about the accent of their foreign teacher, T6 also recognised who the teacher was and

responded quickly. It can be implied that their former teacher's British accent had an influence on both T6 and T11. While T6 commented on her teacher's pure London accent, T11 argued that it was RP. However, this 'neutral' British accent seemed to create a false image to T11 regarding the way British people speak, as she was 'surprised' when she decided to continue her studies in the UK and found no one spoke like him. This point was followed by the laughter of others, as teachers revealed their sympathy because they understood from their own experience that RP cannot be commonly heard in the UK. Interestingly, as the notion of 'standard' in the Chinese language is quite salient, T12 suggested that there should be an equivalence of the *National Mandarin Proficiency Test* in English (also mentioned by T3 in TFG1) (cf. Huguet and Jan  , 2008; Widdowson, 2003). This can also explain why the participants appeared so concerned about the notion of 'standard', as it has been existed in their own local tongues. However, this suggestion was not met in a positive manner, as all the teachers were laughing when they listened to this comment, while T1 answered that this test might only exist in China.

From the discussions above, we find that not only students, but also English teachers may regard an idealised native accent as the goal of their accent aspiration. In spite of the case, several of the participants stated that they would not reject their national identity in terms of accent when speaking English, and others noted the importance of adjusting their accents when talking with different interlocutors. The findings here also echo the interview data (see Chapter 7, section 7.3), in that students might not simply passively perceive them as language learners. Teachers may have resistance and challenge the traditional understanding of an English accent, but even if they have various exposure to English accents, some still construct an idealised NE accent as their imagined target accent. This may be due to the entrenched native-oriented ideology that English still belongs to NESs, which may lead to the 'correctness' of NE accents and the 'incorrectness' of NNE accents (cf. Galloway, 2013; Jenkins, 2007; Lippi-Green, 2012; Moyer, 2013). The teacher participants also expect themselves to teach an idealised NE accent simply because of their role as language teachers.

Therefore, the social connotations hypothesis discussed by Jenkins (2007) (see p. 144 above for an explanation of the term) is still quite prevalent in both the interview and FG data. In a way, it is rather complex to investigate people's accent expectation and aspiration in the context of an expanding circle, such as China. From the discussion above, we find that people (particularly for advanced language learners, or language users in an ELF perspective) may struggle between accents with their own 'style' (identity) and an idealised accent that is deeply rooted in their English learning experiences.

Having investigated accent expectations and aspirations of the participants, I will move to explore their orientations to pronunciation teaching and learning. The next section will discuss which English accent(s)/pronunciation students/teachers wish to/think they should learn/teach, and whether there is any certain accent(s) that students need to aspire to in the future.

8.3.3 Pronunciation Teaching/Learning

Students in both FGs mentioned that the aspect of pronunciation was not really emphasised in the overall English programme, apart from the pronunciation training programme itself (see **Appendix 7**, p. 261 for an overview of the *Voice and Accent* class and discussions in Chapter 7, section 7.4 for students' comments of the class experience).

Similar to the interview data, there was a gap between what kind(s) of accent(s) should be taught, which accent(s) students thought they should aspire to and the accents students would be exposed to in real life. On the one hand, students expressed their preference for learning US or UK accents, as this 'standard' has been long entrenched in their minds.

SFG2, Excerpt 11 (p. 350, line 830):

1. I: do you have any comments on pronunciation class. any aspect you think may be
2. improved yes or no or if you have your own (2)
3. S2: increase the number of some<low voice>teachers from the us and uk<low voice>

4. I: ermh
5. S4: @@@
6. I: how about from china
7. S2: or china::
8. I: or what do you think <rising tone>us and uk<rising tone>
9. S2: i don't think it is necessary to have teachers from china
10. I: ermh
11. S4: [@@@
12. S2: [some (.) some
13. when communicating with the (.) foreign teachers you may have (1) have some
14. new (.) new understanding because you are always learning english with (1) with
15. chinese chinese teachers. you have classes with them then in terms of pronunciation
16. maybe (1) they have different opinions with foreign teachers. so i think we'll gain some
17. new understandings if we have class with foreign teachers
18. I: em

This excerpt reflects that, to some extent, students have established the image of an idealised NES. This could be because of the native speaker construct, in that it demonstrates ‘an unmarked norm or privilege’ (Kubota, 2004: 47), as well as the marginalisation of the NNEs, such as local Chinese teachers (cf. Kubota, 2004; Kunschack and Fang, 2008; Tokumoto and Shibata, 2011; Xu et al., 2010), from the comments of S2, for example. At the same time, students might have a struggle and uncertainty about whether this would be a viable policy (from the pauses and laughter), as this might also generate inequality among English language teachers. This was suggested by the fact that S2 made the comment in a low voice, as he might feel that it was not realistic to simply recruit NES teachers to teach in China. S4 then followed with laughter when S2 made his comments, as S4 also believed it as a stereotype, as simply increasing the number of NESs might not really help the English learning environment. At the same time, S2 also realised the issue of teacher insecurity and inequality, as he mentioned that if more teachers from the US and UK were recruited, this would generate discrimination of non-white teachers, such as those from India and China. Although S2 mentioned that he could gain new understandings in terms of pronunciation from NESs, in a way, he restricted the notion of ‘foreignness’ in a traditional respect and equated the concept to NESs (particularly speakers of so-called ‘standard’ US and UK accents). In another sense, he might refer to the meaning of ‘foreign’ as ‘international’, in which case he might mean gaining more exposure to various accents.

When exploring this concept in a more detail, it can be found that more university students in this study did seem to understand that they learn English mainly for the purposes of communication. In addition, it may not be necessary (and may be impossible) for them to achieve a native goal, especially in terms of pronunciation. Having realised this and the status of English in the world, student participants were also keen to be exposed to various accents to equip them for international communication purposes in the future. However, this may create a conflict between pronunciation teaching in theory and the need to implement it into practice when English is used as an international language, as can be seen in the following excerpt:

SFG1, Excerpt 12:

1. I: which accent do you think is better to be taught. is it a so-called (1) fixed accent there
2. S8: there is no fixed one but if you would choose which one is better then of course i would
3. choose the one that used most widely
4. S5: the most influential one
5. S8: yes. the one used most widely
6. I: [emm
7. S5: [normally people
8. will not choose (.) indian accent
9. S6: <low voice>i think british accent is the most widely acceptable one. i still don't want to
10. change my opinion<low voice>
11. S5: @@
12. I: emm you feel that british
13. S6: -yes. it is british. more authentic
14. S5: but now american [english is more popular
15. S8: [american
16. S6: -but it
17. S5: it is really influential
- (...)
18. S8: they are different but in fact i feel that they are both ok. they are both quite intelligible
19. and i don't have any particular sense that they sound strange or whatever
20. S6: in terms of standard i would go for british english. but if (.) err which one in fact they
21. are acceptable as long as (1) as long as it is intelligible. you can understand what your
22. interlocutor is talking about
23. I: emm
24. S6: no matter what he (.) what an accent he has <low voice>it is for expression<low voice>
25. S5: in fact if you use language to make a living if you specialise in (.) language study i
26. would say that they are more inclined to a more influential variety. if simply (1) if in
27. general it is fine that it is intelligible

It seems that in this excerpt, students first mentioned that the most influential and widely-

used accent would be their preference. Although it was not easy to judge the most influential accent by specific statistics, S5 commented that few people would learn an Indian accent. When S6 mentioned that the UK accent was more authentic, S5 followed with laughter, as though she might not agree with S6. Together with S8, they pointed out the popularity and power of the US accent. Several turns later, S8, based on the UK and US accents she had exposed, mentioned that they were both intelligible, which confirmed that students might lack exposure to the sub-varieties of NE accents (see, e.g., Chapter 7, section 7.3.1 and 7.3.4, as well as excerpt 7 in this chapter). This may create a false idea of the prevalence of idealised native accents among students who do not get any exposure from other sources. Individually, students perceived UK or US accents as more influential and a preferred model. However, students also mentioned the concept of ‘acceptability’ and ‘intelligibility’ of an accent in a more general way. At the end of the discussion, S5 and S6 also seemed to agree that an accent is acceptable as long as it is intelligible. In a way, this corresponded to the concept of ‘being strict with oneself while relaxed with others’ discussed earlier (see Chapter 7, section 7.3.4).

When elaborating on the issue of accent exposure, in contrast, students expressed their willingness to gain more exposure to various accents. For example, S4 mentioned that students only heard a few accent varieties in high school, which was really confined in terms of accent exposure. This, again, was akin to the comments mentioned above; one way students raised their accent awareness was through making contact with their foreign teachers, watching films (SFG2), and sometimes from the listening materials used in their university English classes (SFG1). In SFG1, students expressed the importance of accent exposure in more detail:

SFG1, Excerpt 13:

1. S6: we should try out best to (.) learn them. i feel that (sometimes) we try our best to (.)
2. observe to see how they pronounce
3. S8: i feel the more we get exposed to the better [until::
4. S6: [at least we can
5. in terms of understanding i believe
6. S8: yes. the more you get exposed to the easier you can understand and the more you know.

7. and when you meet someone you know what he or she is going to express and you will
8. not TOO (1) too embarrassed
9. I: emm
- (...)
10. I: so what do you think if you get familiar with various accents for example some african
11. english accents some european english accents. or do you think it is necessary
12. S5: yes necessary
13. S3: emm
14. S6: at least (1) it is acceptable
15. S8: this is necessary. it's much more important for people to painstakingly learn pure
16. american and british accent i believe

When students were asked about their attitudes towards exposure to various English accents, all of them expressed positive comments. S6 believed that enough exposure to various accents would enable him to enhance his level of mutual understanding, while S8 agreed with the comment and emphasised the point. This was then confirmed when all of the students expressed the necessity, or at least, the acceptance of this concept. In terms of accent exposure, S8 seemed to challenge the notion of the traditional learning approach, as she made the statement that being exposed to various accents was more meaningful than trying to imitate pure US or UK accents. This sentiment was also reflected in the social identity of S8, as she might position herself living in a multilingual and multicultural world, from which she would have contact with people from various backgrounds. Although the ownership of English was still implicitly linked to NESs, S8's comment here reflected her imagined identity in relation to English as a global language, as she might show her willingness to embrace an imagined community and re-construct her own identity (Anderson, 2006; Gu, 2010; Norton and Toohey, 2011; Pavlenko and Norton, 2007).

Regarding teachers' two FGs, they first talked about students' English pronunciation. In TFG1, teachers agreed that proficiency level should be applied to judge whether students' pronunciation should be 'corrected' or 'improved', as T3 mentioned: '<low voice> it depends on students' English level <low voice>. I feel that @ I have some students @ I really hope that they (1) should correct their pronunciation while for some others I feel that <low voice> it is already good <low voice>'. Although he answered in a low voice with some laughter, T3

seemed to realise the difficulties and struggle with the issue of ‘good’ pronunciation. T9, on the other hand, believed that teachers should encourage students to express themselves as a priority, and therefore they should help them conduct some pronunciation training. When asked whether extra pronunciation training might depend on students’ English levels, namely, if it was necessary for students to improve their pronunciation if their accents created some communication problem, T9 and T10 both provided positive answers.

In TFG2, teachers argued that in terms of pronunciation and intonation, students should be provided with pronunciation rules for them to practise, for example, ‘connected speech/linking’, and ‘weak forms’. T2 also recalled her own English learning experience, which included confusion when she did not know about the rules of ‘linking’ and ‘weak forms’. When asked why these features should still be taught if communication could be achieved, teachers commented as follows.

TFG2, Excerpt 14 (p. 356, line 113):

1. I: from another perspective if students do not focus on linking or weak forms in terms of
2. communication among them (1) maybe they can still communicate
3. T1: [err:
4. T2: [err
5. T1: they don’t have problem in terms of communication among themselves
6. I: they may
7. T11: -when they listen to native speaker sometimes some [speech
8. T2: [yes
9. T11: then they have some problems
10. T2: [they should listen to them. yes
11. T6: [they have problems when listen listening to the recordings
12. T2: when they listen to the authentic material they will have such problem

In this excerpt, teachers mentioned the problem students may have when they listen and communicate with NESs. At the beginning, when asked the necessity of teaching the aspects of ‘linking’ and ‘weak forms’ if pronunciation does not impede the success of communication, both T1 and T2 were hesitant to provide an answer. This mirrors the fact that native English accents were still given a priority in educational settings, while teachers expected students to acquire these two concepts. While T1 mentioned that students did

communicate well with each other, T11 quickly jumped in and argued that there was a potential problem when students had to listen to NESs. In this perspective, it seemed that T11 still believed that phonological features produced by NESs should be assumed as the authority. This was confirmed by T2 and T6 during the overlapping turns because they were in agreement that language learners were not able to understand such features when listening to NESs. However, use of only authentic material and lack of exposure to other English accents might create a false impression, especially to students, in which the success of English learning (at least, pronunciation) would merely depend on whether they can communicate with NESs without difficulty. This aspect was also discussed in the interview in terms of how students would respond if they were mistakenly regarded as a NES (see Chapter 7, section 7.3.3).

Teacher participants, similar to student participants, also realised that students might still need exposure to people other than NESs, but again, the conflict between pronunciation instruction in theory and in practice was also a concern. On the one hand, teacher participants in FGs were struggling with the concept as to whether there should be a ‘standard’ in terms of English teaching and the necessity of learning or imitating material recorded by NESs. For example, T8 in TFG1 was struggling with the standard of pronunciation teaching, stating that ‘we don’t know what to be taught to our students. [...] Since English is a subject, there should be a (.) relatively standard. If you only focus on the concept of intelligibility, we then have a conflict in terms of teaching’. This confirmed T8’s comments in her interview data (excerpt 7.12, Chapter 7), in which she argued that a standard should be maintained in language teaching. In TFG2, T5 stated that he would ask his students to ‘record a speech read by NESs to be imitated. [...] They should definitely listen to the NESs’. Although he believed that students can get exposure to other varieties when they achieve a higher level of English proficiency, UK or US English should be the starting point of English learning. This echoed his interview statement that ‘it was only feasible to teach a standard accent’.

On the other hand, students will not only communicate with NESs in the future, and as discussed above, students also expressed their need for exposure to various English accents.

This was discussed at the end of TFG2:

TFG2, Excerpt 15 (p. 375, line 837):

1. I: so at the end do you have any further thoughts in terms of accent and pronunciation
2. teaching
3. T12: i i feel that in fact we should't be too strict and require too much for students. the key
4. aspect is about communication. but at the same time we should facilitate THEM to
5. understand varieties of english. this is important=
6. T2: =yes yes yes yes
7. I: <rising tone>do you mean that students should understand first<rising tone>
8. T12: they don't need to understand all but maybe to 80 percent. but they should know
9. [what varieties they are
10. T5: [they also need to (learn to) understand other people
11. T12: they shouldn't only understand one variety
12. I: so it's necessary for students to get exposure to different
13. T12: -aai yes. i think this is definitely necessary
14. T5: because you don't know what kind of people they will meet in the future
15. All: YES:: yes

When talking about the significance of pronunciation instruction and training, in which students should aim to improve their pronunciation in general through communicating with NESs and listening to authentic materials, participants in TFG2 concluded with a rather different perspective. T12, for example, held the view that teachers should not set an unrealistic expectation (line 3). She then turned to the aspect of understanding varieties of English (line 5), which seemed to refer to the importance of exposure to various accents. This point was confirmed by T2, as she responded rather quickly. Teachers also mentioned the importance of knowing what variety someone is speaking, as students should understand more than one variety of English. When asked if students should understand various English accents, T12 expressed a positive attitude, while T5 also added that students might encounter people from different backgrounds with various English accents in the future. At the end of the discussion, all the teacher participants agreed with T5's argument.

In summary, it is interesting that both students and teachers see the significance of accent

exposure, while the traditional ‘native-oriented ideology’ still serves as a benchmark, particularly in terms of language teaching. The findings in this section support what Xie has found in her study (2014), in which around half of her teacher participants viewed ‘standard pronunciation’ as an important aspect, and 38% ‘perceived pronunciation to be a fairly important goal’ (ibid.: 46). Only about a quarter of Xie’s participants believed that students can maintain their own accents as long as they can express themselves well enough to communicate with others. Xie also finds that ‘almost half of the teachers (48%) predicted that it would be with other non-native English speakers’ (ibid.: 47) that Chinese students will use English with in the future. The FG data echo Xie’s findings. From the findings of my research, both students and teachers struggled with the norm or standard of learning and teaching English. From another point of view, students also expressed their desire to get more exposure to different English accents, while teachers believed that it was important for students to improve their pronunciation. Teachers also commented that students would gain chances to learn about other accents while studying and working in various contexts and use English as a lingua franca in the future (cf. Wang, 2013; Wen, 2012; Xie, 2014; Zheng, 2013).

8.4 Summary

The FG data, to a large extent, has confirmed what I found in my interview data and in the qualitative questionnaire data. That is, participants realised the diversity of English accents and the mobility of L2 speakers in terms of their identity construction, albeit the concept of ‘standard’ or ‘NE accents’ is still entrenched in their minds. This, however, may create conflicts and contradictions in terms of how English learners or users construct their identities in ELF contexts (Alsagoff, 2012; Gao, 2009; Jenkins, 2007; Sung, 2014).

Therefore, we find the ambiguity or myth of the concept of standard language through discourse, as ‘standard language and its corollary, non-accent, as abstractions’ (Lippi-Green, 2012: 44). The participants might perceive that the ownership of English still belongs to NESs, and native English remains the benchmark by which to judge the success of English learning and teaching. At the same time, people also realise the status of English as a global

language and the importance of maintaining their own identities when using the language, particularly when people regard the language as mainly for communication purposes. They also demonstrate the need for exposure to and understanding of diverse English accents to be included into current English language instruction, as this is the need of students against the background of globalisation and English functioning as a lingua franca.

In a sense, some teacher participants see the aspect of ‘accommodation’ in terms of speaking strategy and focus more on communication rather than linguistic accuracy, or the acceptability of maintaining their own flavour in their accents, whereas some still judged their own accents based on the benchmark of NESs. In terms of language teaching, it has been argued that developing students’ communicative competence is the priority of language teaching in the domain of today’s ELT in the Chinese context, and some teachers do not expect their students to speak with native accuracy (Hansen Edwards, 2007; Li and Baldauf, 2011; Liao, 2004; Liu, 2007; Sun and Cheng, 2002). However, research also shows that other Chinese teachers ‘have also expressed their preference for their students to listen to speech by native English speakers of countries such as the US and UK’ (Goh and Chen, 2014: 117), which also echoes what some of the teacher participants in my research have mentioned above.

Similarly, students agreed in the significance of communication as a goal when learning or using English, but still perceive themselves as language learners rather than legitimate language users (Cook, 2008; Ushioda, 2009; Wang, 2013; Zheng, 2013). On the one hand, the NE accent is the *ultimate goal* if students aspire to a certain accent individually. They perceived their own accents inferior and regarded NE accents, especially UK or US accents as idealised ones for them to aspire to, despite the fact that they might never achieve that goal. The concept of pursuing the ultimate goal of native-like accents in speech or conversation, alongside the reality of their language use and how other people perceive their own accents, might create a conflict of the Ideal L2 Self and the Ought-to L2 Self of the

students (Dörnyei, 2005, 2009; cf. Yashima, 2009; Zheng, 2013; see also, Chapter 4).

Students may also lose confidence in English learning if they feel ashamed of their English accents because of an unrealistic goal (see also questionnaire findings in Chapter 6). It is not difficult to conclude that students' accent attitudes, to a large extent, were influenced by the concept of standard language ideology, while they are constantly negotiating their identities during the process of learning and using English.

On the other hand, intelligibility seems to be the *utilitarian goal* for the participants. This is why students maintain 'mixed' attitudes towards English accents with manifold and negotiated identities during the language learning and using process. In terms of the students' own English accents, the explanation of 'being strict with oneself while relaxed with others' can also explain the distinction between an ultimate goal and a utilitarian goal in the process of English language learning (see Chapter 7).

Although it may seem unfair to argue that the participants possess a monocentric perspective in relation to English teaching and learning, this seems to be the reality in the Chinese context. Yet, 'monocentric views of English teaching are obviously discordant with the axioms of the pluricentric approach and therefore pose challenges for the implementation of the pluricentric approach' (Xie, 2014: 49). A relatively fixed consensus of 'standard' rooted in Chinese may also contribute to a monocentric view when participants discussed the notion 'standard'. Therefore, the adoption of ELF in practice will urge language educators and English language learners to re-examine and re-evaluate a more reasonable approach and target of ELT.

The traditional concept of placing the NE accents in the centre to judge the success of English learning should be revised in terms of ELT in the ELF framework. The following conclusion will link to my research questions and summarise research findings. Some implications based on this research will be further illustrated based on the ELF framework. As a step forward, I

shall challenge the traditional approach and propose new praxis in terms of ELT, particularly related to pronunciation instruction in China's higher education system.

Chapter Nine: Conclusion

9.1 Introduction

This chapter summarises the overall thesis presented in this study. This chapter begins with a re-statement of the research rationale and theoretical framework. It then revisits the research questions and the methodology used to conduct this research. A summary of the research findings will also be presented, followed by the implications for English language pedagogy and contributions to the research field. Finally, the research limitations together with areas for further research will be taken into account.

9.2 Research Rational

This research was based on my own interest related to the English language, accent attitudes and identity, as well as my own teaching experiences. The research is designed to explore how the global spread of English is impacting the field of ELT, for example, in the context of expanding circle countries, such as China.

As discussed in Chapter 2, the English language has spread as a global language and has assumed different varieties in postcolonial settings. With the status quo being that the number of NNEs has outnumbered NESs, and the traditional circumscribed understanding of standard English, there has been a growing debate over the ownership of English (Norton, 1997; Ren, 2014; Widdowson, 1994), which leads to a complicated issue of English language ideology. Moving to the main research context, Chapter 3 presents an overview of the development of the English language and the ELT industry in China. The debate over whether there exists a Chinese variety of English has also been discussed in order to illustrate the complexities involved when English ‘immigrates’ into a new context. Although people ponder and argue whether the English language has established as a local variety in China (see, e.g., Hu, 2004, 2005; Xu, 2010), in this thesis, the researcher believes that the so-called Chinese variety of English is still in its infancy and doubts whether it can be codified or

recognised in the near future if at all, from an ELF perspective (see the discussion of similect in Chapter 3).

The reasons that China was chosen as my research setting are twofold. First, China is a member of the Expanding Circle and has the largest population of English learners (or users) where English is being used as a lingua franca. As mentioned above, the traditional language ideology in relation to English pedagogy is still deeply entrenched in language learning curriculum. Despite the current sociolinguistic landscape, in which English is a global language and there are increasing opportunities to use English with people of various lingua-cultures in different contexts, there remain insufficient studies on the impact of this in the chosen setting. Second, the researcher has his own experience of learning and teaching English in this setting. The familiarity of this context also triggered the necessity and facilitated the accessibility for conducting this research.

Because of the close relationship between language ideology in terms of attitude and identity in various contexts (Ager, 2003; Jenkins, 2007; McKenzie, 2010), Chapter 4 examined the issue of language attitudes and identity, with a particular focus on the aspect of accent. This chapter concludes that, in the ELF framework, accent attitudes and identity remain overlooked in the Chinese environment – even fewer studies investigate how the impact of the global status of English, say, the use of English as a lingua franca (ELF), would influence or require the ELT to make any corresponding changes. Chapter 5 focused on the methodology used in this research, and chapters 6 to 8 reported on the findings established from analysing the data. Having recognised the dearth but also the significance of this research area in a Chinese context, this research aimed to provide a more explicit understanding of how Chinese university students and teachers perceive various English accents, including their own, in relation to their identity during the process of English learning and teaching. The complexity of the relationship between attitude and identity has also been addressed. It has been claimed that ‘the world traversed by the L2 learner has

changed dramatically' (Ushioda and Dörnyei, 2009: 1) where people's attitudes towards foreign language study, language use in relation to identity and hybridity 'have become complex topical issues and the subject of significant attention in sociolinguistic research' (ibid.).

How these research findings can further drive changes in terms of language pedagogy is another crucial issue. The thesis further investigates the English pronunciation to which the participants would like to aspire in order to provide implications of ELT and pronunciation instruction, particularly in an ELF paradigm. Both students and teachers may be cognisant of the global spread of English, yet they seem to be reluctant to apply the notion of ELF (or similar proposals) into practice, simply due to reasons that can be traced to 'instructional philosophy, lack of awareness, and/or lack of requisite resources' (Murphy, 2014: 266). Therefore, the possibility of linking theory of ELF to the practice of ELT was also explored in the thesis. The implications will be discussed in the following sections.

9.3 Research Questions, Research Methodology and Findings

9.3.1 Research Questions

The above research aims resulted in the proposition of the following three research questions:

1. What are the attitudes of Chinese university students and Chinese teachers of English towards their own and other accents of English?
2. To what extent are these attitudes informed by standard language ideology?
3. How do the attitudes of Chinese university students and Chinese teachers of English towards their own and other English accents affect their academic and social identities?

9.3.2 Research Methodology

This research adopted a mixed-methods approach with the intention of tackling the concept of attitude and identity in detail. The research not only aimed to provide a rich description of

accent attitudes of the participants, but also endeavoured to understand ‘what factors influence these attitudes’ (Galloway, 2011: 258). Three primary instruments were employed in the process of data collection, namely, questionnaire, interview and FG. Some pronunciation classes were also observed by the researcher to more thoroughly understand the research context and the participants.

This research was conducted in a university located in southeast China, where the English enhancement programme (EEP) is one of the key focuses of the university’s English curriculum reform. As the researcher had prior experience teaching and researching in this university before conducting this specific research, the research context was relatively familiar to the researcher. This facilitated the researcher in taking on the role of participant observer when collecting data, by drawing upon several ethnographic techniques (see Chapter 5). In terms of a quantitative approach, 309 valid questionnaire samples from student participants were returned for a preliminary understanding of their accent attitudes in order to revisit the research questions and better elicit the qualitative questions. Regarding qualitative interviews and FGs data collection, a direct approach of researching language attitudes was used (see Chapter 5, section 5.3), with 9 undergraduate students chosen from classes where the researcher conducted observations and 12 local English language teachers selected to participate in a series of face-to-face interviews and FGs. Apart from the first set of students interviewed at the beginning of the semester, 5 of the students who attended the Voice and Accent Training (VAT) classes also participated in a second set of interviews that took place near the end of the semester. The purpose of conducting the second set of student interviews was to understand their points of view about the pronunciation class per se, and to trigger any attitude changes when they had attended the pronunciation training class and participated in my research. The overall data collection lasted around 3 months from the start of the new semester at the end of February 2013 until May 2013.

In terms of the quantitative data analysis, I adopted a descriptive analysis approach in order to

discover the frequency and percentage in relation to accent attitude, English learning motivation and identity and to provide a broad picture of the data. The comments provided by students in the questionnaire were also analysed to supplement the quantitative data. Qualitative data analysis involved transcribing all the interview data and key relevant FG data. I then input these data into NVivo software to help with the coding process. I first listened to the recordings and familiarised myself with the data before transcribing and identifying major themes in order to start the coding process. I also employed manual coding to confirm and re-categorise the first-level codes. I then read the scripts again carefully, with the help of the computer software, to categorise and finalise the themes that were included into the data analysis and further interpret the meaning in detail. The technique of triangulation was also involved into the process of qualitative data analysis.

9.3.3 Research Findings

Concerning research question one and two, the findings suggest that both students and teachers possess an attitude of uncertainty and complexity. Their accent attitudes, to a large extent, have been influenced by the standard language ideology. They seem to realise the spread of English and have certain (but rather limited in an educational setting) exposure to various English accents (teachers may be exposed more). However, the language hierarchy (Bayard et al., 2001; Jenkins, 2007; Kuteeva, 2014) that NESs are better models and that the English language belongs to NESs are still being generalised and rooted into people's belief systems. This seems to show that 'language beliefs are social and political products [...] connected to the broad social-political context' (Pan and Block, 2011: 401). Although some of the participants avoided judging English accents in terms of what is 'better', the concept of a 'standard English (accent)' is still palpable, while NE accents are mistakenly disguised as more intelligible than the NNE counterparts, which is not true especially in international settings (Jenkins, 2007; Walker, 2010). Even the concept of intelligibility is mentioned and few explained that this really means to them that at least 'there is no such thing as "too

interfering” in an absolute sense’ (Murphy, 2014: 266).

In terms of students’ attitudes towards their own English accents, with the influence of Confucianism and the traditional language ideology of Chinese educational settings, only a few of the students stated that they felt satisfied with their own English accents, but many still regarded themselves as language learners rather than legitimate language users; this is true even though they have been learning English for many years and quite a number of them can use English quite well in terms of communication. Although students would feel rather happy to be mis-recognised as a NES from their accents, a significant finding was that many students held the notion of ‘being strict with oneself while relaxed with others’ (see chapters 7 and 8). This is to say, individually, they would aspire to achieve a native-like accent, while they would simply accept others if they maintained their own local accents when speaking English, as long as their English accents are intelligible. Students also seem to accept the idea of adopting an ELF approach to language teaching and hope to get exposure to different English accents during their English learning process, while the current resources may be more limited. Teachers may also ‘have little choice but to use the centre-approved model’ (Walker, 2010: 139). It seems contradictory (but not that unexpected) that the participants, on the one hand, were informed by standard language ideology when describing both their own and other English accents; on the other hand, students did realise various uses of English worldwide but were somewhat reluctant to ‘accept’ their own English accents. The influence of the standard within their L1 and the lack of accent exposure may contribute to this research finding (cf. Bian, 2009; Tsou and Chen, 2014). Still, ‘until awareness of ELF is more widespread, most learners of English will assume that the only meaningful goal is native-like pronunciation’ (Walker, 2010: 61). Therefore, it is necessary for language educators to consider how to raise language learners’ awareness of ELF, by ‘reevaluating the idealized, monolingual native speaker norms we often take for granted’ (Kissling, 2013: 737). In contrast, few teachers felt unsatisfied with their own English accents even though they perceived themselves as speaking Chinese English or a mixture of accents. Still, they hoped

not to be recognised as a Chinese speaker of English, which is somehow contradictory. They show an uncertainty towards their own accents as some also emphasise the necessity of getting exposure to NE accents and regard NE accents as their ultimate aim, as they were struggling with their own identities to move between life-long language learners and language teachers.

The uncertainty and complexity of positioning their own English accents in regard to which English accents are better and what kind(s) of English accents they should aspire to can be found from the data, especially during discourse. Both teachers and students express the necessity of not simply listening to NE accents but being exposed to various accents as they may realise that ‘real-life language use is far more socioculturally complex and multifaceted than the curriculum statements and pedagogic materials’ (Leung, 2013: 304). This leads to the discussion of whether the traditional approach of phonetics instruction based on the native model is the best option in today’s pronunciation teaching (Kissling, 2013; Jenkins, 2000, 2007; Walker, 2010). The notion of attitude uncertainty and complexity is also explained by Gao (2009: 75), in that the ‘ambivalent attitudes towards English are deeply rooted in history and have formed a psychological complex transmitted down through generations’. This remark accurately summarises the research findings of the first two research questions.

In response to research question three, the findings corroborate the close relationship between accent attitude and identity as ‘accent is exploited [...] as a resource for projecting a hybrid identity which expresses both global and local orientation’ (Sung, 2014: 53). The uncertainty and complexity of attitude in my findings reflect similar results of identity construction among the participants. The simplification of integrative and instrumental motivation cannot fully explain the purposes of English learning today. However, the findings demonstrate that students possess various motivations during the process of English learning. Discourse also reveal the complexity of identity construction in the language learning process. Specifically, how accent attitude may affect identity construction shows that students possess a positive

attitude towards NE accents and believe that this will enhance intelligibility, while they have a rather negative view of NNEs and of their own accents in general.

Although both students and teachers say they would feel ‘happy’ to be mistakenly recognised as a NES from their accents, some also express that this does not mean anything significant to them beyond a mere compliment. Again, students and teachers are struggling with ‘who they are’ (a Chinese learner or speaker of English with a unique Chinese accent when speaking English), ‘who is an ideal self to be’ (possibly a ‘good’ Chinese learner or speaker of English who may or may not speak English with a Chinese accent but has their own style) and ‘how they should be perceived by other people’ (possibly a fluent or competent speaker of English without the Chinese accent, so as to demonstrate the success of English learning) according to their English learning or teaching experience. Neither students nor teachers want to lose their own identity as a Chinese speaker, but also hope to be considered a successful learner or user of English from their English accents, as well as a desire to sound native-like, although this is less salient for teachers with more teaching experience.

Overwhelmingly, the participants agree that English is not only used ‘as a means of communication but also through it to express their identities’ (Ren, 2014: 209). This finding echoes the argument that ‘accent plays an important role in perceptions of language proficiency’ (Kuteeva, 2014: 337), while ‘conflicts and contradictions may be inevitable in L2 learners’ identity construction in ELF contexts, especially when their desire of gaining access to the global community may be seen to be at odds with the expression of loyalty to the local community’ (Sung, 2014: 53). The complexity and uncertainty of identity construction among the participants confirm that identity ‘is co-constructed in ongoing interactions in relation to the specific contexts (relational, social, cultural, ethnic, political, etc.) in which the particular interaction is occurring’ (Deckert and Vickers, 2011: 11).

9.4 Implications and Recommendations for ELT in China

The findings discussed above suggest the complexity of perceiving people's attitudes towards English, particularly in a 'transition era' when English is functioning as a lingua franca. The thesis also reveals the dilemma for people when constructing and negotiating their identities, given the fact that Chinese people are learning and teaching English as a foreign language. This fact, in turn, raises a question concerning how English as an international language, should be taught and learned in China, where the national and linguistic identities are greatly underscored.

The status quo of ELT in China is full of complexity and negotiation. The findings indicate that the teaching methods are still NS based where NES standard norms are rooted in people's minds, although some participants raise the issue of intelligibility and the necessity of being exposed to different accents in an international setting. Although it has been pointed out that the English spoken by British or North American NESs is not the most internationally intelligible (Jenkins, 2007; Smith, 1992), a misconception that the native model should serve as a benchmark 'is exactly what most language teachers have been doing during the modern era of English language teaching through implicit messages and overemphasis on NES models conveys' (Murphy, 2014: 259). This creates a false image for language learners that NESs speak the most intelligible English, or NE is 'the most spoken variety English' (Galloway, 2011: 261) and should serve as the learning target, while NNEs are more often perceived as deficit language learners. Wang (2013: 276) proposes three factors in terms of why the narrow view of NES or standard model is constantly emphasised in the Chinese setting: 'the belief in the ENL as the essence of English, the desire for fixed norms, and the aspiration for the perceived social advantage of ENL'.

The research urges language educators to re-evaluate the model of pronunciation teaching and the domain of ELT/TESOL in general to better fit the ELF framework. This will facilitate students to foster an international understanding of the English language and its diverse

speakers, and to better grasp English learning and international/intercultural communication in general. The researcher thus draws upon the theory of post-method pedagogy with three parameters: particularity, practicality and possibility (Kumaravadivelu, 2001, 2003, 2006b) and proposes an approach called Teaching of Pronunciation for Intercultural Communication (ToPIC) by focusing on the following aspects based on my research findings:

1. Revisiting Teaching Contexts, Models and Norms
2. Raising Teachers' and Students' Language Awareness
3. Reinforcing Accent Exposure and Fostering Communication Strategy

9.4.1 Revisiting Teaching Context, Models and Norms

As the first component of ToPIC, language teachers should be sensitive to the culture and context of language teaching, in order to build up an appropriate and realistic model of pronunciation teaching as 'they are teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu' (Kumaravadivelu, 2001: 538). The field of ELT is complex, especially when teaching English in China, which holds the largest population of English learners and where people may possess different needs for language learning. Deterding (2013) raises the issue that teachers may spend more time on things that do not matter too much in terms of intelligibility for ELF communication and adopt a de-contextualised pattern-drilling method when teaching pronunciation (Saito, 2012; see also **Appendix 7**, p. 261 for an overview of my class observation). Under such circumstance, Deterding (2013: 172) initiates that 'the most useful thing that can be done in terms of pronunciation teaching is to make students aware of their own pronunciation and where this causes problems, and this represents one type of accommodation skill'.

Therefore, language educators are required to understand teaching contexts and learners' needs before altering pronunciation instructional approaches or developing any teaching

materials. This does not mean that teachers do not correct learners' pronunciation mistakes, however, as teachers should be cognisant of mistakes and determine whether the (mis)pronunciation may impede intelligibility. For example, a detailed description of English pronunciation features by speakers from China has been discussed by Deterding (2006), as well as an ELF-based pronunciation teaching in China (Deterding, 2010). More importantly, they should be aware that English is being used as an international language and use that to help decide how, and the extent to which, students should be corrected.

For instance, in the early stage, learners may not be aware of theories or approaches of English teaching, and they mainly learn the language from their (probably local) teachers³¹. It is normal that most of the language learners may have chances to gain exposure to NE accents from various sources, but they need to be made aware of the fact that in ELF settings, it is not beneficial, and even adverse for learners to only imitate NE accents without deeper knowledge. The native-oriented ideology in pronunciation teaching may falsify language learners to form an image of the 'right and wrong' of the pronunciation model (as this does not exist in ELF settings), and will also create an unrealistic pronunciation learning target that can discourage language learners. Zheng (2014: 37) points out that 'Chinese learners revere the ideal image of a native speaker to the extent that it has almost become a phantom'. She further raises the importance of one perceiving himself or herself as a legitimate user of English in a global context and learn to 'negotiate their identity as a valued member of the international community' (ibid.)

When language learners begin to gain more exposure and a better understanding of global communication skills, they will, in turn, learn to produce intelligible English, and gradually understand that it is more important to preserve their own identities within their English accents instead of seeking to attain the paradoxical utopian NE accent. However, English

³¹ The quality of the language teacher may become a concern for early-age language learners in China, which will be discussed in the section 9.4.2.

accents should not impede communication with local and foreign interlocutors, as that is a primary goal of English language learning³². In terms of the issue of intelligibility, learners should not be trapped by the traditional understanding that NE accents are the ‘golden rule’ or panacea because NE accents have been proved as not the most intelligible accents in international settings (Deterding, 2013; Jenkins, 2007; Smith, 1992; Walker, 2010). There is no fixed model or norm, however, as norms are rather ‘emergent’ and should be negotiated during communication. Teachers should be more sensitive to their students and teaching context, as well as learners’ English levels, their learning needs, and their future possibility of using English, in order to ‘examine the manner in which English is being used in the larger social context and design curricula that are in keeping with the English demands of the students’ (McKay and Bokhorst-Heng, 2008: 196).

This leads to another research area to investigate the genuine needs of learners in terms of their pronunciation target. This is, if a native goal is insisted for some language learners, for example, if they want to immigrate to a native speaking country, or to pursue further education in a native English speaking country, they may hope to get some exposure to a particular form of English, but teachers should let them know that even the UK or US are multilingual and multicultural countries and a native accent may not be as helpful as imagined. This awareness will also help students ponder what they really need in terms of their pronunciation. This can also be applicable to people who simply wish to stay in their own country (even if they have further opportunities to go abroad for various purposes), as their future use of English will be more likely to occur with people from different linguistic backgrounds. Therefore, an ELF approach to pronunciation teaching may be more beneficial for a majority of language learners. This helps both language teachers and learners establish more realistic models and goals for pronunciation learning.

³² I also realise that sometimes communication breakdowns can occur because some NESs are unwilling to accommodate; see section 9.4.3 for more detail.

In the Chinese context, individual learners may not accept an ELF approach of pronunciation teaching, especially at the early stage of pronunciation learning. We also realise a ‘continued preference of native norms in determining nonnative norms’ (McKay and Bokhorst-Heng, 2008: 143). While in the proposal of ToPIC, the ELF approach and perspective will help language learners rethink and re-evaluate learning models and targets, as most will realise that the narrow and unachievable native model is not optimal and a fixed norm of English pronunciation is also not viable in intercultural communication. Language learners will then start to set a more realistic learning target rather to get trapped in the pitfall of ‘conflict between the NS-based future self-guides and the immediate social environment they are embedded in’ (Zheng, 2013: 358). Within the ToPIC approach in relation to the notion of ‘particularity’, learners should understand that ‘the aim to learn English, for users in the Expanding Circle, is not native-speaker-like mastery but the ability to use English in real communication’ (Ren, 2014: 211). In turn, it is crucial that language educators should understand who the ‘learners are, with whom they will be interacting, and their purposes for both language study and using English’ (Murphy, 2014: 66). This will reinforce the ToPIC in terms of pronunciation teaching and learning. Bearing this in mind, I shall move to the second component of ToPIC, the issue of raising awareness.

9.4.2 Raising Teachers’ and Students’ Language Awareness

Although it has been pointed out that in ELF settings, ‘it is the non-native speaker teacher who can actually provide the better model, and the native speaker teacher who can be problematic’ (Walker, 2010: 138), this is particularly hard to convey, as the learning culture in China is examination oriented. This means that a native target and standard model are entrenched in a specific modality. In many cases, even university students in China have little contact with people from different lingua-cultures. In particular,

the convenient access to the ENL cultural products along with the process of globalization encourages the learners’ propensity to virtually identify with the imagined NS community and reinforces the NS-based Ideal L2 Self, but failure

to imagine an ELF community and the lack of here-and-now ELF experience obstruct the due acknowledgement of the relevance of ELF in relation to their future (Zheng, 2013: 357).

Therefore, it is necessary to raise language awareness in terms of ToPIC. This component of ToPIC is similar to the idea of ‘practicality’ of post-method language teaching (Kumaravadivelu, 2001, 2003, 2006b), because as long as new attitude is fostered and language awareness is raised, theory can be applied into actual practice. In terms of theory construction, apart from Second Language Acquisition (SLA), instructors should understand the basic concept of World Englishes (WE) and English as a lingua franca (ELF). They should also understand theories in relation to critical theory, specifically in terms of language teaching (Kumaravadivelu, 2001; Norton and Toohey, 2004; Pennycook, 1994), in order to ‘know-why’ before they apply the concept into language teaching. This will help teachers critically evaluate the current linguistic landscape and the traditional SLA theories, as it has been argued that the traditional SLA theories may not sufficiently cater to the current linguistic landscape for ELT (Cook, 2013; Firth and Wagner, 1997, 2007; Jenkins, 2006b; Lantolf, 2011). Teachers should not ‘teach’ the language, instead, they should teach students how to use and manipulate the language in the real world.

Raising teachers’ and students’ language awareness requires language instructors to understand the current linguistic landscape and the aforementioned notions related to English before passing ideas along to students. Raising awareness requires fostering attitudes because the ‘philosophical and pedagogical investments deemed to be necessary to restructure TESOL activity cannot be expected to yield rich dividends unless they are buttressed by attitudinal changes’ (Kumaravadivelu, 2006a: 21). It is a significant task to raise teachers’ awareness because many teachers are told and believe that they should (only) teach ‘standard’ English, and seldom do they critically evaluate how this notion can be revised in actual practice (cf. Schneider, 2014; Zheng, 2014). In order to raise teachers’ and students’ language awareness of a ToPIC proposal, teacher training and professional development need

to become crucial components for all the pre-service and in-service language teachers. This will enable teachers to acquaint themselves with the current linguistic landscape and the concept of ELF, for example, and in turn deliver new concepts and prospects to their students regarding the English language.

9.4.3 Reinforcing Accent Exposure and Fostering Communication Strategy

The third component of ToPIC focuses on reinforcing accent exposure and fostering communication strategy. Linking to the second component of theory construction, the concept of ‘practicality’ of post-method language teaching also deals with the conversation between theory and practice. In a real classroom setting, Kumaravadivelu (2001, 2003, 2006b) also raises the necessity of understanding the issue of ‘possibility’, meaning the conversation between teachers and language learners. Echoing the concepts of ‘practicality’ and ‘possibility’, this section will discuss the aspect of practice in relation to the proposal of ToPIC.

Given that some participants in this study express their willingness to learn English pronunciation from an ELF perspective and the necessity of accent exposure in an international setting, it is viable to design courses related to the spread and varieties of English, the global status of English, the concept of Standard English (debate), and to the understanding of NESs and NNESs. This will first require textbook redesign, as at this stage, textbook designers and publishers seem to remain oblivious to the impact that globalisation has made on language teaching and how people from different cultures are communicating. Thus, the proposal of ToPIC may need more empirical evidence and support to convince both teachers and students of its relevance. For instance, Galloway (2011), based on her research findings, has developed the course called Global Englishes Language Teaching (GELT), in which the theory of Global Englishes can be applied into real language instructional settings to critically evaluate the status quo of the English language. GELT also helps both teachers

and students understand the impact of the global spread of English on economic, political and sociocultural domains in relation to language pedagogy (cf. Galloway, 2013; Jenkins, 2015).

From the perspective of Global Englishes in relation to language teaching, students should have various opportunities to gain exposure to various English accents, including native and non-native accents. By recognising the current situation, that not many textbooks include NNE accents of English as listening material, it is the teachers' job to look for samples and examples of NNE accents, for students to listen to, and learn to understand and analyse features of pronunciation, as this is 'one way of transitioning away from the field's traditional preoccupation with NES norms when teaching pronunciation' (Murphy, 2014: 265). This also encourages students to gain exposure to sub-varieties of NE accents, even those that may not be mainstream or less intelligible. In the proposal of ToPIC, NE accents (especially RP or GA) are no longer the fixed model for most of the language learners. However, in terms of pronunciation, the model is negotiated and co-constructed in different contexts. This is important because it opens the channel for conversation between teachers and students.

The proposal of ToPIC does not separate *segmental* and *supersegmental* in terms of pronunciation teaching. What really matters in ToPIC is how language is produced and how accents are being adjusted to make meanings (cf. Deterding, 2013). In the proposal of ToPIC, NESs do not enjoy a priority to their counterpart, NNEs, when they do not understand the meaning during communication process. In this case, NESs do have responsibility if they do not adjust their accents or paraphrase expressions to create communication breakdown. In particular, Schneider (2014: 254) argues that 'intelligibility in communication is a two-way process which involves not only the speaker (and his/her obligation to approximate some norm) but also the hearer (and his/her desire to successfully communicate and understand)'. Therefore, ToPIC places emphasis on communication strategies. This approach can only be reached when people get enough exposure to various accents in some 'emergent' scenarios (rather than the so-called 'authentic' conversations), as it has been argued that English is not

a system or an entity, but is ‘inductively and interactively built for each act of communication by the people engaged in communicating’ (Sussex and Kirkpatrick, 2012: 224).

The concept of communication strategies of ToPIC echoes what Sussex and Kirkpatrick (2012) call ‘communicacy’. This notion of communicacy does not view NE accents as a benchmark but focuses on the following skillsets for successful language users for intercultural communication: variation, switching, repair and recovery, negotiation, accommodation, emotional intelligence and intercultural communication (cf. Leung, 2013). In the proposal of ToPIC, teachers should also aim to transfer the concept of accommodation skill, as this aspect is particularly important in ELF communication (Cogo, 2009; Deterding, 2013; Jenkins, 2000). It is important for speakers to be aware of the features of their own pronunciation, and at the same time, to be sensitive to interlocutors’ features and develop accommodation skills, for example, ‘changing your own pronunciation to enable your listener to understand you better’ (Deterding, 2013: 175). In sum, the component of ‘possibility’ of the ToPIC approach requires teachers to be sensitive when evaluating the needs of language learners, and to create an ELF-friendly environment to provide them with accent exposure and to develop communication strategies in ELF communication.

9.5 Limitations of the Research

There are several limitations of this research, in terms of both aspects on methodology (see Chapter 5, section 5.9) and the research as a whole. I shall discuss the research limitations from several aspects as follows: the generalisation of the findings, research process, and the role of the researcher.

The first limitation is related to the issue of generalisation. Although a detailed research context and participants’ profiles have been provided, as a case study with the data collected in one university in China, it cannot be taken for granted that the findings of this research can fully represent a particular group of people or ELT of other Chinese universities. This is also

because university language policy and practice in different regions of China might be different. Any research involving qualitative data is not expected to be generalised, and when compared with generalisation, notions of trustworthiness, resonance and transferability are more appropriate than generalisation as they may resonate with similar situations elsewhere (Davis, 1995; Kelle, 2006; Richards, 2003). In particular, Richards (2003: 21) points out that ‘the power of the particular case to resonate across cultures should not be underestimated’. Based on the findings of this case study, connections can be made to those in similar settings with participants who learn the English language and come from a similar education background. Although I have adopted a mix-methods approach to generate rich data, we also need to recognise the complexity and subtlety of attitude studies, as it is challenging to thoroughly explore the covert attitudes of participants. The multifaceted layers and constant negotiation of identity construction also impact the nature of this study. It would be significant if further comparative research can be done in other regions of China, or in other expanding circle countries, concerning people’s attitudes towards English accents in relation to their own identity construction in the ELF framework, in order to compare and test the validity of the research findings from this study.

The second limitation concerns the data collection. This research has adopted a mixed-methods instrument to provide rich data, from which participants’ accent attitudes were explored using both quantitative and qualitative data. Although several ethnographic techniques were adopted, the process of data collection lasted for only three months. Further data richness could be established if I could spend more time with the participants and observe more classroom practice. Another limitation during the process of data collection relates to the time management of the FG. As the participants had various schedules, I could only arrange a one-hour time slot for my participants in three FGs, while one teacher FG did share ideas without time restriction.

A final limitation is the role of the researcher, as I conducted this research in my working

university. Although adopting the techniques of emic and etic perspective, as well as the process of reflexivity to maintain the unobstructed nature of the data (see Chapter 5, section 5.2), given the fact that some of the teacher participants already knew my area of interest before I collected the data; it is doubtful whether all of the teacher participants could reveal their latent attitudes when discussing these issues.

9.6 Further Research

The research on language attitude in relation to identity is worth further research. It is hoped that similar research could be done by scholars in various contexts, for example, in NE contexts where universities have attracted international students and staff, and in expanding circle contexts where people have more contact with NNEs. It would make an impact and further contribute to attitude and identity research if more scholars can research similar topics in their own contexts. In this way, findings can also be used to generate any similarities and differences in different contexts to help language policy makers and educators to formulate more appropriate language documents, curricula, and tests for language learners with various purposes.

Due to the time limitation of the process of data collection, further research may be conducted to investigate participants' attitudinal change over a period of time, particularly for students after graduation from university and after they have been exposed to different accents. It is worth conducting longitudinal research with students to investigate their English learning experience and accent attitudes during and after university life, and to see how they construct and negotiate their identities if they regard themselves as language learners or language users at their later stages in life, provided they still need English in their learning or career goals. Students who plan to or have studied abroad will be a particularly interesting target, as their accent attitudes can be measured in terms of their learning experience in their home countries and abroad once they have encountered different interlocutors. However, this type of study may need a method of ethnography to conduct research over a relatively longer

period of time.

From another perspective, further research can also focus on the perceptions of English accents from international staff and students in different contexts, especially in Anglophone settings. Jenkins (2014) has found that international students have contradictory understandings that NE is the best form of English and should be applied in the English medium in higher education, while they are also receptive to the idea of ELF. This is similar to what participants have expressed in this research. Therefore, it is meaningful to investigate how university staff perceive the English accents of international students, and in turn, how international students regard the English accents of their tutors and classmates. Having raised the awareness of the global use of English in this thesis, it is hoped that further research can focus on the ToPIC approach in a classroom setting, for example, how staff and students would perceive the proposal of ToPIC in teaching and learning English pronunciation. It is necessary to link this proposal to critically investigate students' pronunciation needs in order to test the feasibility and validity of ToPIC in various contexts. This will contribute to the most appropriate English pronunciation teaching paradigm for international higher education, and help instructors of English classes prepare students for ELF communication in actual practice. Similar research can also draw upon issues in relation to identity construction from both staff and students in higher education based upon their language teaching and learning experience in various settings.

9.7 Summary and Concluding Points

This chapter has summarised the results of the research. Echoing the model of Lingua Franca Core (LFC) (Jenkins, 2000), post-method pedagogy (Kumaravadivelu, 2001, 2003, 2006b) and Global Englishes Language Teaching (GELT) (Galloway, 2011), as well as the findings of this thesis particularly on accent and identity, I have proposed a post-method of pronunciation teaching in the ELF paradigm and have made further recommendations. The limitations of this research were also addressed. The necessity for further research was also

explored.

By adopting a mixed-methods approach, this thesis investigates Chinese teachers' and students' attitudes towards their own and other English accents, and further explores the relationship between accent attitudes in terms of their identity construction and negotiation. The findings suggest an attitude of uncertainty and complexity of the participants, and also highlight the rooted native-oriented ideology, despite expressing the necessity of accent exposure and the reception of an ELF approach. This reinforces the complexity of identity construction and negotiation in an ELF setting. The findings also emphasise the need to understand how language learners and teachers 'feel about their identities in ELF contexts and how they would like to present themselves' (Sung, 2014: 54).

The traditional method of pronunciation instruction and even drilling in order to help learners lose their local accents in order to achieve native-like pronunciation no longer addresses the various purposes of English learning and the reality that English is now functioning as an international language. The proposal of ToPIC can better empower the language users of NNEs to realise the value of their local accents. The ToPIC approach requires both language educators and learners to revisit their teaching contexts, models and norms to raise language and cultural awareness, and to reinforce exposure to various accents in order to foster global communication strategies. In the context of international communication, these aspects are far more important than imitating any NE accents for English teaching and learning. It is hoped that the ToPIC approach will contribute to effective pronunciation and language teaching in the context of Chinese higher education, and, more broadly, in higher education of more expanding circle contexts. It is also hoped and that the findings of this research will contribute to knowledge about the factors involved in ELT, and pronunciation more specifically.

Appendices:

Appendix 1: The Questionnaire

QUESTIONNAIRE

Chinese University Students' and Teachers' Attitudes towards Their Own and Other English Accents in the Framework of English as an International Language/ a Lingua Franca

Fan Fang
Centre for Global Englishes, University of Southampton

1. Demographic background data (个人背景资料)

Please fill in the following information about yourself. All personal responses will remain anonymous and will be included for research purposes only.
(请在下方填写你的个人信息。请注意：所有的回答都以匿名形式保存并且仅会以研究目的使用)。

- 1) **Age (年龄):** 18 to 22 (18至22岁) 23 to 30 (23至30岁) 31 to 40 (31至40岁)
- 2) **Gender (性别):** Male (男) Female (女)
- 3) **College (学院):**
 - College of Liberal Arts (文学院) School of Art and Design (艺术学院)
 - Business School (商学院) College of Engineering (工学院)
 - School of Journalism and Communication (新闻与传播学院)
 - Law School (法学院) College of Science (理学院)
- 4) **Age when starting to learn English (开始学习英语的时间):**
 - kindergarten (幼儿园) primary (小学) secondary (中学) university (大学)
- 5) **Experience abroad (please skip the question if you do not have experience abroad):**
(国外的经历, 如果没有请跳过)。
 - travel (旅游) study (学习) work (工作) conference (会议)
 - others, please specify (其他原因, 请注明): _____

Where (地点): _____

Length (时长): less than a month (少于一个月) 1 to 6 months (一到六个月)
 6 months to a year (六个月到一年) more than a year (多于一年)

6) **Your native language/dialect? (你的母语或方言)** _____

7) **Other languages/dialects? (其他语言或方言)** _____

2. Questionnaire: Part One (问卷调查: 第一部分)

Please answer **all** the following questions about English accents according to your own understanding and beliefs. There is no right or wrong answer. Additional comments are welcome. You can answer in either English or Chinese.

(请根据你自己的了解和想法回答以下**所有**关于英语口语音的问题。答案没有对错之分。如果可以，请解释你填写的答案或提供你的看法。你可以用英语或者中文作答)。

1) Do you think that some English accents are **better** than any others?

(你认为某些英语口语音**优于**其他英语口语音吗?)

No No idea Yes

Any reasons why (请解释): _____

2) Do you think that some English accents are **easier to understand** than others?

(你认为某些英语口语音比其他英语口语音容易理解吗?)

No No idea Yes

Any reasons why (请解释): _____

3) Please use **some adjectives** to describe your **own** English accent.

(请用几个形容词描述你自己的英语口语音。)

4) How do you feel about your **own** English accent? (你对你自己的英语口语音作何评价?)

Not satisfied at all (十分不满意) Not very satisfied (不是很满意)

Uncertain (无法确定) Satisfied (满意) Very satisfied (很满意)

Any reasons why (请解释): _____

5) Which English accent(s) do you like most, if you have (put your favourite one first, then go 1 down to 5 if possible)?

(如果有的话，你最喜欢哪些英语口语音? 请按照你的喜好，按照1至5的先后顺序排列)

(1) _____ (2) _____ (3) _____

(4) _____ (5) _____

I do not have any particular English accent that I like. (我没有特别喜欢的英语口语音)

6) What kind of English accent would you like to **aspire to**?

(你期望达到什么样的英语口语音?)

Sound like a native speaker of English. (像英语为本族语的人一样的口音。)

Keep my own English accent. (保持我自己的英语口语音。)

I do not care about my English pronunciation. (我不在乎我的英语发音。)

Others, please specify (其他，请注明): _____

面用打“√”的方式进行选择。)

Strongly Disagree |___|_√_|___|___|___| **Strongly Agree**
(完全不同意) (完全同意)

2.1) I feel happy when I find my English accent is more like native speakers.

|___|___|___|___|___|
(当我觉得我的英语口语越来越像以英语为本族语的人的时候,我感到开心。)

2.2) When someone cannot understand me when I speak English, I begin to doubt my English accent. |___|___|___|___|___|

(当我讲英语而他人没办法理解我的时候,我便开始怀疑我的英语口语)

2.3) I feel satisfied with my English accent as well as my Chinese accent.

|___|___|___|___|___|
(我对我的中文口音和英语口语一样都感到满意。)

2.4) I feel that my English accent is better than my Chinese accent. |___|___|___|___|___|
(我觉得我的英语口语比我的中文口音要更好。)

2.5) I do not feel satisfied with my English accent and would strive to sound like a native speaker of English. |___|___|___|___|___|

(我对我自己的英语口语感到不满意,我努力尝试着像以英语为本族语的人一样去讲英语。)

2.6) I feel satisfied with my own English accent but would still like to strive to sound like a native speaker of English. |___|___|___|___|___|

(我对我自己的英语口语感到满意,但我还是希望可以像以英语为本族语的人一样去讲英语。)

2.7) I feel satisfied with my own English accent and would like to keep it.

|___|___|___|___|___|
(我对我自己的英语口语感到满意并希望保持它。)

2.8) I feel happy if someone mistakenly regards that I have a native speaker accent of English. |___|___|___|___|___|

(如果有人误以为我有像以英语为本族语的人一样的口音,我会觉得很开心。)

2.9) When I speak English, I am happy to be identified as a Chinese speaker.

|___|___|___|___|___|
(当我讲英语的时候,我很开心能被听出我是讲中文的人。)

2.10) After learning English, I find myself more sensitive to different accents of people I communicate with. |___|___|___|___|___|

(在学习英语之后,我觉得自己在和他人交流时对不同人的口音更加敏感。)

Any further comments/suggestions?
(其他的意见与建议?)

Please share your comments and thoughts you would like to make about your own accents of English, or other English accents from inside or outside classroom, when communicating with your teachers/colleagues/friends. You can make any comments based on different English accents or on your own English accent. Feel free to write anything you like – I am sure the comments you provided will be valuable in my research.

(请分享你对自己的英语口语的看法,或者当你在课内与课外,与你的老师/同事/朋友交谈时接触到的不同英语口语的意见与想法。你可以基于不同的英语口语或者对

你自己的英语口语提出任何的看法。请尽管表达任何你想表达的看法，相信你的看法或建议对我的研究会很大的帮助。)

This is not compulsory but if you are interested in this research and would like to further discuss some of your thoughts or comments with the researcher, you can write your email address down. Alternatively, you can contact the researcher through either of the email address provided in the research information sheet.

(Your Email: _____)

(这不是强制性的，但如果你有兴趣在本研究中，希望进一步与研究员讨论一些你的想法或意见，你可以写下你的电子邮箱地址。或者，你可以通过任何一个研究员在研究信息表提供的电子邮箱地址联系研究员。)

(电子邮箱地址: _____)

*** THANK YOU FOR YOUR COOPERATION ***

(感谢你的配合)

Appendix 2: The Semi-structured Interview Questions to Students and Teachers

INTERVIEW (To Students)

Introduction:

This research is being conducted to look at the attitudes of Chinese university teachers and students towards their own and other English accents in the framework of English as an international language. I would also like to explore how their attitudes towards different accents might affect your identity, and the English pronunciation to which they would like to aspire to. I am conducting this research for my doctoral study at the Faculty of Humanities, University of Southampton. Your participation is highly appreciated. Please be noted that there is no right or wrong answer to the questions and I hope you can express your ideas as natural as you can during the interview. Please also realise that the interview data will only be used for this research project and your personal information will be kept entirely confidential. You have already consented to the interview with the consent form. Do you have any questions before we begin?

Opening Questions:

1. Can you tell me something about your English learning experience?

Probe: age to start learning English, struggles, motivation, opportunities, exams, teaching methods

Questions about Accent Attitude and Identity:

2. How many English accents are you familiar with?

Probe: features, country/place of origin, English accent

3. What do you think a native speaker of English is?

Probe: native speaker English accent, BrE/AmE, varieties, standard English

4. How do you describe or evaluate your own English accent?

Probe: satisfaction/ dissatisfaction, influence of L1, understandable/ intelligible, identity/ recognisable, talking with a foreigner

5. Do you think some English accents are better/easier to understand than others (based on questionnaire answers)?

Probe: accent(s) of native speakers, China English accent, accent varieties, communication, intelligibility

6. When speaking English, how do you feel if someone mistakenly regards you as a native speaker of English?

Probe: reasons, personal experience, identity

7. Can you recall some personal experiences about your pronunciation-learning or any accent-related stories?

Probe: 'teaching' accent, correction, imitation, native accents

8. How do you feel about having a China English accent?

Probe: attitudes, personal identity

9. How do you feel about the English accents of your (local or foreign) English teachers?
Probe: local teachers, foreign teachers, native/non-native English teachers

10. Can you predict how you will use English and with whom in the future?
Probe: further study, working place, English as an international language

Closing Questions:

11. Which kind of pronunciation(s) do you think teachers should teach to Chinese university students to meet their needs in the future?
Probe: standard English accent, China English accent, purpose of learning, intelligibility, communication

12. Are there any more things you would like to say before we end the interview?

Further Discussion:

Do you have any further thoughts about the interview?

FOLLOW-UP INTERVIEW (To Students)

1. Do you have any specific purpose or aim to choose the class of *Voice and Accent Training*?
2. Can you talk about your experience and what you have learned from this class?
3. Based on your class experiences (lectures, activities, etc.), do you have any aspects that you like the best and aspects that could be improved?
4. Do you have any new understandings in terms of ‘accent’ and ‘pronunciation’?
5. How do you feel about teaching English accents using an ELF approach to university students in China?

INTERVIEW (To Teachers)

Introduction:

This research is being conducted to look at the attitudes of Chinese university teachers and students towards their own and other English accents in the framework of English as an international language. I would also like to explore how their attitudes towards different accents might affect your identity, and the English pronunciation to which they would like to aspire to. I am conducting this research for my doctoral study at the Faculty of Humanities, University of Southampton. Your participation is highly appreciated. Please be noted that there is no right or wrong answer to the questions and I hope you can express your ideas as natural as you can during the interview. Please also realise that the interview data will only be used for this research project and your personal information will be kept entirely confidential. You have already consented to the interview with the consent form. Do you have any questions before we begin?

Opening Questions:

1. Can you tell me something about your English teaching experience?
Probe: when to start teaching English, motivation, exams, teaching methods on pronunciation

Questions about Accent Attitude and Identity:

2. Can you briefly tell me about your understanding of ‘accent’?

Probe: features, Chinese accent, English accent

3. How do you define a native speaker of English?

Probe: native speaker English accent, BrE/AmE, varieties, standard English

4. How do you describe or evaluate your own English accent?

Probe: satisfaction/dissatisfaction, China English accent, reasons of self-evaluation, other people’s expectation, own expectation

5. Do you think some English accents are better or easier to understand than others?

Probe: accent(s) of native speakers, China English accent, accent varieties, communication, intelligibility

6. How do you feel if someone mistakenly regards you as a native speaker of English?

Probe: reasons, personal experience, identity

7. Can you recall some personal experiences about your pronunciation-learning or any accent-related stories?

Probe: ‘teaching’ accent, correction, imitation, native accents

8. How do you feel about having a China English accent?

Probe: attitudes, personal identity

9. Which kind of pronunciation(s) do you think will best serve the future needs of Chinese students?

Probe: standard English accent, China English accent, purpose of learning, intelligibility, communication

Closing Questions:

10. How often do you include pronunciation teaching in your class? In what ways?

Probe: teaching methods, model(s) aim(s) for, student feedback

11. Based on your teaching experience, how important do you think pronunciation teaching is to Chinese students?

Probe: local teachers, foreign teachers, native/non-native English teachers, students’ needs, English vs. non-English major students

12. Are there any more things you would like to say before we end the interview?

Further Discussion:

Do you have any further thoughts about the interview?

Appendix 3: The Focus Group Guidelines

Focus Group Guideline (To Students)

1. Can you recall any learning or personal experiences related to accent or pronunciation learning? How do you feel about the experience?
2. How do you evaluate the English accents of your teachers and friends?
3. Do you think some accents are better or easier to understand than others? If yes, can you provide some examples? If no, why?
4. Based on your own experience, do you think the accents of ‘native speaker’ are easier for you to understand?
5. What are your expectations of your English accent? What are your teachers’ expectations to your English accent?
6. Has anyone ever ‘admired’ or ‘praised’ your English accents? Have you ‘admired’ English accents of other people?
7. If you can choose, what kind of English accent(s) do you want to have? For what reasons?
8. Can you predict how you will use English and with whom in the future? What kind of pronunciation teaching/training can meet your future need? For what reasons?

Focus Group Guideline (To Teachers)

1. Can you recall any learning or personal experiences related to accent or pronunciation learning/teaching? How do you feel about the experience?
2. How do you evaluate the English accents of your students and colleagues?
3. Based on your own experience, do you feel that some accents are better or easier to understand? If yes, can you provide some examples? If no, why?
4. As a teacher, what are other people’s expectations to your English accent? What are your own expectations to your English accent?
5. If you can choose, what kind of English accent(s) do you want to have? For what reasons?
6. Based on your teaching experience, how important do you think pronunciation teaching is to Chinese students? In what ways do you include pronunciation teaching in your class?
7. Which kind(s) of pronunciation do you think will best serve the future needs of Chinese students? Why?
8. Do you think students should strive to ‘improve’ their English accents? Do you feel that students of English majors should sound ‘better’ than those who are not majoring in English?

Appendix 4: Participant Information Sheet and Participant Consent Form



Appendix 4.1: Participant Information Sheet

Study Title: Chinese University Students' and Teachers' Attitudes towards Their Own and Other English Accents in the Framework of English as a Lingua Franca

Researcher: Fan Fang

Ethics number: 3140

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

English is used worldwide as an international language for speakers of different languages and cultural backgrounds. My PhD project researches this phenomenon, looks at the attitudes of Chinese university teachers and students towards their own and other English accents, and explores how their attitudes towards different accents might affect their identity. The research also further investigates the English pronunciation to which they would like to aspire to in the future.

Why have I been chosen?

You have been chosen as a participant of my study because you either teach or study in a tertiary university in China, where English teachers are from various language backgrounds, and you may be familiar with different English accents. You have also been chosen because you may find the questions asked in the questionnaire to be relevant to your experience.

What will happen to me if I take part?

You will be asked to complete a questionnaire on the topic of accents and identities. It should take around 15 to 20 minutes (but no longer than 30 minutes) to complete the questionnaire, depending on how much you are willing to write. Further comments are welcome, but it is fine if you feel you do not have much to say.

You may also be selected to take part in face-to-face interviews and/or focus groups with the researcher at your convenience. Each interview will take approximate 45 minutes to 1 hour, while focus group may take 1 to 1.5 hours.

Are there any benefits in my taking part?

As an individual, you will not receive any direct benefits for participating in this study. However, during your participation, you may learn more about the spread of the English language with various accents, what motivates you to learn English and how learning English shapes your identity. Your participation in the study will help the academic community in general to further investigate language planning policies that may affect language pedagogy.

Are there any risks involved?

The potential risks of your participation in the study are minimal. Safeguards will be in place to minimise the risk of breaching of confidentiality.

Will my participation be confidential?

This research is entirely anonymous, and any data you provide will be analysed by the researcher only. Your personal information will be kept entirely confidential.

What happens if I change my mind?

Please note that your participation is entirely voluntary. You do not have to participate in this research project if you do not feel like to. You can withdraw your participation without any penalty at any time.

What happens if something goes wrong?

In the unlikely case of concern or complaint about this research project, please contact the Chair of the Faculty Ethics Committee, Professor Ros Mitchell (rfm3@soton.ac.uk).

Where can I get more information?

If you have any questions or concerns about this research project, please feel free to contact the researcher at ff3g11@soton.ac.uk or through mobile.

Appendix 4.2: Participant Consent Form



CONSENT FORM (FACE TO FACE: No.)

Study title: Chinese University Students’ and Teachers’ Attitudes towards Their Own and Other English Accents in the Framework of English as a Lingua Franca

Researcher name: Fan Fang

Staff/Student number: 24800791

ERGO reference number: 3140

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (insert date /version no. of participant information sheet) and have had the opportunity to ask questions about the study.

I agree to take part in this research project and agree for my data to be used for the purpose of this study.

I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected.

Data Protection

I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Name of participant (print name).....

Signature of participant.....

Date.....

Appendix 5: Sample of Open-ended Questionnaire Coding

Question 1: Do you think some English accents are better than any others?

- Good/bad English
- History/Culture/Heritage
- Understanding/Communication
- Standard English Accent
- Native Accents – (British Accents, American Accents, Canadian Accents)
- Non-native Accents (China English accent, Japanese English Accents, Indian English Accents)
- Emotional Reasons (Comfort, Clarity, Formality, Beauty, Popularity)
- Should not be Judged
- No Reason/Cannot Distinguish

Question 2: Do you think some English accents are easier to understand than others?

- Standard English Accent/ Authentic Accent
- Native Accents – (British Accents, American Accents, Canadian Accents)
- Non-native Accents (China English accent, Japanese English Accents, Indian English Accents, Korean English Accents)
- Familiarity (Long Learning Experience, Watching Films)
- Communication Efficiency
- International English
- Depending on Learning Time and Language Proficiency
- No Reason/No Ideas

Question 3: Please use some adjectives to describe your own English accent.

- Negative Comments (bad, nonstandard, not clear, Poor, Chinese English accent/Chinglish, Inaccurate, Unintelligible)
- Positive Comments (Clear, Fluent, Standard, Correct)
- Neutral Comments (Normal, So-so, Not Bad, Normal)
- In comparison with other NE accents (Kind of American, Close to British Accents, A non-American non-British Accent, A mixture of American and British Accents)

Question 4: How do you feel about your own accent?

- Satisfied (Communication Effectiveness, Intelligible, Standard, Clear)
- Unsatisfied (Chinese English Accent/Chinglish, Unintelligible, Non-standard, Different from Foreigners and Native Speakers, With Strong Local Accents, Cannot Express, Flat Intonation)
- Good but still Needs Improvement

- Not Sure/Non-attitude

Question 5: Please list them (Put your favourite one first, then go 1 down to 5 is possible)

- British Accents
- American Accents
- Standard English Accent
- China English accent
- Other Options (Australian Accents, Canadian Accents, French English Accents, German English Accents, Indian English Accents, the Accent Most People Speak)

Question 6: What Kind of English accent(s) do you think teachers should teach to Chinese students?

No Coding needed as only five comments provided – more students chose the answer ‘Standard English accent (British, American, Australian)

Additional Comments

- Standard English Accent
- NE Accents (British Accents, American Accents)
- China English accent (CE accents, Respondents’ Own English Accents)
- Their Language Teachers’ English Accents (NE Accents, NNE Accents, China English accent)
- Communication Efficiency
- Accent Awareness
- Language Learning/Training

Appendix 6: Selected Additional Comments

(The translated version can be found in bracket if the original comments are in Chinese. Those comments written in English are kept as original.)

学习标准的英语口语是非常有必要的，因为有一个统一的标准，将有利于来自不同区域的人通过标准英语来交流，使人与人之间交流更便利且减少误会的产生。

(It is necessary to study Standard English accent. Having a uniform standard will help people from different regions to communicate by being able to use Standard English, which will facilitate communication and reduce misunderstandings.)

也许在英国或其他以英语为母语的国家有各种不同的口音，但我相信我们学到的是正式的，在欧美国际通用的英语，是所有的人都能听懂的那种英语口语，而不是带有个人口音的英语。

(There may be different English accents within the UK or in other countries where English is the native language. However, I believe that we need to learn formal English. The English accent that is used in Europe or US should be a universal one that everyone can understand, rather than an accent that leads to personal stigma.)

希望自己的口音比较标准，发音清楚，然后口语对话时能比较流利地运用英语。

(I hope I can acquire a relatively standard accent with clear pronunciation, and that when I am talking to other people, I am able to use English relatively fluently.)

如果我能掌握不同的英语口语，我会和印度人讲印度英语，和德国人讲德国英语。

(If I can master different English accents, I will be able to speak to Indian people in Indian English, and to German people in German English.)

就个人而言，我比较青睐美式口音，稍微卷舌的口音听起来有音律感，我也曾听身边的朋友谈起自己的英语老师，他们更喜欢美式、英式等标准发音，对印度式英语口语都普遍表示不是很喜欢。个人感觉，印度式口音相对而言更艰涩、难懂，因为中国人多数较早并且保持接触的都是美式或英式口音。

(Personally, I prefer to have an American accent because of its rhythm, with its slightly rhotic way of pronunciation. I have heard my friends saying that their English teachers would prefer Standard English pronunciation such as US or UK accents, while they generally do not like Indian English accents. My personal view is that the Indian English accent is relatively incomprehensible since more Chinese people may have come into contact with US or UK accents at their early age when learning English.)

在英语课上，我们一般不会特别注意到“口音”的问题，不同的老师也许有着不同的口音，但是他们也不会跟我们强调这个问题，好像我们在课堂上的学习并不包括口音部分，如果英语口语成为英语课堂上明确的一部分，那会让我们对自己的口音有着更深的了解。但是在英语学习的整个过程中，我们是应该只学习一种口音吗？这似乎不太好操作，因为我们遇到的会是不同口音的老师，这对我们会有影响吗？如果口音的学习有一个定型期的话，那在那个阶段学习期望的口音是否就可以“一劳永逸”？

(In English classes, we normally do not pay particular attention to ‘accent’. The teachers themselves have different English accents, but they do not emphasise this with us as this concept is not included in our classroom learning. If an English accent became an explicit component of our English classes, we would have a deeper understanding of this concept.)

However, during the process of English learning, should we learn only one kind of accent? This does not seem very effective because we will certainly meet different teachers with different accents. Does this matter? If there is a period in which a certain accent is emphasised, would the accent learned during this period continue to be useful in the future?)

口音只是作为英语声音的一种表达方式的不同体现，在交流过程中的作用却异常重要。常见的口音也较容易被听者理解接受，过于地域化的口音对学习英语也不是一件好事。但语言地域化也必然会带来不同口音的英语。所以作为英语学习者尽量努力提高自己的语言水平才是对自身起作用的。

(An English accent involves different manifestation of the language's sounds and it is very important during the process of communication. Commonly used accents are more intelligible and acceptable to listeners. Accents that are too localised are not good for use in studying English. However, localisation of language will result in different English accents. Therefore, language learners should try their best to improve their language levels, which will, in turn, benefit them.)

我的基本态度是英语口语只要不影响交流，大家都听得懂就可以了，但是有些口音（eg.印度口音）确实非常难听，授课应该传授而好的，所以，对授课来说，赞成教标准英语 or 美 or 英式。

(My basic attitude is: it is good as long as the English accents do not impede communication and that the person can be understood. However, some English accents (e.g., the Indian English accent) are really not pleasing to the ear. Because proper accents should be taught in English classes, I support the idea that Standard English or US or UK English should be taught.)

中国英语老师的口音对学生的影响是非常大的，中国学生一开始接受英语教育便是学校老师教授的，初学者会去模仿学习，因此老师的口音需标准，需经过较为严格的培训和检验，那样才能提高全民的英语口语水平。

(The English accents of Chinese English teachers have a great impact on their students. Chinese students start their English education with their school teachers and, as beginners, these students will imitate the accents they hear. Therefore, it is necessary for teachers to have standard accents. They should be well trained and tested in order to help people improve their overall accents.)

我认为要学习标准的口音是有必要的，标准的英式/美式发音都会让人有种生动悦耳的感觉，也能让人更容易接受到交流的信息，但中国目前的基础英语教育尚未完善，英语教师的口音与素质参差不齐（尤其在农村地区），如果中国英语基础教育完善后，英语口语的问题应该是比较容易解决的。

(I think that it is necessary to acquire a standard accent. Standard UK/US accents have a certain 'melody' and are also more useful for communicating information. However, China's basic education is not perfect, and the English accents and qualities of teachers' English accents are rather uneven (especially in rural areas). If China's basic education can be improved, it should be relatively easy to solve the accent problem.)

Well it's not easy for Chinese to speak English like natives for we don't have language environment. I mean many natives surround us and speak English with us every day. If someone has stayed abroad for several years I'm sure he can speak English just like

foreigners. But I believe we can still succeed in speaking English like natives even though we have no chance to go abroad after we practice a lot.

As for my English accent there are many problems. First the Chinese accent the wrong pronunciation. There are two big question for my accent. I think I can change my accent by listening and watching as many as American or other country movies and improve the pronunciation.

对于英语口语，本人因接触到的外国人不多，但至少给我一种感觉，（我是从看英语节目中得到的）是口音的确很重要，就像普通话，在中国北方有些地方有自己的方言，难免会影响别人的理解，让东北人和四川人讲话时，就可能会产生语言上的理解错误，交流有障碍。因此我认为不同的英语口语也会产生类似的情况，但英语口语也会被同化，当你来到一个与你口音不同的环境时且随着时间的推移。

(In terms of English accents, although I do not have a lot of contact with foreigners, I have a feeling from my English programme that accent is indeed important. Like Mandarin, which includes some local dialects in certain parts of North China, some misunderstandings are unavoidable. The use of different dialects may lead to mistakes in understanding when a person from the northeast communicates with someone from Sichuan. I believe that different English accents may create similar circumstances, but that English accents will also be assimilated when a person comes to a different environment where people speak with a different accent. This is a process that evolves with the passage of time.)

Sometimes I feel some accents are hard for me to understand. But I will try my best in listening in order to understand as many as accents I can.

我对我自己的英语口语很不满意，对自己的语调也不满意，发音不清晰。平时在上课时，发现不同老师有不同的口音、语调，有些能很好听懂，有些听着很吃力，最清楚、最好懂的还是标准英语。学口音就应该学标准口音，不管以什么口音的说英语的人都能懂。

(I am not at all satisfied with my English accent, either the intonation because I do not pronounce clearly. I realise that different teachers have different accents and intonations. Some can be easily understood, while some are difficult to interpret. Since Standard English is the clearest and easiest to understand, we need to learn Standard English accents that can be understood by people, no matter what accents they have.)

Different people have different accents. So when I first listen it unless it is pronounced clear I must spend time to understand it.

我不认为口音对于民族身份有重要意义，事实上民族身份的辨认有很多方式。英语是很重要的沟通工具，标准流利的英语有利于未来发展。

(I do not believe that accent is significant in terms of national identity. There are many ways to identify national identity. However, English is an important tool for communication and speaking standand English fluently is important for future development.)

我们的英语口语很难改变，比较容易做的事是把英语说清楚，起码让别人听得懂。

(It is difficult to change our own English accents, but it is reasonably easy to speak English clearly, at least in order to be understood by others.)

关于英语口语，我个人觉得是有口音的，但口音相对于中国北方的人而言没有那么重。而关于宏观意义上的英语口语，我并不认为某个地区的英语口语就比其他的优越。口音只是一个地区的特征，而非什么好与不好。但是，我也承认发音比较清晰的口音会比较容易接受，因为会比较容易听清楚，而我认为我们学英语要达到所谓标准的口音是因为那种比较清晰且容易理解罢了。

(In terms of English accents, I myself believe that I speak English with an accent, but that it is not as strong as the accent of people from North China. From a macro perspective, I do not believe that some accents from certain regions are better than those from other areas. Accent is merely a characteristic of a region rather than something that is good or bad. However, I do believe that clearer accents are more easily accepted because they can be readily understood. I believe that we learn the so-called standard accent in English mainly because it is clearer and easier to understand.)

因为正规学习过音标，再加上地方口音较重，所以英语口语不是很理想，如果能够得到更加学习英语口音的机会就好了。

(Because I learned phonetic symbols through formal instruction, but have a strong regional accent. My English accent is not good enough. I hope to have more opportunities to improve my English accent.)

I have serious accent and I listen to the standard English to correct it.

每个民族都有自己的母语，当学习其他外语时都有可能会带着口音，这很正常。虽然我觉得能说得像本土的说人一样很好，但有点口音又有什么关系呢，语言是用来交流的，只要别人能听懂就可以了。

(Every nation has its mother tongue. It is normal that people have accents when learning other foreign languages. Although I feel that it is good to speak like a native speaker, but does it matter if you have some accent. Language is used for communication and it is ok as long as people can understand it.)

从小学到大学我们有很多的英语老师，每一个老师的发音都不一样。当我们跟着个老师学英语时，我们不自觉的学习成模仿他的发音，接着换了一个老师，我们的口音又跟着变。所以我很不明白什么样的口音才是完全标准的。

(I have had many English teachers from primary school through to university. They have had different ways of pronouncing words. When I learned English with these teachers, I would unselfconsciously imitate their English accents. With every new teacher, my English accent would be changed. As a result, I do not quite understand what kind of accent can be called a standard one.)

以前在课堂上课的时候，就发现英语口语并没有一定的标准，而现在到社会实习后更加同意。英语作为一种语言，只是便于人们去沟通，只要能表达，对方又能理解你的意思，那么英语的作用就发挥了。所以个人觉得英语口语对人际沟通影响不大。

(When I had English class before, I found that there is not a certain standard of English accent. I feel this is even true when I started my internship into the society. As a language, English is used to enable communication. As long as you can express yourself, while at the same time other people can understand you, the function of English is fully played. Therefore, from my personal point of view, English accents do not have a strong impact on interpersonal communication.)

考完 BEC 口语后，因为老师的评语，曾令我对自身口音十分不满，想花费大量时间令自己口音与美式英语相近。后来朋友劝说口音不是最重要的，只要你的英语令他人听懂即可。工作后，与外籍老板沟通后，发觉只要发音准确，沟通问题不大，反而词汇量缺乏才是最易发生的沟通问题。

(After taking the BEC exam, I was very unsatisfied with my own English accent because of the examiner's comments and would spend a lot more time trying to improve my accent to make it closer to American English. Later, my friend advised me that accent is not the most important aspect, as long as your English can be understood by others. After I started to work and had to communicate with my foreign boss, I found that as long as my pronunciation was accurate, there was no big problem with communication. However, communication can easily break down if you do not have enough vocabulary.)

There are variety of accents but most Chinese just know UK English and US English so we do not have complete knowledge about the accents. It lead to many students think our accent is not right and it becomes problem. Good accent is not about professional it just means it sounds good. After the survey I realized beautiful accent is suitable accent.

真正开始注意口音存在的时候是上雅思培训班时口语老师放了几个国家的英语视频，区别真的很大。但是一般考试都会是英式或美式口音吧。所以觉得没有什么好介意别人的口音的，因为普通话也是这样吖。每个地方的人讲的普通话都有自己的口音，所以我认为，自己能有较英式或美式的口音最好，但不会强求自己和别人。

(The first time that I started to realise the concept of 'accent' was when I joined the IELTS training class. When the teacher showed some English videos from different countries, I found that there were considerable differences in terms of the accents. However, I believe that UK or US accents will be used in examinations. I feel that it is not really necessary to care too much about the accents of other people because this is also true for Mandarin. People from different places have their own accents when speaking Mandarin. Therefore, although I believe that it is best if I can acquire a native-like UK or US accent, I will not impose this idea on myself and others.)

标准的英语发音有利于交流，印度、日本人的英语发音十分难理解，不利于沟通。

(Standard English will help with communication. The way that Indian and Japanese people pronounce words in English is very difficult to understand and is, therefore, not good for communication.)

我觉得只要接近标准英语发音，即为好口音。有的人认为必须带有某种腔调，才是 elegant English，但我并不 care 这一点。

(I believe that as long as your pronunciation is close to Standard English, you have a good accent. Some people believe that an individual should have a certain intonation in order to speak elegantly; however, I do not care about that.)

口语固然重要，但其实只要口齿清晰，发音流畅才是最好的。

(Although accent is apparently important, it is best to be able to speak clearly and fluently, with good expression.)

A unique however understandable English accent is a charming feature of a person to distinguish himself from others which gives a lot fun while in talk.

其实从前有外教说过，没有必要把自己母语的口音扔掉，只为学更“地道”的英语口语。口音是自己的一大特点。可是在学习过程中，总会有意地模仿那些地道的口音，这样会感觉学得比较好。

(One foreign instructor told us that it is unnecessary to get rid of your own mother tongue just because you want to acquire a more 'authentic' English accent. Accent is a distinctive feature of your own. However, during the process of English learning, people often intentionally try to imitate authentic accents and feel that they are learning better English.)

我觉得英语口语要从开始学英语就进行规范化，并通过多读逐渐就会形成特定的口音。如果后面才锻炼发音，是比较困难的。

(I believe that English pronunciation should be standardised when someone is learning English and that it is useful to develop a particular accent through reading. It is quite difficult to improve your pronunciation after a certain period of English learning.)

小学学英语并不知道口音，初高中知道有口音这回事。到了大学，看见五湖四海的同学才“见识”了口音的重要性。一些四川、湖北、河南的同学，需要很费劲的去听才能懂，因为他们的口音与自己平时学的和听的不同。后来看了一些美剧，上了 Voice and Accent 课，就觉得英式和美式的口音听起来很圆润，很好听。当外教交谈时，发音尤为重要。有时候说不准就不懂了，所以我认为口音很重要，也希望中国人的口音能得到发展。

(I did not know about accents when I was learning English in primary school. I learned about them when I studied in junior and senior high school. After entering university, I began to realise the importance of accents when I became acquainted with students from different areas. I found it difficult to understand people from Sichuan, Hubei and Henan because their own accents are different from what I had learned. I then discovered, after watching some American TV series and taking a class in voice and accent, that British and American accents sound melodious. When communicating with foreign teachers, pronunciation is particularly important because when words are not pronounced correctly it can lead to communication difficulties. Therefore, I believe that accent and pronunciation are very important and hope that the pronunciation of Chinese people can be improved.)

我们中国学生的口音都有点重，不像地道的，特别是中国内陆的一些省份口音更重。我们很少机会去说，应多提供机会让我们去练，去说。

(Chinese students such as me have slightly heavy accent, and we do not sound authentic, especially the students from the inner provinces. We do not have many chances to practise speaking, and I believe that opportunities should be provided for us to practise and to speak.)

以能发音标准与能以人流利交谈为目的努力去学好英语口语。

(I am studying oral English and strive to pronounce more Standard English and to communicate with other people more easily.)

为了就业，或者有更好的发展机会，每个现代人都应该学习多门语言，而这必然导致一定混乱。故现在也在修 Voice and Accent，觉得那是非常好的一种纠正口音的方式。

(In order to be hired for work or to find better opportunities to enhance their lives, people today should learn more than one language. However, this can lead to some confusion. I am

now taking a course in voice and accent, and I feel that this is a very good way to correct my pronunciation.)

我认为中国学生学习英语应该努力模仿纯正的口音。

(I think that Chinese students should work hard to imitate pure authentic accents when learning English.)

我觉得一个人的英语口语与其的生活环境和饮食习惯有很大关系。在小学、中学，我的英语口语与身边的老师和同学是很相似的。到了大学，接触到一些外省同学，发现他们的英语口语与我的不大相同。在与他们吃饭的时候，我觉得很辣的一个菜在他们口里吃起来，他们觉得一点都不辣。

(I think that people's accents are very much connected to the environment in which they live and to their eating habits. I had a similar accent to my peers and teachers when I studied in primary and high school. However, when I entered university, I had contact with students from other provinces and found that their English accents were a bit different from mine. When I ate with them, a dish that I considered to be very spicy would not seem so to them.)

我认为如果我们仅是用英语与他人进行生活上的交流时，我们可以带有严重的本国非英语口语。但如教书，生意等往来时，则必须尽量使自己的口音与标准英语一致。

(I think that if we only use English to communicate with others in our daily life, we can retain very strong accents from our mother tongues. However, if people want to teach or to do business with others, they should try very hard to speak Standard English as much as possible.)

I think American accent is the most common English accent and I really like it. It's full of emotional changes. On the contrary British accent sounds too dull for me. And Indian accent is a little hard for me to understand. In school Chinese teachers usually speak English with a little Chinese accent.

我希望自己的英语口语能更加像以英语为本族语的人的口音一样好，这有利于与不同国家的人顺利地交流。

(I hope that my own English accent can be improved to sound like the accents of native English speakers because this will help me to communicate better with people from different countries.)

学会标准的美式英语发音即可，模仿地方口音是对他国文化的过分崇拜。但移民后应入乡随俗。

(It is enough to acquire Standard American accents because trying to imitate local accents shows admiration for other cultures. However, people should do as the Romans do when they immigrate.)

能讲出一口流利标准的英语是件让人觉得自豪的事情，对于接触不同的英语口语，基本上是通过电影或美剧、英剧接触的，或音乐。

(People should feel proud if they are able to speak Standard English fluently. Basically, I am exposed to different English accents through watching films, American or British TV series, or through music.)

If I could talk and other people especially teacher could understand me totally I may do not care my accent a lot.

我们常常忽略了英语口语的重要性，教学中也是，这可能会让我们毕业后的应用受影响。

(We always ignore the importance of English pronunciation at ELT. This may affect our abilities to use English after graduation.)

口音是一方面，重要的还会记住交流时常用的句式，更口语化更流利。

(Accent is only one aspect of learning a language. It is also important to remember sentence structures, in order to make my oral English more natural and fluent.)

我觉得不同地区的人所说的母语对其发音/口音有相当大的影响，甚至直接影响他发音的方式，所以让人听起来觉得十分不同。

(I feel that the first languages that people of different regions speak have a great influence on their pronunciation and accents and even directly influence the ways in which they pronounce words. Therefore, they sound very different.)

其实英语发音的标准与否或者说带有口音与否对我来说并没有太大区别。当然，我会希望自己的发音更加接近本族人的发音，可是，只要把自己的想法表达清楚，能够让别人明白你在说什么，口音就变得不太重要了。如果是为了追求完美，使自己更加融入国际大舞台而可以纠正自己的发音也是应当的但有时候对口音的辨识可能会让人有惊喜的感觉。

(To be honest, I don't find any big difference with respect to whether a person pronounces words in a standard way or with an accent. Of course, I hope that I am able to pronounce words in a similar way to native speakers of English, but as long as I am able to express my ideas clearly and can make myself understood, accent does not seem to be that important. People should also correct their pronunciation if they aim to become more 'perfect' and more involved in the international arena. Sometimes it is surprising when an accent can be distinguished by other people).

I think everyone will have their own accent even the native speaker in England. No one can speak the perfect English. But I always try my best to speak English as good as possible because I want to speak English more English-natively.

As for me I am eager to develop my oral English in order to speak like a native speaker. I prefer British English. But I never mind other English accents. Because they are similar.

我的英语口语可能是由于不经常讲的原因，感觉没有感情色彩，很平，而美国口音是我们英语老师的专属，很流畅，有英语韵味。

(It may be because I do not always speak English, but my English accent is unemotional and flat. My English teacher, on the other hand, speaks fluently with an American accent, which shows that the teacher has a 'feeling for English'.)

我觉得英语口语最难的是音调，我们讲中文的分辨不出哪个单词应该升调哪个应该降调。而且我们有时会觉得模仿外国人在句子中夹杂“well”之类的词有点不好意思。我们在学习的时候应当学习正式的女王口音。

(I feel that the most difficult part of the English accent is the intonation. Chinese speakers like me do not know when to raise or to lower the voice when speaking English, and sometimes we feel shy, when imitating foreign people, to put certain words, such as 'well' into a sentence. We should learn formal Queen's English during our English studies.)

我在大学接触到了3个中教，1个外教，对于英语口语有所了解。外教给我的感觉就是口音听起来十分舒服，而且总感觉即使是高校的英语老师，口音的差别有时候让人无法理解英语的意思。况且，我们学习英语是以后能够与外国人交流，纯正的英语口语对我们学英语更有帮助。

(I have been taught by three Chinese teachers and one foreign teacher and have some understanding of English accents. I feel comfortable listening to the accent of the foreign teacher, but for Chinese English teachers, even those at the university level, differences in the accents sometimes still hinder communication. In addition, we learn English in order to communicate with foreigners in the future, and I believe it is more helpful for us to acquire authentic English accents.)

我觉得口音相对于其他因素来说是一个较高的要求。这是对想专门从事英语工作的人的要求，对我而言，没那么重要。

(I feel that accent is more important than other components of English learning. It is a requirement for people who would like to specialise in English, although it is not that important for me.)

英语口语对英语口语其他方面都有着很大的帮助。

(Learning English pronunciation and accents really helps with other aspects of oral English.)

I don't know how to sound English more like a native. Because my English is too flat. I feel hard to improve it. I try to repeat what a native says but I may forget how to sound it right in daily conversation with others in English.

我是一个对口音比较敏感的人，不同的口音有时会误导我，让我不能及时反应过来，所以希望大家都能接受比较标准的口音教育，学讲标准的英语口语，统一起来，这样对日常生活一些交流更有帮助。

(I am quite sensitive to accents. Sometimes different accents mislead me to respond properly in time. Therefore, I hope that everyone can be educated by acquiring a relatively standard accent and learning Standard English accents. Accents should be kept consistent in order to assist us with our daily communication.)

Everyone has his/her own accent. Actually I think if accent doesn't become a problem to communicate it's OK and acceptable. Sometime it is funny you can know where someone from because of their accent.

希望在学习英语过程中可以接触到更多口音听起来比较舒服和标准的老师，能有更多的口语训练课程。

(I hope to have more contact with teachers who have relatively comfortable and standard accents during my English studies and to take more courses in oral English.)

对口音没有太多要求，除非教学和官方需要。否则语言只是一种沟通的媒介，能够互相听懂就好。

(I believe that there are specific requirements in terms of accents only for teaching or for official purposes. Otherwise, language is simply a medium for communication. It is enough for people to understand each other.)

本人觉得学口语还是融入生活，有个英语口语的浸泡的环境最好，可以更快的提高口语，并提高口音质量。

(I believe that we should be immersed into an English environment for oral English learning in order to improve oral English quickly with the quality of the accent.)

接触到太多的不同口音反而会混淆学生对不同口音的认识，由此出现“四不像”。学生的口音通常是跟教自己英语的第一个老师学的，所以基础教育老师的英语口语很重要，大学老师只能起到纠正部分的作用。

(It may confuse students' understanding of different accents when they have contact with too many different accents, and this can result in them having an accent of 'nobody'. Students normally learn their accents with their first English teacher, so the teachers who teach English accents in basic education are very important. University English teachers can only partly help to correct students' pronunciations.)

Everyone can have his style of speaking. Accent is not very important communication being the most important. If we can express our ideas to others all accents are ok.

在大学前学英语时教英语的老师大多是中国人，接触外教少，所以习惯了较慢语速和不是最标准英语发音的英文听力能力，但如果看一些英剧美剧的时候，他们的语速、口音等不相同，接收信息较困难。

(I had mostly Chinese English teachers before entering university and had little contact with foreign English teachers. Therefore, I got used to listening to relatively slow English and not to the most Standard English pronunciations. However, when I watch British and American TV series with different speed and accents, I find it quite difficult to catch a lot of the meaning.)

我认为非以英语为官方语言的国家的人们所说的英语一般都带有该国方言的腔调，难以发出所谓“纯正”的英语口语。

(I believe that people whose official languages are not English generally speak English with the accents of the dialect of their country of origin. As a result, they have difficulty pronouncing the so-called 'Standard' English accents.)

小学时期的标准发音有个规定的标准，方便学生较为统一的学习、交流。

(A standard should be set when learning English in primary school, in order to help students to learn and communicate with each other.)

I have met some India teacher and they speak English with a heavy accent that sometimes I cannot understand it quickly. Many times I would guess the meaning of what they said.

老师应该让我们知道哪些口音是好的，并鼓励我们去学习，模仿。不同的口音，如果可以让别人明白的话，我觉得就是好的。那些模糊的发音或发音不标准的应该改正。

(Teachers should let us know the accents that are best and encourage us to learn and imitate them. As long as they can be understood, different English accents are good enough. People who pronounce indistinctly or in a non-standard way should be corrected.)

Chinese pronunciation is very different from Standard English for example Mandarin usually uses mouth to speak but English uses more things to speak such as lips teeth. I think the best difficulty for me to master English is that I must change my habit of pronunciation.

我认为看美剧英剧能提高对口音的意识，然而要明白，许多美剧为了幽默或生活化，口音也是不标准的。因此也要有所筛选，不能盲目地去学习。

(I believe that people can enhance their awareness of English accents by watching American or British TV series. However, we should also realise that many who act in American TV series use non-standard accents in order to be humourous or lifelike. Therefore, we should learn selectively but not blindly.)

我觉得英语口语是否正式与它所处的环境有关，同时也与教导他的老师有很大关系。例如我们小学就学习英语，可是中国教小学的老师他们的口语发音都不太正式，使得我们在启蒙时期就接受了不正式的发音，那现在想要改变是比较困难的。

(I believe that the environment in which people live, as well as the teachers who teach them, may influence whether a person's accent is standard or not. However, teachers who teach in primary school often do not have formal oral pronunciation; we just had informal pronunciation during the early stages of our schooling, and it is quite difficult to change our accents now.)

我有些忍受不了北方同学的英语口语，我知道这是因为他们老师也有英语口语的缘故，但不标准的英语口语会使人在交流过程感到不舒服。

(I can hardly bear the northern English accents of my fellow students. I understand that these accents are due to the English accents of their teachers, but non-standard English accents may make communication uncomfortable.)

英语口语很难说出口，而且有很相似的音分不清楚。有时自己认为自己说的是对的，但在别人耳朵里却完全不一样，如果说 fit，同学纠正我说不是 fitting。然而事实上我没觉得我说的有半点赞 fitting。

(It is difficult to speak English with my own accents, and I cannot distinguish between some sounds that are similar. Sometimes I feel that I am pronouncing something correctly, but other people do not agree. For example, when pronouncing the word 'fit', my classmates correct me that 'fit' is pronounced 'fitting'. In fact, I do not feel that I pronounce it like 'fitting' at all.)

对于周围都是讲中文的我来说，我对英语口语的意识一向都是很淡薄的。

(I am very insensitive to English accents because my fellow students all speak Chinese around me.)

我只想学纯正的英语口语，很标准的，令人听起来很舒服的；有些英语口语听起来很想吐，很不爽；英语口语需要有美感。

(I only want to learn pure English accents: standard and pleasing to the ears. Some English accents make me feel uncomfortable; an English accent needs its aesthetics.)

看法就是在英语学习过程中，我很重视发音。

(My opinion is that when studying English I put a lot of emphasis on learning correct pronunciation.)

In fact there is no problem with which kind of accent you are. Maybe everybody could have his own accent.

我觉得标准的英语口语听起来比较舒服，而且易懂，因为说到底，自己从小学三年级开始学的便是它。我本人觉得学标准英语就已经力不从心了，如果还要区分其他英语口语，难度又上了一个层次啊。所以希望更多的人学标准英语。

(I feel quite comfortable when listening to a Standard English accent. It is easier to understand because I started to acquire a Standard English accent when I was in primary school, in Grade Three. I am struggling to acquire a Standard English accent, and it is more difficult when I need to distinguish between other different accents. Therefore, I hope more people can learn Standard English.)

当我与朋友交谈时，他们的英语口语带有方言的味道，听起来有些奇怪。可能来自北方的人说的大多是普通话，所以带有很重的“儿”化音。他们英语的发音在尾音方面都发的比较重。听起来单词与单词间像是断的很开，不连贯。这就是我的感觉。另外，南方地区的人讲英语会出现省去尾音的情况。

(When talking with friends, I feel that their English has the accents of their own Chinese dialects. This sounds a bit odd to me. Most people from the north speak Mandarin, so their English accents have a tendency to be ‘rhotic’ (the ‘er’ sound). They also emphasise the last syllable when pronouncing a word and, therefore, the words do not connect with each other and are not coherent. This is what I think. Furthermore, people from the south may omit the last syllable when speaking English.)

我觉得我们在使用英语时，不要混杂不同的英语口语，我们在使用英语时，应明确我们要使用何种口音。

(I think that when we use English we should not mix with different English accents, and that we should make sure to establish the kinds of accents that we need to use.)

因为没有从小接受准确的发音，发音不准，听音也有误差。即使现在努力的纠正，仍还有不少问题。故本人认为，学习一开始就应学习正确准确的发音。

(Because I did not have accurate pronunciation training when I was younger, I do not have good pronunciation or listening ability. Even though I try hard to correct myself, I still find lots of problems. Therefore, I believe that we should learn accurate pronunciation right when we start learning English.)

我的英语口语不是很好，很中国化。

(My English accent is not good enough and has a lot of Chinese features.)

对于英语口语，我觉得在清晰能辨的基础上，有一定的本土气息会更好，因为文化的交融并不是完全的学习，而是一种结合，与本土文化的结合，英语口语也不例外。

(In terms of English accents, I believe that it would be better if they could have certain local elements, based on the level of clarity and intelligibility. Cultural assimilation is not a form of completely learning but rather learning in combination with the local culture. There is no exception in terms of English accents.)

Whether a person’s accent is standard or not is not the most important thing in a face-to-face communication for body language and facial expression also play an important role in it.

Most importantly it is the well-organized structure and intriguing content of a person's speech that really call our attention. Therefore I don't think a beautiful accent is that important though mine is great.

Accent is not just the only thing that we learn from. English pronunciation is different from accent as long as people can understand you it doesn't matter your accent is British or American or not. It's pretty annoying that teachers in English major just ask us to practise in British or American accent.

很多人没想过“中式英语”的意义，认为应像垃圾一样摒弃。我不认同。但我仍希望有英式口音。

(Many people do not think about the significance of 'Chinglish' and would totally abandon it. Although I do not agree with it, I still hope to have a British accent.)

其实我认为只要能够与人沟通、交流就是好的口音，不过当然说一口流利的美式英语/英式英语是我的追求。

(Although I believe that a good accent means that it can be used to communicate with others, I do still dream of speaking fluent American English or British English.)

I am satisfied with my own English accent because I speak clearly. On the other hand others can understand me when I speak English so I think my English accent is good.

不要太注重语法，要试着去讲。很多外国人的语法都不太好，要培养语感，比较重要。

(I do not pay much attention to grammar and believe that we should try our best to express ourselves. Many foreigners do not themselves have a good knowledge of grammar. It is more important for us to have a good 'sense' of language.)

虽然我自己喜欢美国口音，但英语作为一门语言，能互相交流就好。

(Although I love the American accent, I believe that English as a language is good enough for people to be able to communicate with each other.)

英语更加应该注重交流时的使用，英语说到底都是一项语言工具，主要是为了能够交流时的使用，而且未来在社会上真正能够用到的也只有说而已，所以更加应该加强这方面的学习。

(We should focus more on the use of English in communication. After all, English is a language tool that can facilitate communication. We will use mostly spoken English after we graduate and enter the society, so we should focus more on this aspect.)

在学习英语的过程中，我发现即使自己很努力地学习音标，也常常朗读英文，但也一直没能很好地发音，说起英语来总觉得不习惯，也不好听。听人说过自己说什么样的母语会影响学习另一门语言发音的效果，我觉得这确实有道理。不过有一点可以肯定的是，常用英语交流与不常用英语交流的人的英语口语表达能力会差别很大。以前在英语课堂上自己很积极参与讨论，所以那段时间英语口语表达能力挺好的。后来不常说英语后就渐渐没了语感。

(During the process of learning English I have realised that even if I try hard to learn the phonetic symbols and read English frequently, I will not be able to master the pronunciation.

I have not become used to speaking English and do not speak English well. I think that it makes sense when people talk about the influence the mother tongue has on the target language. However, it certainly makes a big difference whether or not people always use English in order to communicate with each other. When I participated a lot in English classes, I had good oral skills for expressing myself. But I am gradually losing the 'sense' of the English language because I do not often use it.)

语言作为一种沟通的工具，主要是为了加强来自不同国家、地区的人之间互相理解的程度，但并不因此肯定它的趋同性而忽略它的独特性。只是在我们学习接触英语的过程中，特别是刚开始接触时，老师多会偏向于教材中所重视的美式英语口语，从而缩小了学生接触多元化英语的范围。虽然我们并不反对以标准的口音作为我们学习英语的基础。这只是个人的观点。

(Language is a tool for communication. It mainly strengthens the mutual understandings among people from different countries and regions. However, that is not to emphasise its homogeneity and ignore its uniqueness. During our contact with English during the learning process, especially in the beginning, we only had exposure to English in our learning process. Teachers were in favour of American English accents, which were emphasised by the textbooks. This narrowed the scope of students' exposure to the diversity of English, while we do not oppose the idea of applying standard accent as our basis for learning English. This is just my personal point of view.)

我喜欢标准的英语口语，如美式英语与英式英语等以英语为本族语的人的口音。(I love Standard English accents; for example, native English accents such as American English or British English.)

I am not satisfied with my accent of English as I can't control it easily. I think there are many students have the same accent problem as well as me. The reason that we have been accepted many different accent of different English teachers in our study career is a important point why we can't keep a certain accent. We have to change our accent once a year even twice a year from primary school. It's really hard to keep a certain English accent. And we don't have accent training course until we go to college for we have many other study work on other subjects.

首先，我觉得英语口语是很重要的，因为如果英语口语可以和以英语为本族的人的口音一致，交流可以更为容易。而且，学英语也是以英语为本族的人的水平作为标准，以他们英语口语为标准，沟通便更为方便了。其实我因为平时有看动漫习惯，在里面有听到一些日本的英语口语，听起来感觉是一点也不像英语的说，如果没有看字幕，是真的挺难理解的。

(First of all, I believe that English accent is very important. If my English accent can be the same as those of native speakers of English, communication will be far easier. Moreover, when we learn English, we aim for the standard of native English speakers as well as for their accents. I have a habit of watching cartoons and sometimes listen to some Japanese English accents, which do not sound like English. I would not understand these if I did not read the subtitles.)

Teachers should keep a same English accents but not use different accents from any different country. This make students don't know how to speak a standard English accents.

我认为学习正确标准的英语口语非常重要，是学习英语中很重要的一大部分，我愿意付出很多时间去学习标准的口音。

(I believe that it is very important to learn correct and Standard English: this is an important component of English learning. I would like to spend more time acquiring a standard accent.)

我觉得如果我自己要具有标准英语口语，必须要多与外国人接触，或在国外生活否则，我的口音肯定没有那种流畅、标准英语的感觉，即使我已经完全掌握讲英语的技巧，但还是会有中国人讲英文的感觉。另一方面，我觉得如果我在小时候，小学时候可以接受到外教或口语标准的老师的教导，我相信我的口音会更好。

(I believe that if I want to have a Standard English accent, I need to have more contact with foreigners or to live in foreign countries. Otherwise, my English accent will not be fluent or standard. Even if I have mastered the skills of speaking English, I will only be able to speak English like a Chinese person. On the other hand, I believe that if, when I was in primary school, for example, I had been taught by foreigners or a teacher who had a standard accent, my accent would be better.)

多数人口音带有母语口音，难以去除，影响英语表达。尾音未读或乱添，如 researcher，会读成 researchert。一个单词分几节读，is 读成 i-s。语气平缓无起伏，无重点，无升降调。

(Many people have the accents of their mother tongues when they speak English. This is difficult to eliminate and will, therefore, influence their English expression. Some people omit final syllables or mess them up. For example, people may turn the word 'researcher' into 'researchert'. People sometimes split syllables, for example, pronounce 'is' as 'i-s'. People may also pronounce without any intonation or emphasis, or without raising or lowering their voices.)

The teacher had better to tell more about the difference between different accent.

To be honestly I don't care about accent. But I think sometimes American English and British English are standard English and accents make me feel difficult in communicating.

有一些口音重的英语听起来很难理解。不过，语言只不过是用来交流，只要可以理解对方，口音怎么样，不重要。但是，有时候还是希望自己可以讲好一点英语。

(Some strong accents are difficult to understand. However, language is only used for communication, so as long as it can be understood it does not really matter about the accent. Sometimes, however, I still hope that I can learn to speak better English.)

对自己的口音比较不满意，主要是发音不准，音调不像美国人。我认为我们中国人口音与美国等以英语为母语的国家的口音较像，意大利、德国、法国等口音较重难以理解。

(I am not satisfied with my own accent just because I do not have correct pronunciation like the Americans. I think that the accents of Chinese people are quite similar to those of Americans who have English as their native language. The English accents of people from Italy, Germany and France are quite strong and difficult to understand.)

I have saw many English films. I like to listen to different accent. It do help to my English accent. I think many students have different accent because people around them have different accent. Chinese have a Chinese accent because people around them do speak so.

I think every accents is ok to me when people can understand what you said.

口音对语言的影响还是很大的，如果口音太重会导致表达不清，影响沟通，因此应注意控制自己的口音（在学外语的时候）。

(Accent has a great influence on language itself. A strong accent may lead to unclear expressions and impede communication. Therefore, we need to pay more attention to controlling our own accents when we are learning a foreign language.)

如果遇到一个以英语为母语的人，我口音与他不同，我会尽量改变自己的口音；如果遇到一个不是以英语为母语的人，我会想究竟是他不标准还是我不准，还是大家都不准而采取不同措施。

(If I meet someone whose native language is English, and who does not have the same accents as I do, I will try my best to adjust my own accent. If I meet someone whose native language is not English, I will think about whether or not the person pronounces correctly. If neither of us pronounces correctly, I will take some different measures.)

I think accents sometimes will affect our understanding. I think we should improve our accents to conveying our meaning clearly.

我是一个英专的学生，当我上语音课老师夸我口音好时，我会很开心。但说实在的，其实能正确表达你的想法更重要。

(I major in English. When my teacher praises me and says that I have a good English accent in pronunciation class, I am very happy. But, in fact, it is more important that people are able to express themselves correctly.)

As for normal people the purpose of studying English is knowing the world so it's unnecessary to have an ... accent. But if you need to communicate with foreigners in some formal situation you would better to have a good accent.

个人认为对待各种各样的英语口语，应采取“求同存异”的方针。即在众多英语口语中设立一种国际标准英语，用于世界化的普及，如中国众多方言中独立设定的国语“普通话”，但相对英语口语而言，其存在的差异远比中国各类方言小得多，故而只求能进行日常英语交流即可，无需硬性抛弃何种口音，也许可针对个别职业或场合来规定使用国际化标准英语（如老师、国际会议等）。

(Personally, I believe that we should take the notion of 'common ground' to treat a variety of English accents. That means establishing an international standard English accent to spread across the world, as resembling Mandarin among different Chinese dialects. However, comparing with various Chinese dialects, the differences between English accents are much smaller. Therefore, it is reasonable that English is mostly used for communication, without abandoning any accent. Perhaps an international standard can be set up for certain occupations or occasions (such as teachers, international conferences, etc.).

I think English accent could not be judged with standard or not. But we all will think someone's accent is standard when it sounds good. As for me I just want to practice myself also improve my accent and let it can be heard clearly and thought good.

我对自己老师以及同学的英语口语的看法是，由于自身母语发音与英语的发音有差异导致产生不同的英语口语，正如许多人都说日本人说的英语很难听懂，这是无可避免的嘛。又如很多中国人的口腔不能发出俄语以及阿拉伯语中的某些音，但这并不妨碍文化的交流。刚接触我的这位口语老师时，我也说她的印度英语口语感到不习惯，有些单词不是我想象中的发音的，所以一时半会反应不出来她说了什么，发音尽管有偏差，但对于同一个单词发音再有差异，也有相似之处，所以第二次、第三次上课时，习惯了老师、同学的口音就能很快地联想到他们所要表达的口语了。所以最后一句话，习惯就好。

(My opinion regarding the accents of my teachers and classmates is that it is inevitable that people have their own accents because of the differences between English accents and the accents of their mother tongues, just as when people say that the Japanese accent is difficult to understand. Another example is that although some Chinese people are unable to pronounce the sounds of Russian or Arabic, this does not impede communication between the cultures. At first, I did not get used to the accent of my English teacher because of the Indian accent. I sometimes could not understand the teacher because some words were pronounced differently from the way I imagined them to be. However, even though there are differences in pronunciation, there are some similarities when pronouncing the same word. Therefore, when I took the class for the second and third time, I learned to get used to the accents of my classmates and teachers and was, therefore, able to associate the meanings they would like to express. All in all, communication is good enough after you get used to any accent.)

口音不好或不准，主要是不敢说，或者说了后不知道口音的效果怎么样，不知道别人对自己口音怎么样的感觉，所以提升有难度。

(Whether my accent is not good or accurate enough, the main issue is that I do not dare to speak or do not know the effect of my accent. Since I do not know other people's opinions about my accent, it is difficult to improve it.)

口音是无法避免的但可以改变的，我认为没有绝对标准的口音，只是为了理解与交流的相对容易，才衍生出一种“相对标准”的口音。

(Accent is inevitable but changeable. I believe that there is no absolute standard accent. The relative 'Standard English accent' is designed for understanding and communication purposes.)

接触到不同英语老师，觉得他们的口音都很有自己特色。但是有些时候在听说方面有些不习惯，每个人讲话都有独自特点与味道。

(I have contact with different English teachers and feel that their English accents have specific characteristics. But, sometimes I am not used to accents when listening and speaking. I think that, when speaking, everyone has his or her distinct characteristics.)

有一些老师的英语口语非常绕口，有时候完全听不懂。而且同一个单词每个地方的发音不完全相同，而我们一般都只学习其中一种发音，当听到其他发音是时就听不懂。

(Some English teachers have accents that are difficult to understand. Also, people from different regions do not pronounce words exactly the same way. Generally, we learn only one pronunciation, so we are not able to understand a word when it is pronounced differently.)

1. 肢体语言作用很大程度上弥补口语上的补充，两者兼施，效果更好；2. 好的英语学习习惯。

(1. Body language is a good supplement for oral English but it is more effective if both can be used; 2. Good learning habits.)

I got to know many kinds of accents from English films and TV series. At the very beginning when I started to watch a TV series I always feel uncomfortable when I heard a new accent. But as time went by I felt much better and I started to practise that accent and loved it.

1.首先我觉得初、高中除了教科书配套磁带外几乎接触不到纯正英语口语。有些时候老师让学生读单词，连读三遍，就是这样学会英语发音的。以至于无法念出一句连贯的句子，读句子的时候像是在短句。这是读音，连口音都谈不上。2.然后还有一个可以接触到纯正口音的方式是美剧、英剧。由于剧种的不同，不同电视剧也有不同地区的口音。从电视剧中我们学会了一些日常交流用语，可是久而久之，随着个人能对一部剧集的热爱，在模仿学习剧中人物用的语句时，口音也会渐渐相仿，这就和一开始学唱歌的人会模仿自己喜欢的歌手的唱腔一个道理。

(First of all, I think that we were not exposed to pure English accents except for in the tapes of the textbooks we had when we were in junior and senior high school. Sometimes teachers just asked us to read the word out loud three times. This way, we learned the English pronunciation. That is the reason why we could not read a whole sentence but only segments. We just learned to pronounce the word, with no discussion of accent. Another way for us to become exposed to a pure English accent is through watching American or British TV series. Due to the different types of TV series, there are also different accents for various regions. We learned some daily expressions from TV series and, gradually, we imitated the expressions from the TV series because we loved watching it. We also imitated the accents of the actors. This is similar to how people follow their favourite singers when starting to learn singing.)

希望今后中国能在初高中的英语教学中加强对口语的重视，聘请有良好英语正宗口音的老师教授英语课。

(I hope that China can put more emphasis on oral English training and hire people who have good and authentic accents for teaching English at junior and senior high schools.)

我觉得英语口语的存在与否并不重要，重要的是便于交流，当你的英语口语阻碍你与他人交流，那么很显然，你该改变了。但你能够让他人理解你的口语，那么为什么又非要去改变呢？

(I do not think that accent is an important aspect compared to communication. When your accent hinders communication with other people, then obviously you need to make some changes. If other people can understand your oral English, then why should you change your accent?)

对小学生的英语教育应该侧重口语，但不是随便搞个一二十分的口语题就蒙混过关。而且教学英语口语应该先从老师做起，把小学至高中的老师的口语练好。

(English language teaching in primary school should put more emphasis on oral English, but not to just spend 10- or 20-minute on oral exams. In addition, teachers should realise the importance of teaching spoken English by helping students to practise and improve their oral skills.)

1. 要从小抓好音标的学习，不要中国式英语。教英语单词前要学会音标的发音；2. 当我听到外国人说英语时，会发现与自己很大不同。而每次在 oral presentation 时，老师都在给我意见要注意我的 pronunciation，这也是我一直努力会改变的。

(1. We should learn phonetic symbols properly when we are young, and not learn 'Chinglish'. We should learn how to pronounce the phonetic symbols before learning the words; 2. When I listen to foreign people speaking English, I find their accents differ from my own. I always receive some feedback for paying more attention to my pronunciation whenever I do an oral presentation. This is what I am always trying to improve.)

我觉得学习英语不一定要按照一定的英语口语去学习。

(I think that it is not necessary for us to learn specific English accents during the process of English learning.)

I think my English accent is not standard because I don't learn enough pronunciation. And speaking English like a native person I think shows that you are a well-trained person.

我的想法很简单。我认为我的英语口语能让听者听得懂就行了，不需要很标准的。语言使用来交流和写作的。不过，绝大多数人写作很少用外语。所以，学习外语最重要的还是交流，可以是文化交流。交流能听得懂、看得懂就行。我不清楚是否某些英语口语比某些英语口语更易于学习，但是支持中国学生学习中国英语口语。

(I believe that it is good enough if my English accent can be understood by others. It does not need to sound very standard. Language is used for communication and for writing. However, the majority of people do not use English in their writing. Therefore, it is more important to learn a foreign language for communication: for example, cultural communication. It is good enough if people can understand each other through listening and reading. I do not have any idea whether some English accents are easier to learn, but I do support the idea that Chinese students can learn the Chinese English accent.)

教材中的发音并没有标准，英美混用，希望能学习某一统一的口音。

(There is no standard in textbooks with a mix of British and American accents. I hope to learn a consistent accent.)

In my opinion English accent is important for speaking. If someone's accent isn't very well we can't hear clearly and don't know his/her mind of point.

我认为，尝试去接触不同的英语口语是很有必要的。因为我们要结识不同国家、不同文化、不同民族的人；英语可视为一种共同语，在不同的环境之下，英语口语差异明显，因此很有必要去接触。对于自己的口音，我想追求更标准的同时保持自身特色。

(I think that it is necessary to try to be exposed to different English accents because we need to know people from different countries with different cultures. English can be seen as a lingua franca. Because English accents can be very different in different contexts, it is necessary to have enough exposure to them. In terms of my own English accent, I hope to be able to sound more standard, but at the same time to keep my own characteristics.)

I don't know my own accent but I am interested in different foreign teachers' accents.

Sometimes I don't understand some teachers' accents which makes me annoyed. So I want to have a good command of different kinds of accents. And hopefully I am able to communicate with foreigners in English fluently.

1. 我觉得讲纯正的英语口语会显得更会英语；2. 我认为英、美口音始终是最正宗的；3. 我在努力学习比较纯正、流利、清晰的口音。

(1. I think that speaking with a pure English accent shows that you have mastered the language; 2. I believe that British and American English accents are always the most authentic and 3. I am trying my best to acquire a relatively pure, fluent and clear English accent.)

It's hard for a Chinese to keep a standard accent. We speak in a Chinglish accent most of Asian have this problem.

我经常看美国的电影和电视剧，所以特别喜欢美国的口音，而大部分老师都不是美国口音，而部分老师会认为美国的发音是错误的，让我很困惑。

(I always watch American films and TV series so I particularly like American accents. However, many teachers do not speak with an American accent. Some even think that American pronunciation is not correct, which makes me confused.)

之前对口音没什么了解与在意，主要是因为英语太烂，能听懂就不错了，还想什么口音。在大学里所接触来自不同国家的外教，也开始感觉到不同口音的一些区别。我自己想学的是标准口语，但并不能分辨出怎样的才算标准。我印象深刻的是印度和马来西亚的口音，一开始的时候觉得很难懂，但两三次见面后便习惯了，也一定程度上给了我学英语的自信，因为我的老师们也有口音。

(I did not understand or care a lot about English accents in the past, mainly because my English was poor. I was happy enough if I could understand what people said and did not think a lot about accents. But I have contact with foreign teachers from different countries and have begun to learn the differences between accents. I myself would hope to learn Standard English, but I cannot determine when an accent is standard enough. I have a strong impression of Indian and Malaysian English accents because I found them very difficult to understand when I first heard them. But I have learned to get used to these accents and, to some extent, have enhanced my confidence in speaking English because my teachers have accents, too.)

我觉得尽管我学习英语有很长一段时间，但我们是不太能分清楚美式发音和英式发音的区别。分清楚自己是什么发音并且只用一种发音很重要吗？

(I feel that although we have been learning English for a long time we still cannot distinguish between American English and British English. Is it important to know what your accent is and to keep it?)

我经常检查自己的英语口语是否标准，尤其是在跟别人用英语交谈的时候。对于外教方面，其实我倾向于我美国的老师，因为我总是觉得美国英语口语很好听，所以很享受听他们说英语，并且也一直向美国口音过渡，希望自己可以讲得更好听。至于我这次的外教 {teacher's name}，我很喜欢她，英语很标准，而且有的时候带点翘舌的英语还蛮好听的。所以，对于英语口语方面，我更倾向于美国口音。

(I always examine whether my English accent is standard, especially when talking to others in English. Regarding foreign teachers, I actually prefer my American teachers because I always feel that the American accent sounds good and enjoy listening to their English. I always try to speak as closely as I can to American English and hope that my English

improves. Regarding my English teacher, I like her because her English is standard. It also sounds good when she sometimes speaks with the rhotic way. So, I prefer the American accent.)

In my opinion British accent is very important for people to understand especially for people who not the native English speaker. When people speak in a mix of other dialect and English accent it's will make some word sounds like other word.

我认为英语口语非常重要，这有助于与人交流时快速拉近关系。

(I think that an English accent is very important as it can help to build a good relationship when talking to others.)

在大学学习不到一年，我已经接触了英国口音、美国口音、印度口音、希腊口音、中国口音，有时候有觉得难以适应，难以理解，但对我们也有好处。接触更多不同的口音，有利于我们以后与来自世界各国的人的交流。而对于我自己，由于从小学到高中的英语课都是中国老师教的中国口音，因此自己的口音也是平平，没有以英语为本族语的人说得那么有感觉，例如疑问句语调的抑扬等。

(I have been learning English at university for less than a year and am exposed to the British English accent, the American English accent, the Indian English accent, the Greek English accent and the Chinese English accent. Sometimes I find these difficult to get used to, as well as to understand, but it is also helpful for us. It is good if we have contact with a variety of accents, to help us to communicate with people around the world in the future. As I only had contact with the Chinese English accent from teachers in primary to high school, my own English accent is just passible. It is without the same amount of feeling as people whose native language is English; for example, the intonation and tone in questions.)

口音的不同很影响交流，如印度式口音和日本式口音则很难听懂。

(Differences in accents will influence communication. For example, the Indian English accent and the Japanese English accent are difficult to understand.)

我觉得在英语口语方面想要有所提高应该尝试着和同学、老师或同事朋友多进步交流，当然，要保证和你进行交流的人是能发音标准的。这样，在交流的过程中便可以发现自己发音的不足，从而尽可能地纠正自己，但同时，学习理论方面的知识也是同样重要的。

(I think that people should try to talk more with classmates, teachers or colleagues if they want to improve their English accents. Of course, people should make sure that those whom they are talking to have Standard English accents. In this way, people can discover the shortages in their own pronunciation during the communication process and try their best to correct themselves. At the same time, it is important to study theoretical knowledge.)

英语口语不一定是外国人才有，中国国内人们所说的英语也带有不同地区的口音。之前的英语老师是（城市）人，自然带着（城市）口音，但她年龄也不小，可知学习英语时间较长，她学英语时的条件不一定很好，所以能够理解，我们只可以去适应。现在的英语老师是希腊人，带有英式口音，而自己从小的教育接触较多的是美式英语，课堂上很多时候都会有点不适应。但每个人都有自己喜欢的口音，有人喜欢英式，有人喜欢美式，不能因为喜好不同去认为别人说得不好。

(It is not only foreign people who have accents. People from China also speak English with different regional accents. My former English teacher is from (city), and it is natural that she speaks English with a (city) accent. But, based on her age, we know that she learned English a while ago. She might not have learned English under good conditions. My new English teacher is from Greece and speaks with a British accent, while I had more contact with American English when I started to learn English, so it was a little difficult for me to get used to the accent. However, everyone has an accent that he or she prefers. Some prefer a British accent, while some prefer an American accent. We should not make a judgement simply because we have different preferences.)

北方人浓重的口音会让南方人听得非常不舒服。作为一个南方人，更倾向于标准的英式发音。

(People from the south will feel very uncomfortable when they listen to the strong English accents of people from the north. As a person from the south, I am more inclined to speak with a standard British accent.)

英语口音比较正式，美式口音比较随意，也较易懂。

(The British accent is more formal, while the American accent is more casual and easier to understand.)

In my opinion although everyone has own accent and dialect it is better that we try our best to speak standard English because it will do good to international communication. Take Chinese as an example our country has a large population and people have different accents. However we promote Putonghua so that people come from different places can communicate with each other easily.

People from different areas have various accents. I think it isn't necessary to us to change own accents in order to have a native speaker one. Make sure your pronunciation is approximately right and there is no problem for others to understand during conversation. I think that is enough.

得主动找以英语为母语的人交流，多练口语（提供一个气氛），多听，看视频，注意口型发音。

(It is necessary to be active in order to communicate with native speakers of English and to practise oral English (to provide a good atmosphere), listen to and watch videos and pay attention to pronunciation.)

When hearing some Chinese speaking English with a good-sounded accent I have a feeling that my spoken English is very poor and I need to improve it. But merely improved by morning reading or something like that seem not so work. So if there is some suggestions that is useful please let us know.

It's not easy to sound like native people but I believe I can learn by watching films or listening to songs.

Though I can't distinguish the English accents from each other. I am deeply understand the differences from them. I can't tell which city the speaker comes from but I can say some of their accents are really nice. It sounds like a beautiful music smooth and easy-understanding. However some of them are not. They speak quickly and pronunciation is hard to understand.

Appendix 7: An Overview of Voice and Accent Training (VAT) Class

I observed a total of 9 class sessions, which equals around 400 minutes. Among the classes, 6 were taught by Tina and 3 were taught by Hasan (they are both pseudonyms). As the focus of my thesis concerns accent and pronunciation teaching, I observed the component called ‘The Sounds of English’, as stated in the syllabus, which focuses on teaching vowels and consonants with a series of listening practice and student exercises.

Both Tina and Hasan’s classes were drill-based, although Tina tried to have some warming-up activities before she began her formal teaching. The classes that I observed had much in common in terms of pronunciation teaching. Tina gave her students some theoretical background, for example, about vowels and consonants, the organs of articulation, before her pronunciation training practice, while Hasan started his class straightforward with training practice.

During class practice, teachers acted as the model and pronounced each word first, before having students follow them. After the whole class practised, both Tina and Hasan picked certain students to practise individually. In terms of vowels, both Tina and Hasan emphasised the importance of distinguishing between long and short vowels, for example, /i/ and /i:/, /ɔ/ and /ɔ:/, /u/ and /u:/, with minimal pairs for students to practise. Tina used a ‘rubber band’ and stretched it as a metaphor of pronouncing long vowels, and quickly stretched and loosened it to help students understand short vowels. Other vowels, such as the differences between /a:/ and /ʌ/, /æ/ and /e/, were also emphasised and practised during class time. Based on my observation, it seemed that students did not have any ‘difficulties’ pronouncing separate vowels, as most of the sounds existed in their own L1s (or relatively similar).

In terms of the consonant sounds, the th- sounds was focused on a lot during Hasan’s class, mainly because that sound does not exist in Mandarin and many local Chinese dialects (Chen, 2007; Duanmu, 2007). During class time, Hasan asked students to put their tongues in the middle of their teeth and aspire to pronounce the sound. It is interesting that, a week after Hasan taught the th- sounds, he asked the students: ‘How many of you think you do the th-sounds better’? None of them raised hands. Hasan continued to ask students if they had any confusion of the /θ/ and /ð/ sound, students replied with a ‘no’ answer. He then asked students: ‘What do you think you should do to overcome this problem’? His answer was ‘to practise’. I cannot make any judgement simply based on this ‘critical moment’ of my class observation but at least I was able to see that students were finding it difficult to achieve the th- sounds as native English-like and would be happy if they could understand the sound retrospectively.

Another interesting aspect of Hasan’s class was that, while in a workshop Hasan told the students that communication was the priority instead of imitating NESs, he still used videos from BBC English for students to practise (I guess he had to because for training purpose and a lack of other resources). Interestingly, in class he told his students to ‘change their habits of

pronunciation'. It seemed that in the classroom setting, he took it for granted that students should learn 'native' English accents and passed along the information that students *can* change their habits of pronunciation if they really want to, as well as telling them to keep on practising in order to achieve the 'goal'. In addition, students were told that they should 'lose their own English accents' and 'gain the English English accent' (RP).

Similar to Hasan's class teaching of th- sounds, Tina paid a great deal of attention to the dark [ɪ] sound. When training students to pronounce the dark [ɪ] sound, she requested students to pronounce the word pull as /pul/ but not /pulə/ or /pu/, for example. It was again quite difficult for some students to pronounce the dark [ɪ] sound in words such as *pool*, *full* and *fool* because this sound does not exist in their own L1s.

In terms of pronunciation corrections, based on what I observed, Tina and Hasan corrected students' pronunciation such as the confusion between /æ/ and /e/ (as in dad-dead; pen-pan), /i/ and /i:/ (as in live-leave; ship and sheep), /u/ and /u:/ (as in soup /su:p/ not /sup/; sugar /ʃugə/ not /ʃu:gə/), the elimination of final consonants such as /s/ in 'bus' and /t/ in 'but', as well as some mis-pronunciation in certain words, such as message-massage, look-lock, desk-dash, and tone-ton. Indeed, the VAT class still aims for students to achieve native English accents (or teachers' accents only (?), as the teachers are NNESSs). Some other important components of pronunciation teaching, for example, enhancing international intelligibility and communication strategies such as accommodation skills, however, were not taught in in the VAT class.

Appendix 8: Examples of Student Interview Transcripts

Participants: I: Interviewer S4: Student

1. I: ok 好 呃:感感谢参与对我呃:research 的一个我们参与这个 interview 你已经呃:
2. 看了一下这样一个 interview 的一个问题 请问在我们开始访问之前你有什么问
3. 题想要问的吗
4. S4: (2)暂时没有@@@
5. I: 暂时没有 那我们就开始咯 ok 首先你可以大概介绍一下你的英语学习的经历
6. 吗
7. S4: 英语学习啊
8. I: ermh
9. S4: 呃::我(.)其实我从很小很小的时候 还没还没上幼儿园的时候就开始有接触英
10. 语 因为我爸他曾经当过(.)就是初中::英语老师 那他很小就给我们听那个(.)那
11. 个英文歌啊那些很简单的 像 apple 啊 something like that [所以就这样
12. I: [ermh
13. 嗯 那你呃:之后慢慢学习英语的过程呢
14. S4: 呃:因为我是基督教的 所以我们教会有经常就是(.)暑假的时候会联系一些呃
15. 国外基督教的一些志愿者来我们::教教会来教 所以我会经常就是暑假的时候
16. 会参与那些英语夏令营 [所以会比其他同学接触得多一点
17. I: [嗯
18. ermh 那你在中学还有小学还有中学的英语 它们的教学模式是什么样的
19. S4: 都是跟着那个书本来教的 就(.)没什么:好玩的
20. I: ermh 然后学习的目的呢 中小学
21. S4: 中小学的学习目的就是为为了考试
22. I: 就是为了考试
23. S4: 嗯
24. I: 那你觉得现在大学的英语教学模式和你们之前中小学的英语教学模式有什么
25. 变化吗
26. S4: 呃:变化::(1.5)其实(1)要说大变化其实也不太多 只是换了(.)那些教师不一样
27. 而已 还有他们所教给你的一些(2)thinking(.)就比 不一样跟以前的不一样 因
28. 为像中小学它不会教给你(1)怎么 critical thinking
29. I: ermh 那你在英语学习过程当中有遇到什么样的困难吗
30. S4: 困难啊 就是::语法咯@@@ 不喜欢语法 因为(.)就觉得外国人都不用学语法
31. 为什么我也要学 就很苦恼为这件事 因为看到语法书(1)就会::很想睡觉@
32. I: 嗯 ok 所以你现在不喜欢语法
33. S4: 不喜欢
34. I: ermh ok 你在大学过程现在大学你现在大三了对吧 你有没有接触到其他不同
35. 的英语老师呢
36. S4: 呃::都大三了我已经修了很多门英语课了嘛 有的
37. I: 就接触到不同的英语老师是吧 那你对呃::(1)你自己(.)的英语口语
38. (没有) 你对英语口语的这种(.)熟悉程度呢 能不能讲一讲你关于你对其他的不同
39. 的英语口语的看法
40. S4: 其他(.)其实我::我觉得没有一个特别明显的一个区分 不过像(1.5)如果我们说
41. 我们学校的印度老师他们的英语口语的话我觉得还(.)还不错 但就是看电影里

42. 面那些印度人的那个英语口语好像(.)就(.)比较重的那个印度味 那个比较明显
43. 一点 然后我:我还上过:一个(.)澳大利亚的(.)英语老师的课 他那个英语口语(.)
44. 我觉得**就是平常听的那些**是(.)呢:美国的多一点 所以(.)澳大利亚的让我有点不
45. 太适应 @@ 就是这样 其他的(1)很多从美国过来的都(1)都听(.) 听得比较
46. 顺
47. I: 嗯 所以你大概接触到的英语口语包括澳洲(.)口音 印度口音 美国口音=
48. S4: =法国
49. I: 还有法国口音
50. S4: 英英国也有
51. I: 还有接触到英国口音啊 所以呢::你觉得从:你听这些英语口语(.)的基础上你可
52. 以猜到他们大概是哪里来的吗
53. S4: (2)有一些真的不行 因为有::有::呢::(1)有一些它们真的是跟(.)可能我不是那
54. 些 native speaking speaker 所以我分不清 分不太清因为他们可能在美国也生活
55. 一段时间 所以很多都比较像美国那边的口音
56. I: 嗯:ok 但是你觉得各种不同的英语口语都有自己的不同的特征吗
57. S4: 有
58. I: 嗯 比如你可以举一个例子吗
59. S4: 呢:: 好难好难举因为我也不太熟悉 但是那个印度那个真的是比较明显一点
60. I: -比较明显
61. 他们的口(.)特征是吗 你熟悉新加坡英语口语吗
62. S4: 新加坡 我只看过电影听过然后我都不记得是怎样的
63. I: ok ok ok 像你之前你学(1)你知道澳大利亚 {teacher's name} 是吗
64. S4: 啊你怎么知道他的@@@
65. I: {teacher's name} 他之前他其实是英国人 然后他是在澳洲一直在澳洲生活 所
66. 以他的英语口语应该是有一种澳洲的音在里面对吧
67. S: 然后也混着的吧=
68. I: =@@@
69. S4: 我不是那个(.)研究那个口音的吧 所以
70. I: ermh 没有没关系 yeah ok 所以你刚刚说哦你不是那个 native speaker 所以对
71. 你来说可能比较难分辨
72. S4: 嗯
73. I: 不同的英语口语 那么你觉得(.)呢什么样的人是可以被称之为一个 native
74. speaker of english 以英语为本族语的人呢
75. S4: 呢::怎样才可以成为啊
76. I: ermh 无论从特征外貌 说英语的方式等等都可以谈
77. S4: 哦就(.)嗯::(.)首先要讲得自然咯@@@ 然后(.)呢::(.)就是像我们像我们讲国
78. 语嘛 呢:也有不同的口音 但是就是讲得很顺很自然的我觉得都可以称为
79. native speaker
80. I: ermh ermh 所以你觉得 native speaker (.) 嗯
81. S4: 就是(1)要:就是(.)必须得很多年(.)就一直讲那个语言才行 不然的话(.)像分辨
82. 不出来就真的
83. I: 嗯 和地域有关系吗
84. S4: 地域啊 呢::: (1)这样说我真的搞不懂@有有关系的 要看讲英语的人多不多
85. 周围 不然很难形成一个(1)氛围

86. I: ermh ermh 那你怎么定义标准英语
87. S4: 标准英语啊 英国也有英国的标准英语耶
88. I: ermh
89. S4: 美国有美国的标准英语 看我们在看那些呃音标的时候它也分开了英国跟美
90. 国 呃标准英语啊(3) 我觉得两英国英语和美国英语都可以
91. I: 都是标准=
92. S4: =@@@
93. I: 其他的呢
94. S4: 其他的(2)可能不能称为标准但是是可以交流的语言=
95. I: =可以交流的语言 ermh
96. S4: 嗯因为同样是英语 可以互相交流的 <slow>就可以<slow>
97. I: 嗯 ok 但是他们也许称不上是 native speaker(1)是吗 比如说一个澳洲人比如说
98. 一个新加坡人 你认你可以定义你觉得他们是所谓的 native speaker 吗
99. S4: <slow>native sp native speaker<slow> 呃::(1.5)他们(.)成长成长的环境是不是
100. 都是讲英语的
101. I: 嗯 所以你的(定义)就是成长的环境有关系对吗=
102. S4: =嗯嗯嗯 和周围的人=
103. I: =有关系
104. S4: 嗯
105. I: 如果他们成长的环境都是英语的话 那
106. S4: -我觉得可以啊
107. I: 就成为 native speaker
108. S4: 嗯
109. I: ok yeah 那你对你自己的英语口语是怎么样描述和评价的
110. S4: (2.5)呃::我觉得::还不错@@@ 因为(1)至少我觉得我可以(1)把那个音给(.)大
111. 部分给发准了 可以跟别人(.)交流无障碍 这样就 ok 了
112. I: 嗯 所以你讲的英语别人是听得懂的
113. S4: 听得懂 嗯我还有一个老师我问过他(1)呃::他是他是美国的老师我问过他我
114. 的口音(.)会不会很严重 他说呃:(.)口音是每个人都有 但是就是保留了自己的
115. 口音就就是听着我的口音也觉得挺有趣的 就所以(1)就(1)不要每个人都变成
116. 同一个口音就好
117. I: 嗯 ermh 所以你觉得保持你自己的口音是属于你自己的一个 identity 吗
118. S4: 是的
119. I: 也是属于它的一种是吗 所以你::你有倾向你对口音的话你未来所希望的口音
120. 是保持你现在的口音呢还是
121. S4: 保持
122. I: 所以你现在对你的口音非常满意对吗=
123. S4: =@@@
124. I: ok 哦 那个讲到你曾经和外国人聊天吗
125. S4: 嗯
126. I: ok 所以他觉得你的口音(1)也是非常地好 所以你必须可以保持自己的口音
127. S4: 他觉得 interesting @
128. I: interesting interesting 所以你觉得没有必要说每个人的口音都一样
129. S4: -是啊 不然就不 interesting 了

130. I: YES ok yeah 那你认为有一些英语口语比其他一些英语口语好吗
131. S4: 我只是觉得有一些英语口语比其他一些英语口语糟而已 没有觉得
132. I: -ok 那你觉得什么口音比什么口音糟@@
133. S4: like <low voice>japanese<low voice>
134. I: ermh
135. S4: 因为我我看过一个电影它们里面有一个女的(.)就是说(.)有个男的(.)他说 i
136. like your accent 然后那个女的是日本的吗 她说 i don't have <raising tone>
137. accent <raising tone> @@@ 然后就觉得很好笑@
138. I: -是吗
139. S4: 因为他们(.)是跟他们成长的环境(1)也有联系啦 因为我也是学学:日语的 然
140. 后他们的那些(1)音就只有那么多 就变不了了 所以他们是从从小就讲成那种习
141. 惯很难改=
142. I: =嗯::
143. S4: 改不了
144. I: 因为像那些日语里面有很多英语里面的外来词
145. S4: 嗯 <fast>但是他们还是用自己的方式<fast>
146. I: -用自己的表达方式去发音 对 ok 还有呢 除了::日本口音以外
147. S4: 日本啊
148. I: 嗯 所以你觉得日本口音属于比较<low voice>不好的<low voice> 嗯还有还有
149. 吗@@
150. S4: 呃:::(5) <low voice>还好吧 我觉得除了日本之外@@
151. I: ok ok ok 那你觉得有没有一些口音比其他口音更容易被你理解呢
152. S4: 美国 听得比较多了嘛 没办法
153. I: 嗯 ok 那你觉得中国的英语口语呢 对你来说
154. S4: 中国的英语口语太多了我觉得
155. I: 嗯
156. S4: 呃不知道是因为(.)发音发得(.)不正确导致的还是什么原因 <low voice>我也
157. 不知道 不清楚<low voice>
158. I: 嗯 就是平常你对:一般学生(.)讲的英语 他们带有他们自己的中国英语的口音
159. 吗
160. S4: -听得出 听得出从哪里来
161. I: 都是听得出的对吗
162. S4: 听得出 因为**像是::**我讲夸张一点啊像如果像是(1)往北走的 他们有一些
163. (1.5)呃:就那个尾音会拖得:很长 like 呃 i thinK thiS iS 就很明显 然后(.)如果是
164. 广东的话就很喜欢发那个/ʃən/那个音 就发得比较夸张一点 就可以听得出来
165. 的
166. I: 哪一个音比较夸张
167. S4: 那个 tion /ʃən/
168. I: /ʃən/ ok ok 所以但是就是说 嗯::你都听出来他们讲英语的话你都听得出来他们
169. 是中国的英语口语
170. S4: 嗯
171. I: 对吗 ermh 嗯: 那你对他们的这种中国英语口语(.)作何评价呢
172. S4: (2)其实有一些听起来真的很辛苦 我觉得就是可以(2)也不是说::不是说:呃:反
173. 正就是听起来很**难**(.)很难进入我的::脑袋里面 就是有时候他们感觉(1)那个字

174. 跟字都连在一起 听听不出来是(.)让我要想很久才想(.)才想明白他在说哪一个
175. 单词哪一个句 哪句
176. I: ermh 呃:: 但是你就没有说他讲得很好还是很不好 还是::你对他的态度是
177. positive 的还是 negative 的
178. S4: -肯定会有一点(1)呃 <low voice>positive 啦哦 negative 啦<low voice>
179. I: negative
180. S4: 因为(.)因为觉得(.)你觉得难受了嘛 听听(.)听不(.)理解不了你肯定会(1)是消
181. 极的
182. I: 嗯 所以你觉得如果有一些人的话他讲的音非常之重 尾音拖得非常之重的话
183. 就会造成一些理解上的困难 嗯 ok <low voice>交流上的困难<low voice> 那你
184. 觉得他们发的英语的话他们是刻意的去保留这样的一种发音的方式 还是他们
185. 没办法 朝着更好的=
186. S4: =我觉得 没没办法
187. 因为(1)那个口音的形成时期其实最重要的是在青少年的那一段时间的 就是我
188. 们(.)来到大学里面已经都不是青少年了 所以都是被高中或者初中的老师所(1)
189. 影响的那个口音 所以(1)就这样 除非后面就真的是去(.)呃认真的去(.)把它(1)
190. 呃:::(1)怎么说 把它(1)算是说纠正一点吧 不然的话还是原来那个口音的
191. I: ermh 呃:::(1)ok 那如果有人跟你说哦你的英语的发音很像一个 native speaker
192. of english 你你会怎么样 你有什么样的想法
193. S4: 我也听说过有人这这么说我 虽然我诶::很厚脸皮这么这么说出来 但是我就
194. 会觉得哎:: 首先先跟人家说谢谢啦 但是心里面想 只是<fast>因为你们不是
195. native speaker 所以你们才分不出来而已<fast> 所以其实(.)呃::就那样
196. I: 嗯 诶那(1)谁会跟你这么说 你在自己 personal experience 你有这样的一个:自
197. 己的经历就是有人这么跟你说是吗
198. S4: 但(.) 跟我说这个是中中国人就在我们 public speaking 那个课上面的我做那
199. 个 self-introdro introduction <low voice>他们就是(.)这么跟我说的<low
200. voice>
201. I: ermh 那你对你自己的发音满意吗 你觉得这也是你自己的 identity 是吗
202. S4: ermh
203. I: 有没有 native speaker 还有其他外国人这么跟你说过呢
204. S4: 没有啊 因为他们@是 native speaker@@
205. I: 哦 ok ok 你自己平时是怎么样呢:对于英语的发音进行学习的呢 有
206. 什么样的一些小故事呢还有和口音相关的一些故事
207. S4: 我很喜欢听英文歌然后电影那些 所以(1)就是:(1)已经经常灌输那些:美国那
208. 边的口音会比较多一点 所以(.)如果(.)听到(1)我那我小时候那些老师还好 但
209. 是(1)看看到其他外省那些同学的口音我就觉得的英语老师应该(.)那个口音比
210. 较重一点 所以就(.)就会::很容易在脑袋里面就比较了 就把它对比起来
211. I: 嗯 所以你觉得那些::学生的话他们的口音比较重的话是(1)因为他们母语的影
212. 响呢还是
213. S4: (1)也有母语的影响
214. I: 嗯(3)还有他们老师的影响
215. S4: 嗯
216. I: 那他们老师怎么样会发这种英语的呢
217. S4: 其实我们那边有很多都是(.)那些老师都会选择回到自己本地去教 所以<low

218. voice>就这样发生了<low voice>
219. I: 哦 ok 你说(.)比如说像北方的那些
220. S4: -嗯
221. I: 哦(3)你有没有比如说去模仿(.)什么样的英语口语还有比如说你有对自己的口
222. 音做一个什么样的纠正没有 有一些
223. S4: (5)<low voice>模仿啊<low voice>唱歌那些算不算
224. I: 算
225. S4: @@@唱歌的时候(2.5)就会呃(1)就是(.)之前在学校(.)参加比赛的时候那(.)些
226. 那些老师会教你说那些(.)要怎么把那个(.)那个单词(.)在那个歌里面唱对 就那
227. 些有纠正过 还有一些(1)呃::像看(1)哈利波特嘛那些很英式的那些 harry potter
228. 那些 就很明显(.)就有就觉得很好玩就(.)就喜欢说几句 就听到他这么说也会
229. 跟着他说几句 就觉得很好玩
230. I: ermh ok 所以你模仿就模仿电影里面的还有歌曲里面的 ermh 那你有什么对自
231. 己曾经做过一些语音的纠正吗
232. S4: (4)<low voice>纠正(2)不知道诶<low voice> 这个可能(1.5)不知不觉中(.)当中
233. 就把它给改来改去的吧 因为有时候就(1)呃查一些单词不懂念嘛 就上面那个
234. 字典(.)那个不是有个:可以(.)让你听看看是怎么念的嘛 有时候就<low voice>
235. 跟着跟着可能就(1)改变了一点<low voice>
236. I: ok 那我还想问一下就是说中学和大学的话课堂上对这种语音的教学重视吗
237. 你认你认为呢
238. S4: 口音的教学
239. I: 对 口音口语语音的这样的一个教学
240. S4: 我觉得: 小学中学高中简直是无视了 <low voice>完全(1)忽视而且那时候我
241. 们根本就<low voice> (1)可能(.)从电影中是分得出那个:(1)接触得比较多
242. <fast>但是学校根本不会讲的<fast> 就是大学以下的<low voice>都不会讲
243. <low voice>他们就觉得(.)你把那个英语单词记住就不错了还帮你(分)::还教你
244. 口音@@
245. I: 那上了大学以后呢@
246. S4: 上了大学有那个 voice and accent training 那个课
247. I: 所以就比较注重(1)你的::(.)学生的语音
248. S4: (2)就一个课其实也不算得上什么注重吧 因为:上课老师也不会说:说你的口音
249. 怎么样 因为怕打击 怕你@@@用消极的态度去学习 所以
250. I: 嗯 那他们有没有鼓励你们让你们用积极的态度去学习
251. S4: 一般很少讲到口音这方面 但是有时候就是说:呃:(1)有一次试过上课做一个
252. 听力是一个德国人讲的英语 所以老师给我们提了一下那是德国的(1)德国口
253. 音的英语可能会比较难:听懂
254. I: [嗯::
255. S4: [就那样
256. I: 所以你们呃: voice and accents 的课主要是注重(1)一个什么样的培训
257. S4: <low voice>其实我还没上过呢<low voice>
258. I: 哦你没上过你只是听说过
259. S4: 我上过一节然后后面就(1)因为::必修课的原因把它退掉了
260. I: 哦: ok ok i see 呃: 那你觉得就是说语音的教学(1)在::中小学 无论中小学也好
261. 还有大学也好你觉得<slow>有没有必要加强<slow>对这种口音语音的教学

262. S4: (3)加强啊
263. I: 因为你觉得[中小学几乎无视了嘛
264. S4: [嗯
265. I: 那你觉得有没有必要说开设一些类似的(.)课程关于(1)语音的(1)这样一些课程
266. S4: 语音的我觉得:: (2)其实在(1.5)北方那边的那些:: 学校那些英语来说 他们是(1)
267. 听力(.)是很少听的 更不要说口语了 我们广东这边的就听力跟口语 能比较
268. (1.5)呃:注重一点
269. I: 嗯你是广州的嘛
270. S4: 呃(1.5) [...]的
271. I: [...]的 哦: ok 所以你们就广东我们广东的话就你觉得(.)语音的话会重视一
272. 点
273. S4: 嗯 但是口那个[口音上面还是(.)没有抓过的
274. I: [口语口音
275. 那你觉得有必要吗 开设一些类似的对口:语口音的培训课程
276. S4: (1.5)觉得可以有但是不能变成:: <low voice>必修 因为<low voice>毕竟有一些
277. 人还是觉得(1) [whatever
278. I: [如果是在中小学呢 应该不是(.)不算必修吧
279. S4: 像什么叫叫什么叫 那叫什么课
280. I: 或者在
281. S4: -第二课堂什么的
282. I: 对 或者在上英语课的过程当中 稍微涉及一下
283. S4: 嗯 呃对 可以我觉得可以 因为至少可以让他们(1)或者看电影或者什么(1)呃
284. 接触其他事情(的时候) 他们至少可以有个意识说这个人(.)什么文化的(.)
285. 背景的
286. I: 嗯 ok 所以大学的话你也觉得是有必要的
287. S4: 有
288. I: 呃:: 那你对我们现在大学的(.)比如说(.)中国老师的口音(1)你有(.)什么样的评
289. 价呢 还有什么样的态度呢 对
290. S4: <low voice>嗯:: <low voice>
291. I: 或者你可以先说一下:: 学生之间的口音 你都觉得他们比较北方的因为我们刚
292. 刚已经讲到 你觉得北方的一些学生的话他们的口音比较重 对吗
293. S4: 嗯
294. I: 就学生之间就是说我们有所谓的中国英语口语嘛 China English accent
295. S4: <low voice>chinglish<low voice>
296. I: chinglish 你觉得他们是类似**甚至**是说 chinglish 那一种 ok 那你对老师的:口音
297. S4: 大学老师吗
298. I: 对 我们这边比如说国内的大学老师的口音呢
299. S4: <low voice>国内的我就只接(.)触过{university's name}的呀<low
300. voice> @@@@
301. I: ermh 就是{university's name} ok
302. S4: {university's name}的(2.5)有有一些有在国外学习过的就会<low voice>比较跟
303. 国外那边的口音<low voice> 而且会比较顺一点 如果中国:(.)的话:(1)就觉得中
304. 国(1)中国人要是讲(1)呃:中国的老师在中国这边学习的话他们很多都会把那个
305. 单词讲得比较精致一点 就是那个@@@

306. I: 单词讲得比较(2)精致
307. S4: -呃::就(1.5)可能不太自然但是就(.)呃:他们就会想要(1)努力把那个单词给发得
308. 很:(.)很完整 那个音给发得很完整
309. I: 嗯 那你觉得这样是好的吗
310. S4: 嗯::: 反正我也改变不了他们的口音啊 对不对 **没事**因为大学有很多英语老
311. 师也不是一直(.)就一直都上(.)中国的
312. I: 嗯 所以你觉得现在我们大学中国的英语老师的口音是你接受的
313. S4: 可以可以 因为至少比:(1)大学 就我以往上小学啊初中高中那些要好
314. I: ok ok 你可以预测一下 ok 你将来 你会在什么样的情况下使用英语 还有和谁
315. 使用英语吗
316. S4: 预测啊
317. I: 将来毕业以后 [之类的
318. S4: [@@@
319. 呃::: 毕业以后我都不知道要走什么路我也(.)不清楚
320. I: 嗯那如果你找工作呢如果你再 further study 呢
321. S4: 如果再 further study(1) 哦<low voice>我也想<low voice>我想去留学啊 如果
322. 是那样的话 那就会是(1)那些(.)国外的同学了@
323. I: 嗯
324. S4: 如果是工作上的话(1)就希望真的会找一个真的跟英语有(.)有相关的一(.)一些
325. (1)呃:公司去 然后才会把学到的给用处来嘛 <low voice>不然就浪费了<low
326. voice> 所以英语还能赚钱还不错 @@@
327. I: ermh ermh ok 如果你:呃到国外学习的话你应该会和来自世界不同的国家的学
328. 生交流 那的话你都会使用 英语就会当成一门国际语这样来使用了 嗯 那你
329. 觉得你呃:(1)和他们交流的话 在口音方面 你有什么样的预预测 还有觉得大
330. 家可以交流吗
331. S4: 可以的 我觉得 (1.5)哎呀这也是那句话啦 (其实像)中国那么多口音的普通
332. 话也是可以交流的
333. I: 嗯 所以你觉得英语口语的学习必须达到一个什么样的标准
334. S4: 标准啊
335. I: 对 还有是说特别是说在中国大学这个环境里下 老师们必须给学生(1)教什么
336. 样的口音呢
337. S4: (3)呃::: 必须啊我觉得没有必须这一说了
338. I: 嗯 ok 没有必须 那你觉得什么样的口音呃老师**可以**教给(.)学生的
339. S4: 那要看那个老师是从哪里来的@@@ yeah 而且要看 例如(1)我也(.)我也见
340. 识过波兰的英语 不过那个老师她:青少年的时候已经在美国 所以我们听不出
341. 来但是她的(.)她在美国的朋友是听得出来她是波兰的
342. I: 哦哦 那你觉得必须怎么样(.)教(.)这种口音呢
343. S4: 呃::: 如果说我(.)我想了解一下法国的(1)英语口语的话 我就要找法国的(.)英
344. 语老师
345. I: ermh
346. S4: 就(.)可以是双向的呗
347. I: ermh 所以你觉得是什么样的口音我们都可以学习吗
348. S4: 可以啊为什么不可以
349. I: ermh 包括所谓的标准英语口语 包括我们中国英语口语 都可以接触到都可以

350. 学习到的吗
351. S4: 中国的不是从小到大都在学习吗@@
352. I: 嗯 ermh ermh 因为我们有中国老师对吗=
353. S4: =嗯嗯
354. I: 所以他们(.)不自觉地就:在学习一种中国的口音嘛 但是你觉得它:这种(.)中国
355. 英语口语的话会影响交流吗
356. S4: 不不会 就(1.5)我(虽然)我有一些同学我听(.)听不大懂他们想表达什么 但是
357. 老师是能听懂的
358. I: ermh ok 所以你觉得口音我们学习口音的话 最终想要达到一个什么样的高度
359. 呢
360. S4: 呃::口音啊(2.5)高度啊@@@ 我觉得=
361. I: =嗯目标 对
362. S4: 说得比较顺跟别人交流(1)没什么障碍就 ok 了咯 如果是呃::像我刚刚举那
363. 个例子说法国的英语口语的话我觉得 就能跟人家比较能套近乎吧 那种(.) (要
364. 比如说)那个奥巴马他演讲的时候有时候会用那些叫什么语啊(1.5)不知道 反
365. 正就是(.)黑人他们
366. I: -<rising tone>俚语<rising tone>
367. S4: 不是(1)是俚语吗 不知道反正(说)奥巴马他在演讲的时候不止是(.)只用那个
368. (.)那个美国口音讲 说:讲那些(.)黑人经常讲的那种口音 所以就比较多黑人
369. 就比较 close 感觉
370. I: ok ok 对 特别是说我来到(1)我去到另外一个地方如果碰到两个广东人
371. <cantonese>大家都讲白话<cantonese> [你就觉得非常的:close 是这个意思吗
372. S4: [@@@
373. 嗯
374. I: ok ok 那你觉得像呃英语口语的话有没有必须达到那种(.)呃所谓的 native
375. speaker 所谓的英国人美国人讲的英语那种高度呢
376. S4: 看你自己怎么决定咯 如果你说(1.5)呃::(1)你说真的想要到一个 native
377. speaker@ 那也没办法啦 那你就去学
378. I: 那一般呢
379. S4: 一般我觉得(.)都可以了 我觉得就可以交
380. I: -交流(1)
381. S4: 没问题
382. I: 对吗
383. S4: 嗯
384. I: ok 所以这个应该是和你这种学习的(1)动机还有你学习的目的有关系的(2.5)你
385. 觉得呢 我不知道 你觉得呢
386. S4: (4)但是我们大部分在学习的时候(1)口音其实不是第一位的 就排在很后很后
387. 很后的那一种 我们学习是(1)呃怎(.)像我们::(1)不同的课程有不同的要求啊 像
388. 我们 level 那些就是写 essay 啊怎么调查啊 public speaking 就是怎么去:去(.)说
389. 说服别人啊 就是(1)口音通常是比较后 但是呃: 如果(1)像 public spea(.).king 来
390. 说 如果你是想你的(1)你的意思比较(.)能让更多人懂的话你的口音肯定要偏向
391. 更多人所听到所熟悉的那一个
392. I: 嗯:: 就讲得:比较(1)怎么样 流利还有=
393. S4: =流利

394. I: 自然 是你的看法吗
395. S4: 流利自然是 还有就是那口音要是(.)要是每个人(1)经常:听到的所熟悉的
396. I: 嗯
397. S4: 像<low voice>美国口音那样<low voice>
398. I: ermh
399. S4: <low voice>就比较多人<low voice>
400. I: ok 即使你自己是一个中国人 但是你也许带有你自己的中国口音 但是在讲英
401. 语的过程当中(.)你可以朝着有(1)比较(.)大家都听得懂的 对吗
402. S4: 嗯
403. I: ok 大家都听得懂的 ermh 交流应该还是比较重要的 是你的看法
404. S4: 嗯
405. I: 嗯 所以你觉得没有必要说一定要(1)在大部分人来说没有必要一定要去刻意的
406. 朝着英美口音那么走对吗
407. S4: 是的
408. I: ermh ok 那在我们结束这样一个 interview 你还有什么关于关于对我们今天的
409. interview 还有什么想(.)说的吗
410. S4: (5)差不多了 没有了
411. I: 没有其他想法了 [还有其他想法吗
412. S4: [我们下次在 fol
413. 其他想法啊(1)例如呢 什么叫其他想法@@
414. I: 例如对中国的口音教学啊英语教学啊 平时的大家聊天啊的一些
415. S4: 嗯:: 我觉得就是小学:::(1)就像呃大学以下那些(1)大学老师的(.)就算:不讲
416. 口音但是我觉得他们至少要把那个(1)音标那些发准
417. I: 你说大学老师吗
418. S4: 不是 大学以下的那些
419. I: 大学以下的老师还是学生
420. S4: 那些大学以下的那些**老师**
421. I: 嗯
422. S4: 他们必须就是(1.5)他们:(.)觉得他们一定要口语(1)比较好(.)要好一点才可以
423. 去教学生 不然我觉得(.)我觉得<low voice>会害死学生<low voice>
424. I: 嗯 就你你感觉就是说比如说中小学他们的学生他们的英语口语口音 就:::(1)必
425. 须至少达到一定的水平要不然他们定型了他们之后到大学的话=
426. S4: =嗯 因为他们是青少年时候是形成一个 口音形成嘛 所以
427. I: 嗯 所以你觉得我们大学以下的老师的口音不一定一定要 比如说美式一定要
428. 或者不一定要英式 但是他们自身至少要说得(1)可以交流
429. S4: 嗯 对对(1.5)因为你像:::我们就是大学就是有 上完 level1 level 2 level 3 就是
430. 接触不同的英语老师 来自不同的地方有不同的英语口语其实在跟他们交流
431. 当中也是 你也可以(.)就是大概了解到不同的口音嘛
432. I: 嗯 ok 所以这就是你大概的一个整体的看法吧
433. S4: 嗯
434. I: ok 那我们就结束今天的 interview
435. S4: 嗯
436. I: 好 thank you

Participants: I: Interviewer S3: Student

1. I: ok 感谢你你对我这一个研究的参与 然后我们今天会做一个 interview 你已经
2. 稍微地 看一看看了这个 interview 的内容和 interview 的这个介绍了 在我们开始
3. 之前你有什么问题吗
4. S3: 嗯 没问题
5. I: 没问题那我们就开始咯
6. S3: 嗯
7. I: 嗯 你可以说一下你的英语学习的经历吗
8. S3: 英语学习经历(2)我@@@我是小学一年级@就开始学英语的 然后(1)呃: 因
9. 为是住在我觉得这边已经比那个(1)就是北:方那些城市好很多了 我们可能一
10. 年级才接触英语但是我上初中的时候我有个同学他是初一才开始接触英
11. 语的 所以呢: 嗯(.)一年级学 啊你是要问一 小学初中高中 一年 XX
12. I: 对 一年级学然后你就怎么样
13. S3: [oh my god
14. I: [初中的教学模式啊 小学的教学模式啊
15. S3: 一年级啊
16. I: 你是广东的嘛
17. S3: 嗯
18. I: 你是哪一个城市的 可以问一下吗
19. S3: [...]
20. I: [...] ok
21. S3: yeah
22. I: yeah
23. S3: 呃:: 小学啊 我从课本来讲吧@@ 小学 小学的课本比较(1)卡通@@ 然后它
24. (.)就是我记得开头第一章就是教你怎么 how are you 跟 i am fine thank you and
25. you 这个这种 然后就是慢慢慢慢就是有一些很简单 诶 本来开始就是简单单
26. 然后(1)它我小学那课本是那个(gogo) 就是那个 coco jenny and tony 这三个人
27. 组成那个 就是整个课本都是围绕他们的 然后那时候我接触我觉得很新鲜 就
28. 是(1)它:刚接触英语嘛 就是他们那又加上那些漫画那种 漫画型的觉得挺好
29. 然后:(1)到感觉就到四年级就英语开始难了 呃::就是::单词多了 然后又开始学
30. 习一点点语法知识 呃 然后(.)就(1)呃@@@啊小学 都忘了小学还有什么
31. I: 没关系 然后就四年级开始学习语法知识然后你们升初中的话要考英语吗
32. S3: 要啊 我们上(1)啊你不是<low voice>中国的吗<low voice>@@@ 你不知道
33. 英语是必考的啊 每一场考试都要考的 不过小学没有那种考听听力的 我那时
34. 候还没有考听力 就是用写 写一写 然后初中的话就开始接触听力啦 听力的
35. 话就是 初一初二就是那种(1)嗯我觉得很传统那种给题给你然后做题那一种
36. 然后到了初三的话就变成<fast>哦初三也有<fast> 不过那时候考考上 初中考
37. 高中的时候有一个考试就口语考试 不过呢说真的我们就是初中也注重笔 就
38. 是写的东西比较多 然后只是说初三那一个学期就到快考试之前就是他老师发
39. 很多资料然后给你 就是很忙的那种读读读 就是读一种就是(1)呃临时抱佛脚
40. 那种 然后(.)不过不过感觉上:那种口语考试还是过了 这样 然后(1)呃初中
41. (1)<low voice>初中语法语法上面就是<low voice>比较系统的教你一些语法问
42. 题啊 然后(2)嗯:
43. I: 高中的教学模式呢 高中教学的模式

44. S3: -其实高中跟初中<slow>差不多吧<slow> 不过(1)呃:(1)<slow>高中(.)可能老
45. 师:<slow>我觉得我那个老师他比较特别他他不太注重 就是(.)他的那个:(1)
46. 重点不在课本上 他会按照他自己的思路来教我们 而且他会呃有选择性的吧
47. 一些练习给我们做之类的 嗯 这样 <slow, low voice>他还有<slow, low voice>
48. I: 但是你们初中高中的话学习英语的目的 学生学习英语的目的是什么样的呢
49. S3: 大多数是为成绩
50. I: 为了成绩 对吗
51. S3: 少数的话 有兴趣的话 就是少数就是(.)就是我个人来讲我也是想把英语说好
52. 我觉得(这个会)让我觉得很骄傲 不知道为什么
53. I: 什么让你觉得很骄傲
54. S3: 是
55. I: 说得好
56. S3: 嗯说得好让我觉得很骄傲 我觉得(1)因为可能(.)呃:初中高中那些人的口语不
57. 太好嘛 就是如果你能在那么多人之中口语说得好的话我觉得(.)呃很棒 很厉
58. 害 所以呢(我就觉得)把它说好一点所以平常 不过平常以前初中高中练习的话
59. 都是只是说找一篇课文来读读 就是读(.)边(.)就是顺便吧@ 读一些作文然后背
60. 一下然后又又可以考试然后又可以练一下口语就这样
61. I: 什么样的口语是你觉得说得好的
62. S3: 什么样的口语啊
63. I: ermh 就是你什么觉得什么样的口语才让你觉得说哦很骄傲的说得好的
64. S3: 很流利吧 然后:(2)口语吗 就是跟别人交流
65. I: 对 因为你刚刚说你觉得可以[说得好的话 觉得可以交流
66. S3: [哦
67. 其实我要分两种了 我有时候是呃(1)就是有时候就是读一篇文章 我们以前通
68. 常觉得好的是听英语听人家读一段文字嘛 然后觉得他说的很(3)很标准吧 就
69. 是他有一些音他会咬得很清楚 然后他又有那种(.)起伏啊那种音调那种觉得很
70. 好听 很顺耳吧 不过我觉得口语的话就是跟别人交流的话就比较我觉得难很
71. 多 难很多 是的
72. I: 嗯 那你觉得就是从这种教学模式上 呃中学的英语教学模式和大学的英语教
73. 学模式有什么变化吗
74. S3: 呃很不一样 呃:高中的话其实(.)其实高中(.)高中它的着重点(.)不在于(1)语言
75. 这方面 它是在于(.)考试那方面@ 它是考你很多死记硬背的东西 有时候比如
76. 说它出一些什么语法填空或者是说完形填空老师会教你很多策略 然后我觉得
77. 这不光什么语言不光不光文化的事 就是考智力吧然后考勤奋 就是这样就是
78. 一过就过了 然后到了高(.)到了大学的话就是你真的要去了解这门语言咯 就
79. 是你上课上课的时候(1)以前都是(.)呃高中老师都是用中文的嘛 (2)他连课堂都
80. 讲中文 下课又不讲英文 你说他我们一天接触到英文只是看通过看这个方式
81. 或者是自己背吧 背的话就很少 就是(.)记吧 那种(.)好像不用讲出来都不是成
82. 为一种语言 本来它是用来交流的嘛 然后到了大学的话课堂是英语全英的嘛
83. 然后你会感(.)刚开始就会(.)很不适应 很不适应的话就(.)突然觉得英语变得很
84. 难吧我觉得 嗯 然后就要交流什么的就觉得自己在这方面缺陷就是很不(1)就
85. 是不行@@不行 然后模式他们比较注重而且可能是外教原因吧他们比较注重
86. 呃(1)你能够把你的观点(2)他一方面考你口语方面一方面也考你就是能够把自
87. 己的观点说出来 那种临场反应或者是(2)现在我们我上 level 3 嘛 然后他开始

88. 接触到文化差异这方面 然后我也开始了解了一些东西
89. I: 嗯 所以无论是中学还是大学你觉得课堂上对口音的教学语音的教学重视吗
90. S3: (1)语音
91. I: ermh 口音语音发音
92. S3: 高中之前都不重视 我觉得真的不重视 连那些老师的口音都不标准 有个我
93. 有个同学他他就是出国留学嘛 然后他回他出**他还没**出国留学他就在那个广州
94. 一个培训机构 就是那个雅思还是托福那种培训机构 他在里面呆了一个月然
95. 后回来 回来我们班聚会的时候刚好上英语课 他听到我们英语老师一讲英语
96. 的话就觉得很搞笑 他就觉得那个音就是完全不一样 就是觉得他说得很不标
97. 准 这样子 @@ 我就觉得(.)就那时候就知道 **但是我(.)**可能我那时还没接触真
98. 就是那种没有分辨嘛 就是没有接触到什么是口(.)就是那口音啊什么不一样
99. 然后我觉得当时我们全班都觉得英语老师说得还挺好 而且是他读一些东西觉
100. 得他很有感情觉得诶挺好的哦 然后那个同学一回来就跟我们的观点完全不一
101. 样 完全不一样 他就说他说的真的一点都不标准什么 就我们可是我们还是觉
102. 得没什么 然后就是他口音平常也**不会说特地叫**有有一节课说教我们口音 或
103. 者是他(1)就(.)我们能(1.5)跟读有时候就是跟读一些录音那些读单词或是什么
104. 然后(1)不过我初中的时候还挺(1)挺幸运就是我初一上初一之前有一个诶:(2)
105. 暑假有一个小(.)就是小小培训班我我我报名了然后在里面第一次学那个音标
106. 然后在那次我学了音标之后就是我会有时候会尝试 后来成为习惯吧 然后不
107. 认识的单词我查了之后我会把音标写上去 然后有时候会<fast>读一下读一下
108. <fast> 然后所以我觉得我现在会比(1)普就是别的一些同学更熟悉那些音标之
109. 类的有时候
110. I: 嗯
111. S3: 这样 然后大学的话 大学那些音(.)老师听到你说得不标准他会纠正 马上纠
112. 正你说你这个<fast, low voice>怎么怎么什么什么<fast, low voice> 然后 就是
113. 他:通常会在全班就叫你全部人说 listen to me 然后就是他再说一次我们跟着
114. 说一次 然后这样子
115. I: 嗯所以大学相比(.)中学来说对语音(.)的教学还是重视了一些
116. S3: 嗯对 而且而且不知道是不是{university's name}特别多外教的原因 所以说你
117. 很多机会跟他们聊嘛 你一聊的话就马上就可以发现不一样嘛 你会觉得自己
118. 说的(1)很土 @@@@
119. I: 是吗
120. S3: @@是@@@ 会觉得自己说得好土好土 <low voice>是这样 有一点<low
121. voice>
122. I: 嗯 ok 所以你现在接触到的英语口语来说你呃大概接触到什么样的英语口语
123. 你熟悉的英语口语
124. S3: 熟悉的英语口语
125. I: 对 比如说你接触到你接触到哪一个国家的人讲英语呢
126. S3: 我上个学期的英语老师是来自是英::国的 然后我觉得他说的清晰 比较标准
127. 不就是我也不知道标准的那个(.)那个
128. I: 衡量[标准
129. S3: [衡量标准 因为(.)就是(.)有时候就靠感觉我们觉得这个听起来 一个老
130. 师能够让我们听得很顺耳 听得很(2.5)就是很容易就可以听进去的
131. I: ok 所以对你来说就是一种标准

132. S3: 是啊 但是现在我那个 level 3 那个老师她(.)她我:: 我听的时候她有口音因为
133. 她 她会说的就是那种咬字 她有时候会吞一些音 一些音她会 re 就过去了 然
134. 后就然后我现在上她的课有时候有一点听不懂
135. I: 嗯 所以他也是外教
136. S3: 是 我选的都是外教 然后 然后那个 {teacher's name} 的话他没什么 他说的都
137. 是 他是印度的嘛 他没有讲过@@印度英文 不过我看过那些(.)电影嘛 他们的
138. 英文他我听出嗯 不过我一听我就知道他是印度的 我觉得他的 他们那种(1)
139. 好像就我也不知道怎么分得出来就一听就觉得 我自己看过 嗯 XX 然后还有
140. 什么 呃
141. I: 美国的呢 你有接
142. S3: -美国接触都是通过看电视剧
143. I: ermh
144. S3: 他们说得比较酷@@我觉得
145. I: 比较酷是吗 相对于英国来说你觉得美国比较酷
146. S3: 呃比较酷 yeah 他们比较酷 呃(1)不过我觉得其实听<slow>美国的英语
147. <slow>还可以啦 他跟英国也没说::(1)差别很大对我来说 可能我有时候更习惯
148. 于听美国的
149. I: ermh
150. S3: 不过一听英国的话就觉得是跟那些录音是一样的 录音通常用<low voice>英
151. 国的吧 还是 我忘了<low voice>
152. I: 呃你说中学的录音还是大学的录音
153. S3: <low voice>以前中学的那种 应该是<low voice>
154. I: <low voice>其实应该<low voice>都有 都有
155. S3: 美式还是英式
156. I: 像四六级考试的话它会播放两次 第一遍是英式的第二遍是美式的
157. S3: 哦:: 这样
158. I: 对 它是都有的 你 level 3 的老师是 {teacher's name} 吗
159. S3: 不是 哦 {teacher's name} {teacher's name} 我我接触过她 她(.)她的音偏高
160. I: 她是希腊的
161. S3: 对 她::好像 嗯我觉得她最后一个音我们通常都会降调 她是升调的
162. I: ermh
163. S3: 然后她好像在唱::歌一样 那一种
164. I: 那你的 level 3 的老师是哪个国家的
165. S3: (1)他@@他没跟我们说
166. I: 哦
167. S3: 好像是美国还是啊不是啊不知道
168. I: 他叫什么名字啊
169. S3: {teacher's name}
170. I: {teacher's name} 哦
171. S3: 就是那个那个很 cute 的那个
172. I: 哦 她应该是美国的
173. S3: <fast>她是美国的是吧<fast>
174. I: [她应该是美国的
175. S3: [不知道 我觉得她她说的跟我在电视剧上看的不一樣哦

176. I: 对 因为就像美国人英国人 就像我们中国人一样 有许多不同地区说的普通话
177. 也很 以他们说的英语也是不一样的
178. S3: 哦 那也是
179. I: 对 所以你在听一种呃英语口语的话你听某个人讲英语口语的话你可以猜得到
180. 他们大概是哪里来的吗
181. S3: 猜
182. I: 比如说你一个人你听诶你应该是美国人 你听另外一个人讲诶你觉得另外一个
183. 人也许是中国人
184. S3: 可是
185. I: 新加坡人之类的
186. S3: 呃 我接触的比较少嘛 所以(2)听出来啊
187. I: 嗯
188. S3: (2)英国和美国可能(1.5)要一段时间才知道 不过(1)如果是那种(1)印度啊(1)什
189. 么(.)还有什么=
190. I: =新加坡啊
191. S3: 新加坡 我觉得新加坡的英文跟:中国的音就是这边
192. I: ermh
193. S3: [南方的
194. I: [南方的
195. S3: 差不多
196. I: [ermh
197. S3: [差不多 我: (2)呃对我也觉得他们有点 chinglish 的感觉 是的 我之前看那个
198. @看那个(.)新加坡有一出叫做什么
199. I: 小孩不笨
200. S3: 诶对 小孩不笨 就是那个那个校长不是经常爆就是说英文嘛 我觉得她说的
201. (1)我听到的话就觉得她很像中国英文
202. I: ermh 新加坡人它有一个新加坡变体
203. S3: 变体
204. I: 变体就是一种呃英语的一种分支之类的了=
205. S3: =哦
206. I: 就他们都会用他们用通过他们自己的方式自己的语调讲英语 因为新加坡英
207. 语它们有受马来语的影响还有受福建话的影响 就是闽南语 所以他们的英语
208. 有他们属于一种变体
209. S3: 哦 这样
210. I: 对 所以你也也许他们有非常明确的特征的话你当然可以猜出来 这个人是新加
211. 坡的 这个人也许是印度的 是吗
212. S3: 哦
213. I: ermh 那你你怎么样呃认为这一个人他的 你怎么样定义一个以英语为母语的
214. 人
215. S3: 定义以英语为母语的人 什么意思
216. I: 就是你看一个人 你怎么样判断他是不是以英语为本族语的人 以英语为母语
217. 的人
218. S3: 英语为母语啊
219. I: 嗯 你可以通过什么样的方式去判断他是不是以英语为母语的人 判断一个

220. native speaker
221. S3: -看他一开口说什么(1)吧 诶不一定哦 外国人<fast, low voice>他常常都是用
222. 英语交流的啊<fast, low voice>
223. I: ermh
224. S3: <low voice>英语为母语<low voice> 如果对外国人来讲的话就(2) 总诶这也回
225. 到刚刚这个问题 就是我首先会猜他是哪个地方的(1)英语嘛 然后猜到之后会
226. 就是猜到之后就知道他的母语应该是什么
227. I: 嗯
228. S3: 不是吗 因为(.)如果(.)那些英语国际 就是国际上都用英语交流的话大家(1)都
229. 讲英文的话很难猜的哦 是不是 如果他一开口是那种印度语印度式的英语
230. 的话我肯定知道 <fast>就是因为<fast>肯定知道他是那 因为他有印度音在里
231. 面嘛 所以他肯定学过印度语 然后然后他然后一个说有印度口音的又说英语
232. 因为英语通常作为第二语言
233. I: ermh
234. S3: 所以这让我猜的话(含有)印度口音又讲英语的话肯定不会把印度语会排在第
235. 一位咯 这样就我觉得他:的:母语是印度语 然后如果是呃有个有一些地方就是
236. 他们一出来就是说英语的嘛 就是母语就是英语
237. I: -嗯 比如呢 哪一些国家的人你觉得他们的母语是英语
238. S3: 美国啊
239. I: 类似这些是吗
240. S3: 美国英国他们(1.5)都是有英语 就是都是用英语交流的嘛 本来就是英语交流
241. 不过是只不过是呃有一些地方它的音不一样而已 这样 如果是这个在西方的
242. 话我就分不了了 但是如果是他们本地的人就分出来 然后他们(2)就这样了 如
243. 果差不多
244. I: ermh 新加坡人呢 印度人呢 你都可以分得出来 他们也许的母语是印度语 新
245. 加坡人呢
246. S3: 新加坡(2)新加坡(1) 哇他们=
247. I: =很难吧
248. S3: 他们很多种语言的哦
249. I: 嗯其实很多
250. S3: 挺难的哦 因为(1)没有这个功底 @@@
251. I: 其实很多印度人和新加坡人他们他们的英语有他们自己的口音
252. S3: 对
253. I: 但是他们很多人的母语是英语
254. S3: 真的吗
255. I: ermh
256. S3: <low voice>母语是英语<low voice>
257. I: yeah 有一部分的人他们的母语很可能是你说的呃 hindi 就是那种印度语
258. 但也有一部分人 他们说的英语有自己的口音 但是他们英语就是他们的母
259. 语
260. S3: 他们是(.)呃他的父母教他们就是用英语交流的吗
261. I: yeah 在新加坡有这样子的 他们有很多小孩子他们从小就说英语的
262. S3: 哦:::
263. I: ermh

264. S3: 我以为是会 因为我的母语是我家乡那边的话嘛 所以我现在就算说什么话
265. 说广州话或者是说英文或说普通话都会有口音 我那边就是(1)诶(1.5)就是我那
266. 边家乡话就会那种比较含糊那一种 就是你要在当地听清楚 就农村那边的话
267. 就是比较含糊那种就 所以我现在说很多音的话都会觉得人家会觉得诶你好像
268. 那个气还没喷出来 [那种感觉
269. I: [是吗
270. 是吗 ok 所以你对你自己的英语口语是怎么描述和评价的
271. S3: 我的口英语口语啊
272. I: 对
273. S3: 呃(1.5)评价吗 如果 100 分的话:勉强 60 吧
274. I: 为什么@@
275. S3: 及格的话是因为我觉得(1)讲出来他们还会懂啦 就是还会懂 但是他们听得
276. 出肯定是有问题的@@ 就是(1)呃:会:怎么说呢(2)呃(3)总之就是 60 啦 我觉得
277. I: 60 所以=
278. S3: =我感因为呃我也不太不太知道怎么评价自己
279. I: ermh 所以满意度的话呢还是(1)不是十分的满意
280. S3: 不是 当然不是十分满意啦 因为
281. I: -因为觉得=
282. S3: =我会比较的嘛 跟别人比较 跟那些(1)有个模板在那里 然后我觉得诶还没差
283. 我觉得还不到那种 可能就(1)不会十分满意
284. I: 什么样的人对你来说是个模板
285. S3: <low voice>模板(2)呃(2)我觉得像我老师那种就已经挺好 {teacher's name}
286. <low voice>
287. I: ermh
288. S3: 他诶我真的听不出他有口音哦 真的 我觉得他很(1)就是他可以摆脱那个口
289. 音 就算他有一点但是我也听不出来啊 摆脱它我觉得跟他学习挺好的
290. I: ok 那如果一个中国人他可不可以成为你的一个模板
291. S3: 中国人(2)有的可以就是那种(1.5)诶(1)我有时候会看<slow>cctv 那个英语频
292. 道那个 他们说的都(1)那种<slow>
293. I: 所以那一种 cctv 英语频道那些中国人也有可能成为你的模板
294. S3: 是 是的
295. I: ermh 英美人士其他的 native speaker 也有成为你的模板吗
296. S3: 不::会
297. I: 嗯 所以
298. S3: -他们说的太: native 吧
299. I: ermh
300. S3: 就是 native speaker 他们说的可能我都不太懂或者是(2)我也不太(2)呃
301. (1.5)<fast>就我自己本来就有口音然后他们也有口音我又以我的口音去学习他
302. 的口音又变成一种新的口音<fast>
303. I: @@
304. S3: 所以就觉得这样不太好 还是找一些比较标准的这样
305. I: ok ok 所以你在讲中文呃你在讲英语的过程中呢: 你有保持你自己::中文的
306. 口音吗
307. S3: 我尽我我想办法把它摆脱掉@@

308. I: ermh
309. S3: 但是::就像我老师讲的他说口音是摆脱不了的 他说你只能(.)让它说得更清楚
310. I: 嗯
311. S3: 所以我觉得(.)呃(1)尽量吧 我还是不想我的英语有口音
312. I: 嗯
313. S3: 我还是想要(.)标准的那种 因为标准的可以让所有人都明白嘛 但是你说有一些重口音的那些就(.)在一些情况下人家不明白你的话就很难交流了 是不是
314. I: 嗯 所以你讲中文的时候你不是非常愿意让人家听得出来你是个中国人 是吗
315. S3: 我讲中文
316. I: 呃 sorry 你讲英语的时候 你愿不愿意让人家听出来感觉到你是个中国人在讲
317. 英语
318. S3: 我不排斥这点啊 我我不会说:中国式的英语是一种不好的东西 或者是(.)呃:
319. 让别人听出来是觉得很丢脸或者是什么 我只是想尽量靠往标准英语那边靠
320. 那样 所以他无论听不听得出来都没问题 我觉得 不会成为我的一种=
321. I: =包袱
322. S3: yeah 我不会觉得是听出来啊觉得自己很失败 也不会这样啦 不会不会
323. I: 嗯 ok 所以你刚刚讲你定义的标准就不是说一定要像美国人像英国人那样的
324. 吗 因为你刚刚说你的口音不想
325. S3: -对 我是我是尽量想往那个标准靠 但是如果我还没到了那个标准是中国式
326. 的口音 人家听到听得出来的话我不会有很抵触的心理
327. I: 嗯
328. S3: 我不会说:让别人听出来会觉得觉得很丢脸或者是觉得觉得中国英语<low voice>
329. 很不好很烂或者是什么的<low voice> 我不会有这种心理
330. I: 嗯
331. S3: 但是我会听到这句话之后我也会(1)就是又激励自己(或者是)尽量再靠一点
332. 这样
333. I: 嗯嗯 ok 那你刚刚想的你希望向他们那边靠对吗
334. S3: 呃 就是他们
335. I: 就是英美人士那边靠
336. S3: 诶:
337. I: 但是刚刚你又说他们不会成为你的模板
338. S3: 不是 我的意思是@@ 不是 我是说他们是我的 就是标准英语标准口音的英
339. 语是我的模板 但是(.)诶: 但是我到达那个模板之前我还是会有点口音的嘛
340. I: 嗯
341. S3: 我的口音 我不会说别人听出来我就很心慌或者是什么啊我还没达到那个 我
342. 就是一路上还往那个地方走 (一方面)走 但是我不会说人家说了一句我就倒回
343. 去 那种 一直走 但还是模板 那模板在那里 可能我很长时间才能到达 这样
344. I: 嗯
345. S3: 不过其中我也不不会很排斥说自己的英语 中国式的口音 因为你你只能想办法去改变 你本就是你有的话就是就改变啊 你不能说你自己有就[唾弃它@@
346. I: [对 ok ok
347. S3: 就是 @
348. I: ermh 所以你应该有很多机会 特别会大学以后和一些外教外国人聊天沟通吧
349. 对吗
350. 对吗
- 351.

352. S3: 诶: <slow>外国人啊<slow>
353. I: ermh 你有机会和他们聊天吗沟通吗
354. S3: 有点 不过我(1)我是:(1.5)可能会 就是我参加 ec 嘛 然后我聊得比较多的话
355. 都是跟学生之间聊 学生之间聊 然后跟老师聊的话<slow>就比较少<slow>
356. I: 嗯 那你在聊天的过程当中他们可以听得懂吗 你讲的英语
357. S3: 他们都很厉害都听得懂
358. I: 嗯 无论是中国人无论是外国人
359. S3: 对 他们就是 有时候他们听不懂不是因为你的口音 是因为你的:词
360. I: ermh=
361. S3: =你不能把一个完整的词说出来 或者是是一个句子说出来
362. I: ermh
363. S3: 不过有时候他们又很厉害 他们你说一个词他大概猜得到你在讲什么 你在说
364. 什么
365. I: 嗯 是吗
366. S3: 是
367. I: 所以你觉得他们听得懂是他们厉害而不是你讲得厉害
368. S3: 呃是的 因为 比如说我(.)我班我班英语班有一些人口音真::的很不标准 就是
369. 不是说**标准**吧是(1)我觉得连那个(.)中国式的英语都还没说出来 就那种他说的
370. 很不清楚 我听不懂就是我听不出来他在讲什么 但是外教听得出来 她知道在
371. 他讲什么 我觉得
372. I: 你是说 level 3 的吗
373. S3: 是啊 真的 不一定是 啊 是的是的 就他(.)我也含含糊糊的我也不知道他在
374. 说什么 哎 可能是那熟悉程度不一样
375. I: ermh
376. S3: 外教他们整天接触英语
377. I: -因为他们可以猜
378. S3: 他们 我觉得他们就是一直在点头我也不知道他们懂不懂 @@
379. I: 是吗=
380. S3: =不过他们也有也有答回应他们 所以我觉得他们是懂
381. I: em ok 所以你觉得有没有口音 一种口音 或者有一些口音比其他口音更好的呢
382. S3: 一种口音比其他口音更好
383. I: 某种口音某一些口音比其他的口音更好的
384. S3: 如果是我来说的话那我听得懂的话我觉得都还可以
385. I: 嗯
386. S3: 诶我以前英语老师有跟我讲过他他是英专专业的 他去做 part time 然后他就
387. 是帮那个会展中心那些人做翻译 然后他遇到一个巴基斯坦来的 他说了英文
388. 他听不懂
389. I: -老师听不懂
390. S3: 对 我们那个老师他听不懂 他写英文 他也看不懂 [@@@
391. I: [@@@
392. S3: 所以如果是 我觉得如果是这种(.)巴基斯坦式的口音的英文的话 他不如不说
393. 他相当于他是他地方语言 他那个国家的 就好像我不懂法语一样
394. I: 但他是讲英语吗
395. S3: 对 他是在讲英文 但是你一个字都听不懂 什么都听不懂 他就是那巴基

396. 斯坦那些英语真就是我觉得不算英语 然后我有一个同学 他有一次也是去打
397. 寒假工还是暑假工 有一个巴基斯坦的人他觉得他进来 进来了然后 他只是
398. 想买一台海尔空调还是什么 然后他他一直在说 他说那个同学说他一直在说
399. 海尔这个名字 但是他(1)就是很简单嘛 海尔嘛 他说他听不懂 他一点都听
400. 不懂 然后他还绕了一个圈一直在问他是要这个吗 是要这个吗是要这个吗
401. 然后觉得他这种语言 他这种英语的话它会让人带来很多不便啊 它不能沟
402. 通
403. I: 嗯
404. S3: 然后他就是绕了一圈 然后他最后才发现原来他只是要一台海尔的
405. 什么
406. I: [ermh ermh
407. S3: [什么电器 所以(1)我觉得如果是那一种一个字都听不懂就完全不能交流的
408. 话是(.)不好啦 就是对我来说是(.)一点都不好 然后如果还能听得懂的话就是(.)
409. 他说出来你起码你感觉上它是英文 你说诶<fast>听这个人<fast>嗯应该是英语
410. 的话 那么你你就会(.)觉得他还可以
411. I: 嗯
412. S3: 可以 有时候我会在外面吃饭的时候会坐在那里吃饭的话是有时候会听::就
413. 有一些人他讲话嘛 我会觉得哦::他嗯那个人好像在讲英语哦
414. I: ermh
415. S3: 这样子 对 我会有时候会留意这些吧
416. I: [ermh ermh
417. S3: [留意那些人说话 这样子
418. I: ermh 所以就是说 那你觉得有一些口音比其他口音**更容易**让你理解吗
419. S3: 某些口音
420. I: 对
421. S3: 诶(2)英式美式因为是常接触嘛 所以会让我更容易理解 这样子
422. I: 嗯嗯
423. S3: 看你熟悉程度了
424. I: 嗯
425. S3: 你我那个{teacher's name}他来的时候 他也说他刚来到中国的时候他也听不
426. 懂我们讲什么英语 他就是我们中国式的英语对他来说就是对他来说就像一个
427. 巴基斯坦人跟我说一样
428. I: ok
429. S3: 然后他::过了一个星期左右他听得懂 慢慢听得懂
430. I: [熟悉程度
431. S3: [熟悉 对 熟悉程度 然后现在他可以说 呃学生说一个词 或者是说什么 说
432. 一点的话他也可以猜到 (或者有关) 熟悉程度吧 这样 或者你经常看那些(2)
433. 呃:: 如果你看印度电影的话他们不是经常讲(1)英文吗 你看得多的话你也会熟
434. 悉啊 然后你你听(.)新加坡你看那个小孩不笨 你听得多也会觉得熟悉啊 会觉
435. 得咦没什么我听得懂啊 就好像我说中国式英语一样啊 都听得懂啊
436. I: 嗯 那如果你听过那个巴基斯坦人讲的英语呢 你觉得也有一天
437. S3: -也有一天也会听得懂 因为(.)做翻译的人他们也是这样啊 做翻译的人就是要
438. 听
439. I: 嗯

440. S3: 练习
441. I: yeah 那你觉得中国英语口语呢 对你来说是容易听得懂的吗
442. S3: 中国英语口语
443. I: ermh 对你的同学老师中国人之间交流
444. S3: 听得懂 他们听得懂吧 本来这里就讲 XXX @@
445. I: yeah=
446. S3: 听得懂 听得懂 听得懂
447. I: 所以没交流没有问题
448. S3: 交流:没问题 没问题真的没问题
449. I: 对 是基于口音这方面的 是没有问题的
450. S3: 呃:: 对啊
451. I: 但是你刚刚讲有些学生如果他的口音在你课堂上的口音就非常的
452. S3: [嗯
453. I: [重的话 这个会造成一个问题了 是吗
454. S3: (1)我会不知道他在讲什么 因为一直叫他重复 然后他(.)重复有的时候会(.)重
455. 复了之后他说得更慢 做一些肢体动作什么的 然后:我能再加上一些英文呢中
456. 文 那就懂了
457. I: ermh
458. S3: 就是在 XXXX 然后真的听不懂的话他就讲中文 然后就哦原来他讲的就是
459. 这个意思了
460. I: 嗯
461. S3: 这样
462. I: 那你觉得是口音的问题还是表达的问题 比较多一点 造成你这种交流困难
463. S3: 口音 因为他讲的很简单 他讲的都很简单 yeah 口音是 口音是单指那个音
464. 调吗 还是说
465. I: 音调还有发音的清晰度啊
466. S3: 对 很多的吧 应该
467. I: [对
468. S3: [对 <low voice>口音真的很多 很多<low voice>
469. I: ermh ok 那如果有一个人 ok 他跟你讲哦你讲的英语非常的像一个 native
470. speaker 你会怎么样感感觉
471. S3: 很吃惊
472. I: 很吃惊 为什么 @@
473. S3: (1)因为(.)本来觉得自己没那种(1.5)就是(1.5)本来觉得自己不会像一个 native
474. speaker 啊 然后他一定讲的话觉得 诶 @有人好像把我当外(.)外国口音 觉得
475. 好像还挺好的 还好 是
476. I: ermh
477. S3: @不过好像没人告诉我@@这个
478. I: 所以在你的(.)实际的经验还没有人这么跟你说是吗
479. S3: 还没有
480. I: ermh
481. S3: 说得好的我觉得他们觉得有时候有一些可能说诶你英语说得还可以吧 是
482. (2)<slow>鉴于我说的比较顺<slow> 比较顺 就是(1.5)诶: 其实我们很多人觉
483. 得你英语说得好不是因为你的口音问题 是因为你能够和别人交流你能够把英

484. 语说得很顺很溜口 这样子 可以把你们你自己想法可以用英语表达出来嘛 有
485. 时候有些人就是用(.)很多时候用中国思维想一些问题然后把它直接翻译成英
486. 文嘛 然后有些人(.)就是(.)有中国(.)中国就是用中文想到很多事 但是他就是
487. 不能用英文说出来 而如果那个人他如果能说出来他会觉得他英文好 但是他还
488. 是在说中国式的英语 他也说他英文好
489. I: 嗯
490. S3: 所以跟口音不太有关系 我们平常的话不会太注重口音问题 只要听得懂的话
491. 就 ok 不会说很深究它 呃:: 你虽然把这个问题答好了但是你下次把那个口音
492. 纠正过来再说一次 这样子 也不会说这样 不会很注重口音这方面
493. I: 嗯 反而是注重交流还有你的流利度是吗
494. S3: 对 流利度比较注注重
495. I: ermh ermh 所以你会感到吃惊 你会感到开心吗还是觉得嗯 soso 还是
496. S3: 当然开心啊[@@@
497. I: [@@@
498. S3: 我会很开心很吃惊觉得 嗯 努力有回报了@@@
499. I: 哦是吗 ok 你可以想一想之前你自己学习口音的一些小故事还有小经历吗 你
500. 是通过什么样的方式去学习那种(1)英语语音的
501. S3: 语音啊
502. I: 嗯
503. S3: 初中::就刚跟你说了初中上初一之前上了一个班教音标了 那算是我第一次
504. 就是关于口音那方面 因为小学的话它学那种英语都是 它不会真正教你那个
505. 音如何发出来 它只会有时候我们就是有那个单词嘛 我们怎么记住它呢 就是
506. 用中文写在上面
507. I: 嗯
508. S3: 就是类似的那个音=
509. I: =音译之类的
510. S3: 对 音译
511. I: @
512. S3: 这样音译来这样记住的 这样记住的 或者是自己听一下录音带这样记住 上
513. 课老师讲什么 就是很自然的就记住了 但是上初中的话就开始接触音标的话
514. 就(1)开始用音标来记 或者就开始了解诶这个是什么发音的啊这样子
515. I: 嗯
516. S3: 这样子 然后(3)口音(.)学习啊
517. I: 嗯你有模仿什么样的口音吗
518. S3: 模仿(3)呃:: 有时候(.)看电视剧他说完一句 <fast>不过那就是很短的那种
519. <fast> 就会跟着他说一下 其实没什么 但是在日常生活中口音模仿(1)呃: (2)
520. 会学习啦 其实我觉得(.)呃:我跟一些朋友都觉得(1)你挑什么样的老师上课你
521. 一个学期之后你的口音就跟他(.)就是你往他那个口音靠
522. I: 嗯
523. S3: 这样子 所以(.)就是(.)呃::**没有特意**说去模仿啦 就是(.)很自然的就跟着他(.)
524. 读了这样
525. I: 嗯 就也许在课堂上老师是你们的一个 model
526. S3: yeah
527. I: 一个就

528. S3: -嗯对
529. I: 中国老师也好 外国老师也好
530. S3: 跟外国的比较多
531. I: 就成了一个 model
532. S3: 嗯
533. I: ermh
534. S3: 其实我有时候觉得中国老师说得更标准 大学的中中教 他们说得更标准些
535. 我觉得他们也是曾经努力过想摆脱口音 那种往那个标准的地方靠 他们说的
536. 反而会更标准
537. I: 嗯
538. S3: 但是他外外教的话除非是那个 voice and accent training 那种他们会有特别的
539. 培训 然后他们平常那些外教他们就是把他们家那边的那种口音的英语带过来
540. 他们觉得
541. I: 嗯
542. S3: 他们都可以交流什么的 然后就因为他们还是会说那种 他们不会说把他们美
543. 式把(1)把她就是那个 {teacher's name} 她不会说把他们那个口音纠正过来什么
544. 的 他们也没有说有这种意识啊我觉得 <fast, low voice>所以也就这样<fast,
545. low voice>
546. I: 嗯 所以你刚刚说一些中国老师你觉得他们是有努力的要摆脱他们自己的
547. S3: -对 我(.)因为我听(.)我我听中国老师 我觉得他们不是说中国式的英语 我觉
548. 得跟我们学生不一样 这样 然后呢::外教的话 可能我还不知道他们(1.5)就是
549. 就是没有那种对比在那里吧 觉得他们就是那种<low voice>外国人<low voice>
550. I: 嗯
551. S3: 其实以前对我们来说没有什么口音标准什么之类的 就是有一个外教过来讲
552. 就觉得哦那就是英语啊 那就是英语
553. I: ermh 无论是他从哪个国家来的你都觉得它是英语
554. S3: 对 yeah 它就是英语
555. I: ok ok 那你自己有纠正过自己的英语发音吗
556. S3: 有啊: 也有的 有 嗯
557. I: 可以 比如呢
558. S3: 比如啊(2)
559. I: 呵
560. S3: 口音 诶我们纠正口音啊是从那种(2.5)也是从音标开始我们现在上那个课嘛
561. 也是从音标开始嘛 然后我觉得(.)老师都举很多例子就是那个/t/就是很多 就是
562. 那个 t 嘛 然后就是不同地方就有不同发音哦
563. I: ermh
564. S3: 就是那个那个那时候那节课很搞笑 那个老师说就是 thank you 然后他说美国
565. 美式的话它会(.)它会变成重一点就是什么就是变成 THank you 然后其实真正
566. 是那个 thank you 然后他他又说(.)印度的话又是怎样(怎么说怎么怎么) 所以
567. (2.5)诶其实说真正正式来纠正也是从选了这个课程之后啦
568. I: 嗯
569. S3: 所以我觉得应该多一点这样的课程
570. I: ermh
571. S3: 还有(.)平常的话(1)平常的话很少把心思花在<low voice>口音方面<low

572. voice> 主要是想(.)跟就是想多点词汇量或者是(.)呃一些日常口语日常口语 然后把它记住然后说::能够说出来 如果真正纠正口音也是学了课课程之后
573. I: 嗯
574. S3: 你才会说另外花时间去(1)纠正这样
575. I: [嗯
576. S3: [嗯
577. I: 就如果一个中国学生也好一个中国老师也好他们带有呃(2)中国英语口语的话
578. 你怎么感觉
579. S3: (3)<low voice>中国老师带英中国英语口语<low voice>
580. I: 对 学生也好老师也好 如果从学生的角度上看 你对他
581. S3: -其实中国英语口语也有很多种吧
582. I: 嗯 对
583. S3: 对啊 有很多种 (2)比如说那些(1.5)北方一些人 就是 XX 就是那边 往北一
584. 些 那些人说的英语就(1)让我觉得很不好(.)连就是那中国英语都不标准@那种感
585. 觉
586. I: 连中国的标准英语都达不到
587. S3: 是
588. I: 就是中国的不标准英语
589. S3: 对 他们说的真的(1)跟南方的不一样 我觉得南方的英文说得已经算(.)比北方好
590. I: 哦
591. S3: 我感觉 <fast>不知道他们是不是<fast>掺杂了一些(.)我觉得是我们说广东话
592. 然后他掺杂了他们说普通话 就是我觉得他们说的就是有(.)那种普通话的那种
593. 音在里面
594. I: 嗯
595. S3: 就就不一样我觉得
596. I: 所以你对它们的态度是怎么样的
597. S3: 听起来很奇怪
598. I: ermh
599. S3: 我会自己觉得我那我这个是标准的 他们那个是不标准的
600. I: ermh ermh ermh=
601. S3: =是的 我觉得他们是不标准的 然后中(.)如果老师也说中国英语啊 (1) 哎 还
602. 好啦 没什么 就是觉得这个老师@为什么@@ (.)最好还是不要啦 是不是 最
603. 好还是不要
604. I: ermh ermh
605. S3: 是不是 不过学生的话我会原谅他们的@@@
606. I: 学生会原谅他们但是老师的话就:觉得
607. S3: -老师: 呃:
608. I: [嗯:: 就不行
609. S3: [不要 对 还是不要
610. I: ok ok ok 但是你觉得他们说中国英语的话他们是也是他们所谓的(1.5)自己的一
611. 种身份吗=
612. S3: =身份
613. I: 就是他们的这种 identity 吗
- 614.
- 615.

616. S3: 啊啊啊 身份
617. I: identity
618. S3: 什么是身份
619. I: 就是说
620. S3: -什么意思
621. I: 呃你觉得你听他讲英语的话你就猜一猜他是北方过来的
622. S3: 嗯
623. I: 你听他讲英语的话你就猜是南方过来的 你觉得他们会刻意地保留他们讲英语
624. 里面的这种成分在里面吗
625. S3: 就是把自己的特色说出来吗
626. I: 嗯
627. S3: 不会吧
628. I: 就是没办法不得已的
629. S3: 对 不得已 我觉得每个(1)在中国来说就学生来讲我觉得每个人都想纠正 纠
630. 正那种中国式的口音 都不会说呃::以这个为:: <low voice>光荣或者是什么的
631. 不会<low voice> 他们 我(1)哎总之我们都想转啦 不想(1.5)不会说呃:: 我就是
632. 想说中国式英语 我就是不学其他的 很少有这样的
633. I: 嗯
634. S3: 如果是有不想纠正哪种也是他因为他比较懒 不是说他刻意想把中国式英语
635. 发扬光大那一种
636. I: ermh ermh ermh
637. S3: 因为我也没听说过有人会::说::在世界上说什么要教中国式英语或者是什
638. 么 也没有这种类别什么的
639. I: 嗯
640. S3: 专门做一个什么学科之类的
641. I: 嗯嗯嗯 ok 那你可以预测一下你将来会通过什么样的途径还有和谁使用英语
642. 吗
643. S3: 什么途径用英语
644. I: 对 在什么情况下会使用英语还有和谁会使用英语吗 将来
645. S3: 看工作吧 我会::因为我读经济的嘛 所以我会尽量::因为我个人本身也觉得
646. 挺喜欢说英语的 然后我会尽量进那种(.)外资企业吧 然后我觉得就可以(1)做:
647. 有 起码那个有机会说英语 真的是说我们出来(.)工作之后就是很多地方就是
648. 用不了英语了 (中文) 所以起码我们用得了英语
649. I: 嗯
650. S3: 所以我会尽量在企业(2)<slow>商业方面吧<slow>
651. I: 嗯
652. S3: 呃 不过生活(1)日常的应该也有 其实我也想有机会可以(1)就是工作可以出
653. 去外面(.)跟他们交流一下下
654. I: 嗯 所以你会听到不同世界不同国家的人讲英语
655. S3: 嗯 我也觉得 <low voice>我也挺想出去看看的<low voice>
656. I: 嗯 所以你觉得他们的口音和你的口音还有(1.5)还有你的口音和世界其他不
657. 同国家的人讲的口音 你觉得可以有一个什么样的评价标准吗
658. S3: (2)评价(2)我觉得都很平等啊
659. I: 就是要 他们不同国家不同地区讲的口音他们必须达到什么样的水平你才觉得

660. ok
661. S3: (2)我听得懂
662. I: 可以交流
663. S3: 对 (2)他有口音也没(.)什:么的 其实@ 他:听得懂我也听得懂他的就可以了
664. I: 嗯
665. S3: 不会说因为什么要 你不可能强制全世界人都说标准吧
666. I: 嗯:::=-
667. S3: =他们也不可能听你的啊 他们也不想去这样子
668. I: 嗯 对
669. S3: 不用改的 有一些东西
670. I: 不用改就像一个中国人来说其实你刚刚讲他如果有一个中国口音的话他也::不
671. 是一个坏事吗
672. S3: 呃 不是一个坏事不是 呃 怎么说 不是好与坏而是(1)你不能说因为有一个
673. 人他说的是中国音中国式的英语你就不跟他用英文交流啊 是吧 是不是
674. I: 嗯
675. S3: 不过在职场方面最好还是会说标准式的英语啦
676. I: 嗯 ok 所以你觉得什么样的英语语音老师必须教给中国学生的 大学生 去满
677. 足他们将来的需求 如果说哦出国也好 如果说工作也好 使用英语他也许会
678. 不同国家的人使用英语 那你觉得什么样的(1)语音教学(.)是可以满足这些大学
679. 生将来的需求的
680. S3: (2)英:: <low voice>英式或美式吧<low voice> 不要教中国式英语
681. I: 嗯 为什么
682. S3: 本来就(1.5)不用他教自己也有了@
683. I: [ermh
684. S3: [所以这不用教的 他们尽量往那边靠就好了
685. I: 嗯 那那如果是一个中国老师他教学的话他要传达什么样的(2)语音给学生呢
686. S3: 中国老师(1.5)一般来说大学老师他们说都挺标准的 他们也可能(.)已经染
687. 上那种英式或者是美式的口音了 所以(1)也这样
688. I: 那在中学呢 甚至是小学呢
689. S3: 哎 中学小学的话(1.5)要求不了的 因为本来那些老师的<low voice>那种(1)
690. 资历又不太高<low voice>
691. I: ermh
692. S3: 就是那种 他们(.)也不会说接触很多 他们可能也是在(.)中国老师:之内交流
693. 也说很(1)很难会有一些外教或者是什么其他国家的人跟他们交流
694. I: 对 那那你说
695. S3: -**他们不需要** 我觉得他们(.)反正上课的时候是用中文的 他们不需要(1)去(.)
696. 说 没(.)就是我觉得(1)嗯 不是说**十分必要**要求他们去纠正口音啦 只要他们能
697. 够说好就好
698. I: 嗯
699. S3: 这样
700. I: 那你绝不觉得如果小学中学的话如果学生可以接触到更好的英语口语对他们
701. **大学**还有对他们将来[反而时会有帮助的
702. S3: [嗯 会
703. 会很好

704. I: 如果像现在我们中小学生学习到的一般这样的口音然后到大学再来纠正的话
705. 反而会花[更多的时间了 (其实是这样的对吗)
706. S3: [比较 对 是
707. 因为你的(1.5)小孩子学习东西是最快的 他们(.)就那种语言方面的那种东西啊
708. 他们小小时候开始接触 开始听开始模仿的话就(1)很容易就可能学会了 就
709. 比如说有一些人不是从幼儿园就进那种双语学校嘛 或者是初中就进那种双语
710. 学校的教学的话 他们出来的跟我们一般的那种学生是不一样的 你也会感觉
711. 到他们比你(.)你也会感觉他们比你(.)自己优先很多 优先很多 他们
712. I: 嗯
713. S3: 一讲出来他们就**不用再考虑**发音的问题了 他们就考(.)考虑其他问题了 考虑
714. 整个更提高英语其他其他方面了 我们就可能说(.)两边都(.)两边都要(.)想 这样
715. I: 嗯嗯 ok 所以就发音的(.)这种(1)教学来说(1)你还是觉得就要必须像
716. S3: -其实现在很多已经从幼儿园开始教了
717. I: ermh
718. S3: 对 不过(1)看你哪些啦 有一些(.)还(1)还不是那一种
719. I: [嗯
720. S3: [嗯
721. I: 如果稍微总结一下就是说你觉得还是必须教英国口音美国口音不应该教所谓
722. 的中国英语口语 但是如果学生达不到的话 他们可以在交流上没问题 这是他们
723. 们的一个标准是吗
724. S3: 嗯 可以就(1.5) 我:的(1)就是 跟你差不多了 哎尽量往那个标准靠 但是如果
725. 他们真的靠不了的话说英:英语 中国式的英语起码要(.)他们学那个起码要(.)能
726. 够交流 那一种 如果不能交流的话那就就没学一样了
727. I: 嗯 对 至少可以和世界其他不同国家的人在交流上 你讲的东西
728. S3: -你可能 就是 就算你第一遍人家听不懂 然后你说第二遍 再详细一点再慢
729. 一点说他们听得懂我觉得都 ok 不过比较麻烦 嗯
730. I: 嗯 ok 那在我们结束这个 interview 之前你对:口音还有对其他的还有什么
731. 想要说的吗
(...)
732. S3: 我也不知道怎么总结
733. I: 没关系啊 如果没什么可以说的话我们就:先到这里咯
734. S3: 哦
735. I: 好吗
736. S3: 好啊
737. I: 好 谢谢哦 谢谢 thank you very much

Participants: I: Interviewer S6: Student

1. I: ok 首先你可以谈一谈你选择这一门 voice and accent training 这一门课的一个:
2. 目的还有一个动机吗 你为什么选择这一门课
3. S6: 可能更多的是(.)呃:口语跟那个发音(.)是准确的对吧 然后就是那个:就是你发
4. 音准确然后才可以让别人懂得你意思 (还是这样)
5. I: ermh
6. S6: 还有是提高那个特别是因为基本上呃 v&a 那些(.)课程都是外教嘛 所以说也
7. 可以提高听力 或者或者跟他们互动啊<low voice>或者其他之类<low voice>
8. I: ermh
9. S6: 主要的是提高口语啊或者是那个听力 主要是这两方面
10. I: 嗯 提高口语和听力
11. S6: 对
12. I: ok 呃(1)那那你觉得 voice and accent 这一门课和其他的外教上的课有什么区别
13. 呢
14. S6: 我没有上过其他(.)没有(1)没有上其他外教的课
15. I: 哦 ermh
16. ok 那(.)就是说你上这一门课的话你呃::从这一门课当中学习到了什么东西呢
17. S6: 其实她讲的那些应该感觉有有好像那个(.)就是她说那个规则 就是说就是说
18. 那个动词加 ed 加 es 或者加其他东西那种规则 它是怎么发音的 其实这
19. I: 嗯
20. S6: 这个也就帮助你呃就是记忆单词(的同时)可以可以很快就它的读音 就按照
21. 它的什么清(.)清辅音呃浊辅音那种词尾 然后去去呃:其实你知道这个动词然
22. 后知道它的词尾知道就不用想它怎么读 就这种比较(词尾)
23. I: 嗯
24. S6: 有点好处这一种 还有一些是(1)她讲到那个 stress 是(.)呃在句子里面 是那个
25. stress 的话 她是(想强调)那个什么 pitch 就是
26. I: 嗯
27. S6: 那个呃升降升降那种对吧 然后她是强调那个动词啊形容词或是其他的 那些
28. 要(.)要要升调对吧 然后其实这种其实对你听力有好处 因为(.)大多时候我们(.)
29. 因为那些介词啊或者什么词都很快地略过了
30. I: 嗯
31. S6: 很快跳过读是吧 所以说你可以(.)是听的时候抓住那些呃重要的关键词然后
32. 去理解它的意思就行
33. I: ermh 那她上课是通过什么样的模式把这些东西传授给你们的呢
34. S6: 是::有时候通过那种卡 就那种(1)好像是一种游戏或者其他东西就是说通过
35. 那种呃什么卡让你(.)就是好像她要你(.)呃:她好像提出(说)(.)提出个问题 然后
36. 要你呃她发给你那张卡 然后自己自己重新把那张卡呃拼起来 然后得到那个
37. 意思或什么
38. I: 嗯
39. S6: 更多的是互动吧 更多的是通过互动 而不是光是她她在上面讲 一边讲一边
40. 评论
41. I: ermh
42. S6: <low voice>不是这种形式<low voice>
43. I: ok 那发音方面呢

44. S6: 发音
45. I: 她通过什么样的方式教你们一些发音的呢
46. S6: -呃:就是::呃就是一就是教教了她读一遍我们读一遍然后就(.)就呃在下面就是
47. 每一个都(.)就是她让我们读哪哪个 然后就是纠正我们有没有错 就是一个一个来 经常都是这样
48. I: ermh ermh 所以你觉得在这一门课上学到最大的东西就是说发音的规则
49. S6: 对
50. I: 还有一个:: stress=
51. S6: =对
52. I: 这个东西是吗 就这个的话对你觉得对你们表达英语的话有什么样的帮助呢
53. S6: 其实表达的话其实更(.)虽然说那个 stress 有时候(.)有时候我觉得它因为根据
54. (.)根据那个呃讲话的人他想强调那个也可以就是升升用升调是吧 但是我觉得:
55. 其实这种(.)可以真的对可能对听力对听力有帮助 最大的最大的
56. I: ermh
57. S6: 呃::作用可能是在听力那方面
58. I: ermh
59. S6: 就是说可能表达表达可能(.)自己有时候可能(.)就是读(.)就是(.)在自己读文章
60. 的时候可能也也可以有意识的去升降升降那种
61. I: 嗯 那那你觉得你上一门课之后你的发音有没有什么样的进步和提高呢
62. S6: 其实我也没有发现 不过感觉是(1)就像好像长跟短那种其实很难把握的这种
63. I: ermh
64. S6: 所以说(.)发音的话好像是可以有一点点改变吧我觉得 但是你说(.)其实都是
65. 靠靠那种练习嘛不断不断重复练习(然后然后)但是我其实说实话 我那个练习
66. 实际上很少 因为其他(.)那些(.)其他课或者(那什么)作业都把那些时间<low
67. voice>就那个垮掉 所以说<low voice>
68. I: 嗯
69. S6: 但是(.)作为:作为这么一种(.)语言的话 更多的还是需要练习
70. I: ermh
71. S6: 因为还有像我昨天那种肯定是(1)对英语要求也也比较高感觉 所以说 还是
72. (1)其实以后可能更多时候是通过训练而不是 因为我:我那个专业书是英文的
73. 嘛 我觉得有时候只看(.)看我课本里面的(1)那些书我觉得就可以 有时候是(.)
74. 一边默读嘛(那样的)
75. I: 嗯
76. S3: 所以说我也我也当作是一种练习练习
77. I: 嗯 ok 那就这门课来说你有什么样对这个你这个课程经历来说你有什么样的
78. 方面你有哪些方面你是觉得你特别喜欢的 还有说哪一方面你觉得可以改进
79. 的吗
80. S6: 我觉得这(.)这门课程的话可(.)我觉得更多是(.)好像(.)她(1)如果从改善这方面
81. 说的话我觉得好像她对你记忆单词方面(1)没有过多的强调我觉得 因为我
82. 觉得大学之后可能更更(.)多的可能注重词汇量 对吧 然后她她讲音标的时候只是
83. 教你怎么读 她其实有(.)呃那种记单词方法更多可能是通过音标去可能那种(.)
84. 那种效果我觉得更好 对吧
85. I: ermh
86. S6: 所以说我觉得(1)所以说我觉得她应她应该是通过一边教我们那种发音那种
- 87.

88. 就是怎么发音啊或者发音规则然后(.)呃联系到那种记单词方面的 然后去去帮
89. 助我们就是更好记单词 <low voice>从这方面出发我觉得<low voice>
90. I: 嗯:
91. S6: 这对英语学习我觉得更(.)有更大的帮助吧 我觉得
92. I: ok(1) ok 那就是说哪哪哪一些英语语音 这个教学方面你觉得比较有用的你比
93. 较喜欢呢
94. I: 比较喜欢的话应该是她这种(1)教(.)教的方式吧因为更多是通过互动或者她是
95. 就是针对你就是她先看这发音就在她教发音的时候是一个一个地去教 然后
96. 不断地纠正不断地纠正
97. I: 嗯
98. S6: <low voice>重复重复纠正<low voice>
99. I: 嗯 就(.)就这样不断地重复不断地纠正的话你觉得其他学生的话 他们的口音
100. 你觉得有一个改善吗
101. S6: 我觉得好像(1)好像没有因为我觉得很多人可能是没时间去去 practise 或者其
102. 他的
103. I: ermh
104. S6: 因为我觉得就好像(.)就是教教完之后我们就(.)呃考试考试读那篇文章就是感
105. 觉也是(.)跟之前之前我们好像呃第三周还是第四周我们开始做的时候那个练
106. 习其实也差不多
107. I: 嗯
108. S6: 所以说感觉好像(.)跟我觉得更多的是自己去练习吧 (可能)这方面
109. I: ermh 所以你上这一门课之后对于所谓的 accent 还有 pronunciation 有一些什么
110. 样新的认识吗
111. S6: 新的认识我觉得(.)这其实(.)就是好像交对交流就是口语方面可能更更加注重
112. 那种 accent 或 pronunciation 吧 因为(.)就像我之前所说那种 就是通(.)就是你
113. 发音准确了的时候才能让让人家明白你意思对吧 更多是我觉得这方面可能比
114. 较注重一点吧 <low voice>比以前<low voice>
115. I: 嗯 呃:你觉得什么样的发音才可以觉得发音准确呢
116. S6: 发音准确 其实它(1)我也不知道哪个反正它好像 即使是那个美国跟英国其
117. 实它那个发音也有点(.)不一样不一致
118. I: 嗯
119. S6: 但是我觉得(1)不管怎么说我反正啊她好像是按照老师那种方式去发音 因为
120. 她教的那个是(1)应该是英国 就是英国那种发音吧
121. I: ermh
122. S6: 可能是吧 我觉得就按照这种<low voice>去(考虑)<low voice>
123. I: ermh 那那你觉得就是说在(.)语音的教学方面 给中国特别是中国大学生教授一
124. 种比如说全球通用的(.)英语口语的话 就大家都可以理解但是又不是说像所谓
125. 的 native speaker 那样子发音的话 就一种全球通用的一种语音的话 你觉得这
126. 样的一种教学模式可以接受吗
127. S6: 通用的话我觉得(1)怎么说 因为(.)如果是(.)呃你以后工作的话 更多是考虑工
128. 作吧因为你跟哪些人接触或者跟哪种(.)因为(.)其实:如果好像是别人都都用那
129. 个:呃美国那美国那种发音的话 你其实你学就是有针对性地去学也是好 但
130. 是如果(.)但是我觉得其实在 {university's name} 的话可能更注重的是英国那种
131. (1)发音吧 <low voice>因为她上课的时候讲更多的是这种发音 对吧<low voice>

132. I: 嗯
133. S6: 如果说你(.)那个全球通用的话应应该是说还是可以吧因为(.)毕竟针对是普遍
134. 人而不是少数人对吧
135. I: ermh
136. S6: <low voice>比较(好处)<low voice>
137. I: 对就是它英语的话它有一些发音的核心
138. S6: 对
139. I: 在那里然后比较多的让更多的人他可以交流上他可以接受
140. S6: 对
141. I: 你觉得这一种是(1)
142. S6: 我觉得可以接受吧因为毕竟就是针对每个人 就是针对普(.)大部分的人而不
143. 是少少数的人 因为(.)毕竟这种(1)因为你跟别人交流就是像别人习惯用那种
144. 的话还是要跟(.)跟跟着 XXX 就比较容易有那个入乡随俗那种感觉
145. I: ermh ermh ok 那关于这一门课程还有关于 accent 还有 pronunciation 的东西你
146. 还有什么样的想法吗
147. S6: 想法其实:: pronunciation 的话我觉得(1)更多(.)其实(1)更(.)更多的还是注重口
148. 语跟听力方面吧 通过这种 因为(.)你把握它的那个正确的发音之后才可以(1)
149. 理解它的意思或者(.)跟更好的跟别人交流
150. I: ermh
151. S6: (从这东西) 然后(1)觉得(.)其实:从我通过学那个 accent 的话或 pronunciation
152. 其实也可以有在一定程度上可以帮助你那个单词记忆(1)一定程度上 但是我觉
153. 得她更缺乏这方面的就是引导吧或是其他的东西
154. I: 嗯 就从(.)是从[这门课上的话
155. S6: [对对对
156. I: ok 就课下的话你觉得 accent 包括 pronunciation 对(.)呢:交流是很重要的吗
157. S6: 对啊
158. I: ermh
159. S6: 确实很重要 因为(.)不(.)就是你讲每一句话不可能就是每个都发发错音或者
160. 其实(.)更可能可能让别人误解
161. I: ermh
162. S6: 误解你的意思
163. I: 嗯 就那你觉得发音达到什么样的程度别人不会误解你呢
164. S6: 别人不会误解我就 XX 其实按照那个相对来说比较标准那个发音去去发音
165. 我觉得 就就 ok 了
166. I: ermh 那你觉得是类似于我们所说的这种全球通用的发音吗=
167. S6: =对 对对
168. I: ermh 就可以让不同的人都可以理解你
169. S6: 对 都可以接受嘛 接受那种
170. I: ermh ok 所以这种的话在未来你觉得是可行的
171. S6: 对 可行
172. I: ok 那我们就这样咯
173. S6: 行 ok
174. I: ok thank you

Appendix 9: Examples of Teacher Interview Transcripts

Participants: I: Interviewer T2: Teacher

1. I: 首先感谢你呢:参与我这个研究的一个 interview 一个访问 ok 你已经看了这样一个
2. 的一个介绍还有这些问题请问在我们开始我们 interview 之前你还有问题想问
3. 的吗
4. T2: 嗯:没有
5. I: 没有 ok 那首先你可以呢:稍微地讲一下你的英语教学的经历吗
6. T2: 你是指我什么时候开始教英语对吗
7. I: 对
8. T2: 呃: 我什么时候开始教英语 想想啊 2000 年吧 应该是 00 年或者 01 年开始
9. 呃::我是:那时候我在大学读书然后呢我有一份兼职的那一种培训 就给那外面
10. 的那些(.)中小學生做英语培训的一份工作 那是我的第一份英语教学工作
11. I: 嗯
12. T2: 然后 呃::就在我读书的那四五年间我一直都(.)keep 这样的一份工作啦 然后
13. 在 然后就是呃::研究生毕业之后我就直接到{university's name}来上班 所以就
14. 从 07 年到现在一直就是在大学里面工作 一直都是在大学里教英语
15. I: ermh 那你当时呃教英语的话有什么样的比如说 motivation
16. T2: motivation 啊 我教当时教英语的 motivation 实际上就是为了 就刚开始做
17. part time 那是为了要赚钱啊 然后::呃::因为我是师范学校毕业的 所以(.)我是
18. 师范学校的英语专业毕业的所以说教教书是我的一项(.)职业技能@@
19. I: @@
20. T2: 所以也是一项生存技能 那么当时就是(1)完全是因为想要赚钱就出去教书
21. 然后呃::大学里面教书 怎么说呢(1)应该是(1)应该是说我很小的时候就(.)上的
22. 是师范学校然后呢 学的又是英语专业 所以很自然而然地就选择了英语教学
23. 这么一个职业 然后可能我也没有想过要有就是说没有想过要从事其他职业的
24. 这么一种一种可能性 而且我觉得教书挺好的
25. I: 嗯 ok 那么你可以回想一下在你的教学过程当中 呃::你有什么样对于发音教学
26. 的一些(1)经历还是什么样的吗 方法教学方式还有
27. T2: 教学过程当中 发音教学的经历
28. I: ermh
29. T2: 呃::我(2.5)呃::我(3)我的教学就是发音方面你要如果说是发音方面的教学经历
30. 那么呃我就(.)应该说很零散吧就是说如果当时在教那些中小學生的时候 可能
31. 我的那种(.)呃这方面的那个放的注意力比较多 就是因为他们是小孩子
32. I: 嗯
33. T2: 然后刚开始学一些最基本的那些英语的单词啊 那些刚开始学英语的发音所
34. 以呢我就会特别注重(1)说让他们呢练习发音呃::就有时候是通过让他们听那个
35. 录音就 native speaker 的那种录音 然后让他们模仿呃::之后呢如果我之后发现
36. 他们模仿得不好 那我可能就会(.)想想他的问题在哪里 比如说他可能来自于
37. 哪个方言就是讲哪个中文方言的那个区域 他有可能区分不了什么(.)哪两个或
38. 者三个音比如说/n/ 呃::就讲广州话的人他有时候那个/l/和/n/他是分不出来的
39. I: ermh
40. T2: 所以呢有时候他们会呃::like 会说成是 nike 那我就会告诉他们 哦你可能分
41. 辨不了这两个音 然后呢你应该把你的舌头怎么放 然后呃::(.)嘴型是怎样的才

42. 能把这两个音发好 就我会做这样的一些呃:指导 然后(1)那个(.)到了大学里面
43. 呢 大学里面其实我也会但是呢就没有那么频繁 如果说是以前对着那小孩子
44. 整天他们都是练习单词啊什么的 所以就(.)会很频繁基本基本上每次上课都会
45. 跟他们说这个音怎么发哪个音怎么发都会多少都会讲到一些这样的东西 但是
46. 到了大学里面更多的是注重那种(.)内容的教学

47. I: ermh

48. T2: 然后呃:就(1)发音方面呢就比较少了 除非就是嗯刚开始的时候会 我刚开始
49. 参加工作的时候我花就每堂课还是会跟他们讲一些就是常见的中国人常(.)容
50. 易发错的那些音我会特意挑出来(.)讲一下 当然有一些音我自己其实也发得不
51. 是特别好 因为(.)有一个 accent 的问题就是说有一个 habit 在那里有时候不是
52. 特别容易改 然后呃::我会告诉他们去哪些网站可以找到相关的那种训练的
53. 指导训练资料 练习什么的 然后呃刚开始是(.)这方面注重比较多到了后来就
54. 慢慢的因为我教的 level 就是从 level1 到 level2 level3 level4 那教 level3 level4
55. 我就比较少注重这些问题了 而且我们现在有那个 voice and accent trainers 我
56. 都是跟他们说如果你觉得对自己发音不太满意 或者说平时上课的时候同学听
57. 你讲话经常听不懂那么你就要去找 voice and accent trainer 去训练你的发音 因
58. 为课堂的时间非常少 我们不可能把那

59. I: 嗯

60. T2: 课堂时间放在发音上面 就是说作为发音的这种训练 而且有时候有些发音
61. 就是说学生讲话他有 accent 的话他不一定就完全会就说不一定不会对交流造成
62. 很大的困就障碍 所以(1)就没有把太多的那种注意力放在发音这一块了

63. I: ermh 那么你呃对这一个 accent 对口音的理解是什么样的

64. T2: 口音啊 就比如说呃::某一个来自某一个地方的人他经常会就没办法就在有意
65. 义的那两个就说有些有意义的音节就(.)他区分不出来 就像我刚才打的那个比
66. 方就(.)讲白话的人就讲广东话的人有一些他区分不了那个 like and nite 他的
67. like and nike 他是区分不了的 然后:像(地区方言)的人他有些呢他区分不了
68. 像那个(.)呃::他区分不了 an 和 ang 他区分不了 en 和 eng 包括我现在我自己
69. 都觉得就这两个音对我来说还是比较困难 还有一个是像(.)呃/l/和/r/

70. I: ermh

71. T2: 就是(.)卷舌实际上不能说卷舌就是那个 led and red 这个我觉得对大多数中
72. 国人都会有一些都都是相当(.)难的一个(1)一个部分吧

73. I: 嗯

74. T2: 所以(.)呃(.)所谓 accent 就是说你在(.)讲第二语言的时候会带有你母语的痕迹
75. 能看得出你因为受母语的影响某些音你发得不够(1)不够(.)就是说你某些音跟
76. native speaker 的发得不像 但是有时候呢这种不像它会造成交际上面的(1)那个
77. 问题它可能就是说有些音它会有会造成误解 但是有些音它不会比如说中国人
78. 经常会把那个/i:/发成/i/ like sheep and ship 在某些 context 里面它可能会造成
79. 误解但是有时候不会 所以(1)呃这这些像这样的一种(.)就是说它这样的一种问
80. 题我觉得倒是需要比较(.)就是有意识的去(.)去 improve 就这方面的问题比如
81. 像会造成意义方面误解的这个问题啊 我觉得是有必要去 improve 的 但是像有
82. 些东西呢它并不会说(1)呃 像我曾经听过有一些就是说呃::非洲那边的比如尼
83. 日利亚的人他讲英语 你明显能听得出他带有口音的 但他并不会说造成那种
84. 交际上面的困难就 你感觉受到他他讲话的时候是有一定的口音 但是他还是
85. (.)你能够很清楚明白地知道他在讲什么 大部分时候他不造成交际困难那我倒

86. 觉得说像这样的所谓口音它没有什么问题啊
87. I: 嗯 嗯 那你刚刚说在我们学习第二语言的过程当中就是说英语口语的话会对
88. 我们啊因为母语会对我们在学第二语言的过程当中造成(.)产生这种 accent 对
89. 吗
90. T2: ermh
91. I: 那如果那如果我们第一语言的话即使是我们的 native language 我们也是有
92. accent 的你怎么认为这个
93. T2: 呃::(2)如果就是说 accent 这个东西 怎么说呢你如果说(1.5)呃就是说作为第
94. 一语言来讲 我们是:是有 accent 没错 但是这种 ACCent 它(.)就是说(1)在我们
95. 呃你你除非你要是看哪一种程度啦
96. I: 嗯
97. T2: 就是说你(同)就是一个 language 就是一个 linguistic community 里面他同一个
98. linguistic community 里面的人讲的这个他(强调的)是 more or less the same 他讲
99. 的那个东西他的那个发音它可能是 more or less the same 但是如果跟另外一个
100. linguistic community 他有可能他们是讲同一个 dialect 但是呢他们有一点点是
101. 他们的那个(.)还是有一点不同 发音啊包括语调啊(这方面)可能还是有点不同
102. 然后(.)呃::我的理解是说你的 ACCENT 最明显体现在什么地方呢 就是在体现在
103. 在呃:一个是当一个(.)不是你这个 language group 就是不是你来自你这一
104. 一个 linguistic community 的人听你讲话的时候他才能够感受到你的 accent 如果
105. 你跟自己同一个 linguistic community 的人沟通的时候你是感受不到自己所谓
106. 的 accent 的你觉得自己就是(.)就是 perfect standard 的 而 accent 实际上是给人
107. 感觉是说 有点差异那差异你需要有一个呃:作为比较的对象
108. I: ermh
109. T2: 就是说你把就把你的那个口音跟什么作为比较就能够显示出你所谓的口音
110. 来你要有一个**相对比**的东西你才会说哦你有口音 如果说没有一个对比的东
111. 西就自己跟自己比你肯定不觉得说你有口音
112. I: ermh ermh
113. T2: 这是我的理解
114. I: ermh yeah ok 那你觉得说 linguistic community 比如说像我们(1) (地区) 和说
115. (方言) 的人你觉得是一个 linguistic the same community 还是 different community
116. T2: 你看大小来讲吧 我觉得就算讲 (方言) 里面呢 (方言) 的人中也有很多
117. 不同的 community 就是包括讲 (城市) 话的和 (城市) 话的它那个 intonation
118. 是不一样的 也还有一部分的那个发音它是不同的
119. I: ermh
120. T2: 那么但是基本上他们的沟通 怎么说 (城市) 其实听不懂 (城市) 的话@@
121. 很多时候 但是呃:你要是从这个层面来讲他们不是同一个 linguistic
122. community 的 那如果说你再大一点点的 你要说是大家都是讲中:文讲中国话
123. T2: 就是讲中文的话 那呃::(1)所有讲中文的就把汉语作为那个自己的(.)沟通的
124. 语言的这个都是同一个 linguistic community 的
125. I: ermh 就像如果说小的话比如说英格兰和苏格兰你觉得说他们也许是 different
126. 的 但是从大的话如果他们都是 speak english 你觉得他们有可能就
127. 可以成为是一个=
128. T2: =对啊你就是说看你到底 refer 的是他们讲的是什么语言
129. I: ermh

130. 就你这个语言的 concept
131. I: ok 那你怎么样定义一个比如呃说以英语为本族语的人 就怎么样定义一个
132. native speaker of english
133. T2: 呃:: (3) native speaker of english 一个一出生他就讲(.)比如说他就讲英文的人
134. 他就是个 native speaker of english 不管他在哪里出生 不管他这就不管他讲
135. 的是哪种那个 variety 的 english 或者是哪种 dialect 的 english 包括我们就是:
136. 讲(.)中文我们现在讲中文但是(.)实际上我们讲的是**不同种类**的在中国整一个
137. boun 就是 border within the chinese border 就讲实际上大家讲的中文都是不同
138. 种类的 那我是不是 native speaker of chinese 是我觉得我是
139. I: ermh
140. T2: 但问题是说是哪一种 variety 的 chinese
141. I: ermh ok 那你怎么样定义呃: 标准英语呢
142. T2: 标准英语啊
143. I: standard english
144. T2: 标准英语以前呃:: 以前不是很多人把那个 RP 作为标准英语吗就是 standard
145. english 但实际上我觉得在现在在中国 我只能说中国我不知道其他地方 就是
146. 现在在中国其实很多人是很喜欢就是说那种 american accent 的 english 那么所
147. 谓 american accent 呢是 southern american accent 就是这样的一个英文很多人
148. 觉得这样子听起来很好听 然后(.)呃::我自己个人认为**标准**的英语 你如果说
149. 标准的英语应该就是**学校**里面教的那种英语叫做标准英语
150. I: 嗯
151. T2: 因为学校里面的(.)英语是(.)被认为它是提供一种范例 它的那个学校里面教
152. 的那种英语它实际上它给了你一个(.)就是给了你一个范例一个一个 model 然
153. 后呢(.)它也实际上在某种程度上它给了一个目标 就是你的目标就是要讲(.)跟
154. 学校教科书里面出来的那个英语是(1)呃:相似的或者是接近的或者**一样的**
155. I: 嗯
156. T2: 就是这种叫做标准英语
157. I: 嗯
158. T2: 当然我不啊这不代表说我非常认同学校里面教的这种英语 我不认为说这
159. 种英语就是最好的英语
160. I: 嗯所以现在我们学校教的英语还是大概以这种(.)呃英式英语还有美式英语作
161. 为标准的
162. T2: -嗯主要是英式英语和美式英语 呃::这个应该也是很多地方教的那种英语吧
163. I: ermh
164. T2: 我觉得 它可能那么这一种就是说这样采取就是说教英式英语或美式英语
165. 的一个好处就是 如果在教英式就是说在那种第二语言国家或者是说(.)呃就
166. 是英语作为第二语言的国家或者是英语作为外语的国家如果大部分这些国家
167. 都采用就都都都教英式英语或美式英语的话 那么呃::到最终这些人去
168. communicate 的时候在 pronunciation 方面(那些)可能会比较接近 那就就是说
169. 是在 pronunciation 方面他可能不会造成太大的困难这是我的一个比较(.)肤浅
170. 的一个理解
171. I: @@
172. T2: 就是说可能这样子的话大家都教同一种就是说类似的 model 然后呢都教
173. (1.5)发音比较接近的那种英语 那么可能这些人到最后遇到一起的时候他们

174. 沟通的时候不(.)至少发音不会是一个很大的障碍 那如果说你说像 *australian*

175. *english* 呃::我自己有个自己有经历的 我我感觉实际上像 *australian english* 对

176. 我来说是(.)就是 *very difficult* 特别是第一次接触呃:我第一次听呢听人家讲

177. *australian english* 我觉得他简直就是在讲另外一种外语

178. I: -是吗@

179. T2: 是啊就就(.)就很难懂像那个 *name* 里面经常读/*naim/ /ei/*发成/*ai/*但是刚开始

180. 我不知道它是 *consistently* 是这样子的就是/*ei/*发成/*ai/* 然后呃::他讲的很多东

181. 西我都(.)呃他讲什么 就会有这种感觉

182. I: 嗯 嗯 *ok* 所以你觉得口音也算是 *standard english* 的一个方面

183. T2: 呃::算是吧 但是(1)我刚才说口音可以有(.)就是说(.)你讲话可以有口音 但

184. 是这种口音它就是说不能(.)不能造成你沟通上的困难那么这种差异我觉得是

185. 可以接受的

186. I: 嗯

187. T2: 就是只要在不影响 *communication* 的情况下那种口音上有差异我觉得是可

188. 以接受的

189. I: 嗯 嗯 *ok* 那你对你对自己的英语口语是怎么样描述和评价的

190. T2: 嗯::你是指:我觉得我的口音是 *native-like* 还是 *or*

191. I: *yeah whatever* 就是你对你自己的口音

192. T2: <*low voice*>我的口音啊<*low voice*>

193. I: *ermh*

194. T2: 呃:: (4) <*slow*>我觉得我我的那个 *english accent*<*slow*>是:有一点点

195. *chaoshanese accent* 呃:我的发音部位一般比较靠前 高一点调子高一点相对来

196. 说(.)就是我在讲英语的时候(.)呃:(1)反正我还是会有因为自己的那种母语的

197. *habit* 影响我不会不会很放松 然后呢我的音调稍微比较高一点然后比较(.)尖

198. 锐一些 呃::就(1)但是基本上不太不不影响沟通咯 就是在我自己的生活 包

199. 括就是现在在{*university's name*}工作因为我们是一个 *multicultural community*

200. 那有时候(.)就:就算有时候呃(.)有沟通方面的困难但也不是因为

201. *pronunciation* 引起的 就大部分时候基本上不太(.)就(.) *pronunciation is not a*

202. *big problem yeah* 所以(.)呃(1)就(2)觉得就尽管不是 *native-like* 但是:还算是比

203. 较(.)接近 *standard* 比较接近能够(.)就是比较胜 *communication* 这样的

204. I: 嗯

205. T2: 一种(.)*accent* 咯

206. I: 嗯嗯 *ok* 那你对你的口音满意吗觉得

207. T2: 你是指呃你是(.)你说的满意是以什么为标准

208. I: 嗯那你可以以

209. T2: -呃:我觉得还好吧就是说(.)可能比起那些口音更重的然后呢听起来觉得(1)有

210. 点就是说呃(.)我好像觉得因为你的口音我觉得很难理解你的 那可能我觉得

211. 我还是相当满意的 但是呃:你说如果我希望自己成为一个(.)就广播员啊(.)或

212. 者就是说(1)呃::(怎么说呢) 但是因为我是教学的 就我的职业是教书 那么教书

213. 的话呢我会希望说我给学生一个(.)作为我会让学我希望我能成为学生的一个

214. *role model* 那么(.)或者(1)呃::(1)但我觉得我还可以就就是说在 *role model* 方

215. 面我不觉得说很糟糕咯 但是(.)呃:就我的发音跟学生听到的平时的听到的那

216. 些 *materials* 的那些发音肯定是不一定的 所以我觉得这地方还是有差距 就是

217. 如果(.)我可以的话 就是说如果我可以不费力气的就能够发音发得跟那个(.)呃

218. 学生听到的 materials 里面的那些发音很接近的话 那我会很乐意咯 为什么呢
 219. 很简单的一个东西 就是(.)像教语言的也好教唱歌的也好 同同样的一个道理
 220. 就是你如果给了学生这些范文范本说哦这个东西是你们的 model 然后呢你能
 221. 模仿给他们看说我能做到(1) 我能像这个 model 一样那么他们是不是也觉得
 222. 说嗯那我们也能做到 他会更 convinced 然后或者说我更能(.)我更有发就是
 223. 我更有(.)我说的话我提供的建议是不是更有那种说服力呢 就是它是(2.5)呃(.)
 224. 就是(1)大概是这样子的一种(.)感觉吧就是我觉得它会 add to my credibility (.)
 225. and authority (.) in the classroom
 226. I: ermh 那你觉觉得他们听的那种 listening material 他们的英语口语是来自哪里
 227. 的 就是说你要朝着那一个方面对你自己口音的一个 expectation 是吗
 228. T2: 呃::
 229. I: -和他们你觉得和他们的 listening 他们的 material 是一样的
 230. T2: 不不我是是说觉得教学的时候有这个必要但不是说**必须**这样子 就是教书
 231. 的时候
 232. I: 你希望你的口音是和他们这种 listening material 是越接近越好吗
 233. T2: 对对对
 234. I: 那他们那种 listening material 你是怎么定义的 他们(.)他们听到的 listening
 235. material 有可能是来自什么样的 accents
 236. T2: 一般都是呃:: british accent 和那个 american accent 就是比较<slow>**比较能够**
 237. <slow>就是(.)怎么说呢就是比较 intelligible 的那个 british accent
 238. I: ermh
 239. T2: 和那个 american accent 我们知道有些 british accent 是很 unintelligible 的 然
 240. 后有些 american accent 是 very difficult 的
 241. I: 嗯嗯嗯
 242. T2: 但是他们那种是应该(1)就是(2)比较能够(.)就我们从小到大比较熟悉的
 243. I: 嗯嗯
 244. T2: <fast>可能就是为一种习惯吧<fast>
 245. I: 嗯嗯嗯嗯
 246. T2: 就第一次接触英语的时候或者是最初接触英语的时候我们听到的就是类似
 247. (.)就这种风格的 accent [然后以后就会有这种感觉说嗯以后我也希望就是
 248. I: [对
 249. 嗯
 250. T2: 接下来<low voice>就大概是这种 accent<low voice>
 251. I: 嗯对 所以你刚刚说他们的 listening material 如果他们听一些新加坡的英语听
 252. 一些印度的英语你还期望你的口音和他们类似吗还是就不
 253. T2: 那肯定就不是啦@@
 254. I: okok
 255. T2: @但是在选择这种 就是说选择 listening materials 的时候我们会有意识的呢
 256. 就是说 encourage 学生就是说呃要 tolerant (1) difficult accents 只要不影响理解
 257. 的情况下就是要学会去听懂不同的 accents 要(.)持一种 tolerant 的态度 不要
 258. 说人家讲话有 accent 就认为这是 bad english
 259. I: ermh
 260. T2: 可是实际上呢(1)实际上呢就是说私底下从不管说从学生呢还是说从老师感
 261. 觉来讲呢都是有一种 more comfortable accent 就是我们从小到大都习惯听的

262. 那种
263. I: yeah ok 那你认为有一些呃某一些英语的口音比其他一些英语口语更好吗
264. T2: 呃这个答案很 obvious 就是我觉得 comfortable 的那种就@就会更好了
265. I: ermh
266. T2: 如果说呃: (1)让我觉得听起来不 comfortable 的话呢我可能会有意识地告诉
267. 自己这个东西只要它不影响理解虽然 i need a little bit more effort to
268. understand this person 但是呢呃::(1)但是我不能 judge 说 this one speaks (.)
269. very BAD english 像就是(.)我会有意识地告诉你不能不能随便 judge different
270. accents 但是我会有自己的 preferred accent 就是我听起来很舒服不费力气可
271. 以理解的那种 accent is my favourite
272. I: 嗯那你可以描述一下你的 favourite 是怎么样的 accent 吗还是说很
273. T2: 呃:这个 accent 好难描述=
274. I: =很难描述
275. T2: 因为我能够模仿给你听
276. I: ok
277. T2: 但是我模仿不出来
278. I: [嗯就只是听起来很顺耳
279. T2: [但是嗯就只是听起来很舒服
280. 像那个就是呃:比较音域比较宽阔的音调比较低的发音就是(.)就:呃:听(.)怎么
281. 说呢哎真的很难描述嗯就举个例子吧 american tv show 里面的那些 accent
282. I: ermh
283. T2: 就是说就除了那一些就是 WHITE americans 呃::不不是 ethnic 不是那种
284. ethnic background 有 ethnic background 那一些他有些他也是 speak with (1)
285. speak english with their own (1.5) accent 但是(.)像那个 tv show 里面的那些呃:
286. 就不带 ACCent 的那些 accent 就是那那种 american english 相对来说是比较
287. comfortable 了
288. I: 嗯
289. T2: 因为(.)可能因为工作的关系还有那种教学的关系就对这种 accent 非常的(.)
290. 熟悉了 所以理解起来比较困难咯
291. I: 嗯:那你觉得呃你对一个人他有自己有 China English accent 你觉得这种可以
292. 让你觉得很 comfortable 还是你怎么样评价一个(.)有人中国人讲话他带有一个
293. China English accent 这样的人
294. T2: 我觉得我评价一个人讲话他英语好与不好实际上更多的是在于他的表达
295. 虽然他有些当然如果他的 accent 已经难到说我就觉得听起来很难理解他就我
296. 需要花很多很多努力才去理解这个人的话
297. I: 嗯
298. T2: 那么我就会就自然的 就他在那个他在我心目中的那个分数就他的这个
299. (.) speaking 在我心目中的那个分数自然就会低下来了 但是如果说我觉得还
300. 不是很费劲我还能够听得懂 然后我呢又觉得他表达非常好就(1) 就他能很
301. 到位的(.)表达他的意思 然后呢会呃:很很幽默很风趣 就是 a good speaker
302. 那我觉得就没有问题啊 就我我 <low voice>不会不会觉得有问题<low
303. voice>
304. I: 嗯嗯所以是即使一个中国人他讲的英语他也可以让你感觉到 very comfortable
305. T2: 可以但是要看是什么情况就是说 看他是不是讲得很好

306. I: 嗯
307. T2: 我更多的是看(.)就是说他的(2)我觉得我更多的注重是 the CONTENT of the
308. speech (1) rather than (.) the pronunciation (.) itself
309. I: 嗯嗯
310. T2: 但是(.)肯定会有影响就是说那个 pronunciation 如果是就是如果那个 accent
311. is really difficult 那(.)我肯定会(.)就是那个分数就会跟着下降
312. I: 嗯 那你觉得如果一个人他讲他讲的英语里面他带有 China English accent 这
313. 算不算是他自己的个人的一个特点呢一个个人的一种 identity 呢
314. T2: 算啊就是:看他是什么人咯 我觉得这是就一个 power 的问题就是一个就是
315. 一个 language power 的问题如果这个人他自己是 establish himself or herself as
316. a very good english speaker but she or he still choose to speak english with strong
317. chinese accent which doesn't interfere with communication
318. I: ermh
319. T2: 我觉得=
320. I: =maybe not strong
321. T2: oh maybe [not strong yeah yeah
322. I: [because that's not to interfere with communication
323. T2: maybe not strong 就是呃: speak with chinese accent 然后呢(.) which doesn't
324. interfere communication
325. I: yeah
326. T2: 然后他可以表达得非常好
327. I: ermh 就你讲的英语也许不是很 strong 但是 people can still recognise you as a
328. chinese=
329. T2: =yeah
330. I: 这种感觉是吗
331. T2: 是啊 我觉得是没问题啊我觉得反而我反而觉得这样很好啊
332. I: 这样很好对吗 ok 那如果比如说一个人跟你说啊你讲的英语呃::就是像你的
333. 英语口语的话像一个 native speaker of english 你有什么样的感想 反应
334. T2: 如果这个人说的是真话啊 当然我基本上不曾听到这样的 comments @@
335. I: @@
336. T2: 但如果他说的是真话就是如果事实是这样子那我会觉得高兴 为什么呢 呃
337. 很简单嘛 就是我们在学英语的时候有时候(.)不管是学英语也好 还是学唱歌
338. 也好还是模仿做什么动作的也好 就(.)你就觉得说呃:::(1.5)当然就他的那个
339. native speaker 我觉得这个人要看看他所说他的那个脑子里他的 native speaker
340. 是谁的
341. I: 嗯嗯
342. T2: 如果他的 native speaker 是(1)呃:是讲 broken english 的那一些 uneducated
343. people
344. I: @@
345. T2: 那我我不会觉得特别高兴 当然我一般就是如果人家讲这种话我一般是
346. assume 他他是在夸你英语讲得非常好 就是不管是发音还是表达各方面他都
347. 觉得非常非常好就就(.)那我就觉得很高兴啊
348. I: 嗯
349. T2: 但是啊如果他心里想的是那种(1.5)uneducated (.) people who SPEAK WITH
350. broken english (.) and strong accent

351. I: 嗯
352. T2: 那我就不会很高兴了 @@
353. I: 嗯 那你觉得如果有人会跟你这么说他有什么样的原因他有什么样的理由他
354. 会跟你说你的英语讲得像 native speaker of english
355. T2: 呃::(1)呃::我觉得他应他可能会觉得他是他是想赞扬我咯如果他这么讲的话
356. 然后呢他可能觉得说啊你讲话讲得像 native speaker of english 他未必真的只
357. 是某是指某一(.)些特定的 native speaker 或者某一个特定的 native speaker 他
358. 只是想跟你说你讲的跟那一种 standard 的 english 就是(.)就算(.)呃就算那个
359. english speakers native speakers 他们自己都认为很 standard 的那个 english 你
360. 讲得很像 所以实际上他应该是你的 english 讲的非常的那种就是(.)speak (.)
361. your english is perfect (.) something like that
362. I: ermh ok 那你刚刚说哦你有 personal experience 有人这么说你刚刚说你不曾听
363. 到是吗
364. T2: 不曾听到人家赞扬我的那个 speak 啊我曾经听到人家说我我我英语讲得好
365. 但是呢没有人说过我英语讲得像 native speaker
366. I: 哦就是说讲得好没有 specifically 说还是像 native speaker 还是说哦你的口音
367. 像 native speaker=
368. T2: =对对对对
369. 没有没有 因为我也觉得不像@@@@@
370. I: @@@ ok@@ermh 不过你觉得这是你的 identity 你也觉得很好吗对吗
371. T2: 呃::这倒不是说因为我自己想要 因为我觉得在我的英语实际上在表达方面
372. 呢我还觉得自己是非常的 skillful 的那种
373. I: -嗯就从 accent 上来讲
374. T2: accent 上来讲我也不觉得说他就是说(.)我不觉得那个 accent 是(.)呃 one
375. hundred percent doesn't interfere with communication (.) i am not very sure 我真
376. 的不是够 sure 就是说它 it's one hundred percent (.) ok
377. I: 嗯
378. T2: in all situations 但是而且我会很 aware 说有些 particular sounds 这个可能跟
379. 我之前在师范学校接受过的培训有关系 就是我们当时特别的注重这些培训
380. 就呃:说你你哪些音容易发错然后你哪些音要特别注意 然后呢呃哪些音是(.)
381. 你是发得比较好的 当时会有老师这样子告诉你 然后我会觉得很 conscious
382. 因为我是教书的
383. I: 嗯
384. T2: 我是老师 我是要给别人做一个 role model 的 但有一些音它确实是我的一
385. 个(.)就是是非常 difficult to (.) overcome 的一些发音方面的问题有一些有些音
386. 我是真的是发没办法发得很到位的 所以我会很 conscious 我会始终觉得这是
387. 不够 perfect
388. I: 那你觉得呃什么样的语音教学它可以满足比如说中国学生他们未来的需要的
389. 呢
390. T2: 什么样的语音教学啊
391. I: 嗯
392. T2: 呃::(5)怎么说呢从我个人的经历来讲哦 我就觉得<slow>有一些发音可能
393. <slow>(当然)我不知道说 native speaker 他自己他的印象是怎么样的 就是他
394. 们在听中国人讲英语的时候他觉得哪些音对他们说是最(.)就是(.)最 bothering

395. 的就就(.)最(.)呃最让他们觉得没法接受或者听不懂的 如果有这样的一些音的
 396. 话就是(.)那么(.)我们可以在英语教学里面呢特别地强调就是说这些音会造成
 397. 理解上的困难很容易让(.)不一定说 native speaker 就是说很多其他的就是
 398. english speakers 如果他就是说你在那种泛化的就是说大范围的那大范围的
 399. 那一种 english speaking world 然后呢有些音是你的那个 ac 就是由于你的
 400. accent 影响然后呢有些音会造成理解困难那我觉得是要必要在这些音方面特
 401. 别花功夫的
 402. I: 嗯
 403. T2: 然后呢其他的那些所谓的发音方面的差异我倒觉得不需要在课堂上花浪费
 404. 我们的课堂时间
 405. I: 嗯
 406. T2: 因为课堂时间非常宝贵 然后我们只可以只必要就是有必要的就挑一些我
 407. 们觉得会影响的那些音出来 特别的教
 408. I: 嗯会 影响的话你是说会影响交流会影响
 409. T2: -会影响交流比较说 sheep/ship 像这种
 410. I: ermh
 411. T2: 比如说呃:(4)比如说 full/fool 像这种我觉得实际上有时候会::会影响理解的
 412. I: ermh
 413. T2: 所以=
 414. I: =那也是要 depends on the context
 415. T2: 是就是 context 有时候可以解决很多问题
 416. I: ermh
 417. T2: 就是很多时候 context 可以解决问题 但是::就有时候 context(.)就是说(.)在
 418. 更多的情况下有些有时候 像我之前听过一个 native speaker 讲他觉得听中国
 419. 人讲英语的时候 他是觉得很难很难的 就他觉得很难很难理解 she said she
 420. had a difficult time (.) trying to get used to Chinese accent=
 421. I: =of speaking english
 422. T2: of eng yeah
 423. I: with chinese accent
 424. T2: -是
 425. I: ermh
 426. T2: 像我自己听那个 malaysians 他们讲那个音就 when malaysians speak english
 427. 还有 singapore singaporeans speak english 尽管都有 accent 但是我觉得
 428. malaysian 的当然我可可能没有听过太多 malaysians 讲英英语啊 但就我听过的
 429. 的那些 malaysians 他们的英语讲得就对我来说他们的 accent 比那个
 430. singaporeans 的那个 accent 要 comfortable 一些
 431. I: 嗯
 432. T2: 所以就肯定会有一些 accent 比另外一些 accent 更 difficult 但是 呃::问题是
 433. 说(1)是不是有这样就是说(1)是不是说有一些 accent 总体上来讲对**所有的人**
 434. 对所有学英语的人也好讲英语的人也好就是 difficult 的呢 如果有的话那么
 435. 是不是这些他们的那个 problems 就是必须要解决的
 436. I: 嗯
 437. T2: 就比如像四川来自四讲川讲讲那个四川话的人 他们经常在讲 english 的时
 438. 候他会嗯:他会把/ʃ/ /ʃən/发成/ʒən/ 他们发不出那个/ʃ/的这个音像呃: va
 439. vacation(.)他们都讲就是发不出那个/ʃən/的音 然后呢他们有时候我一些来自

440. 那个四川的学生他们会发音的时候他会最后的那个尾音非常重 他会在那个
441. 尾音后面例如最结尾的辅音后面加多一个/ə/像/laikə/
442. I: ermh
443. T2: 呃(1)/li:D/ 那像这一种呢他是影响理解的 那么他一句话讲下来他多多少少
444. 的 de de de de 就是所有的词都加了个尾音下去给人感觉好像多了一个词出来
445. 或者是它是一个(比较)不一样的词 那么像这一种如果是影响理解的那是不是
446. 必须要特别的在(.)课堂上去教和去关照
447. I: 嗯
448. T2: 所以这也是我自己的一个就是说平时我在教书的时候我是会挑一些重点出
449. 来讲 就(.)特别是以前现在教这个 level 因为 focus 不一样所以就对发音的那
450. 种注重比较少了而且我们有 voice and accent trainer
451. I: 嗯 那那你觉得就是语音教学 比如说对中国学生来说(.)的**重要性**有多大你觉
452. 得呢
453. T2: (1)呃:::(3)我觉得中国学生来说很**想要**语音教学的 但是语音教学是(1)实际上
454. 改善语音问题它不在于(.)不(.)教学只是很小一部分 更多的是在于自己去练
455. 他自己要有这种他自己要去练习要去 practise
456. I: 嗯
457. T2: 然后当他(.)就是他做不到的时候老师要提供才能给他提供一些就是说
458. instructions 帮他告诉他说你要通过什么方法或者给他提供一些技巧方法告
459. 诉他怎样才能够发到他想发的那个音或者听到他分辨出他分辨不了的那个音
460. 那么(.)这个时候是老师介入的时候 但是更多的时候是学生是 work on their
461. own 所以说语音教学它可能(.)学生很希望有语音教学 他们希望说老师能够
462. 改正他们的发音错误让他们呃:就是说发得像 STANDARD english 就是
463. TEXTBOOK english 就能够发发音听起来很很舒服很好然后人家能够理解他
464. 但是:(.)问题是学生是他可能课后他花的时间不够多 所以中国的学生需要什
465. 么样的语音教学 第一个我觉得要挑重点 就是我刚才说的(.)会造成理解困难
466. 的就挑成重点出来(.)出来讲
467. I: 嗯
468. T2: 第二个他们需要那个(.) motivation to work on their own(2) 还有他们需要
469. 的是第三个呢他们是需要一种就是说(1)哎(.1)consultation 吧 倒不是 instruction
470. 那么 我觉得 instruction 倒是就是这种 overall 的 instruction 它只能解决一些常
471. 见的就是大家都有的问题然后呢就是像一些比较个人的 就是因为地方方言
472. 引起的一些 accent 的(.)问题呢它更多我觉得 consultation 会比较好 不然很浪
473. 费课堂的时间
474. I: 嗯 那你觉得无论是 instruction 也好无论是课堂教学也好无论是 consultation
475. 也好 最大的一个 model 还有一个(.)一个 aim(.)有没有这样的一个 model 还有
476. 这样的一个 aim 呢
477. T2: 最终的 aim 啊 最终的 aim 就是让他们讲起英语来别人听了觉得舒服 然后
478. 不影响理解
479. I: ermh
480. T2: 如果达到这个目标就够了 我觉得我不要求我的学生能够讲得像 native
481. speaker 甚至如果说他们在讲的时候他不影响理解然后呢人家听起来又觉得
482. 舒服 他就完全没有必要去模仿 native speaker
483. I: 嗯 ok 那你觉得语音教学来说一个中国老师来得好还是一个外国老师来得好

484. 呢

485. T2: 呃 <fast>你要是问这个学生这个问题我觉得百分之百的学生会告诉你会告

486. 诉你是一个外国老师当然要看是什么外国老师因为现在学生他们都普遍认为

487. 说<fast>外国老师**就是**讲英语的 **native speaker**

488. I: ermh

489. T2: 但是实际上很多都不是@ 还有呃他们会以为说来自美国和英国的人他们就

490. 能够就特别是美国英国的白人他们就会(.)英语讲得很 **standard** 但实际上也不

491. 是

492. I: 嗯

493. T2: 因为很多美国英国的白人他实际上他的那个他他的那个 他可能有那个

494. **ethnical background** 或者他讲来的那个地方他那个 **local accent** 非常严重 这是

495. (1.5)这是(.)学生他可能会认为说他会希望说是一个外国人教 但是我觉得中国

496. 老师教的话当然这个中国老师他自己本身呢要他要能知道怎么克服自己问题

497. 他会有比较有说服力 实际上我个人觉得中国老师来教会更好为什么呢 因为

498. 中国老师知道学生**他**容易怎出现在什么地方犯错 什么东西对他们来说难 因

499. 为他是讲中文的

500. I: 嗯

501. T2: 他的 **first language** 是 **chinese** 然后呢中国老师知道什么地方难 然后呢如果

502. 他如果自己**克服**过这些难难就是困难的地方他知道他有一套自己的方法他知

503. 道怎么克服 他能够给学生提供更加 **specific** 的建议

504. I: ermh

505. T2: 但是外国老师的话他实际上他(.)他是给学生提供了一种**模仿**的一种 **role**

506. **model** 然后他不一定真的能解决学生的问题 当然(1)学生可能不是这么看的

507. I: 嗯 那你觉得对不同学生他们学习不同英语的需求他们有不同的 **needs** 对他

508. 们的口音教学上也(.)也要有不同的对待吗

509. T2: 理想来讲是这样子的 但是没办法你现在就是说我们现在的教学也不是这

510. 样子就不是根据学生的那个最终的 **needs** 来来(.)分班啊或者是说(.)专门做一

511. 套那个(.)**programme** 所以实际上是做不到的

512. I: 嗯

513. T2: 就我觉得实际上很难做到不能说做不到吧 很难做到 因为这需要大量的财

514. 力物力 还有很多这种政策上的支持啊

515. I: 嗯 ok 那你对我们这个 **interview**(.)结束之前你有什么想说的吗

516. T2: 嗯::没有了

517. I: ok 就

518. T2: -你有什么想问的吗@@

519. I: 就就你有什么在其他的想法呢 其他的 **comments**

520. T2: 嗯::我的 **comments** 就是(1)有那么一个很理想的东西就是说 呃::你跟学生教

521. 那个 **accent** 的时候你希望 你知道说对大部分的人来讲就去模仿某一种

522. **particular accent** 那是不可能的就只要这种 **accent** 不是他的那个 **native accent**

523. 就是他不是他 **born into** 的那个 **language community linguistic community** 的那

524. 种 **accent** 那么他就有可能永远的都学不会大部分的人可能就是只能无限接近

525. 但是不会一样 那而且这是一个很费时费力 很浪费资源的一个(.)**过程** 是没

526. 有这个必要 理想来讲是他们不需要达到这样的一种状态 但是我现在是(.)但

527. 是作为英语教师呢我又不知道具体的 **BOUNDARY** 在哪里 就是说你能够(1)

528. 你能够让学生做到就是说克服他某些方面的问题然后不影响 communication
529. 但又不需要跟那(.)不需要以某种 accent 作为标准然后去接近他那么这个
530. boundary 在哪里 这就是我想知道的
531. I: 嗯(3)yes 所以这也是我们在研究的 researching 的@
532. T2: 好好好研究
533. I: ok thank you very much.ok

Participants: I: Interviewer T12: Teacher

1. I: 嗯 ok 首先感谢参与你参与我这一个 research 的 interview 你已经看了这个介
2. T12: -<cantonese>唔使客气<cantonese>
3. I: 哦 <cantonese>唔使客气<cantonese> @@@
4. T12: @@@
5. I: ok 你已经看了这个介绍还有这些(.)问题了 请问在我们开始之前你有什么问题
6. 想问的吗
7. T12: 暂时没有 可能也许我(.)到最后会有一两个问题或者是我在其中会有 但是
8. 我现在还没想到
9. I: ok 没问题 那我(.)开始你可以大概地(.)呢讲一讲你的英语教学经历吗
10. T12: 好啊 呢::我英语教学主要是最早开始是我上 tesol ma 的时候 在纽约嘛 因
11. 为我们学校有一个(.)in house community language programme
12. I: ermh
13. T12: 呢::就是附就是:其实也不是附近啦 其实呢整个纽约的人都可以参加 或者
14. 是更远只要你能来 很便宜比外面便宜 一个学期只要 200 美元 当时
15. I: 嗯
16. T12: 嗯 然后后来涨价也涨成至少 250 比别的学校便宜很多 但是他有一个要求
17. 就是(.)呢他他基本老师都是(.)我们这些学生
18. I: ermh
19. T12: 所以等于说是给我们一个锻炼的机会 就我们
20. I: -啊
21. T12: teaching practicum 然后另外就是这个学校是一个(它们管人叫)lab school 就
22. 是博士生可以在里面做 experiment 不用签那个 consent form 这就是它们的
23. condition
24. I: ermh ermh
25. T12: 所以这个学校很便宜
26. I: ok
27. T12: 你知道吧 然后生源那个生源主要就是那个 immigrants
28. I: 嗯
29. T12: 还有一些就是比如说呢::(1) pg student 高级的那种就是(1)呢有 {university's
30. name} 的也有别的地方 主要是 {university's name} 的 然后另外还有(.)呢一些
31. (1)这些(.)pg student 或者是那些 businessmen 的 wives 当时教过很多的日韩(.)
32. 日韩家庭主妇
33. I: ok
34. T12: 晓得吧[@@
35. I: [ermh
36. T12: 对 然后就从那个地方开始我教过三个 teaching practicum
37. I: ermh
38. T12: 呢:(.)教过最基本的那种 beginner
39. I: ermh
40. T12: 但是不是从 abcd 那种 beginner 但是就是还是非常困难的那种 beginner 然
41. 后像就是 low-intermediate 我主要我主要是教这样这样

42. I: [嗯
43. T12: [level
44. 所以 integrated skills 所以听说读写都要教
45. I: ermh
46. T12: 呃:(1)这这个 teaching teaching practicum 是从 08 年的 9 月我一入学就开始
47. 然后一直到(.)呃 09 年的 6 月 对 基本上还一直都有
48. I: 嗯嗯
49. T12: 然后除了教书之外我们还要设计 mid-term 跟 final 然后呢(.)还要改他们偶
50. 尔改一下作业但是就是这个没有什么 pressure 你知道吧 因为这就是=
51. I: =嗯
52. T12: 那种 language programme 不像我们现在学生有一定要一定要求过几级几级
53. 这样的 <low voice>呃::还有什么<low voice> 哦对这个就是我 teaching
54. practicum 然后这个做完之后呢第二年我就没有这个 teaching practicum 但是
55. 我(.)去 volunteer 做那 esl teaching
56. I: ermh
57. T12: 我一周一次是教口语教了一个星期 就在我们学校北边的 harlan
58. I: 嗯
59. T12: 那个是一个公益项目不收钱的 所以(.)所以(它)去的那个学生可能(1)呃程度
60. 更低一点 然后它的收入也会更低一点 因为主要是附近就是 mexican and
61. black people 你知道吧
62. I: ermh ermh
63. T12: 呃::它是那个学校呃那个地方它是借用我们的附近的一个高中 所以它是每
64. 天都有课 但是我只一个星期只去一次
65. I: 嗯
66. T12: 然后::就是你说 teaching english experience 啊
67. I: yeah yeah
68. T12: 然后就没有再教过 然后就来{university's name} 了
69. I: ermh
70. T12: 来{university's name} 最早是教: ea1 ea2 然后第二学期是只教 ea2 第三个学
71. 期是 level3 第四个学期是 level4 <low voice>然后就没有<low voice> 后来去
72. {university's name} 就没再教了
73. I: ermh
74. T12: 呃家教不算吧 <low voice>(那个 teaching)doesn't doesn't count<low voice>
75. I: 呃::也 ok 啊
76. T12: 家教的话英语家教我想想啊(2)英语家教还真没怎么做过 去{university's
77. name}之前没是没怎么做过的 就是来{university's name}我教过初中的小孩子
78. I: ermh
79. T12: 然后教过带过托福 嗯
80. I: 嗯
81. T12: 托福不是 托福是整个都都教 呃就是听说读写都教 不是专攻一个项目的
82. 对
83. I: ermh

84. T12: 就这样
85. I: 嗯 那你在 {university's name} 呃:教英语也好 说你毕业以后到 {university's
86. name} 教英语也好
87. T12: 呃=
88. I: =你:觉得是一个比较自然而然的过程吗还是说你有一个(.)比如 special 的一个
89. motivation 就是说我想要当老师
90. T12: 当时是吧 就是我去学 tesol ma 的时候=
91. I: =对 还有说你毕业了来到 {university's name} 继续选择当老师
92. T12: 嗯::good question 呃我觉得是这样 就是我当时选 tesol 我怎么想呢 因为(.)
93. 呃不是说我(.)特别要(.)想去当英语老师 但是其中(.)其中也有这算是 PART of
94. the motivation 因为我当时准备(1)呃准备出国的时候 我考虑我又不喜欢学数
95. 学学不好上课肯定不能学 我尽量想学一个嗯:尽量不用学数学的
96. I: ermh
97. T12: 而这个不用学数学但这只是其次 还有一个原因是当时我上新东方嘛我觉得
98. 得(1)当这个培训是一件很好的职业 你知道吗
99. I: ok
100. T12: 然后我觉得就他们(.)可能是我也不一定很认同他们教的东西 但我觉得这个
101. 职业不错
102. I: 嗯 所以当时你是学生去上新东方的
103. T12: <fast>嗯对我当时学生去上新东方 我觉得嗯要是我能上新东方了我就满足
104. 了<fast> 我就
105. I: ermh
106. T12: 这么想的你知道吗
107. I: alright
108. T12: 而且还有另外一个原因就是我当时在 {university's name} 上那个上公:公共英
109. 语课的时候 因为我不是英语系的嘛 我是中文系的
110. I: 嗯
111. T12: 上英语课的时候我们有一个老师 他是(1)他是:: {university's name} 上 ma 回
112. 来 她老公当时在那边上博士
113. I: 嗯
114. T12: 她在那边就是等于说去了然后上 ma 然后回来又教我们 但是她后来又又走
115. 了 她跟我同一年(.)又回美国继续上博士 我觉得就虽然她只给我代过一个
116. 月的课 因为我们当时(1) {university's name} 也有点很 tricky 你知道吗 其实
117. 我觉得有点懒 它们是这样 一本书吧我们一个组的人备一个人只备一个
118. unit 然后我们轮着上 你这学期只用上 unit five 然后你在不同的班上
119. I: ermh
120. T12: @是不是很懒@
121. I: ermh
122. T12: 她[虽然只教过我一个月就是
123. I: [哦:::.....
124. T12: 一个 unit 但是我就觉得她整个那个 style 跟别的老师非常不一样我很喜欢
125. I: 然后我觉得嗯教大英是件很不错的事可以在外面带新东方第一

126. I: 嗯
127. T12: 第二是呃第二是那个学历要求不会很高 因为只是 ma 她可以到
128. {university's name} 当时因为她肯定本来已已经有那种 contract 但是我觉得
129. [是
130. I: [嗯
131. T12: 一般来说高校对于教大英的是要求最低的了学历
132. I: 嗯 ermh
133. T12: 所以我觉得这是一件不错的事情 我觉得嗯这是一个可以考虑的 option
134. I: ok
135. T12: 对 而且第第还有一个原因是我原先学中文的话我是比较偏语言学那个方
136. 向的
137. I: 嗯
138. T12: 所以我觉得我会有一点语言学的底子 而且我希望能够学这个能把我以前
139. (学的)稍微用进去一点 所以我就=
140. I: =嗯嗯嗯
141. T12: 选了这个
142. I: 嗯
143. T12: 嗯 后来来{university's name}的时候其实我当时非常纠结还要不要继续学
144. 这个 我爸的意思就是说你:: 如果不做英语老师那我们之前花那么多钱那么
145. 多精力那么多时间不就都浪费了
146. I: @
147. T12: 就没有那个意思了
148. I: ermh
149. T12: 那我就说其实这个教育也不一定说你做什么就一定要对口 因为它是帮你
150. 来 eye opening experience 但是我后来(.)最大的有一个考虑是 嗯除了专业对
151. 口之外 <low voice>最大的考虑是 除了你做这一行之外<low voice> 你再没
152. 有一种(.)办法能够 keep up your english proficiency level
153. I: 嗯::
154. T12: 你看假如说我是去 corporate 我可能除了写 email 或开开 XX telephone
155. conference 之外 我可能英语就 fade away fade out 所以我就觉得还是要找一
156. 个职业能够(1)KEEP 住我的英语水平
157. I: alright @
158. T12: 所以我觉得这个(.)是我很大的一个 concern 嗯
159. I: ok 所以你就继续选择这一个职业咯
160. T12: 对啊 [我很懒
161. I: [ok (1) <rising tone>啊<rising tone>
162. T12: 而且我很懒
163. I: @@@
164. T12: 就是因为因为{university's name}还蛮早就给我 offer 三月嘛三月就给我了
165. 然后后来我也就没有懒得再怎么找 因为美国就找这个也也不容易找 因为我
166. 们 non-native speaker 嘛 就也不容易找 然后回国的话我联系过别的学校 人
167. 家就是(.)一个月 2000 块钱你来不来还是那种(.)半半 staff 半 faculty 那种

168. <low voice>我说妈呀 不行<low voice> 对啊 就算了
169. I: ermh
170. T12: 嗯
171. I: ok 那那就你刚刚扯到 non-native speaker 你觉得是 non-native speaker 在美国是
172. 比较难找说(.)教师这个职业
173. T12: -非常难找
174. 就是就是 不是教师职业 就 english teachers 不好找 non-native 是很难找的
175. I: 就是教师这个职业嘛 english teachers
176. T12: 对 english teachers 你作为一个 non-native speaker of english 非常难找的
177. I: ermh
178. T12: 呃因为首先这个 esl 这个行业在美国其实是受点受到一定歧视的
179. I: 嗯
180. T12: 如果你是一个(.)因为你不知道他们不是有很多移民嘛 然后高中一般都会有专
181. 门的 esl 课程
182. I: 嗯
183. T12: 但是这个 ea 就不管你是 native speaker 也好 non-native speaker 也好 once
184. once you TEACH esl class you are underprivileged 别的老师都说 哎呀那个是
185. 教 esl 的 就那种感觉你知道吧 所以(.)首先你就是在在一个很(.)很 tricky 的这
186. 个位置上
187. I: ermh ermh
188. T12: 其次就是你又不是 native speaker
189. I: ermh
190. T12: 有很多学生他会 judge <fast>你知道吗<fast> 而且你自己确实也知道你因为
191. 不是 non 呃不是 native speaker 所以在这个词汇上啊表达上啊像我在那边待
192. 的时间又短
193. I: ermh
194. T12: (这就)非常没有什么优势的 很难说有什么优势 唯一的优势可能就是 I 懂得
195. 他们的 struggle @@@ 所以这个事情(.)就是不好找 嗯 所以就没有再试了
196. I: ok 那就基于你在美国教英语还有说还有在 {university's name} 教英语的这一些
197. 经历当中 你有(1)一些什么样教过语音的一些方法方式吗
198. T12: 有啊(2)教他们语音是吧
199. I: -对 教学生语音
200. T12: 教学生语音主要是我觉得我(1)教得不多 但是我会提到 因为有的时候他们
201. 都是两个音混在一起所以所以还是 minimal pairs 吧
202. I: ermh
203. T12: minimal 除了 minimal pairs 之外咧(1)之外有些比如说<low voice>顺口溜
204. <low voice>之类的 不是 tongue twister
205. I: 嗯
206. T12: 是顺口溜之类的这样的 很很少
207. I: 是吗
208. T12: chanting 对 我们叫 jazz chanting 对
209. I: ermh

210. T12: 很少 因为我记不清 我大概只能记住一两个 对 但是我觉得语音最终(.)那
 211. 个很多时候(.)就是中国老师太注意什么太注意的就是(.)呃发音准不准
 212. I: ermh
 213. T12: 但是实际上它有一个是(1)supersegmental 就是那个超音位超音段的那个超
 214. 音段的特点
 215. I: 嗯嗯嗯嗯
 216. T12: 你如果说不出来 哪(.)你说听起来听起来就像那个报站的 @你知道吗
 217. I: ermh
 218. T12: 特别 XX
 219. I: yeah yeah yeah
 220. T12: 所以我会给学生教一些 supersegmental 的这些 features 嗯
 221. I: 就包括在大学包括在 {university's name} 这一段经历就会
 222. T12: -诶 对对
 223. I: ok 就包括这种 stress 啊 intonation 啊类似这些=
 224. T12: =对对对对
 225. 所以不会光是一个单词 但是我会提到但也不会说很多 嗯
 226. I: ermh 那对于这一个口音 这个 accent 的东西
 227. T12: 嗯
 228. I: 你是怎么样描述和理解的呢
 229. T12: 描述语音这个概念吗 这个 definition
 230. I: 对 或者是这个口音 这个 accent
 231. T12: accent 这个 definition
 232. I: ermh
 233. T12: 我觉得 accent 就是我也很反对就是有 standard non-standard 这种问题 因
 234. 为(.)就是你说这只是不同的 variety 还说 different (.)they are just different 就
 235. 只是不同不能说它只是标准我就是不标准
 236. I: 嗯
 237. T12: 但是就是因为(.)它是一个使用频率的问题
 238. I: ermh
 239. T12: 还有一个 register 的问题 (1)所以(.)这只能就是说怎么说 accent 就是每个人
 240. 都会有它肯定是一系列的语音特征(1)呃:是一个集合吧这么说 语音特征的
 241. 集合 它在这个语境之下 它后面代表着很多的文化意义 它里面有很多
 242. power 有很多 identity 的问题 当然也有这个人本身的 aptitude
 243. I: 嗯
 244. T12: 所以说(.)所以说你一旦开口 it tells a lot of stories behind 是这种感觉
 245. I: ok 所以你在听一个人讲东西的话你就觉得(1)他这个人你可以评价说(.)背后他
 246. 的故事
 247. T12: very sensitive
 248. I: [very sensitive
 249. T12: [我我对这个是
 250. 非常 very sensitive
 251. I: 对 accent 是一个

252. T12: 不管是中文还是英文
253. I: ermh
254. T12: 嗯
255. I: 那即使在我们说中文也好说英语也好的话我们可以听到不同的人讲不同的
256. accent
257. T12: 对
258. I: 呃::(1)你(.)你可以(.)有什么样的看法你刚刚说你是非常 sensitive 可以举一个小
259. 例子吗
260. T12: 呃::我一般不太那个 我但是我一般不太会就是 judge 它 我的 sensitive 的意
261. 思是 我可以很快判断它(1)比方比方说他大概是哪里人啊
262. I: ermh
263. T12: 然后呢比方说他:(.)哪里的特征会显示来出这个地方啊 对啊 就英文呢就是
264. (.)呃:(1)假如说(1)因为也可能因为我们在美国教过 esl 学生有关吧 因为他们
265. 都是从不同的国家来
266. I: 嗯嗯嗯
267. T12: 所以我可能就会对比方说 spanish english 我就不会觉得特别生疏 刚开始真
268. 的听不懂 但是后来逐渐也就熟悉它的一些语音特征 日本英语啊
269. I: 嗯嗯嗯
270. T12: 韩国英语啊 就是这样
271. I: 嗯
272. T12: 对 呃:::对 中文就不用说了吧@@
273. I: 那你在美国这一段经历你有发觉到不同来自不同地区的美国人他们讲的英语
274. 也是不一样吗
275. T12: 对 很不一样 因为=
276. I: =ermh
277. T12: 我以前选修过语音课 我们老师也特别特别讲过这一点 就是在纽约自己
278. (.) brooklyn 还是 queens manhattan 还是还是那个 bronx 都不一样的 嗯 就即
279. 使在这个小地方[你都觉得(大家都会有 accent)
280. I: [对对 都不一样 对对
281. ermh 所以就说如果往大的范围走的话可能就更大的区别=
282. T12: =对 东岸西岸
283. midwest 还(.)南部 真的不一样哦@@ 去亚特兰大一次吓到了@
284. I: 是吗
285. T12: 对
286. I: ok
287. T12: 而且就是还有一个就是那个呃:: ethnicity 就是种族的问题 就是黑人英语啊
288. 印度英语啊
289. I: 嗯嗯嗯
290. T12: 呃:中国英语啊 还有另外那个(.)还有另外一个就是 class 的问题 阶阶层的
291. 问题
292. I: ok
293. 就是从口音你可以(1)大概可以知道

294. T12: 是啊 因为奥巴马是黑人为什么他说起来完全不是 black english 呢
295. 对啊
296. I: ermh
297. T12: 这个时候不是光是种族决定是跟教育背景有关的
298. I: yeah yeah
299. T12: 嗯
300. I: 好 那(.)再往下走你怎么样定义一个 native speaker of english
301. T12: (1)这是一个(.)@这是一个那个(.)这是一个 trap @@@
302. I: @@
303. T12: 你这个问题是个 trap=
304. I: =是吗
305. T12: 这种(.)native speaker of english 我自己觉得就是说你小的时候的母语 你的
306. 母语是英语它可能是一种不同的 version of english 但是你是 GROW UP le
307. 呃 learning it speaking it using it
308. I: ermh
309. T12: immer being immersed in it 像我就不是因为我不是从小就我从小是汉语 像
310. 你也不是
311. I: 嗯
312. T12: 但是就是像(.)但是我就觉得如果说(1)但是我一直在想你说那些很小不是四
313. 五岁的人就去美国的 他算不算是 natives 但是对于我来说我觉得应该算是
314. 因为他还没过 critical period
315. I: ermh
316. T12: (因为是)你这个 contimuun 不能说你到一个啊七岁我卡断你七岁之后 七岁
317. 之后零一天来的你就(当另)你这个东西不是的
318. I: ok ermh
319. ermh 那你觉得 native speaker of english 有没有所谓的地域之分 就是说你在美
320. 国成长的你就是一个 native speaker 你在其他国家成长的你也许不能被称之为
321. 一个 native speaker
322. T12: -呃不是 这这这一个这个东西跟 community 有关 你会知道 china town 那些
323. 人他可能一辈子他都待在美国但是他可能一辈子英语还是不行因为他周围
324. 都是讲 cantonese 或者福建话这样
325. I: ermh 所以在(.)看他的母语还有看他的 community
326. T12: 对 我说的母语就是 母语的意思我觉得应该就是你的家人是怎么(.)把你
327. RAISE UP 的时候说的那个语言
328. I: 哦哦哦
329. T12: 对吧 然后就是你周围 community 你经常用的那个语言 它它这个
330. community 你知道在美国它有时候有点封闭的
331. I: 嗯
332. T12: 一个一个一个一个
333. I: 嗯
334. T12: 所以你要看你那个 community 你的家庭它是不是用那个语言
335. I: ok

336. T12: 嗯
337. I: 那你刚刚说你比较反对说要有一个有一个 standard accent 是吗
338. T12: 嗯嗯嗯
339. I: 那你觉得你对于这个所谓的 standard english 你有一个什么样的看法 还是怎
340. 么样=
341. T12: =我我是觉得
342. 就是(.)我我一个觉得他们说 standard english 的时候(1.5)what is standard
343. I: 嗯
344. T12: how do you define standard 如果你是说(1)哦这是我们的 frequency 这是如果
345. 是按照 frequency 或者是按照某一种 target frequency 我的意思就是说 你如
346. 果纯按照 frequen frequency 来定义的话那肯定印度英语是使用频率最高(因
347. 为)它人多 但是你又不能纯靠它使用频率来看 你应该就是在这主流媒体上
348. [或者是
349. I: [嗯:::
350. T12: 教科书上 或者是就是说(.)那种有 power 的
351. I: 嗯
352. T12: 因为其实你(1)你(.)我先把这段说完再说到我的那个(.)underlined rational 好
353. 吧
354. I: 好
355. T12: 就是说在主流媒体上或者是你人想要往上走的那种一一个一个阶层那个价
356. 值观用的那个我觉得 应该就不能说是 standard 应该是就是 better
357. accepted 或者是 wide more widely accepted
358. I: ermh
359. T12: 就是或者是 more appropriate 但是也要看 register
360. I: ok
361. T12: 对 因为我是觉得(.)呃大部分的人他:他用英语就(1)如果说只是口头交流
362. 这是另外一码事 但是如果说是在学校里面的话 他是想要 sound like a well-
363. educated person 所以呢 这个时候就要考虑到你这个 well-educated person 他
364. 平时用什么 accent 假如是这样的
365. I: ermh
366. T12: 对 所以我是这样觉得 所以我觉得我教我的学生的时候为什么我不会教他
367. (1)就我可能会跟他解释
368. I: 嗯
369. T12: 就印度英语新加坡英语是什么样的 但是我不会说(.)你们要去学这个 因为
370. 我觉得(.)它有的时候 just not represent a group of well-educated person @@
371. I: ok
372. T12: 可能我这边有 bias 因为其实很多 singaporean 是 well-educated 的 但是
373. (1)SOMEHOW(.)就是我觉得大部分还是真正很那个顶尖的 well-educated
374. person 除了少数的他自己觉得是他的 identity 他得 hold it hold on to that
375. 大部分还是(1)要么就是还是像英音要么还是像美音 可能有他们自己的
376. accent 那种影子
377. I: 嗯

378. T12: 但是他你能跳呢 you can tell the contour 大部分的轮廓是这样的 嗯
379. I: ermh 那你的 underlined rational 讲了吗
380. T12: 我的 un underlined rational 就是 我觉得人是(1)去在学校里学他是愿意有一
381. 个(1)他他想变成一个 well-educated person 对=
382. I: =well-educated ok
383. T12: 而且我觉得作为一个老师我希望我的学生 (...) 那种英语你知道吗
384. I: @@@
385. T12: 我会觉得很挫败
386. I: ok ok
387. T12: 嗯
388. I: 那对于你自己的英语的 english accent 来说你是怎么评价还有怎么样
389. T12: 嗯
390. I: 描述评价的
391. T12: 我的 accent 是::大部分比较偏美式的 accent
392. I: ermh
393. T12: 然后中间会夹杂一点(.)因为我不能控制到我每个地方都说得好 所以我(.)如
394. 果我在紧张的时候 我在累的时候 我在不注意的时候 或者是有一些个别的
395. 音我就是发得不好 你知道嘛 还是会显示出来我有中式的 accent 还有另外
396. 我觉得我发音方式有的时候有点问题 呃就我的意思就是我的嗓音构造
397. I: 哦是吗
398. T12: 跟他们我我能听出来那个声线是(不怎)不是很一致的 嗯
399. I: ermh
400. T12: 所以还是中式 而且偶尔还会混杂一点点英(.)英音 accent 有时候不受控制
401. 因为我很容易比别人带走 我很容易被别人带走 (最近才发现) 因为跟(.)在
402. 香港跟他们在(.)导师啊还有一些别的老师啊在一块的话 就很难(1)完全 keep
403. 住这个因为你没有那么多的 american input american english input
404. I: ermh
405. T12: 所以没办法的事
406. I: yeah 那:关于这种 satisfaction 来说 你是对你自己的呃英语口语觉得这种评价
407. satisfaction 来说是觉得满意吗
408. T12: -呃:八成五吧
409. I: ermh
410. T12: like(.) 85%满意 嗯 但是 15%还是不满意
411. I: 这 15%是为什么
412. T12: i am a perfectionist
413. I: 哦 perfectionist
414. T12: 嗯@@
415. I: 就是因为把因为受到什么的影响你有这种 15%的不满意呢
416. T12: 就是我刚才说的 因为我不能完全控制 就是我还是 毕竟我是一个 non-
417. native speaker of american (.) english
418. I: 嗯嗯

419. T12: 所以呢 我在说的时候很难(.)不让人知很难就是叫人就是完全觉得啊你你真
420. 的是百分之百的美式英语 不是这样的
421. I: ermh ermh
422. T12: 真正敏感的人就算我再怎么控制他还是能听出来我绝对还是(.)有中式的这
423. 个(.)这个这个味道在里面
424. I: 所以你觉得中式的味道是让你来说就是比较不满意的地方吗
425. T12: 对 因为我觉得呃:::(2)对啊为什么不满呢 虽然(.)呃它是我 part of the identity
426. 但是因为我是个 perfectionist
427. I: ok
428. T12: 我的 TARGET language 对于我 我的 target language 是那个 american english
429. I: ermh
430. T12: 我的 target language 不是 china english 所以对于我来说我还(.)希望越往那
431. 边靠也好吧 <low voice>就是这样<low voice>
432. I: ermh ermh 所以你刚刚说即使是 parts of my identity
433. T12: 嗯
434. I: 但是 if 呃就是如果说啊 you are a (.) perfectionist so=
435. T12: =ermh ermh
436. I: 可能就不满意了
437. T12: 对对 我不满意了
438. I: ermh yeah
439. T12: 但 [大部分情况下我还是可以
440. I: [<low voice>perfectionist<low voice>
441. ok ok 呃::那那你觉得作为老师来说哦 呃::学生有没有或者说其他人有没有
442. 对老师的英语口语有他们自己所谓的期望值呢
443. T12: 一定有期望值并且很高
444. I: ermh
445. T12: 因为(.) (就是)我自己的那个做学生的时候我就会 如果一个老师语音不好
446. 的话 我觉得很难不 judge 他 因为学这是第一印象 而且学生他们说实在对
447. 英语的理解很浅
448. I: 嗯
449. T12: 对 他也是希望能够说好 他就觉得你看你连个语音都搞不定 我才不相信
450. 你的词汇很强呢 你知道吧 然后对于一个老师来说我也希望能够给我学生
451. 留下一个好的第一印象 尤其是在在第一节的时候 如果你在这个地方很
452. 难 establish 起来后面
453. I: ermh
454. T12: 就是我说的学生他看到的東西很表面 他其实不能看到 哦你你的句法很强
455. 你词汇很强 都他都是慢慢很逐渐很逐渐 他要用心才能感受得到
456. I: 嗯嗯
457. T12: 这个是(.)你不要用心你都感受得到 就这么简单
458. I: ok
459. T12: 嗯
460. I: 第一印象

461. T12: 嗯
462. I: ermh 那对这种 accent 的评价你觉得有一些英语口语比其他英语口语更好吗
463. T12: 嗯 虽然我觉得(.)standard 这个词我不接受 但是我是觉得有些是要好
464. 一些 因为(1)除了使用频率就是我说主要是一个主流媒体使用频率的问题
465. I: 嗯
466. T12: 因为你说(.)呃(1)我为什么老拿印度英语举例子可能是<low voice>印度英语
467. 说的人多吧<low voice> 呃它不是很好懂
468. I: 嗯=
469. T12: =因为 bbc 的人不会说 (...) 就是你听的很少 所以你听得很少 所以你很
470. 难懂你要 pay very much attention to it
471. I: ermh
472. T12: 这是第一 第二是(1)嗯还是因为背后的 story 因为你给别人流流出一种流露
473. 出一种 information 这种 information 可能就是(.)第一你是 underprivileged
474. I: 嗯
475. T12: 你可能(.)就是 grow up in this community 有这种感觉
476. I: ermh ermh
477. T12: 它其实就是里面有很多 power 有很多 identity 的东西在里头
478. I: 嗯嗯
479. T12: 所以我会觉得英式 我会觉得美式和英式是最好的 对我来说
480. I: ermh
481. T12: 我愿意这样 但是对于我 personally 我觉得美式英语对我来说更简单 所以
482. 我就(.)用美式多一些
483. I: 嗯
484. T12: 但是我以前最早的时候是说英式英语的
485. I: 哦
486. T12: 没上大学以前 嗯 上大学之后 没上上大学之后我们教材变成美式的了
487. I: ermh
488. T12: 就我们有一套教材它整个用的是美式英语
489. I: 哦
490. T12: 所以我们就模仿学 所以就变成美美式英语了嗯
491. I: ok 那理解程度呢 觉得有一些英语口语对你来说比较容易理解吗
492. T12: 会啊美式的话是对我最容易理解的
493. I: 哦
494. T12: 英式的话我就要我就要(.)费点功夫去听 然后如果在(you know)欧洲口音啊
495. 法国的 因为因为我就是说我如果你要是能听得懂它你要对它自己的母
496. 语稍微有一点点那个(.)感觉 就你会知道它这个音是这样音 这个音像我就
497. 知道比如说呃韩国人是发不了 f 这个音的
498. I: 嗯
499. T12: 哦我知道法国人他说 他那个 r 说成是/h/那个音 所以
500. I: ermh
501. T12: 这样的话理解会容易一些 那个还有那个我知道西班牙人那个 s 打头他就发
502. /es/ 对啊 它是/espain/ 就不是/spein/

503. I: ermh
504. T12: /spein/
505. I: 哦:::
506. T12: 对 他就(加出来一个) 因为你知道这个东西 像我以前去教一个学生他是个
507. (.)黑人他母语是法语 我每次我就说这个/həutel/ 他就是/ɔtel/ /ɔtel/ 你知道=
508. I: =/ɔtel/
509. 他的 h 不发音
510. T12: 对对 我说如果你不知道他这个法国(.)法语它大概它的发音规则你就好难懂
511. 嗯
512. I: ok 那::对于中::国英语的口音
513. T12: 嗯
514. I: 对你来说容易理解吗
515. T12: 对我来说大部分时候是容易理解的
516. I: 嗯
517. T12: 尤其是北方的 呃::因因为你知道广东的 cantonese english 跟北方的这种
518. mandarin english 是有区别的 因为你知道就两个方言它有很大的差异 呃::
519. 但是现在因为在这边待的时间长了 我(.)我我对这 cantonese english 也也也
520. 也(.)基本上没什么问题了 嗯
521. I: ermh
522. T12: 哎香港人说的说都是 cantonese english
523. I: ok 所以你就(.)会不会你觉得和你的这种接触还有熟悉程度有关呢
524. T12: 会啊 你对他们至少那个整个的 intonation contour 就会很了解
525. I: ermh ok 那如果有一个人跟你说你的英语讲得很像一个 native speaker of
526. english
527. T12: ermh=
528. I: =你有什么想法
529. T12: 第一我挺高兴的 第二我就呃:你听得还是不够多 [@@@@@
530. I: [@@@@@ 是吗
531. T12: 是的 第一我觉得还是我我是会觉得很高兴 第二我觉得(.)呃:: 他真的是
532. 说 <rising tone>(does he really) mean that<rising tone> @@
533. I: ok
534. T12: ermh
535. I: 那(.)就是说那一个如果是一个英美人这么跟你这么说呢
536. T12: 哦我会觉得很高兴呀 但是我说 yeah but i still have lot to learn
537. I: ok ok
538. T12: 嗯
539. I: 那你不能想一下就是说他有什么样的 reason 他基于什么样的想法他会跟你
540. 这么说
541. T12: 我觉得是主要(.)你说的是 accent 吗
542. I: yeah accent
543. T12: 那我觉得很正常 就是基于呃那个那个 segmental 的那个 features 和
544. supersegmental's features

545. I: ermh
546. T12: 对 我觉得一个是准确 第二个是 appropriate 嗯
547. I: yeah 呃::那:你有什么样(.)比如说个人的和这种口音相关的一些小故事吗
548. T12: 很多啊 it's a long story for me if you=
549. I: =ermh
550. T12: are patient enough
551. I: ok 啊
552. T12: 因为我爸他是(.)他是(.)他他是说英语的 就是我爸他他会说英语说得不错
553. 他他的口语是最差的 他比较厉害的是笔头 但是我小的时候他就开始(.)教
554. 我一些 但是我(.)我英语不是跟他学的 因为你知道小(.) (你要)你以后有小孩
555. 了你就知道 你是教不了小孩他不会听你的 但是我有一点听我爸 就是这个
556. pronunciation 但是你现在如果听我爸的 pronunciation 你会 terrible
557. pronunciation
558. I: ermh
559. T12: 你知道就是 STRONG chinese accent (.) still better than our teachers (back
560. then) believe me (.) still better than that 因为我爸以前在外院进修的时候他
561. 们那个老师给他纠音
562. I: 嗯
563. T12: 就是(1)尽量的还算是还比我们当时的老师要准确一些 而且还(.)所以我就
564. 至少知道(.)至少我不会把(.)here 跟 hair 混在一起
565. I: ermh ermh
566. T12: 我至少不会把 pig 跟 peeg 或者是 big 和 beeg 就是这种你知道这两个 其实
567. I: 嗯
568. T12: 我我是(fake sound) 你知道 就是 minimal pair 我不会出问题
569. I: ermh 你说 better than the teachers 你是说当时你在学习你的
570. T12: -我的那些老师们 对=
571. I: =ok
572. T12: 还有 th 就是那些很难的音他能他他是很小以后 你说/s/跟/θ/的区别 /z/跟
573. /ð/的区别 我我从小就受他那样的训练 他会(.)他会冲着我的耳朵 就说你
574. 来听这个/dæt/ /ðæt/ 就就这种训练
575. I: ermh
576. T12: 会有 所以我觉得我的语音 很多时候是来自于这个时候 然后呢 我觉得
577. 我是一个对听就是对声音本来就比较音调很敏感的人 所以对这种东西一直
578. 是比较敏感 还有我我觉得我是个模仿能力比较强的人相对来说 呃所以对我
578. 来说就是跟读啊模仿是一件很简单的事情 另外就是我上:另外就是我上大学
580. 的时候就我说那套教材 美式英语的教材 因为它是(.)它有呃:: 不知道你
581. 用过没清华大学视听说第一版 它它是一个 computer programme
582. I: 嗯
583. T12: 然后它有 conversation 还有 video 它整个都像小故事一样 但是它有一个
584. 点是很搞笑的 就是(.)呃这个故事(当然)先讲第一遍然后第二遍你要跟它读
585. 然后这个人说比如说 how are you today 夸嘴 你要跟它念 how are you today
586. I: ok

587. T12: 如果你学得不像你就不能 pass 不能 pass 你就往下(.)进不了 你就
588. I: -它这个是电脑 judge 吗
589. T12: 电脑 judge 它应该是会有拿那些 feature judge 所以你要(1)给它给它学得很
590. 像 [所以
591. I: [哦:
592. T12: 我就跟它学了很多 american ac 就是(.)有些就是 wow 然后我们同学
593. I: @@
594. T12: 我们同学都会说 you know: better than tha::t @@@
595. I: @@@
596. T12: 你知道吗 你知道吗 所以=
597. I: =ok
598. T12: 所以那个就会学到很多 而且它非常 authentic 那个我觉得那套教材最牛的
599. 地方是它非常 authentic 它里面有很多 false starts
600. I: ermh
601. T12: 你知道吧然后就呃用的用的词也会(.)就就口语中什么 weird 什么 现在的话
602. 对现在的学生可能是经常见 但是我们那个时候都没听过这样的词 书本里
603. 不会出现 WEIRD 这个词的
604. I: 哦哦哦
605. T12: 你知道吧 所以就非常 authentic 所以我学到很多 然后另外一个大跨越就是
606. 我上研的时候修的那门课 phonology phonetics and phonology 这个课一个是
607. 我们每每每节课是会有一个小时的 lab
608. I: 嗯
609. T12: 一个小时的 lab 那老师提着录音机在那块 今天我们来要转写韩语 今天我
610. 们要转写什么什么样的那个什么一种 variety of american english 这样的 然后
611. 后(你就你就)就是 you attain to the sound you attain to the intonation 然后我
612. 们老师就会讲哦这个加利福尼亚人是这样讲的 哦纽约人是这样讲的 你知道
613. 知道吗 很有意思=
614. I: =哦:::
615. T12: 你知道吗 呃所以那个时候从那个时候起我了解了很多(.)就是 su
616. supersegmental 和 segmental 这些 features 当然我大学也学过语音学也有这
617. 种东西 但他会讲得更细 尤其是讲到英语方面
618. I: 嗯
619. T12: 而且我们会做很多的练习 那个练习不是说你去说是是你要推断他为什么
620. 这么说 就比方说呃我记得很清晰有一个例子是那个纽约地铁上 每次(.)他会
621. (.)它是人报站 它有那个机器吧它人也要说 很搞笑
622. I: 哦 ermh
623. T12: 还有人在说 然后每次要关门 铛铛铛 stand clear of closing doors stand clear
624. of closing doors 然后我们老师就说 就就底下就(.)把它这个一转写说为什么
625. (.)呃: stand clear of the closing doors 它(.)就是我说慢的话 它(.)是 stand clear
626. of closing doors 为什么一说快就是 stand clear of closing door 它有一个地方
627. 脱落 你要 [你要你要
628. I: [嗯::

629. T12: 解释它为什么是这样说这么这样脱落的 对 就像(.)这种这种很很实际的例子很多 所以后来我就 pay a pay very much attention to to the intonation
630. I: 嗯
631. T12: 还有这种这种连读啊什么脱落啊
632. I: 嗯::
633. T12: 这样我都可以解释了
634. I: ermh 更多比较 subtle 的 [一些东西都可以注意
635. T12: [对对对
636. 所以所以就那个课提高很多
637. I: ok 那在你个人去::课下呢 个人旅游有没有有一些和这种 accent 相关的一些
638. T12: 有啊 就那一次去亚特兰大嘛 然后我们去找那个马丁路德金的墓嘛我昨天
639. 晚上还跟{teacher's name}说因为她不是在{place's name}嘛 我问她我说南部有什么有没有什么口音的那个特征 她说对啊 yow yow (根本)就是 yow
640. 我说哦 我说我去亚特兰大找那个谁的墓 一个(.)女黑人 我说(.)我说怎么怎么 她说 XXX @@@
641. I: ermh @ ermh
642. T12: 我说(.)当时我觉得好好汗啊 这是第一 这是有一次 还有另外就是黑人英语对我(.)对我的一个 critical incident 就就是我之前觉得听应该(1)就是没觉得它(.)没注意到这么大差别就是 我有一次那个我那个账户{university's name}的那个邮箱账户出什么问题了 然后我就去找那个 technician 那个 technician 就是一个黑人
643. I: 嗯
644. T12: 然后他就说 (行了)你现在随便设一个那个密码 比如说 teachers 打一个 teachers 你觉得你听(的话会觉得)teachers 你觉得他说哪个词
645. I: teachers
646. T12: 对
647. I: [就是老师吗
648. T12: [他说的是
649. 他说的是 teachers 但是对于我那个时候我不了解黑人英语的那个 feature 的时候我以为他说的是 teaches
650. I: teachers
651. T12: 我以为是 es
652. I: 哦变成 teaches 变成 teach 加 es
653. T12: [对如果
654. I: [是 teaches
655. T12: 对对我就打一个 teaches 然后我就打一个我觉得是 teaches 但是它就是 teachers
656. I: ermh
657. T12: 我我后来才知道哦:::原来你们是这么说英语的呀
658. I: 是吗@
659. T12: 对 (然后还有)就他说 do you speak english
660. I: @@

671. T12: 你知道吗还用很鄙视地说 do you speak english 我心想(1) i don't speak black
 672. english [其实我这么想的
673. I: [ermh
674. T12: 就这样
675. I: ermh ok right 那你觉得你接触到的学生当中 他们可能多多少少带有他们自
 676. 己的 china english accent 你::是有什么样的态度 还有怎么样(.)评价学生的口
 677. 音的
678. T12: -我觉我觉得 china english 就是如果说他们不是说是(2)不是完美主义者 (不
 679. 是我)完美主义者 或者他们并不想去 project 并不想是特别去 project 一种
 680. identity 的话
681. I: 嗯
682. T12: 就比方说我我有同学他(.)他如果是在 XX 做 或者是在那种什么 ngo 做 他
 683. 是很希望能够说得足够得像 native speaker 因为它代表着一种 power
684. I: ermh
685. T12: 你知道的 但是对于我们的学生如果他不需要这个这样做 他又不是完美主
 686. 义者 他就完全可以 keep 他的 chinese accent 但是有一个问题就是 要别人
 687. 听得懂
688. I: 嗯嗯嗯
689. T12: 他们很多的问题是让别人听不懂 g 跟 j 分不清楚 /dʒe/ /dʒe/ 你知道 这是
 690. [一个问题
691. I: [ok ok
692. T12: 对
693. I: ermh 就你刚刚说学生他可能不是非常希望要去 project 到另外一个 identity 他
 694. 也许可能就是 be happy to be recognised as a chinese 是不是这样子
695. T12: 我没有说他一定 be happy
696. I: 哦 就可能
697. T12: -但是对他来说是 harm harmless 就他因为他本来就是中国人 他又在中国说
 698. 英语
699. I: 嗯
700. T12: 他他不用说得很那个无所谓的 但是如果说他要 project 一种或是 represent
 701. his own company (.) in some ways
702. I: 嗯嗯嗯
703. T12: 嗯
704. I: 这个可可能和他们(.)未来使用英语的目的还有场合可能都很有关系的
705. T12: 嗯嗯嗯
706. I: 你觉得
707. T12: 对的 对的
708. I: ermh ermh 那对于我们(1)中国的老师你接触这些 colleagues 他们的英语口语你
 709. 有什么样的看法呢
710. T12: 呃: 反正我都能 tell (.) like everybody has chinese accent 而且有些比我(.)大
 711. 部分吧都比我重 我可以这样说吗 听起来有点(1)听起来有点 arrogant 但是
 712. (.)但是我觉得事实是这样的

713. I: arrogant
714. T12: 对啊
715. I: 为什么
716. T12: 就是我我就我说 我不是说你们听起来 arrogant 我的意思是我这我这么说
717. 法听起来我好像很 [arrogant 你知道吗 听起来显得我很 arrogant
718. I: [哦:.....]
719. T12: 但是(我想说)大部分的真的都比我重 呃::因为我可以听出来哪些地方 嗯
720. I: ok ermh 那你是觉得
721. T12: 好还是不好是不是
722. I: ermh
723. T12: <slow, low voice>我觉得吧 这很(1)大部分时间其实是不是很好的<slow, low
724. voice> 因为(.)因为:就是就是我说我能 tell 学生也能 tell 嗯 但是其实大部分
725. 学生不能 tell 到我我那个那个程度 但是=
726. I: =嗯:
727. T12: 就是(.)当然是对于作为老师(那样)是能越好就越好啦第一 然后第二是我觉
728. 得(.)我我觉得这还是一种 XX 就还是一种 power <slow voice>就尤其是我们
729. 跟外教在外教的话<slow voice> 就是你你懂的 如果你如果又说得 strong
730. english chinese accent 你又说得不流利的话 很难不想他们不去 judge 我觉
731. 得是这样
732. I: 嗯嗯嗯
733. T12: 嗯
734. I: 那他们去 judge 的话对我们有什么影响吗
735. T12: 那我就(.)本本那我就觉得本来:他可能会觉得我们是 non-native speaker 所
736. 以我们可能(2)呃:我就觉得他们老是会觉得自己可能会觉得(.)比我们又有优
737. 势在某些程度上 大部分人他又有 implicit 这种(.)这种 expectation
738. I: ermh
739. T12: 所以:(.)所以说你如果说(.)你:在跟他:讲的时候你跟他 argue 啊什么的时候
740. 你又是 chinese accent 你又说得很不流畅 他就很容易<loud voice>哦:::<loud
741. voice> 拿他那套东西啪一会把你感觉这种会压倒你那种那种感觉
742. I: 嗯 所以我不知道我理解得对不对 可能
743. T12: 嗯
744. I: 你觉得如果是 non-native speaker 的话 他可能(.)在这一种(1)status 里面就本身
745. 就比这种所谓的 native speaker 比较第一点了
746. T12: 我不是说(.)我觉得他们低一点 是大部分的 culture expectation 都(1)它会有
747. 这种 implicit thoughts 一样的因为包括像(.)像我自己教中文的话我会觉得(.)
757. 老美教什么中文啊 (就是)就是像我自己都会有这种感觉你知道吗
758. I: 嗯
759. T12: 嗯
760. I: 嗯嗯 ok 那对语音教学来说你觉得(1)这一个板块对整一个大学英语教学来说
761. 它的重要性(1)有多大呢
762. T12: 不是我我不会觉得它特别重要 但是我觉得是要给学生(.)语音教学需要的是
763. 告诉学生 首先有很多 variety 第二是你你如果说什么 be consistent 然后

764. 第三点是(.)呃要别人能够明白你 (2)就是不要/dʒe/ /dʒe/ /dʒe/ 一天到晚谁知道你说哪个字母呢你知道吗
765. 知道你说哪个字母呢你知道吗
766. I: 嗯
767. T12: 嗯
768. I: 那你觉得(1)什么样的语音教学可以更好的满足中国学生他们未来的需要
769. T12: 需求
770. I: yeah
771. T12: 嗯 我觉得有的时候可以在呃教材里或者是(.)编一些 module 给学生介绍说
772. 这是不同的(.)呃不同的(.)accent 这种(.)特点 就比一些有趣的小段子啊或者
773. misunderstanding 啊 这些 anecdotes
774. I: 嗯::
775. T12: 就让他们知道哦:这是这样是这样这个是那樣的 然后另外就是另外就是(.)
776. 呃老师要注意一下就是如果学生他那个发音影 like impede the understanding
777. of the whole utterance 你要(.)你要纠正的 这是是要纠正的 嗯 不管用什么方
778. 法纠正私下也好在课堂上也好但是要给他们一些 feedback
779. I: ermh
780. T12: 然后我觉得学生也会比较 appreciate 这个 呃也许当时觉得 losing face 吧@
781. 然后另外就是 a bit of consistent 就是老师在介绍这些 variety 的时候要跟学
782. 生说(1)比如说你要是走 american english 路线的时候 你不要来混这个 因为
783. 一混别人就 confused 就会造成这个 understanding 的问题 因为你要是大部
784. 分时候说美美式英语的时候 expectation 是<fast>美式英语美式英语美式英
785. 语<fast> 啊 英式英语
786. I: ermh
787. T12: 就会很卡 你知道吗
788. I: ermh
789. T12: 嗯
790. I: 但是我又很 curious 你 你觉得 be consistent 来说 容易吗
791. T12: 不容易 确实不容易 对对于中国学生来说尤其不容易 因为你没有在那个
792. 环境之下 input 对吧 但是有至少有一些最基本的东西 你就你不要一一会
793. 说哦一会又说什么 呃我想一下哦 很经典的一些 就是你知道(一是有时)那
794. 个 r 不 pronounce 嘛
795. I: oh yeah
796. T12: 对吧 他说{an axample of mixed rhotic and non-rhotic r} 我就听不了这个你
797. 知道吗
798. I: 哦
799. T12: 你是说{an example of non-rehtoric r} 或者是{an example of rhotic r}不要{an
800. axample of mixed rhotic and non-rhotic r}我就崩溃了你知道吗
801. I: ermh yeah ok ok
802. T12: 你懂你懂我的
803. I: -这个有点 mixed 的东西
804. T12: 对对 我特怕这个
805. I: ermh (1)intonation stress 的东西

806. T12: 呃 包括 stress 的东西: 这个好像我觉得问题都对于我来说没有那个大 但
807. 但 british accent 我自己是觉得说起来其实是比较难因为你要 like stay up right
808. stay up tight 然后就这种感觉 {an example of british english} 那种感觉 你知
809. 道吗=
810. I: =ermh ermh ermh
811. T12: 所以我觉得那个本来对于学生来说就不是很容易
812. I: ermh
813. T12: 对 但他们如果模仿得好也行 嗯
814. I: ermh(1)呃:::(1)那你觉得就是说(.)语音教学 是一个(.)什么样的老师他可以
815. qualify [他可以胜任
816. T12: [语音教学
817. I: 这种语音教学 或者说是一个中国老师来得好呢还是一个外国老师来得好
818. T12: 呃::: 我自己觉得这个 does not really matter 就是如果说他的他自己的语音
819. 是有(.)就(.)我自己就像我(.)算是 qualify 因为尽管我有(.)尽管我有那个呃汉
820. 语的 accent 但是大部分时候我是可以控制得住的
821. I: 嗯
822. T12: 或者是说我的那个会(.)非常的(.)小 就(.)就是(.)不是那种很重的 accent 然后
823. 其次是我觉得我知道一些语音学的知识 因为我觉得 native speaker 虽然他们
824. 知(.)他们虽然他们(.)就是(.)在语音上没有问题 我我的意思是假如他是那个
825. target target accent 的话
826. I: ok
827. T12: 他是没有问题 但是他不一定知道 他不一定知道这个为什么是这样子 因
828. 为有的时候你要跟他们解释它为什么是这样子因为有些语音学的 rules 虽然
829. 我们不是给他们上语音学 但是你如果给学生介绍一到两个 是有用的 因为
830. 对于我自己的英语学习 就是上语音课之后那个语音对那种(.)很很细微地方
831. 都可以模仿得很像 就是因为我知道它是要这样说的
832. I: 哦 alright
833. T12: 嗯
834. I: 所以你刚刚讲 native speaker 和 target accent 它也许是不一样的
835. T12: 对
836. I: ermh 你可以再 follow up
837. T12: 哦我说的 target accent 就是就是假如说学生是要那种 well-educated 就
838. sounds like well-educated 那他就(.)那如果(他是个) native speaker of (1) let's
839. say from a poor neighbourhood surrounded by (.) you know 那他就不是他是
840. native speaker 但他不是一个 target 他不是 native speaker of target accent
841. I: alright
842. T12: 就是这就是我想要的那种 accent 可能如果说人家不 care 的话也觉得他呃可
843. 以啊 我就是要那种 street style [@@ 这种就可以啊
844. I: [@@@
845. T12: 你知道吗
846. I: ok 所以你觉得如果有没有必要说根据学生对于这个英语的他们的不同的需求
847. 我们就(随时就是)往小的地方走 就是说对 pronunciation 他们不同的需求 开::

848. 设不同的语音课程呢
849. T12: 我觉得可以考虑
850. I: 嗯
851. T12: 真的可以考虑 如果说我这个学生说我 i want to sound like australian or an
852. australian man 那真的是可以
853. I: ermh
854. T12: 开一些 tutorial 没有说整个一个课程 那 tutorial 我们今天介绍一下澳洲英语
855. 的特点 从 accent(.)从那个 vocabulary(因为)你知道很多 vocabulary 不一样
856. 从甚至 syntax 都可以介绍一下
857. I: 嗯嗯嗯
858. T12: 然后可以给他看一些 resources 这样的话他可以更好的去往这个 target
859. community 上靠 [因为我觉得
860. I: [嗯:::
861. T12: 如果有学生他如果真的有这个意向他想出国的 他肯定想 sounds like more
862. like 你知道的那个 community 他有这个 integration motivation 如果只是对
863. 于大部分的中国学生来说他可能就他有兴趣但他去听一下也没有什么问题
864. 就也没有什么伤害 你知道吗
865. I: ermh ermh
866. ok 那:(.)就是说对大部分中国学生来说他可能(.)他可能没有机会出国也可能
867. T12: 嗯
868. I: 没有机会接触到那么多的外国人
869. T12: 嗯 对
870. I: 他们的英语口语(1)英语语音水平 你觉得就有没有必要一直往上不断的努力呢
871. 还是
872. T12: -我觉得
873. I: 说他们达到一个什么样的水平就 ok 了
874. T12: 呃::: 对于个人来说还是 depends on the goal 如果他们觉得(1)啊 那个我也
875. 不出国嘛是不是 大部分的考试能过呀 然后如果偶尔那个 say 个 hello 啊什
876. 么就过去了 那也可以我觉得 但是对于一个(.)但是对于一个 overall 呃那个
877. 一个 generation 来讲
878. I: 嗯
879. T12: 如果这种 young young (.) young generation 来讲 我还是希望他们越来越好
880. 比较好 因为你就说虽然他们大部分不出国 但是外国人会来 这是这是另
881. 外呃这是一点 第二是你咋知道他们永远都不出国呢是不是
882. I: ermh ermh
883. T12: 是吧 所以=
884. I: =那如果外国人来他们交流的话你觉得他们的语音必须达到一个什么水平你觉
885. 得 ok
886. T12: 不用必须达到什么水平 我觉得就是 understanding 是最重要的 但是
887. I: 哦
888. T12: 除了 understanding 之外呢 我希望他们可以(.)做到(1)也不能说是光是

889. minimal understanding 吧 (就是)稍微有个样子 对 稍微有个样子 ermh 就
890. 是说至少在 understanding 的基础上比较让人家比较 easily understood
891. T12: 诶对 可以这么说 就是不要说是叫叫我(.)要去猜很多那一种=
892. I: =对对对
893. ermh ermh ok 那(1)在这个 interview 我们 你有什么想(.)要再增加的吗
894. T12: 我觉得就 chinese accent 是不好定义的 到目前为止因为中国太大 它不好就
895. 像我说广东英语跟其他地方都不一样 我听过山东的那个学生说英语哎呀妈
896. 呀吓死我了 就跟我 expect 他那种口音都是完全不一样
897. I: 嗯嗯嗯
898. T12: 然后西北也有西北东北也有东北的 你知道吗
899. I: ermh ermh
900. T12: 因为它地域影响很大这是第一 第二是就是我们之前教的那个教材完全不
901. consistent 一会英式一会美式 所以学生搞混 特别 confused 这点的话(1)台
902. 湾(.)台湾是这样台湾一直基本都是教 american accent 他们是不教 british
903. accent 所以作为他们的 consistency(实际上也是做得)做得非常好
904. I: 嗯
905. T12: 我(.)我反正见几个台湾的同学什么的 他们(1)就他们有他们的 chinese
906. accent 但是你能听出来他当时学的是美式英语
907. I: 那:那这样的话他有没有可能就去到英国反而对这种 british accent 不熟悉或者
908. 说一开始没有办法
909. T12: -他有可能 但是我的意思是但他 consistent 就(因为)英国人他不会说他对于
910. 美式英语他(.)听不懂或怎么样 你你明白嘛 我是觉得那种 mixed 特别难受
911. 因为你这样的话会叫那个人听得很纠结 非常的纠结
912. I: 嗯
913. T12: 你像中式英语如果说你的你的 definition 是它是一个 mixture of american
914. some american accent some british accent 但它(从里面)完全没有 pattern 有些
915. 人就这里面出来一个那里面出来一个就是(1)chaotic 的这种感觉 而且
916. idiosyncratic 特别多从这个人他 r 加不加 那个人他(怎么) <slow>这个很难
917. 讲哦<slow> vocabulary 全乱的 你知道吧 有些人说 get off the car 有些人说
918. alight the car 呃而且他自己都用的都是乱的 我爸就是这样
919. I: 嗯 但是我又有一个 follow-up question
920. T12: 嗯
921. I: 就是现在英国和美国或者说其他使用英语国家 他们嫩的一些表达方法 还有
922. 甚至他们一些(1)呃::就是说 supersegmental 的东西 他们也许
923. T12: 你说也在 involve 对吧
924. I: yeah
925. T12: 是的肯定在变化 我绝对支持这一点 但是它最基本的有一些就是很明晰的
926. 那种 distinction 那个是 那个是
927. I: ermh ermh
928. T12: 需要那个注意的
929. I: 对 或者像这种 vocab
930. T12: 就 vocab

931. I: 但是 vocab 现在英国人他有时候也非常多用 american english
932. T12: 对对对 现在是这样的 因为我那天还看到英国人有抱怨这个说 啥嘛(你就)
933. [这都啥字这种感觉 对啊
934. I: [yeah yeah yeah yeah 那你觉得呢
935. T12: 我觉得我觉得是这样就是说也不是要求你百分之百的那种 purity 就是大部
936. 分常用的你知道吗 就算就英国人看到一个 truck 他不会管 truck 叫 truck
937. <rising tone>right<rising tone>
938. I: 嗯 yeah yeah 他叫 lorry
939. T12: -他叫 lorry 嘛 对吧
940. I: yeah yeah yeah
941. T12: 如果美国人如果看到一个(.)一个一个队他就不会他第一反应是 line 不是
942. queue 就是这样的 嗯
943. I: ok ok (1)所以这就是也是对 interview 你还有什么样的想法 就是这个了
944. T12: 对对 我(就是)我觉得大概就是这样
945. I: be consistent 对你来说是比较重要的
946. T12: be consistent
947. 是的 是的
948. I: ok 而且另外你就是你觉得说中国 china english accent 是非常定义的
949. T12: -非常难定义 因为实在太大了 对
950. I: ermh 而且像你刚刚讲说你可能对北方的 accent 可能比较容易理解
951. T12: 嗯 到现在到(.)到我现在这个 stage 了已经不会了因为我我自己有时候不注
952. 意的话(我也会回到广东英语腔)
953. I: ermh 就是那那你刚刚又说山东英语或者说其他英语它让你觉得很
954. T12: 也没有没有难理解 我说啊
955. I: 哦::
956. T12: 这样的
957. I: -就是这个 expectation 不一样
958. T12: ermh ermh
959. I: 但你还是可以理解
960. T12: 对它没有难理解 我只是觉得哇塞这(.)这大葱味重的哟 @@@
961. I: @@@
962. T12: 这 XX 茶的味重的 你知道吗这种感觉 不过有时候也是跟城市跟(.)跟城市
963. 或者是就 urban 或者 rural(.)这个这个关系蛮大的 对 但总体来说 no offence
964. 但是我觉得 大部分来说就是广广东的同学们讲英语大部分的时候(.)还是
965. 有那个广东腔(.)蛮重的 (一直) 因为因为你那个那个粤语都那个基本上尾音
966. 都脱落的嘛 这点就是我觉得是跟北方最大的不同 北方最大的不同它的
967. solution 是加一个元音在后面 这个是你直接把那个那个 consonant 扔掉
968. I: ermh
969. T12: 对吧 所以我觉得这是最有意思的一点 然后除了 intonation 之外最有意思
970. 的一点 {teacher's name} 以前最早就抱怨过这个问题 特搞笑 学生
971. I: 但老外他们也许也会吞音吧
972. T12: <rising tone>呃<rising tone>

973. I: 老外他们也许也会吞音
974. T12: -{an example} 但是他不是(.)他不是(.)他不是那样子扔掉的
975. I: oh yeah yeah yeah
976. T12: 你知道吧 但整个从广东往南那个南洋英语 它都是这样的 你发现=
977. I: =yeah yeah
978. T12: XXX 太搞笑 为什么 我我一直很想知道到底那个 line 在哪里 是从中国什
979. 么地方开始这个地方就已经(.)它就开始吞音脱落了 很有意思的一个研究话
980. 题 嗯 我认为应该从吴语区往南
981. I: 吴语区往南
982. T12: (因为)它跟入声是有关系的
983. I: ermh 但是他们浙江 他们也不一定
984. T12: 不 我说是从吴语区往南
985. I: -哦就是从甚至再从浙江往南因为浙江也也算是吴语区
986. T12: 对对 从从 对对
987. 福建这个地方它是一个(.)它有一个 line 从那个入声是不是脱落的那个地方
988. 开始
989. I: -对对对 在有这种 vaguely understanding 的话我也是同意你的看法
990. T12: 嗯嗯嗯 看有没有入声 就是这样
991. I: ermh ok
992. T12: 嗯
993. I: 那就先这样咯
994. T12: 好
995. I: 好 thank you
996. T12: yeah no problem

Appendix 10: Examples of Student Focus Group Transcripts

Participants: I: Researcher Students: S2, S4, S7, S9

1. I: ok 首先我们大家可不可以 share 一下你们关于这种语音学习的一些经历 你们
2. 怎么学习这种 pronunciation 的
3. S4: pronunciation 觉得:就是(.)在学英语的过程中也有学啦 因为在高中的话(1.5)
4. 还挺多高中老师会拿着那个英语书本然后教你一个一个单词的念 然后你念多
5. 了之后你就知道那个音标要怎么发音了 然后那个是最基本的那个语音学习的
6. 那个经历然后其他就是看(.)电影啊 美剧啊 唱歌听歌然后就会也学都听到(1)
7. 都能感受到到不同的那个口音啊
8. S7: 但是我们我们老师高中老师都不会一个一个教啊 我们都(.)我想一想啊 我学
9. 习生涯当中唯一一个教我(.)口语那个 pronunciation 的老师都是初一的英语老
10. 师 他教了我们音标 然后其余的老师一概没有教我们(.)那个(.)发音
11. S4: 因为可能是跟那个(.)就是学校在哪个地方有一些关系 因为广东的话他们这
12. 边还是比较注重 [听力跟口语的
13. S7: [对 对
14. 我们那边高中听力都不上 然后就是那个什么口试都不算高考的分
15. S4: 对
16. I: 广东的话现在考试是要(.)算高考的分了 口试的话
17. S4: -呃:: 我那一年我那一年不用考口语 但是我的下一届的那些(.)那些师弟师妹
18. 他们就开始考口语了
19. I: 嗯
20. S7: 嗯
21. S2: 恰恰如此 我就是那一届
22. All: @@@
23. S2: 我是::好像是就是第二(.)第二批要考那个听说
24. I: 嗯
25. S2: 听说(.)这类题目的
26. I: 嗯
27. S9: 我也是
28. I: 对 因为你们是大一的 S7 是大二的 S4 是大三的
- (...)
29. S4: 但是那个现实情况是我们那个学校 我们那个班主任刚好是英语老师 他很鼓
30. 励我们班的同学去考(.)口语 那时候也是有口语考试但是它是不算入那个高考
31. 的成绩的 所以但是他也鼓励我们去考 所以我也去考了
32. I: 嗯 那那你们的话高考要考口语的话 你们高中的老师对于这一 part 的话有多
33. 重视呢 还是说你们有这种(.)这方面的培训吗
34. S9: 其实我觉得最多老师更多的是注重你的语速语调 一般发音的话其实他他没
35. 有太(.)太过就注重去调整你的发音 就希望你的语音语调能就比较(.)比较正常
36. 平和一点就可以
37. I: 嗯 可能 pronunciation 就融入到里面当中去了 可能会更加注重一些整体的表
38. 达是吗
39. S9: 是

40. S2: 是本身(1)有一些老教师他们的口音啊也(1)也是(1)不算标准
41. S4: 嗯
42. 很地道的中国口音@@
43. I: [ermh
44. S2: [所以他们
45. 在这方面也是可以说有资格去要求我们 他那时候假如是(.)在::备考大概是下
46. 学期三月三月份到四月份那段 好像是三月以前吧 就(.)就说要(1)针对性的有
47. 口音这个训练 然后但是在::很大(.)很大部分时间比如说高三上学期他还是(1)
48. 不重视这个 他更更重视是写读能力
49. S4: 然后你们那时候你们高考要考口语那个是(.)人机考是吧
50. S9: 嗯是
51. S4: 我记得我们初三的时候也有考过那个口语=
52. S9: =嗯初三也有
53. S4: 初三考高中的时候那个也要考 但是老师他的要求是什么呢 他就是要求你讲
54. 话一定要够大声
55. S9: 嗯
56. S4: 怕你录不进去那个电脑 然后其他的要求也没有(.)很多 他就要求你尽量讲长
57. 一点 然后那个讲话要大声一点
58. S9: 是是@@ 就要大声一点 要求不是很好
59. S4: 要求不是很多
60. I: 嗯
- (...)
61. S4: 所以(1)对啊 我就(1)有一些(1)外省过来的同学我就感觉他们会觉得有点适应
62. 不了 因为之前就没有那种经历 所以就突然间说要那样子 然后他们就觉得好
63. (.)好奇怪 就有点适应不了@@
64. I: 会吗
65. S7: 也还好 但是(1)就多多少少觉得这边的环境(.)那个英语环境比那边好 比我
66. 们那边好(.)好很多
67. I: ermh 那就从中学到大学的话你们的语音学习有没有发生一个变化呢 还是说
68. 可能大学会更注重吗 还是说::还是一样
69. S7: 我觉得大学应该会注重一点 我以前都没有那个意识@ 以前都是要知道要写
70. 写题啊 好好写完填空 好好(.)做做那种阅读之类的 没有想到说要(.)要要去练
71. 口音什么
72. S4: 对 因为就算是以前听那些听力题啊 那些(1)那些听力录制的那些都是那么
73. 几个外国人
74. I: [嗯
75. S4: [你
76. 根本就没有什么可以比较的 你一直听的都是他们的那些口音 你根本不会觉
77. 得说 诶他是印度来的吗还是德国来的 你根本不会觉得(.)有什么区别 然后到
78. 大学之后你会遇到不同的老师 你首先你也会好奇他们的口音到底会是怎样的
79. 然后你也看不同的电视剧看那些印度人讲那些英文也觉得
80. S7: 我发现美剧好像都是
81. S4: (2)很不一样
82. S7: 每一部里面都有一个有特殊口音的人 对不对=

83. S4: =对
(...)
84. I: 那你们接触说你们听这些不同的英语的话你们有什么样的感受
85. S4: 觉得好好玩啊
86. S7: 对啊
87. S4: 就觉得@@@觉得就有时候想要模仿一下 玩一下觉得(.)好想
88. I: ermh
(...)
89. I: 那那你们听得懂吗 如果说不同(1)各种各样的这种口音呢 对你们理解上有没
90. 有造成一些困难还是
91. S4: -也还好 只要不要讲太快那就好了
92. I: 嗯 嗯
93. 那那像你们上的 voice and accent 的话 你们觉得这一门课程 他们都是印度老
94. 师吗 你们觉得你们接触到他们的印度人印度老师教英语的话和你们之前的一
95. 些想法有什么样的 一样还是不同还是说你们从这个课上可以学习到一些什
96. 东西呢
97. S4: [我没有上过
98. S9: [我想说为什么要印度老师来教口音
99. I: (2) yeah 你觉得为什么要印度老师教口音 那你觉得你在课上你感觉到是怎
100. 样的呢
101. S9: 感觉(1)我觉得(2)除了她比较正规就正式地教你发音什么之类的 平时她说话
102. 我一般都听不懂 因为她说得太快了
103. I: ermh
104. S9: 然后我觉得 就听不懂就跟跟你平时上上的中教就英语课上中教的课听的听
105. 起来两个就是 比如两个说一样的话我会听明白中教听不明白外教在说什么
106. S2: 其实口音对交流还是有影响的 就举个例子 好像上一周我是跟过(.)几个不同
107. 口音的外教聊天 然后(.)发现是比方说就南亚那边的口音的话 就你跟他谈(.)
108. 谈论的话题呢 只能是限于低层次 因为他(.)他一些高层次的东西的话你可能
109. 了解很困难 但是跟(.)英美式这样(1)这这种口音的老老(1)呃外教交流的话就
110. 感觉(1)很容易去 get 到对方的 point 然后(1)然后你们聊的然后聊(1)所聊的范
111. 围可以无限扩大 就可以(.)比较好去 control 吧
112. I: ermh
113. S2: 然后(1)然后如果是(1)呃::东北亚那那边的口音的话 我觉得(1)感觉比较(1)呃
114. 亲和吧
115. I: ermh
116. S2: 感觉好像(1)就是(1)东北亚和中国口音(.)他们的区别并没有说太明显那种 所
117. 以口音对那个谈话那种 那个内容
118. S4: 可不可以说一下东北亚具体是指哪里啊@@
119. S2: 就韩国还有日本 就它们跟中国差别 就相对(1)相对印度啊 巴勒斯坦而言的
120. 是 就是不是很大差别的
121. S4: 我不知道为什么我觉得(.)我觉得韩国人的英文听起来好像比(.)日本人的好听
122. 一点
123. I: @ermh
124. S4: 因为日本人他们是(.)找到他们自己的那个::那个(.)片假名直接对应进去
125. S7: @@

126. S4: 所以(1)就(.)就会只有他们那个声音没有其他人 就没有其他外来的那种感觉
127. S7: 韩国也不好听我觉得
128. S4: 我可能听到的都是好听的吧 @@ 我不知道
129. S7: 对啊 像韩剧里面那个人讲的英语都感觉(.)都没有轻重音都一个调一样
130. S4: 那些我觉得那些根本都不是真的讲英语 那些
131. S7: -还有 他们在念韩语的样子 你不觉得吗
132. S4: 对啊对啊对啊
133. 那些是那样的 但是有的时候就是看(.)真的是
(...)
134. S7: 有的人说得很好但是有的人他们就是那种(1)呃:讲得很(.)就是很像韩语的那
135. 种@@
136. S4: 对对 他们
137. I: 嗯
138. S4: 会这样 然后有的时候看那个日本的动漫 他们不是说描述说在一个课室里面
139. 然后(1)呃 老师要找一个人来读一段那个英语的文章
140. S7: -哦我有看那个
141. S4: @@然后有个人起来读了 然后我觉得读得真的好难听 但是他们都说哎呀读
142. 得真好读得真好 就觉得好(.)好困惑@@@
143. S7: 网上还有一个视频就是在日本(.)就是日本的那个教室的一个日本的英语老师
144. 教一群外国人 就是在教一群白人英语 然后他们明明读得就很纯正 然后他
145. 们硬要把那个日式的英语是塞给他 好(1)好搞笑 就说他们读得不对
146. S4: @@@
(...)
147. S4: 对啊 他们会找他们那里可以发得到的音来(.)发嘛
148. S7: 对啊
149. I: ermh 这个和我们中国会不会很接近 就说我们中国人说的口音会不会拿我
150. 们普通话或者说方言可以发到的音来代替
151. S4: -我觉得有时候会的 因为你有时候你 当你听到一个认识的新单词你(.)你会(.)
152. 因为你脑袋会不自主的跟它(1)联系到=
153. S9: =跟中文
154. S4: 你你认识的一些声音相似的声音把它联系在一起 所以(.)为什么口音会有 就
155. 是我们不由自主地把它联系起来 所以就(2)就这样了
156. S9: 就好像小学生他们(.)就老师教的单词他们就(.)不是就完全能像老师那样发音
157. 出来 然后他们就会用一些中文字把它发音写在课本上 就像我弟弟也是这样
158. S7: 是啊 就像小时候很爱干这种事
159. S9: 他他也是这样 我看他英语书它上面就写用中文写怎样发音 就写那个音
160. S4: 对啊@
162. S9: 类似的音出来写在上面 然后读的时候就跟着那个中文字发音出来
(...)
163. I: 那你们有对这种口音你们如果去旅游或者说和不同的人接触 还有没有和这种
164. 口音相关的一些类似的经历你们觉得诶 困扰的还是诶觉得有一些好玩的呢
165. 就像刚刚 S2 你讲到你和不同的老师聊天是吧
166. S2: 嗯
167. I: 你们还有没有类似这些经历呢

168. S9: 也有啊 就好像(1)就我做暑假工然后在 XXX 里面做 然后要因为要跟很多就
169. 是外国人打交道
170. I: 嗯
171. S9: 就::有时候就是 老板会叫我跟他跟他们一起交流 然后就(.)问他想听一下他
172. 们想要什么类型的灯啊 要多少钱的怎样的 然后我是听不懂的 因为那个音
173. 啊真的听不懂然后(1)不懂英语的老板居然听懂了 就是我不知道为什么我就
174. 是听不懂@@
175. I: 是吗
176. S9: 是
177. I: 那那些人是哪里人哪里人和你交流
178. S9: 呃::就好像是中东那边的一般是
179. I: 哦::
180. 然后老板反而听得懂了
181. S4: @@@
182. S9: 是啊 就我觉得很奇怪 就很茫然
(...)
183. S4: 我之前(1)在我大概是我初中的时候吧 我有个我认识的一个朋友他已经考上
184. 大学了 然后他(.)他跟我说 他是也是学英语专业的 然后他说他们班有个男
185. 生 他说他的发音很难听 但是他(.)总是能跟他们学校那些外教就是(.)可以谈
186. 很多东西 滔滔不绝的 但是他却不能
(...)
187. S4: 呃::就是他们班那个同学可以跟那些外教讲得很好
188. I: 但就没办法和**你的**同学交流
189. S4: -不是 是我的同学他不能和那些外教讲得很好
190. I: 哦::
191. S4: 虽虽然他的发音可能不好听 但是
192. I: 这可能是他有 idea 还是什么可以交流
193. S4: [可能
194. S2: [应该 (XX)
195. I: ok 那(1)刚刚我们谈到一些 啊那你们就觉得说 {university's name} 吧 一些老师
196. 无论中教外教的口音你们如何有一个评价呢 就不要单单局限说 voice and
197. accent 的老师 就总体上
198. S9: 接触得不是很多啊
199. I: ermh
200. S9: 就上英语课或者上 voice and accent 的课
201. I: -就上英语课的老师你觉得呢
202. S9: 英语(1)呃::
203. I: 或者你们专业课也许也有一些其他的外教吧
204. S9: <low voice>没上到<low voice>
205. I: 嗯嗯嗯 就你接触过的
206. S9: <low voice>他们的口音<low voice> (2) 我觉得挺好的啊 挺正常@@
207. I: 就(1)挺好挺正常你是说你明白还是说
208. S9: @@
209. I: 你听起来觉得非常的顺耳悦耳之类的

210. S9: 嗯 悦耳 顺耳
211. I: ermh 而且你也可以明白吗
212. S9: 嗯 <low voice>就听外教就不一样@@<low voice>
213. I: 哦你是说中教你就可以听明白
214. S9: 嗯
215. I: 外教呢
216. S9: 外教
217. I: 你现在接触到了那些国家的外教
218. S9: 就是{teacher's name}
219. I: -就印度老师 就可能觉得在沟通它可能有一些困难
220. S9: 嗯 因为有时候她会说得很快然后听不懂她在说什么@@
221. I: ermh
222. S4: <low voice>印度英语很快的<low voice>
223. I: ok 其他呢
224. S2: 我(.)我接触的外教(1)呢::就是中国 还有那个 movie club 那个那个那个(.)那
225. 个是韩国还是日本的
226. I: 我不知道
(...)
227. S7: 是马来西亚的吧
228. S2: 马来西亚吧
229. I: 嗯嗯
230. S2: 那那也算一种 然后还有美国
231. I: 嗯
232. S2: 英国 还有(1)印度 就目前就接触
233. I: 嗯
234. S2: 就一周能够有机会接触(1)这这一些
235. I: 嗯
236. S2: 各种口音的呃(1)English speaker
237. I: 嗯
238. S2: 然后(1)评价的话觉得 一般来说呢他们表达还是(1)还是(.)还是挺好的 就作
239. 为老师来说
240. S7: 嗯
241. S2: 就(1)但是口音的话就有时候会影响交流 就假如你(1)听得不是(.)听得不是很
242. 认真(.)的话 就某些口音 就不提及啦 就=
243. I: =嗯
244. S2: 就有时候会让你挺困惑的 就::你会呢:(1)比较冒昧的说再说一次我觉得@@
245. 这有时候挺(1)挺尴尬的
246. S4: @@
247. I: 会吗 你如果跟那个:::人说
248. S2: 假如超过三次会要他重复一遍我觉得他会尴尬的
249. S7: 不耐烦@
(...)
250. S2: 比如说那个印度老师叫我去帮她(2)呃就是(1)修一下电脑
251. I: 哦

252. S2: 就是软件可能出了问题 但是你知道电脑本(.)电脑的东西本身对我来说我就
253. 不是很内行
254. I: 嗯
255. S2: 然后(1)何况她表达也是很含糊的我就很很很头疼@
256. I: 嗯 这个可能和聊天的一些 topic 也有关系
257. S2: 对
(...)
258. S7: 我们啊我上次和你说过我们专业不是有一个(.)菲律宾的
259. I: 嗯
260. S7: 菲律宾的然后(.)他就是 其实我平常跟他讲话也能听得懂但是他讲课的时候
261. 就是可能专业术语会比较多一点然后他稍微快一点我就不知道他在讲什么(3)
262. 我觉得{university's name}的中教的话中教的话一般都我们都能懂 因为他语
263. 速很慢他就知道我们他就故意要放慢语速 然后让我们(1)都知道 对 外教的
264. 话可能语速比较快一点
265. S4: 而且中教嘛他们又不是 native speaker@@
266. S7: 对 他们也
267. S4: 他们也怕自己讲错的@@
268. S7: 对:::
(...)
269. S2: 我我现在就修着那门课啊然后那个外教是加拿大的 那他上课就说有些单词
270. 可能就比较有学术化 就算是一种大词了 然后你(.)你只要你只能是
271. S4: @@@
272. S2: 提早去预习才能(1)就水平问题吧@ 你只能预习或是当场来查才能够(.)
273. 才能够更好的去明白它的意思 但是他的语速(.)的确是很慢
274. I: 嗯 嗯 这个可能和口音关系不是很大 可能是那些术语的关系比较大吧 你觉
275. 得
276. S2: 就(.)就因为课程可能本来就有点 说门槛有点高吧
(...)
277. I: 那那你们接触不同的口音你们觉得有没有什么口音比其他口音让你们感觉来
278. 说更好呢
279. S7: 我觉得听得懂就是好的了@
280. S4: 你(.)你什么叫好呢
281. I: 对 你们说什么叫好呢 还是说有还是没有
282. S2: 因人而异吧 就是好咯 本身好东西
283. S4: 我觉得最基本要听懂吧
284. S7: 对啊 最少要听得懂
285. S9: <low voice>听懂就好<low voice>
286. S7: 还有我觉得就是你(.)你用一门语言讲话一定要(.)用那种很自然很那那种很自
287. 然的表达那种才叫好 你看那个生活大爆炸有一集的那个 是我不知道叫第一
288. 季还是什么 是他 sherlock 在学那个中文嘛
289. I: ermh
290. S7: 然后然后他那个(2)就是中间有一个片段是切到中国四川的一个网友家里 然
291. 后那两个人在讲中文 然后他们讲的中文是就**很奇怪很奇怪**的中文 他们还要
292. 装作自己是

293. S4: 中国人
294. S7: 中国人 我觉得真的很别扭
295. S4: 其实很多那些(1)美国那边的电影他们都是这样的
(...)
296. S7: 我觉得一个人要讲得好他就一定要就是觉得让人觉得就是这个感情这个表达
297. 是很自然的 然后我又可以去听懂
298. S4: 对 所以像那些电影有可能在(1)误导着那些世界上的观众
299. S7: 对 对
300. S4: 其实我们的中文很好听的好不好@@
(...)
301. I: 那什么样的口音你们觉得(1)会有什么口音比其他口音更容易理解吗 因为你们
302. 刚刚讲说可能容易理解的就好
303. S2: 我客观一点吧 其实就(.)就每每个国家(1)它那种语言 只要是(1)只要是倾向
304. 于标准化会更加容易好理解 比如说中国它是个多民族国家嘛 然后它很多(.)
305. 各种各样的语言 但是外国人要(.)怎么来了解(1)普通话呢 他们(.)他们首要就
306. 是要(1)听一下我们最标准的普通话才行 他不能
307. S4: -像北京
308. S2: 从四川话 还有
309. S4: @@@
310. S7: 很好笑吗
311. S2: [(方言)
312. S4: [根本就 get 不到吧 这样子
313. S2: 这样是不行 它首先要有一个(.)算是有(.)呢:::(1)算是算算较为标准(1)标准化
314. 的语言 我觉得英语英语英文也是 因为美国它也是一个(.)呢:::移民大国 它各
315. 种各样的口音也有
316. S4: 嗯 所以你的意思就是说我们(1)要学英语就应该找一个应该有代表性的 那
317. 个
318. S2: -倾向标准的[比较好好好理解
319. S4: [标准
320. S2: 好理解一点
321. S4: 你觉得 [标准的意思是说像
322. S2: [就没我没有说好坏
323. 就是说
324. S4: 没有 [我知道
325. S2: [相对好理解
326. S4: 是:::相当于是那些新闻播报员的那种嘛
327. S2: 嗯::: 新闻播其实是很快的
328. S7: 是差不多 XX 中国有普通话考试 英语应该有一个什么类似于普通话那种标
329. 准的东西吧
330. S2: 就 voa bbc 那些
331. S7: -对 voa bbc 那些
332. S4: <low voice>bbc 的不是英国的<low voice>
333. I: 所以所以所以是英国的还是美国的你们觉得可能
334. S7: -基本就可以吧

335. I: 嗯
336. S4: 我我还是觉得听美国的会比较顺耳一点 因为平时接触的真的是接触很多美
337. 国的
338. S7: -但是但是你不觉得看那个那个 vampire diaries 听着好好听哦=
339. S4: =是是很好听
340. 但是平时接触的更多还是美国的
341. S7: 对 [接触得比较多
342. S4: [就习惯来说
343. S7: 但是你突然听他讲还是觉得很好听
344. S4: 但是平时还是很少人会用那种方式来讲嘛@@
345. S7: 对啊 有对比才能听得出他好听
346. S4: 其实有看那个冰与火之歌吗
347. S7: 没有
348. S4: 里面也挺多人用那个(1)英式的那种 就感觉会比较(1)有一点历史的感觉
349. [比较欧洲那边中世纪的那种感觉 @@@
350. S7: [对对对 觉得很高贵 对对对 很高贵很传统的那种
351. I: 嗯
352. S7: 所以英国人讲话都是那样子
353. I: 要看地域啦 英国也是要分地狱 英国南北的差异也非常之大的
354. S4: 嗯
355. S7: 那那是南方的是普通话还是普通的是普通话呢
356. I: 这个和中国相反
357. S7: 哦:::
358. I: 因为英国的或者是传统的 你加个双引号吧
(...)
359. I: 所以就是说你们你们定义说如果有 a(1)口音 b 口音 c 口音更容易理解吗 这
360. 个可能你们觉得很(1)你们觉得有没有还是说就比较标准的容易理解(4)
361. S4: <low voice>(比较)标准的<low voice>
362. I: 或者再(.)换另外一个角度上来说 就你们觉得 native speaker 讲的东西(1)对你
363. 们来说会不会更容易理解
364. S4: 如果他不讲那些:什么:俗语那些
365. S7: 对啊 那些俚语什么
366. S4: -就是他们就是(1)因为接触有一些美国的老师他们讲着讲着就讲得快起来 他
367. 们就经常用那些俗语有时候你就听不懂了
368. I: 嗯
369. S4: @@@
370. S7: 对啊 就类似于什么歇后语之类的
371. S4: 对啊那些(1)那些
372. S7: -对啊
373. I: 嗯
374. S7: 都是要绕一个弯才能理解得懂
375. S4: 对
376. S2: 那你们发现中式英语和美式英语哪个更好理解点
377. S7: 中式

378. I: good question
379. S7: -中式英语算是流派吗 我们应该就(1)就 模仿人家的东西吧=
380. S4: =但是我觉得
381. 中式我们是从小都听到大 所以我觉得(1.5)能是能理解的
382. S7: 但是它它我觉得它是没有精髓是没有内涵的东西是你去模仿人家的东西你根本没有办法做得那么自然
383. 本没有办法做得那么自然
384. S4: 但问题是我觉得它没那么好听@@
385. S2: 就理解了
386. I: 理解 嗯嗯
387. S2: 关键是理解不是好不好听
388. S7: 理解当然好理解 因为它是按照我们中文的方式 中文的那种 思维习惯
389. S4: @@ 思路方式
390. S7: 我们的习惯我们的理解方式去跟我们讲的 但是如果是 **native speaker** 他都会
391. 按照他们的逻辑他们的方式来跟我们讲 然后他们的逻辑他们的方式我们是
392. (1)很陌生的
393. I: 嗯
394. S2: 那么我们还要重新定义一下那个更好理解吧
395. S7: @@
396. S2: 就刚好我们说的标准我们说美音或英音嘛 那就是相对标准 但是为什么有时候我们觉得中英更好理解啊 我就是觉得
397. 候我们觉得中英更好理解啊 我就是觉得
398. S7: -我觉得我觉得理解是两个方面的理解还有一个它表达意思的
399. 理解
400. I: ermh
401. S7: 所以如果是字面上的理解 当然我觉得就是那个
402. S9: 中式
403. S7: 就是(1)呃我觉得无论字面上还是什么的理解中式英语肯定肯定我们都(.)作为中国人来说肯定都好理解点 因为我们从小都是中国人
404. 为中国人来说肯定都好理解点 因为我们从小都是中国人
405. S4: @@ @@
- (...)
406. I: 我们从小接触得多啦
407. S7: 对啊对啊 从小都是中国化的范围 然后(.)但是就是说如果我们是真想学到如何
408. 何用英语去表达什么什么还是 XXXX 当然是 **native speaker** 会更好一点 因为我
409. 为我觉得学一门语言主要还是跟文化有关系你要了解他们那个文化 你不能
410. (.)只是(.)单纯的去学他的语言来(1)讲 按按=
411. S4: =空壳那
412. S7: 对啊 按照你要按照中国的方式来讲英文这也没有什么必要 反正都是与语言
413. 你又没有学到文化的东西
414. I: 嗯 但是你们觉不觉得如果对一些学生来说他可能一辈子(1)都没办法出国 或者
415. 者一辈子他都(1)没::有和所谓的 **native speaker** 打交道 他只是和其他人或者说
416. 和(1)和和(.)来自世界不同国家 也许他和 **native speaker** 接触不是非常之多 他们
417. 也没有有没有必要也是说朝着 **native speaker** 的发音或者说学英语这么走呢
418. (1)
419. S4: [没必要
420. S7: [没必要吧

421. S4: 但是我觉得学英语还是要有一点吧 因为
422. S7: -对啊 你还(.)你你不光跟人家讲话 你还要看书看电视啊 (不只)这样讲话
423. S4: -嗯 对啊 你要
424. S7: 对啊
425. S4: 就像我(.)我以前 我是初中时候开始开始接触日语的 但是接触之前我是不懂
426. 那个意思是什么 但是我还是照样跟着唱 但是(.)接触之后就是你当你听一首
427. 歌你不懂它意思的话 你只能听到那个旋律 那个意思 如果你知道意思的话
428. (.)对
429. S7: -对对对 因为你不懂如何表达它的感情
430. S4: 你会更加容易投入到那个首歌里面去
431. I: ermh(3) 那你们(.)对你们自己的英语口语有没有所谓的一个期望值呢
432. S4: <low voice>哎 期望<low voice>
433. S7: 啊你很好了你不用期望
434. All: @@@
435. S4: 不是 我觉得(3)口音上我觉得(.)没什么太大要改变自己的 但是(1)@主要是
436. 词汇量那些东西
437. I: ermh 从口音单方面讲的话呢
438. S7: 我挺希望变成她那样子的
439. All: @@@
440. I: ermh 所以是
441. S4: -你是特别的 你是(.)每个人都是特别的@@@
442. I: ermh 那你们如果选 voice and accent training 的话是不是说明你们对你们自己
443. 的口音有一个所谓的期望值呢
444. S7: 没有啊 我没有选这节课但我还是有期望值
445. S4: 我也没选
446. I: 还是有期望值 那你的期望值是什么
447. S7: 我的期望值(1)就是(.)呃 就是我每次讲的时候 {teacher's name} 不会纠正我的
448. 错误
449. I: 你们呢
450. S9: 也跟她一样就是(1)希望别人能懂然后说起来就比较(.)就别人听起来比较好
451. 听啊之类
452. S4: -我觉得还有一方面 我之前也选过但是我我是因为必修课的原因又把它退掉
453. 了 我有上过一次课 但是我之前想上的原因是什么呢 一方面想别人听得懂
454. 我的 另一方面因为他说他会告诉我其他国家的那些口音会是怎样的 所以我
455. 我想去了解
456. I: 会吗
457. S9: 没有说这个
458. S4: 有啊 他他有那个之前我上那个是 也是印度的那个叫什么名字
- (...)
459. S4: 就我也想 想知道 因为它毕竟是 voice and accent training 嘛 我就想(.)应该是
460. 关于很多口音的东西 所以就想去了解一下<low voice>其他的口音是什么样子的
461. 的<low voice>
462. I: 嗯所以你想去了解其他口音什么样子的
463. S4: <low voice>对<low voice>

464. S2: 我觉得我个人对口音期望值还是有点高吧 就(1)英语它是本身就是语言工具
465. 嘛 所以我想(2)我其实我的期望值还是挺抽象的 就是能够像(1)中文一样能
466. 够和外国人来谈论一些比较高层次的(1)话题
467. I: 嗯 比如
468. S2: 政治
469. I: 哦::
470. S2: 政治经济能够用上一些 不是一些吧 能够用上(.)就是说无论是应对平常日常
471. 的 free talk 还是那些比较学术的讨论都能够(.)自如一点 这也就是要求词汇
472. 量那个要达标了
473. S4: <low voice>你有没有参加 debate 这些啊<low voice>
(...)
474. S2: 所以我就是能够 就能(.)就能够把英语当作一个工具去了解这个世界
475. S4: 嗯
476. I: [嗯
477. S7: [嗯
(...)
478. I: ok 那那那你们对(1)英语老师的口音有没有你们所谓的期望值 现在无论中教
479. 也好无论说
480. S7: -就是其实他这样能做英语老师应该没有什么太大的问题吧 对啊=
481. S4: =特别是大学的吧 我觉得 而且
482. S9: -一般是出国过才能当这里的英语老师吗 就 应该都
483. S4: 应该都 [要求挺高的吧
484. I: [嗯::
485. S4: <low voice>它对中教的要求就挺高对外教就不会高<low voice>
(...)
486. I: 那那你觉得一个英语老师必须要在国外受过英语教育 就是说英美之类的 他
487. 才有当英语老师的这个可能性会好一点吗你觉得
488. S9: 好很多啊
489. I: ermh
490. S9: 因为他们不(.)就英语老师他不仅要教我们就怎样发音就什么之类的啊 他需
491. 要就(.)就把外国的文化带到中国啊 就教(.)教的时候就让我们更好的了解外
492. 国啊 就他们不仅仅是教一种口音之类的啊
493. I: 嗯但是你如果从文化来说 那一个老师他也许不一定要在国外生活过他也可以
494. 介绍这个国外的文化
495. S7: ermh 没有啊 我至少我刚刚说我觉得如果一个在中国都没有出去过没有国外
496. 生活经历的老师他有可能说像他有可能说得就像外面的那个中文一样 就是
497. (.)他是用他的方式在**讲英语** 不是用英语的方式来讲英语
498. I: 嗯 可能是文绉绉的感觉
499. S7: [对对对
500. S9: [对
501. S7: 就是那种不自然 那好讨厌那种不自然
502. S4: @@@
503. S7: 真的
504. S4: 我觉得我不会过分要求他们 因为首先他们已经是英语老师了

505. S7: 是啊
506. S4: 然后他们每个人(1.5)就是他们不可能每个人都专门去学过那个 accent 方面的
507. 那个东西
508. I: ermh
509. S4: 所以他们@@ 他们教我们也(.)也不是:: focus 在那个 accent 方面的
510. I: 嗯
511. S4: 所以我们就有专门教我们 accent 的老师 <low voice>所以<low voice>
512. S2: 就也就是换一句话说 就除了那些 v&a 那些老师 我们更加注重的不是(1)教
513. 一些口音有什么问题 我们更加教我们更加教的什么
514. S4: <low voice>critical thinking<low voice>
515. I: [critical thinking @@@
516. S4: [他是讲这个@
517. I: yeah 但(.)但是但是刚刚 S9 你讲说即使是 v&a 老师的话 那可能他们的口音
518. (1)诶 我们学生听起来也不一定听得懂是吗
519. S9: 嗯
520. S7: 他可以用他的口音来介绍正确的发音方式给你
521. S4: @@
522. I: 嗯嗯嗯 或者他用其他的比如说视频
523. [之类的 他通过其他的方式接受某一些英语口语
524. S7: [嗯嗯 对啊对啊 对
525. 不一定要他以身作则
526. S4: [所以他
527. I: [ermh
528. S4: 他教是教英语口语 但是他没有让你 copy 嘛 对吗
529. I: ermh 老师有没有让你们 copy 他的口音
530. S9: 没有
531. I: 没有哦 就是他们教口音的方式还是 他们有没有希望(.)你们学生要达到一个
532. 什么样的水平
533. S9: 我好像(1)没没看得出(.)没看得出她对我们就是(1)要求要达到什么(.)什么水
534. 平了 她就(.)只需要就是你能(.)就是(1)你你你跟她讲就是跟她就讲了一些音
535. 标什么之类 她(.)她问你你能(.)你能答得正确就可以啦 我觉得课外(.)课外(1)
536. 课外的时间她不会就刻意的去纠正你
537. I: 嗯
538. S9: 就课堂上她她会(.)就呃完成她的任务嘛 就要你在课堂上至少要在课堂上你
539. 要会读 能读正确就可以
540. I: 嗯
541. S9: <low voice>我觉得没什么帮助我觉得 真的没什么帮助<low voice>
542. I: 嗯 就是说对口 你觉得 voice and accent 的课是说对你们自己的口音没什么帮
543. 助
544. S9: 我觉得对我没什么帮助 因为
545. I: -是吗
546. S9: 在课堂上纠正过后 我(.)因为我习惯嘛就读习惯就(1)几年就从小学到现在都
547. 一直都这样讲 然后她(.)她就课堂纠正一下我 但是我(.)就是我十几年的习惯
548. [对啊

549. I: [还是恢复了]
550. S9: 改正的话就比较难 就不会刻意去改正
551. I: ermh ermh Disco 你觉得呢 voice and accent 的课
552. S2: 我觉得啊 还可以从中找到自己不足 这是(1)这是它的价值 找到自己的不足
553. 然后学的关键还是靠自己一点吧
554. All: 嗯
555. Disco: 就她只是提出(.)提提提供一些建议
556. S9: -就 嗯 她就
557. I: 嗯
558. S9: 她就指出你哪里就哪个音发得不好啊 然后其实就要靠你平时自己去练
559. <low voice>不练的话就这堂课就其实就没有多大意义了<low voice>
560. S2: 大学教育都是这样 都是这样=
561. S4: =都是这样 @@@
562. I: 对无论是(.)是 voice and accent 我觉得就也许专业课也许你们课后 (...)
563. I: ok ok 那口音上的话你们有没有说崇拜或者说(.)想要达到(1)呢::某一个人的口音 就是哪一些人就是说 native speaker 或者说 non-native speaker 也好他讲的
564. 英语是让你觉得哇 我非常崇拜他 我想我的口音讲得像那个人一样的
565. S9: 就是 bbc 上面那些的@ voa 啊上面那些口音那些的@@
566. S4: -我觉得(.)我觉得我不会 我虽然我虽然觉得啊他们说得好听 但是我不会觉得说我想要跟他一样 我还是想要(1)想要说我要怎样那个保留自己的东西在那里
567. I: ermh ermh=
568. S9: =只是觉得他们很标准@@
569. S2: 就是我暂时没有这个追求@ 因为我觉得(1)有有能力的话可以追求 但不是说你应当要追求
570. I: 嗯(2)ok 或者你们有没有知道有一些::人 他们崇拜你们讲的英语
571. S7: <low voice>没有人崇拜我@@<low voice>
572. I: 如果刚刚 S7 说诶 你的英语想讲得像 S4 那样子是吗
573. S7: -对啊对啊 你有啊 快点讲 @@@@
574. S4: @@@@
575. I: 那如果有人这么跟你说 S4 你觉得你有什么样的感觉
576. S4: 呃: 我觉得(2)我不是刚刚上次也说了 就是觉得(.)因为只是你们(1)因为你们都不是那个 native speaker 所以你们就觉得(1)
577. S7: 你你就是 我觉得你应该就是那种感觉会更像一点 不能说是就是更像 比你们(1)一般人都更像
578. S4: 可能我觉得我就夹在(2)呃::中国式发音跟美式发音中间@ 那个(.)那里吧@
579. S2: 我问你一个问题啊 你有没有发现男生那个(.)有没有接触某些男生他口音比较像美式或英式 就腔调
580. S4: 啊什么什么
581. S2: 就我们{university's name}男(.)男同学
582. S4: -没有啊
583. S2: 没有 但是发现女生反而(1)有这个有些人能够有这种腔腔调 可能你就是
584. S7: -男生看电视就看得少=

592. S4: =可能 对 我们看美剧看很多
593. S7: [对啊
594. S4: [就喜欢看
595. S7: 对啊 XX
596. S4: 就喜欢看 然后我还喜欢听歌唱歌 XXX
597. S2: -所以 如果真的有崇拜的话一般都是那些女(.)女的女的同学吧
598. I: ermh
599. S4: @@
600. I: 是是不是说(1)哦不能不能一概而论就是普遍上可能大家觉得女生讲的英语口语
601. 音会比男生来得好
602. S7: 我觉得尤其是广东地区的(1)女生比男生的口音要好
603. S4: <low voice>但是也有女生的口音讲得很不好<low voice>
604. S7: 哦我知道我知道
605. S4: @@@
- (...)
606. I: 好 如果你们可以选择的话 ok 就可以选择啊 你们想要有一个什么样的英语
607. 口音还有什么样还有为什么
608. S4: (3)选择啊
609. I: 嗯
610. S2: 多选单选
611. I: 呃::可以多选也可以
612. All: @@@@
613. S4: 哇 如果可以多选的话 我好贪心的 真是@@
614. I: 很贪心@
615. S4: 因为你就可以见人讲人话见鬼讲鬼话了嘛 这样子
616. I: 哦就是说针对不同的人讲不通的口音
617. S4: 对啊 因为这样他们会觉得<low voice>更亲近<low voice>
618. S7: 对啊对啊
619. I: 哦比如说我跟一个美国人讲我就用美国口音 比如说我跟一个印度人讲我就甚
620. 至讲印度口音 我跟一个欧洲人(1)讲我就讲欧洲口音 是这样子的吗
621. S4: [ermh
622. S7: [可以啊
623. S4: 但是不要让人家觉得你在跟他(1)你在笑他就好了
624. I: 哦没有
625. S4: <low voice>对啊<low voice>
626. I: 其他的呢
627. S7: 我觉得主流就可以了 我不贪心 就是英美都可以 对 主流一点
628. S4: 我好贪心@@@
629. I: 所以英美你觉得是主流 就是
630. S7: 嗯
631. I: 英的也好美的也好
632. S7: 对
633. S4: <low voice>英的也好美的也好<low voice>
634. I: 嗯 理由就是因为他们是主流

635. S7: 因为它是主流更多人听得懂 所以我也不用所很多 不用怕学太多好累@@
636. S4: @@
637. 可以选嘛 反正又不用学的只是选而已@@
638. S7: 好吧 那就两种吧
639. I: 嗯 但是英美人他们也许他们也很多有自己的口音的
640. S7: ok 啊 就是(1)就学他们那个 就像我们(1)电视里面播的那种口音 ok 普通话
641. I: 类似普通话的[英美口音
642. S7: [对 对 普通话
643. S9: 我也这样认为
644. I: 你也这样认为 ermh ermh
645. S2: 就这样可以被大家 多数人可以接受吧 就好像说普通话跟四川人讲四川话
646. 他能理解你的意思
647. S4: <low voice>我听得懂他们讲的<low voice>
648. S7: 我也听得懂四川话
649. S4: [很容易听得懂的
650. S7: [(方言)听不懂
651. S4: 对 (方言)
652. I: 嗯
- (...)
653. I: 好 如果我们谈(.)谈一谈语音教学吧 你们(1)先可以预测一下你们将来会在什
654. 么情况下还有和谁会使用到英语吗
655. S7: (3)情况下我觉得旅游我出去真的碰到好多外国人 因为(去旅游)很需要有英
656. 语
657. I: 嗯
658. S4: 嗯 但是你也不会随便搭讪 不会因为说英语你会说英语就会跟他们搭讪吧
659. I: [但是他们也许会搭讪你
660. S2: [XXX
661. S7: 对啊 会搭讪你
662. I: @@@@
- (...)
663. I: ok 就是说旅游可能会:::
664. S7: 对啊
665. I: ermh
666. S4: <low voice>我好向往去国外读书啊<low voice>
667. I: 啊或者去国外读书也许会碰到不同的人嘛
668. S7: 嗯 对
669. I: 也会使用到英语嘛 对吧
670. S7: 还有如果你要你要你要就是以后在那那种呃:很国际化的那种工业区工作 那
671. 边也有会有很多外国人 我在我的高中在我们那个就合肥市的工业(.)工业
672. 区嘛
673. I: 嗯
674. S7: 然后我们住的小区对面就有很多外国人他们都是外企的那些那些工作人 我
675. 们就经常能碰到他们 他们都很主动的跟你交流
676. S2: 我觉得职业方面吧 就假如我就我(.)就我专业而言我是法学读法律的 假如我

677. 以后选择国际仲裁(1)这个方向的话我就(.)在职业方面会(1)就更加会(.)接触
678. 外(.)外国人
679. I: 那你们觉得你们想要有一个什么样的口音可以和他们这些人(.)交流 还是(1)
680. S4: 其实我觉得自己的口音是(.)是 acceptable 的@ 所以只要就是讲得顺一点(2)
681. S2: [就关键是能你要表达你要的意思
682. S7: [就口音不是什么
683. S4: 对 他们就=
684. S2: =让别人能 get 到你的 point
685. S7: 最主要是那种
686. S4: 好像他们(.)他们应该不会说你的口音真难听吧@@
687. S7: -对啊
688. S4: 不会这么不给面子吧@@
689. S7: 是啊
690. I: 就你们觉得有(.)就自己的口音可以表达可以交流
691. S7: 嗯
692. I: ermh (2) ok 那语音教学的话 什么样的语音教学你们觉得在中国(1)比较好的可
693. 以满足我们这些未来的需求呢 还是说从(1)
694. S7: 我觉得应该从小就刚学英语的时候就应该注重一下口音 这样就(1)能够(1)呢
695. 很好避免一些就像我们那些中式发音
696. I: ermh
697. S4: 我可不可以理解为(1)就是幼儿园老师要换成外国人就好 幼儿园老师
698. S7: 现在幼儿园有人学英语吗
699. S4: [有啊 现在幼儿园就开始
700. S2: [有
701. I: 或者小学老师呢 你觉得要用外国人来上英语吗
702. S7: 我觉得不行啊 因为你刚开入门阶段如果外国那个外国人不会说中文的话
703. [那 XXX
704. S4: [对 这个也是个问题
705. S7: 对啊 所以找一个会双语的老师 并且他的口音会很纯正 对啊 好高是吧
706. S4: 哇门槛好高 不敢当老师了
707. @@@
708. I: 会双语的嘛 那如果教中国学生那肯定就是会英语和中文咯
709. S7: 对啊
710. I: 嗯 而且就是说你说觉得他的口音必须要
711. S7: 对 就(1)就必须纯正
712. S4: -所以现在当(.)当英语老师应该::加那个那个考试那个口语要有一定
713. S7: -对
714. S4: 对口音(.)要有=
715. S7: =有要求的
716. I: 所以这个就是说 要从小学
717. S7: -要从基础开始 就不能像我们一样 (到后来)
718. I: 对 从他们接触的时候就开始
719. S7: 对 不能到我们已经会说了再来纠正口音 就是你还不会说的时候
720. S4: (刚开始接触)

721. S7: 你就要开始接触**正确的**口音
722. I: 嗯 正确的口音就是说正确的中国老师发出来的口音吗
723. S4: @@@
724. S7: <low voice>正确的<low voice>
725. I: 现在觉得外国人来说现在不是很可能嘛 对吧
726. S7: 对啊 就不能像我们(.)那些(1)那些就是(1)所谓的高中初中的那些资格老的老
727. 师发出来的口音就不可以@
728. S4: 但是我觉得就至少说那个书本上那个音标 那个重音在哪里啊那个音要怎么
729. 读那些
730. S7: 对
731. S4: 整个单词那个音要读准来吧
732. S7: 对啊
733. S4: <low voice>然后有一些 有一些老师<low voice>
734. I: ermh 你觉得呢 (2) 同意 还是有其他的想法
(...)
735. S2: 就我觉得就(1)刚刚说的 如果(.)小从小的话注重这方面还是挺好的 但是(.)就
736. (1)就到中学阶段吧 因为有个::高考制度在这里 所以我觉得
737. S7: 对
738. S2: 可能会有(.)有(.)就教学在口音教学方面会出现(.)退步这个(.)这个这个现象
739. 就他们更加注重笔头功夫啊
740. I: 嗯::
741. S2: 就(.)口音真的会被忽略掉了 所以有有点前功尽弃的感觉
742. I: 嗯::
743. S2: 而且就不同城市他们语言氛围也不一样 (...) 二三线城市甚至是比较穷的地
744. 方啊 就真的是退步到大学就是重新来过这样(1)这样一个状况了
745. I: 嗯
746. S7: 那就那就那就应该将(.)就是在高考 那那边加重一下口语的(1)比重
747. I: 嗯 所以说现在广东省的这种高考加入了这个口试的内容你们觉得是=
748. S7: =我觉得挺先进的
749. I: 嗯
750. S4: 我觉得它早就应该加了 就干吗等那么晚 就搞到那些就很多学生我觉得他们
751. 学的就是哑巴英语
752. S7: <rising tone>我们那边就是<rising tone> 我跟你讲 那些英语考 130 140 的人
753. 不见得讲得很好
754. S4: @@@ [@@@
755. S2: [我觉得
756. 它当然是很合理的 而且这个听说它的(1)分值一定要增加
757. S7: 嗯
758. S2: 才能够引起重视
(...)
759. S2: 就大家都抱着这个应试心态
760. I: 嗯
761. S2: 那么既然有这个心态我们就干脆把听说那分值(1)加大 然后他们更加重视
762. 就潜意识就把他们(.)听说能力有所提升

763. I: 嗯 所以自然而然的 你们觉得这对教师培训也可能需要往上走的对吧=
764. S7: =对
765. I: [就是他们教师
766. S4: [必须得
767. S7: 对啊
768. S4: 你那个那个政策都出来了
769. S7: -教都教不好了怎么学啊
770. S4: 对啊@@
771. I: ermh 就也许说中学的老师他的一种教师素质教师培养可能如果你们觉得说诶
772. 这种高考口语考试要跟上的话教师培训 教师的口语训练这个也要跟得上
773. All: 对啊
774. I: 那大学里面呢
775. S4: 大学
776. I: 口语的比重 或者说口语的重要性 发音=
777. S7: =大学大学里面
778. 如果(.)就我们学校来讲已经很重要了 我觉得 你像内地那些大学肯定要(1)
779. <low voice>就是要再提高一些<low voice>
780. I: 嗯 所以你觉得内地大学还是要提高
781. S7: 对啊 我听说他们英语是上大课的 好可怕啊
782. S4: @@@
783. S2: 跟专业课一样@
- (...)
784. I: ermh 所以就是说 可能(1)内地的(1)这种口语呢发音这种教育可能(1)还(.)需要
785. 再加强
786. S7: 嗯 必须的
787. I: 所以你们觉得就是大学的这种口(1)呢(1)发音说这种教育是有必要的 还是说
788. S7: 有必要的
789. S4: 觉得有选择权咯@@ 你可以去选
790. S7: 不是 你要如果你你你已经具备了这个条件就会有更多的选择
791. S4: 对啊 但是(.)还是归到那个选择权上面 你可以选择去学也可以选择不去学
792. S7: -但是它就是如果我们这个条件我们才可以去选择去学或者不去学 如果我们
793. 没有这个条件
794. S4: 嗯 嗯
795. S7: 我只能不学了
796. I: 嗯 首先是[要要有这个条件吧
797. S4: [嗯嗯
798. 有了条件之后就给他们自己@@
799. I: ermh ermh
- (...)
800. I: 但是现在除了 voice and accent 的课你们自己上的英语课对口语的(1)口音吧
801. 我们说语音教学有重视吗
802. S9: <low voice>不是很重视<low voice>
803. S2: 基本上是没有=
804. I: =所以还是

805. S7: 我觉得[不是(1)重不重视的问题
806. S4: [没有提及过
807. S7: 它没有说(1)没有说一定要让你达到一个什么 native speaker 的水平 它只是让
808. 你(.)说的让人家能听得懂让人家能(1)对啊
809. I: 所以你觉得哪个更好呢
810. S7: 我觉得是普遍要求的话就听得懂就可以的 如果你要你自己个别要追求那种
811. S4: -就选课去吧
812. S7: 对 就去
813. I: 嗯::
814. S7: 就是自己找老师 或者自己(.)自己做一些努力
815. I: 可能就是说我们自己本身学英语的需求有关系了
816. S4: -对 [对
817. S7: [对
818. S4: 你的目的是什么
819. I: ermh ermh
820. S7: 对
821. S4: 因为毕竟说你像说那个 level1 到 level5 它那个(.)那个班里面的人其实他们
822. 的(.)他们怎么讲话他们的口音也是参差(.)参差不齐的 你不可能说=
823. S7: =对对
824. S4: 你讲完一个就去纠一个那根本不可能的
825. I: 所以这个就是关于这种 individual need
826. S4: ermh
827. I: 在你学英语的过程当中可能要发挥着更重要的作用
828. S4: [嗯嗯 嗯
829. S7: [嗯 yeah
830. I: (...) 你们觉得这一个课要改进你们觉得在哪一个方面你们有觉得需要改进的
831. 地方吗 还是说没有还是说有 你们自己(2)
832. S2: 增加一些<low voice>美国英国老师吧<low voice>
833. I: ermh
834. S4: @@@
835. I: 或者中国呢
836. S2: 或者中国::
837. I: 还是说就美国英国好一点
838. S2: 中国的话我觉得没必要吧
839. I: ermh
840. S4: [@@@
841. S2: [就(.)就有些
842. 就你通过跟那些(.)外教交流的话 可能有(1)有新的(.)有新的感悟吧因为你一
843. 直都是跟(1)中教中中教上中教的课 然后你在口音方面可能(1)有一些地方跟
844. 外教他们有不同见解 所以我觉得外教的话可能会有新的感悟
845. I: 嗯
846. S7: abc 会不会更好一点
- (...)
847. I: 呃::这种中国的美籍华人之类的
848. S7: 对对对 会不会好一点 就是他会(.)会很说 会会会说很(.)很流利的英语 又

849. 又会说又会说中文 这样会不会好一点
850. S2: 美籍 就外籍华人也很好
851. S7: 对啊 我觉得那样很好
852. I: 嗯 就是外籍也不一定要限制哪一个外籍
853. S4: 我觉得他们也是 kind of native speaker
854. I: ermh
855. S7: 但他们会说中文啊
856. S4: 对 因为他们如果(.)就是他们去的时候都是那个小<low voice>很小的时候嘛
857. <low voice>
858. S7: [对啊 小孩
859. S4: [经历青少年
860. 都在那里过的话都那种口音就基本上形成的了
861. S7: 我觉得那种是很理想的英语老师@@
862. S4: 很理想@@
863. I: [ermh
864. S7: [对啊
865. S2: 但是我有个问题
866. 假如大家都选 假如真的是有外籍华人 美(.)美国人英国人加拿大人还有印度
867. 人
868. I: 甚至再加中国人 大家有没有 preference
869. S2: 然后你会发现好像印度人印度那些教师可能会被冷落 就大家不选他的课
870. I: 那如果中国教师呢 他可能会更被冷落了
871. S7: -没有 [我觉得中国倒是不会
872. S2: [不一定
873. S4: 还好啦 我觉得不会
874. I: 你们觉得印度老师会更被冷落吗=
875. S7: 对 [对对
876. S2: [对
877. 就(1)可能就有不公平现象=
878. S4: =不知道是(.)是是他们的口音在人家的印象中是真的是这样还是(1)电影里面
879. 的[宣传真的是太过分了
880. S9: [对啊 电影里面
881. I: 或者可能::中国人可能不是很适应他们印度的口音
882. S7: 对 对
883. All: 嗯
884. S7: 他们会(1)就舌头很
885. I: -所以又扯(.)扯回来了 可能还是和熟悉程度有关 (...)
886. I: 对啊 我们就是说 我们中国人讲的英语肯定我们觉得中国人讲的口音反而好
887. 理解 所以还是和熟悉程度有关 可能是吧
888. S4: 但是有的中国那些口音真的好难理解 @@@@
889. I: 对 你不能太 strong 你不能太 strong 是不是
890. 还有什么 comments 吗
891. S2: (4)内容方面吧 就教学内容方面吧

892. I: 哦或者对 口音其他都可以
893. S2: 觉得那个期中考试和期末考试应该要
894. S9: <low voice>取消<low voice>
895. S6: 要改善
896. All: @@@@
897. S4: 想得美啊你
898. I: 改善就是说怎么改善吧
(...)
899. S4: 我觉得笔试就没必要咯
900. I: 你觉得口试要加重比例
901. S9: 嗯 就口试可以啦 笔试没必要啦
902. I: 是吗
(...)
903. S4: (...) 但是就是说那个要有个叫做口语的考试
904. I: 哦 叫做口语的考试就是评价<rising tone>发音<rising tone>
905. S7: 嗯 差不多吧
(...)
906. S7: 但是我们你不是说要有口语考试嘛 就是(.)我如果我们做一个 speech 那
907. 个重点就在那个
908. I: 嗯 所以就是说有必要另外一种重点在发音的另外一种考试
909. S7: 嗯
910. S7: (2)但是这样又对那些口音很弱的人<low voice>又有点不公平<low voice>
911. I: 对啊@@
912. S4: -没有 但是你可以(.)你(.)你考试你可以看他进步了多少嘛
913. I: ermh
914. S4: 就他
915. S7: <rising tone>就每个人有不同的标准<rising tone>
916. S4: 嗯 你不能说::(.)像
917. S7: -都用(.)都用那种英美的那种标准给我们
918. S4: 对啊 肯定不能这样咯 量死多少人啊这样子
919. S2: 其实我觉得那个 v&a 它可以设(.)设一个 设一两个进阶线的课时
(...)
920. S2: 进阶线 就好像什么交际日语 1 日语 2
921. All: 哦:::
922. S2: 日语 3 就有一种进阶性的 不同层次的
(...)
923. I: 就是从 123 对不同层次的学生他可以做
924. S2: 对
925. I: 不同的 improvement development
926. All: 嗯 对
927. S9: 哦 就是
928. I: your suggestion
929. S2: 然后考核方式也就不同
930. I: 嗯
931. S2: 低层次的话就比较 basic 的 然后高层次的话自然就高了

932. I: ermh
933. S2: 这叫因材施教@
934. I: ermh yeah
935. S9: <low voice>就这样子<low voice>
936. I: ok 了 如果没有的话我们就先这样咯
(...)
938. I: 好 thank you

Appendix 11: Examples of Teacher Focus Group Transcripts

Participants: I: Researcher Teachers: T1, T2, T5, T6, T11, T12

1. I: 好 首先大家可以说一下你们(.)呢关于一些发音你们的一些学习的经历吗 就
2. 你们之前是怎么样学习 pronunciation 的
3. T5: 老师教我们就学
4. All: @@@@
5. I: 然后通过什么样的方式之类的呢
6. T5: 啊:::
7. T1: 模仿 模仿为主
8. T11: 嗯模仿
9. T5: 也也没太那个时候(.)像我读书的时候那个时候也没太多可以模仿 反而老师
10. 比方说今天教你这个音怎么发 然后我们回去就自己去练呗
11. T11: [嗯
12. I: [嗯
13. T5: 就这样这样学呗 然后我们那个时候哪有什么录音机啊这个什么 哪会有 啥
14. 都没有=
15. T1: =录音机也没有
16. T11: [就以老师的标准
17. T5: [没有没有
18. 我刚开学一开始学英语的时候哪会有什么录音机那根本就不可能的事
19. T11: 我是忘记开始怎么学的了
20. T6: 然后我觉得一开始的话就是听那个录音机 因为老师讲的(.)我自己都能知道
21. 老师讲的那个音都不准的 所以
22. T2: -嗯
23. T6: 我就只能听录音机 然后(1)后来(.)就(1)我就比较(1)变化比较大的就是读大学
24. 以后 因为{university's name}呢那个语音抓得比较紧嘛 就是{teacher's name}
25. 她自己有一套那个(.)那个(系统) 然后我当时就发现其实(.)其实学语音呢 那
26. 个音标啊什么的都是一方面但更重要的是连读跟弱读 因为很多人都在想
27. 好像重读 其实弱读更重要 因为是弱读是说明那个音的变化的
28. T11: 嗯 我我也同意 因为我们俩是同一届的 然后也同一同个系的 然后当时(.)
29. 在{university's name}那个就是 pronunciation=
30. T6: =对对对
31. T11: 课真的是完全改变了我们对=
32. T6: =对
33. T11: 语音(1)发音的那些认识 然后在之前我真的忘记老师上课怎么教 我就主要
34. 是听录音带(2) 模仿
35. I: -怎么样改变法呢
36. T11: 她是一个音标一个音标教 然后最开始=

37. T6: =就开始首先告诉你怎么去发音 口腔位置啊 那个就是根据语音学那个原理
38. 嘛 然后(.)我觉得对我影响比较深的就是她还讲到那个弱读 还有连读 还有
39. 就是语音在呃连续的这个讲话的过程中它有什么变化
40. T11: 对
41. T6: 就这个对我影响比较大 因为我以前不知道的 我以前读书就是一个词一个
42. 那样读的 就是感觉好像就是读书的那种感觉
43. T11: 就没有教得那么细 之前 没有想过
44. T6: 对 然后(突然发现)
45. 人其实说话的过程中很多音会改变
46. T2: 嗯 这点我是(.)我我比较同意你说的 就是呃::
47. I: 同意 T6
48. T2: 对 我比较同意 T6 说的 就是(.)在::很多时候教语音 就我自己的那个
49. learning experience 里面 经常老师(1)一般他教的就是这个音怎么(.)怎么读
50. 他一开始读一遍然后你跟着模仿 然后有时候他也会告诉你那个发音位置在
51. 哪里 然后呢呃会告诉你说要怎样才能是(.)才能够把那个(.)呃 比如说某个方
52. 言来自哪个方言区的同学他可能要需要什么特别的技巧 要特别注意说把舌
53. 头放在哪个位置啊或者说呃什么时候让那个气流出来你才能把哪个音发对
54. 但是呢就::相对来说比较容易被忽略的就是语调方面的 一个是连读一个是弱
55. 读一个是就是说(.)句子的那个(.)重音 而不是单词的重音 是(.)句子的重音
56. 就(1)比较少老师会很侧重的去说这方面的问题 那我后来在(.)这个工作中我
57. 发现 其实学生很多时候他的问题在于语调
58. T11: 嗯
59. T2: 而不在于具体的某个音
60. T5: 学生问题也不止是语调吧 我看音也(.)他们语音也有很多问题=
61. T11: =也有问题 对
62. T5: 因为有一些他根本就改不过来了
63. T11: 嗯
64. T5: 他根本就不会发那个音 你再怎么说再怎么教他还是那个音发不了 这个是
65. T11: - 啊 我们[当时是分开教的
66. T5: [已经习惯了
67. 对 因为(.)你现在尤其是(1)因为咱们基本上都是属于叫读英语专业的 可能都
68. 会经过这个训练 但是那些非英语专业的他真的就没有<low voice>这么这个
69. 一个训练<low voice>
70. T11: 没概念
71. T5: 他没概念 我真的不知道现在这些 voice and accent trainer 他们有没有真的教
72. 他们怎么发音没有 我根本不清楚
73. T12: 我来替那个非英语专业的说一句啊
74. All: @@@
75. T5: 哦你是非英语专业=
76. T12: =的确没有 我不是英语专业
77. T5: 对

78. T12: 我们的确没有 但(.)但就是我自己学的时候 我们上大学的时候有(.)有那种
79. 清华大学出版社出的那个视听说 我跟{name}说过 它跟(.)考(.)它跟那个打 80.
游戏闯关一样
81. T6: @@
82. T12: 只有说是你跟它模仿得很像它才放你到下一关 就是这个样子 所以你要跟
83. 它模仿得很像 都是美式英语的音调 所以就是它不会教给你这个规则 可能
84. 潜移默化有一定作用 然后另外就是我后来上研究生的时候上的 phonetics
85. and phonology 那个帮助特别大
86. T11: 嗯
87. T12: 但这个就是只有学了这个 tesol 专业的人才会学到的东西
88. T6: 其实我觉得::作为英语老师来讲不管是不是英语专业的学生呢 就是首先要
89. 懂一些(目前)发音的规则 我指的不是说(.)音标 音标大部分人都会 但实际上
90. 真正发音规则可能就是 比如说那些连读啊弱读啊那些语音的变化这些东西
91. 我觉得(.)作为老师的话应该会 首先你自己要清楚这一点 然后跟学生讲的时
92. 候就<low voice>最好能(.)能稍微(1)<low voice>跟他讲一下有这样的情况
93. T11: -但是因为
94. T6: 因为很多学生他们就是说他一个字一个字读的时候读得很慢他能听懂
95. T2: 嗯 对
96. T6: 你读快了连在一起读了他就听不懂了 就是这样的
97. T11: 但是我觉得这个需要你 homework 还有需要他们有大量的那些练习去支
98. 撑的 因为你当时这么讲 哦知道但是一下子就忘记 我觉得这个(.)我是觉得
99. 要有一个(.)专门的一个课 比较侧重这一点 不然通过老师像我们这种什么都
100. 教的 [上课啊讲一下我觉得没什么作用的
101. T6: [对对对 对
102. T2: 嗯 呃::就是说 我同意你说的就是说如果就::呃有这个 homework 的话 他们
103. 会 get more benefit from it 但是(.)呃::我觉得起码你让他知道一下有这些现象
104. 他们做听力的时候他不(至于)太纠结 因为像以前的话我的(.)我的经历就是
105. 我经常听一段东西然后明明听的跟老师说的那个是不一样的 然后我就觉得
106. 特别纠结为什么
107. T6: [诶 (很有趣)@@@对 对
108. T2: [为什么 为什么老师你一直说是这个 但是我听到的跟你不一样
109. 是我错了吗 是我听不到吗 后来(1)等到了后来学习了关于弱读啊连读啊这
110. 些规则之后 我才发现我听到的是正确的 老师说的是错的
111. T12: [哦::
112. I: [ermh
113. 但是如果我扯一下 就是对于这种连读啊弱读啊包括一些语调的话 这个(.)我
114. 觉得能够教给学生学生的接受能力他可以很快的接受到吗
115. T2: 呃::
116. I: -而且从另外一个方面来讲如果他们可能没有注意连读弱读的话对于这些学生
117. 之间的交流(1)也许他们可以 communicate
118. T2: [呃
119. T1: [呃

120. 他们自己交流没有问题
121. I: 他们也许
122. T11: -对他们听
123. native speaker 有时候一些 speech
124. T2: 对
125. T11: 的时候他们就有问题
126. T2: 他们要听那些 对
127. I: 嗯
128. T6: 他们听录音都都是有些问题的
129. T2: 他们听那 authentic material 的时候他就会有这个问题 就是比如说(.)呃:像那个(1)呃::像 would 就 would have 经常在读的时候它是/wud/ /wud/
130. 个(1)呃::像 would 就 would have 经常在读的时候它是/wud/ /wud/
131. T6: yeah yeah
132. T2: 呃:像这样子的话 经常是学生在听的时候他会听听 would have 但是他总是
133. 听不到 would have 他觉得特别的痛苦 我听到的明明不是 would have 但是
134. (1)没错他们听不到听不到 would have 因为根本他不是读 would have
135. I: 嗯
136. T12: 你说这个我想起我们以前大学的那一套那个东西本来它就有专门(1)有一个
137. 个 session 训练这个 would have and and should have=
138. T2: =yeah yeah
139. T12: 然后它有它有专门训练所以自从那之后我才知道哎原来是这个样子的
140. T2: 对 所以就(1)就是(.)我了解的这些就是说类似的东西之后我才觉得我没(.)
141. 我才觉得没那么挫败还有没那么痛苦你知道不
142. T12: @@@
143. T2: 要不然的话做听力的时候就觉得特别挫败
144. I: 但是话说出来除了 native speaker 以外其他很多 non-native speaker 他们(.)在说
145. 英语的时候(1)也会这么连读和弱读吗
146. T12: 不会啊 我有
147. I: -比如说像印度人像新加坡人他们其他的也不一定会这么连读
148. T12: 我自己有的时候我知道就是如果要像 native speaker 来说的话是需要像
149. XXX 但是我经常还是说 i have done instead of saying i've done this 就有的时
150. 候你就下意识 因为你那时候是学这样 你脑袋跟组织句子是这么组织的
151. T6: 对:
152. T2: 嗯
153. T12: 所以(.)我知道应该这么说但是我控制不了我自己的嘴 我该怎么办呢
154. I: ermh 但是这对交流你觉得有什么
155. T12: -交流上无障碍
156. I: ermh
157. T11: 所以只要训练他们能够听懂 对 就好了
158. I: 哦::
159. T2: 就是
160. T6: -我觉得最重要是让他们知道有这样的现象=
161. T2: =对对对对

162. I: 嗯::
163. T2: 我觉得 (XX)
164. T6: 然后他就没疑问了 不然(整天他们)
165. T1: 他们说 would have 那 native speaker 也能听懂 所以呢
166. I: 嗯::
167. T1: 交流不存在太大问题
168. T2: 是
169. T11: 我发现我(.)就是学的时候我(1)就是没有这方面的疑问啊 我就(1)就 get 到了
170. 就很
171. T6: -那是你语言天分高
172. All: @@@@
173. T11: 没有想 就是没有 (一下)突然间哦原来是是这样子的 然后原来一直都没听
174. 懂
175. T6: 我我不是说我一开始学的时候有什么太大的疑问 而是说我之前教过一些就
176. 是
177. T11: 哦::
178. T6: -真的基础很差很差的学生 然后跟他怎么说他都不明白 我就跟他讲语音有
179. 这样的现象 他就说哦原来是这样就这样
180. T11: 哦::
181. T2: 嗯 那学生是
182. I: 那从教学之外我们有在 interview 当中有让大家 share 讲一下关于这种 accent
183. 的一些自己的 personal experience personal stories 我们大家可不可以再 你们还
184. 有没有这样的一些 personal experience 和(.)这种口音相关的 比如说去(.)国外
185. 或者是什么样交流有一些(.)好玩的事情一些趣事之类的和 accent 相关的东西
186. 呢
187. T2: 呃::你要说去国外交流的 experience 没有 但是(.)如果你(.)问我就是说(.)呃::
188. 问我说我经历过的 那么(.)其实不仅仅是 因为我的那个母语是(方言)实
189. 际上是 呃是(1)不是(.)普通话 然后我开始去广州学习的时候我们就有一门
190. 课是::教(.)普通话的 然后有两个音 我是分辨不了的 一个是/n/ 就一个是/n/
191. 一个是/ŋ/
192. I: - [这个是汉语的还是英语的
193. T1: [前鼻音和后鼻音
194. T2: 这其实是汉语的 前后鼻 但是英语里面也有这个
195. I: [嗯对
196. T12: [对
197. T2: 就是 英语里面也有这个 但是这两个音我是分不清楚的 呃::然后我一直都
198. 听不到这两个音的区别 于是我就(.)有时候(1)有时候我就(.)模仿老师(1)的那
199. 个发音 然后那个老师说对了对了 但是我下一次再模仿的时候他就说错了错
200. 了
201. T6: @@
202. T2: 然后我就又模仿 对了对了
203. T6: @@

204. T2: 然后再模仿 错了错了
205. All: @@@@
206. T2: 然后我就很纠结 什么时候对什么时候错
207. T1: -这就基本上跟四川人分不清/n/和/l/一样
208. T2: /n/和/l/对
209. T11: 这太抽象了他抓不到
210. T2: 广州人他其实也分不清/n/和/l/ 然后那个(.)然后等到后来呢老师就教我一个
211. 方法 他就说你把舌头放在那个(.)呃就是你的上颚 就接近鼻孔的那个地方
212. 然后(.)然后你发出就你的气自然吐出来的那个音应该就是前鼻音 就尽量把
213. 舌头放靠前发 然后/n/像这样子/n/ 然后如果说你把舌根往后拉 然后呢你就
214. 再很自然的把那个气放出来 那/ŋ/那这这应该是后鼻音 然后就(.)当然那时候
215. 非常抽象然后我自己实际上刚开始也听不出来 但就(1)就我自己 practise 多
216. 了然后呢就听得多了就慢慢就学会分辨了 而且就像这样子类似的不仅是(.)
217. 就不仅这两个音有一个是 像/i:/和/i/
218. I: 这个是英语的吧
219. T2: 对 这是英语
- (...)
220. T2: 这是 实际上(1)呃就说/n/和/ŋ/这个其实实际上英语里也有
221. I: 对对对
222. T2: 然后刚开始的时候一直 {talking about pronouncing the word 'english'} 我一
223. 直说不好 到现在我都觉得很 awkward 就我在 pronounce 这个这个词的时候
224. english 和那个 刚开始我一直发不到那个后鼻音的那个/ŋ/ 然后(.)一直就觉得
225. 说别人说的是这样子的 然后我是这样说的 我明明知道这个差别在哪里但是
226. 我就(.) [不知道怎样
227. T1: [发不出来
228. T2: 对 我不知道怎样能跟他一样 这是一个 然后还有一个/l/一个是/r/
- (...)
229. T2: 所以实际上语音那个训练我觉得它最主要还是一种变音的训练 最开始 the
230. step number one 还是一种变音的训练
231. T11: 你得先听出那个差别来 (然后才能模仿)
232. T2: 对 你得先听得出差别
233. T12: 但(.)但是我觉得就是我开始学英语的时候我基本上没有哪个音发不出来
234. 因为我语音学得很早 大概就呃:::在上学之前我就学了英语的语音 但是(.)但
235. 是我自己以为我能够发所有的音 但是等我去了美国之后我就发现我跟他们
236. 说的不一样
237. T2: 嗯
238. T12: 就是你如果听我 就算没去美国之前你会觉得啊你每个音都有发出来啊 但
239. 是我去跟我(同学)朋友时候 我说 i don't like bread spread 我说我不喜欢抹面
240. 包上那个 bread spread 他说什么 bread bread 我说 bread spread
241. All: @@@@
242. T12: 他说 T12 那个/s/不是你那样发的 我说/s/怎么了 spread spread 他说是

243. /s:...../ (...) 他们的那个/s/那个音发可以发得很远 我后来就发现他们的那个
 244. 摩擦音 可以发得非常的远 可以穿的很远 像我们其实穿不到那么远 我们只
 245. 是发到中文那个/s/就够了 根本就不是中文那个/s/ 它是/s:...../
 246. All: @@@
 247. T12: 它真的是这样 我后来就发现就我们那个有一个教授他是中国人 但他的英
 248. 语说得基本上很像 native (.) born 的那种感觉 他那个 s /z/啊那些音就是发
 249. 得非常像能够到这个地步 但是像我们不管哪些元音(能够发好) 那个/s/不
 250. 注意的时候根本穿不了那么远
 251. T2: 嗯
 252. T12: 对 他们就要发到那个 bread SPread 不是不是 bread spread 是 bread SPread
 253. 那个/S:...../
 (...)
 254. T12: 尤其是那种 articulate articulation 越好的人越是这样 就是假如说你听你去
 255. 听以前那个(1)咱们有些外教就是那种发音很字正腔圆的那种
 256. T1: 啊我有个事情哦不知道上次说了没有 就 26 个字母的最后一个字母你们都
 257. 怎么发的
 258. All: /zi:/
 259. T1: 都发/zi:/是吧
 260. All: /zed/
 261. T1: 有人发/zed/有人发/zi:/ 那加拿大人全部都发/zed/ 然后呢我那时候第一次去
 262. 加拿大的时候他们问我的姓怎么拼 然后我说/zi:/ 他们听不懂
 263. All: @@@
 264. T1: 好多遍 /zi:/听不懂 最后只好写给他们
 265. T5: 读书的时候学的是学/zed/ 但是等到后来听到老美说/zi:/
 266. I: 对 因为我 对 我不知道是不是这样子 就是(.)british 他说/zed/
 267. T2: 嗯
 268. T11: 是 british
 269. T2: [可能是 british
 270. I: [american 他说/zi:/
 271. T1: 嗯对我当时那个外教是个美国人 所以我一直都读/zi:/
 272. I: 但是我不知道加拿大人也读/zed/
 273. T1: 加拿大人读/zed/
 (...)
 274. I: ok 那既然扯到这么远了我们就(.)看一看我们接触到的所谓的 native speaker
 275. and non-native speaker 你们接触到的人的口音 你们有什么样的评价
 (...)
 276. I: emm 所谓的 native speaker and non-native speaker 都好 接触到的不同各种不同
 277. 的人 你们对他们的口音有一个什么样的评价
 278. T2: 呃::
 279. All: @@
 280. T12: native native 的口音一般比 non-native 的好
 281. All: @@@@

282. T1: 那也不一定 你看之前那个那个 {teacher's name} 我觉得他那个 texas 口音很
 283. 多人都听不懂
284. T2: -difficult accent
285. T12: 我我觉得就是怎么说呢就是(.) in terms of consistency 就是说(1)他(.)虽然说
 286. 他的口音不好懂吧还有很重的 texas accent 但是我觉得他自己一个是
 287. consistent 二是他们外教懂呀 [就是我们不懂是我们的问题
288. T1: [
 <low voice>呃这倒是<low voice>
 (...)
289. T6: 其实这就跟我们有方言一样
290. T12: 诶对 对
291. T2: 呃::我听过的(1)口音包尼日利亚英语啊或者像是
292. All: @@ [@@
293. T2: [印度英语啊
294. 像是 呃包括澳大利亚英语啊那个什么 canadian english 什么的 american
 295. english 但是 american english 也有很多种啊 尽管我们现在这这听到有很多种
296. T6: [@@
297. T11: [嗯
298. T2: 有一些听起来确实是感觉很很舒服很容易听 然后呢觉得(.)很清晰 听起来有
 299. 点 musical 的感觉
300. T12: {teacher's name}的那个 {teacher's name}的那个
301. T2: 但是 XX
302. T11: 但是他其实已经比较 standard 了 就是他
 (...)
303. T6: 但是其实根本没有什么 standard 不 standard 的
304. T2: 对
305. T1: 不是 他他主要是知道哪些话中国人可能听不懂 所以他
306. All: -对:: @@@@
307. T12: 没有 就是他跟 {teacher's name} 都是 mid-west 来的 都是很=
 308. T5: =对
309. T2: 嗯 嗯
310. T12: (.)就是确实美国如果虽然说确实没有 standard 但是一般来说那些新闻播报
 311. (都是)以 mid-west 语音为准 他俩都是 mid-west 来的 所以他们是最好懂的
312. T11: 是我们听得最多的 是我们最熟悉的
313. T6: 对
314. T5: -所以所以也(.)真的很有可能就是说因为我们听得多了
315. All: 对::
316. T11: 对对对 我觉得就是这个
317. T5: 如果
318. T12: -天天听 天天听
319. T5: 你如果如果弄三天跟 {teacher's name} 在一块你也照样能听懂
320. All: @@@@
321. T12: 对啊

- (...)
322. T11: 对对对 我有这个(1)我有这个经历 我觉得(.)呃::我去到英国之后发现我以
 323. 前觉得 native speaker 跟我去到英国接触的 native speaker 是不一样 完全(.)
 324. 完全不一样
325. All: 嗯 ermh
326. T11: 因为 york northern yorkshire 是他们有很重的自己那边的口音 然后我当时(.)
 327. 去的时候就很挫败 我能听懂我的老师的话 但我听不懂那些(.)就是小卖部啊
 328. [@@market
 329. T6: [@@@
 330. T11: 里面那些人讲话 真的
331. T1: -我觉得这个可能有个问题我也发现了 我发现受教育程度越高的人说的英语
 332. T11: -比较 neutral 一点 对
 333. T2: 嗯
334. T11: 然后我真的很崩溃开始 然后慢慢才知道他们在讲什么 比如说(.)他们有 我
 335. 现在有很很多东西已经(.)已经不太记得 就知道一个 他们说/bʌs/他们说
 336. [/bus/ /bus/
 337. I: [/bus/ yes
 338. T11: 然后
 339. All: @@@ (XXX)
 340. T6: 天啊 我觉得那是苏格兰的@
- (...)
341. T11: 然后就/stʌdi/他们说/studi/
 (...)
342. T11: 对 有些很难听懂
 343. I: 有些比较难听懂的
 (...)
344. T12: 那 {teacher's name} 你在那你会不会也说 i'll take a /bus/ instead of taking a
 345. /bʌs/
 346. T11: 我可能会偶尔被影响 但是我自己 unconsciously 被影响到 但是我一回来就
 347. 马上变回来了
 348. T1: -那你说/bʌs/他们听得懂
 349. T5: 他们肯定听得懂
 350. T11: -他们听得懂他们听得懂 但是我听不懂他们的 因为他们讲的不会特别强调
 351. 这个 information
 (...)
352. T2: 那个(.)像那个::呃:我(.)因为我自己没有真正在那边生活过 就在没有在
 353. (1)britain 或者是是那个 america 生活过 但是我自己觉得说 我个人的偏好虽
 354. 然我一开始学的是(.)英式英语 但是我其实我更喜欢听美式英语
 355. T12: 因为简单吧@
 356. T6: 因为看电视看多了@@
 357. T2: -而且没有其实我也没有看很多电视
 358. T11: -因为熟悉吗 就亲切

359. T2: 也::不是 就实际上我当时的那个(.)就是说对英语(.)就 exposure to english 就
 360. 实际上明显应该是那个 british english 比较多的
361. T11: 嗯
362. T2: 但是(.)我不知道为什么就是觉得美式英语比较好听 就我觉得英(.)就是英式
 363. 英语给人感觉说(1)太干巴巴了 [然后当时就说
364. T6: [@@@
 365. 比较旧的 比较严肃
366. T2: -对 [很严肃 然后呢
367. T6: [@@@@
368. T2: 反正就是(.)听了觉得好(1)
369. T12: 好累啊
370. All: @@@
 (...)
371. T2: 听久了真的很烦了但是那个(1)呃(.)那个 american english 相对来说我感觉是
 372. 比较
373. T12: 放松
374. T2: 放松 比较圆滑一点感觉
375. T1: 连贯
376. T2: 比较连贯
377. T6: 我也觉得
 (...)
378. T11: 我觉得是我在讲英语就是 british accent 的时候我是(.)心里有感觉的 我是知
 379. 道有在控制自己的(1)感觉 但是讲美音的时候是没有控制的
380. T6: 我也觉得 @@@
381. T11: 但是我还是喜欢英音 就是(1)我现在很喜欢那个 northern yorkshire 的口音
 382. 因为开始觉得很怪但是你去
383. T12: 习惯了之后
384. T11: -习惯了之后我就觉得哎呀其实挺好听的 但是不是说那些像他们那些没受
 385. 过教育的那种 就是他们在这基础上又接受过教育 我们导师的那种就是最好
 386. 听的 就是 neutral 中带有的一点他们本来的 northern accent
 (...)
387. T5: 就是英式英语给人家的感觉还是不一样嘛
388. T12: 对 会比较 classic 那种感觉
389. T11: 就是他们美国人自己的感觉都会觉得你(.)呃
390. T5: -是从它那边衍生过去的
391. T6: @@
392. T11: 对 他们觉得
393. T5: -american variety english 是从 british 那边过去的
394. T11: 他们(.)他们自己都觉得 british accent sounds more intelligible
395. T12: 嗯嗯嗯
396. T5: @@
397. T11: you get a 10 points

- (...)
398. T12: british accent very SEXY it's very sexy 就是 if you are flirting with girls you
399. use BRITISH ACCENT you have a higher CHANCE
400. All: @@@@
- (...)
401. T6: 我觉得会不会是因为他们觉得英国人比较绅士啊
402. T12: 他们就觉得不一样嘛 就可能就你知道我心里觉得美国
403. T11: -比较小众一点吧 可能是就是那种
404. T12: 对 你看那个生活大爆炸里面 说是(...)印度英语都觉得 i have cute accent
405. All: @@@
406. T11: 但是我喜欢 spanish accent 就是
407. T12: spanish accent
408. T11: 那种他们西班牙人的那种
- (...)
409. T11: 不是 我觉得很好听
410. T12: -是吗 我当时 i had a very very hard time in understanding SPanish english
- (...)
411. T11: 不是说那种讲得很不好 就他们已经本身英语很好 但是他们还脱不了他那
412. 个 accent 的时候那很好听
- (...)
413. T11: 会比(.)英音还好听 可能觉得
414. T12: -是吗
415. 我当时我当时真的听那个西班牙西班牙英语可能因为我教的学生他们的英语
416. 水平都太低了
417. T11: 对
418. T12: 真的听起来要死 真的很很很(.)很痛苦很痛苦
419. T11: -就是英文水平太低了 已经没办法 communicate 就
- (...)
420. T2: 但是我是觉得不管是在哪种 accent 它就是说(.)呃它(.)不管是就是说带哪种
421. accent 的人他讲英语只要他那个(.)他总有(.)某种就是说他(.)有一些人总能达
422. 到一个程度 就是说他讲的又到带着他自身的口音 但是他又让人就是说(.)很
423. 容易接受 [就他讲的英语呢
424. T1: [嗯::
425. T2: 虽然带有他自己的口音 但是你又觉得能接受而且听起来觉得会会觉得
426. comfortable
- (...)
427. T12: 对 我也喜欢听有些那种就是韩国女的如果是那种就是(.)在美国受教育但是
428. 你能听出来她有韩国还是有韩国的 accent korean accent 她大部分的时候发得
429. 还是很清晰 特别 cute 特别 cute=
430. T2: =我想起我在英国同班同学有一个日本女生 她的 accent 我觉得真的超好听
431. [然后
432. T6: [@@

433. T11: 我们老师说她有 turkish accent 就是还有 japanese turnish 还有 british 合在
434. 一起 那很好听 就成为她自己的 identity 它成为她本身的一部分了 然后我觉得(.)对
435. 得(.)对
436. T12: 但是我觉得我现在都不能(.)就是我现在会觉得我如果我现在这种 accent(1)
437. 不好 一个是不好听第二是不能成为我的 [identity
438. T11: [identity
(...)
439. T6: 其实说不定我们没觉得有 identity 但是在
440. T11: -别人有
441. T6: 别人看来说不定
442. T1: -说不定人家觉得你的 chinese accent 很 sexy 啊
443. T2: NO::
444. All: @@@@
445. T11: 这个比较少听到@@
446. All: @@@
(...)
447. T12: 没有 就是我(.)我是看人就是说假如说我的 interlocutor 是南方人 那么我就
448. 不会有太强的北方口音 但如果我跟{teacher's name}他们说话 我马上就
449. (.) [relaxed
450. T1: [嗯是的
451. T12: 就会 relaxed
(...)
452. I: 那讲到 chinese accent 你们觉得呃你们接触到的学生的 accent 你们有一个什么
453. 样的评价呢
454. T11: 你是讲 mandarin 的 accent 还是讲 english
455. I: 哦 english english 的 accent 学生们讲英语的 accent
456. T5: 你这个评价是要我们怎么去评价
457. T1: 好不好
458. T11: 还是喜不喜欢还是容不容易听
459. T6: 哪方面的
460. I: 都可以 就是一个是好不好 一个是对你们听的那种喜欢的程度悦耳的程度 还
461. 是说你们可不可以接受的程度 就更简单的说就是从 intelligibility 的一个程度
462. 和 acceptability preference 的另外一个
463. T5: 呃::我是觉得河南那边的学生我真的很难听懂它
464. T6: @@@
465. T5: 河南那些英语我是真的觉得 因为他又碰到个别学生他真的又(1)
466. 很喜欢讲 [讲老半天我
467. T6: [@@ 我以前大学也有
(...)
468. T5: 我有的时候真的得打断他然后问他你究竟要说什么@
469. T6: 对

470. T5: 或者我再说你你能不能稍微慢一点 我怕其他的人听不懂 我都听不懂 (其他
471. 人可能更听不懂)
(...)
472. T5: 所以河南的有一个我是觉得是有点难以去(1)就可能你要你要真的慢慢的跟
473. 他去交流一下
474. T11: -要熟悉他们的那个
475. T5: 但是但是总体上从这么多年来我觉得河南的学生有一些口音非常非常重
476. T12: 是吗
477. T5: 很难听
478. I: ermh
479. T5: 我很难懂
480. I: ermh
481. T1: 但是他们
482. T5: -然后前阶段呢又碰到个别山东的那边的
483. T12: 更怪 我也听过
484. All: @@@
485. T5: 那边的我也觉得也有也有个别个别真的也说的(1)一开始的时候我真的是很
486. 难听懂他 不知道怎么真的是(.)受他老师的影响还是什么 就像我以前(.)专门
487. 一个有一个(.)有一个同学开玩笑说山东那边教英语是这么教的 (...) 一个英
488. 语跟汉语加起来嘛
(...)
489. T12: 我觉得就尤其是北方地区的那个(.)呢孩子我觉得他们说英语很多时候不是
490. 单个的词的问题 他是那个整个语调 方言的语调
491. T5: 整个语调的影响
492. T12: 就是听过山东英语 整个(1)我想<rising tone>你在说什么啊<rising tone>
(...)
493. T2: 但是(.)但是我觉得这可能就跟我们熟悉的那个跟我们=
494. T12: =方言
495. T2: 熟悉的那个方言和熟悉的那个 accent 有关系 因为之前我一直都没觉得广东
496. 的学生那个(.)那个 ACcent 有有有太大的问题 就是说广东的学生对我来说他
497. 的那个 accent 不会=
498. T5: =比较能够听得懂
499. T2: [比较容易听得懂
500. T1: [XXX
501. T2: 而且会非常的 obvious 然后就(.)就::呢但是呢有一次我隔壁就坐着一个北方
502. 来的老师 然后他就(.)听着那个 speech competition 然后就有个学生 我知道
503. 他是那个学生是有点 cantonese accent 但是(.)但是就不至于说太明显很糟糕
504. 那一种 但他听了他就觉得 哎哦::这小孩讲着一口广东英语
505. T6: @@@
506. T2: so 这个不行不行不行 就(.)就那个(.)他就是觉得很 strong 就他的反应非常
(...)

507. T12: 因为我不是广东人嘛我母语也不是广东话就我对广东话 exposure 比较少在
508. 我来 {place's name} 之前 (...) 所以我听他们所有的音脱落我是不习惯的 所
509. 以我说不习惯 包括我去香港就我觉得我到现在我都不喜欢那个 HONG
510. KONG english 你知道吗
511. T5: [@@@
512. T2: [嗯
513. T12: i'm i'm from HONG KONG HONG KONG university 那那种说法就很重很重
514. T12: 一个一个然后又没有完全没有任何 consonant 所有的尾音都 this is a /ca/ it's
515. a /ba/ it's /gu/ it's /ba/ it's /gu/
516. All: @@@@
517. T12: 实在是 你知道吧
(...)
518. T11: 而且我觉得呃::(1)我教过的学生有几个音 呃他们也知道自己口音比较难听
519. 懂他们会来跟我说然后说 老师你可不可以就是(对我有点帮助) 然后一个
520. 是河南的 但是我当时没有意识到是河南这个地区的问题 因为他们跟我说
521. 我们是没有听力的 不知道是他们那个城市还是他们整个地区
(...)
522. T11: 还有一个是四川的女孩子她其实英语还不错 但是她说当就是那个(.)地震
523. 以后他们就取消听力 因为当时那个设备坏掉了 所以他们就没有听力这门
524. 课 然后他们就是完全没没有用到听力 整个高中 所以她的<low voice>英语
525. 的口语真的很差<low voice> 她做 presentation 的时候下面(.)男生一直(.)一
526. 直会 correct 她 就说不是这样不是这样 其实因为她长得很漂亮 所以大家就
527. All: @@@@
(...)
528. T2: 那那个我确实我也觉得就是我我感觉还有一个就是四川的一个口音我感觉
529. 我比较 sensitive 像四川他们经常就发那个 /ʃ/ /ʃ/ 他不会发 /ʃ/ 像 /ʃən/ 他们不
530. 会发 /ʃən/ 他们发 /ʃin/
531. All: /ʃin/
532. T12: 哎对湖北也是这样的啊
(...)
533. T12: 我觉得是不是那种如果是按按按单个的字母来说的话 就是广东这边肯定
534. 是说得要(.)更像英语就更标准因为北方我不知道为什么 (...) 他就这样子学
535. 的所以没办法 但是就是但是 put together 我觉得也没有说谁比谁(1)好懂
536. T5: 好到哪里去
537. T12: 就是看你熟不熟了 如果你熟的话
538. T11: -就各自歪到(.)另外一方面去了
539. T12: 哎对对
540. 因为它的 so solution 是不一样 后面加一个元音这边是省个 哦不后边加个
541. 元音支撑另外一个辅音 这个是辅音完全脱落 就(1)是不一样的
542. T2: 嗯 嗯
543. T12: 就是看熟不熟了

544. I: 那就像你们(1)老师也是来自中国不同地区的 你们觉得在我们 elc 或者在其他
545. 的英语老师 你们觉得(1)老师的英语口语的话对你们来说你们有一个怎么样
546. 的一个看法呢
547. T5: good question @@@ 本来当英语老师最好自己口音不要太厉害@@ 在我看
548. 来 对吧
549. T11: 我在想我当时
550. T5: -但是呢 啊::现在也确实变化太快了 也很难去强求 我们中心也确实有几个
551. 老师都有很非常明显<low voice>他们的 accent<low voice> 原来有一个湖南
552. 的也离开这里了 accent 是很重的 (...) 现在还有个别也有点 accent 也是有明
553. 显的 accent 我相信我自己也有明显的 accent (...) 英语老师嘛当然(.)你说你
554. 应该还(1)还是要作为(.)不能说是完完全全一个(.)一个(.)多少还是希望起到
555. MODEL 的作用嘛 对不对 所以说你的老师的发音能够稍微准一点可能会给
556. 学生的印象会更好一点吧 在我看来 作为老师 当然现在可能大家都讲究说
557. 只要能够听懂就 [行了
558. T12: [嗯
559. T5: 也慢慢的这个 acceptability 可能会高一点吧
560. T2: 我觉得像这一种就是说这种 tolerance 是我们 elc 比较明显 在其他的
561. T5: -对因为你是
562. T2: (.)高校
563. T5: 没错 你现在尤其说咱们连那个 XXXX 对不对 呃::希腊的也可以印度的也
564. 可以对吧 他们都有明显的 accent <low voice>他们都有明显的 accent<low
565. voice> (...)
566. T2: 实际上我是觉得哦就(1)呃::(.)就是说这个关于这个 accent 的问题 我觉得可
567. 能我们对中国人的 accent 更为敏感 包括学生也是 他对中国人的就是对中
568. 老师的那种不同来自地区的中国老师的 accent 他更为敏感 但是呢他们对那
569. 种所谓的(.)外他们对外教的那种 accent 其实他们并没有那么敏感
570. T6: <low voice>嗯我也觉得@<low voice>
571. T2: 除非它是(.)除非他的 accent 是非常 strong
572. T11: 他们对于外教就是印度老师(1)的 accent 意见很重啊我觉得
573. T2: 那是因为他们确实 accent 很重
574. T1: 因为他们长得不像白人
575. T2: 对
576. All: @@@@
577. T2: [主要是他们长得
578. All: [@@@@
579. T11: 真的 我很多学生都问说<low voice>为什么我上那个 voice and accent
580. training 然后那个老师的话我都听不太懂啊什么什么<low voice>
581. T12: 而且我觉得还有一个元音就是印度英语是有名的有 accent
582. T2: 对
583. T12: 就没有听说有谁说诶希腊英语口语很重很少有人这么说 <low voice>但大
584. 家都知道印度英语的口音很重<low voice>
585. T5: 统统都觉得英语都是

586. T11: 他们会说很 mean 说 {university's name} 让我们学有咖喱味的英语
587. All: @@@@
588. T6: 而且我还觉得有可能是因为他学的课本来是 voice and accent training 所以他
589. 可能 expect 比较 native 一点
- (...)
590. T11: 而且他们比较 prejudiced 就是他们会对这些亚洲其他地方他会更歧视一点
591. T2: 对对对对
592. 他们我觉得这是一个歧视的问题 他他(.)因为(1)如果你找(.)找几个就是(1)白
593. 人 然后让(.)就是讲英语的白人然后让学生来(.)来做一个区别=
594. T5: =区分
595. T2: 区分说哪个 accent 更(.)就是哪个 accent 好哪个 accent 坏 我觉得他们可能
596. T11: -第一区分不出来
597. T2: 他们可能知道哪个 accent 他们容易听得懂 但是他绝对不会说哪个更坏 就
598. 是哪个好哪个坏 但是如果你说他(1)其他肤色的人来来来这个事情 我觉得
599. 这是偏见了
600. T12: 我觉得我们可以做个试验
- (...)
601. T12: 说明他们真的有 bias 对吧 其实
602. T11: -我觉得会有
603. T5: 肯定会有 bias
604. T2: 而且实际上我觉得那些印度老师他们也不是说说不说不出来它那种 stan 就稍
605. 微比较没有口音的英语 反而有时候我觉得他们是故意的 就是他们为了彰显
606. 自己的 identity 特地讲的
607. T5: -是吗@@
608. T12: 我觉得是他可以说但是他那样要用力 他要 focused 就像=
609. T2: =对对 对
610. T12: 就像你要说标准普通话你也可以说但是你一定要(.)就是要想着说 你不能说
611. 你呃无意识的说对吧 所以
- (...)
612. I: 那我又很 curious 你们刚刚说印度老师也许他们会故意讲那种 accent 去彰显他
613. 们的 identity
614. T11: 这我不知道
615. I: 那你们觉得中国老师会吗
616. T2: 呃::
617. All: @@
618. T2: 中国老师一般不会吧
- (...)
619. T12: 我觉得他就是习惯这么说了 他也不想改
620. T6: 就比较省力呗
621. T12: 对 就省力
622. T11: 反正他也接受了听懂了
623. T12: 对对对

624. I: 那你们会吗 还是你们会认为你们的 accent 是你们一种 identity 吗
625. T2: 呃::我不会咯 因为很简(.)我觉得(.)可能主要是我的职业的问题因为我是老师
626. 那么我面对的是学生我要考虑的是学生想要什么 而不是说我(.)我我要什么
627. 我要怎样 因为作为老师你有一个(.)就是你必须 就是某种程度上你要有一定的
628. 的权威或者是说一定的 credibility 然后呢才(.)能给能教给学生一些东西 才
629. 能让学生听你的 for your suggestions 但是如果说我自己都 overcome 不了我
630. 自己的 problem 那么我怎么教学生去 overcome 他们的 problem 那么我怎样
631. 说服他们说这些呢是(.)这些是小问题不需要去 overcome 而那些呢是大问题
632. 你必须去 overcome 比如说(.)我个人觉得说比如说我我我区分不了/n/和/ŋ/
633. 如果我觉得这不是大问题 但是有的学生他确实认为这是很大的问题 那么我
634. 们就会 have conflicting perspectives 那(.)所以
635. T12: -我觉得要<low voice>你先说<low voice>
636. T2: 所以我更多的觉得是从老(.)就是说跟职业有关系 我现在还是从学生的角度
637. 看待我自己 然后我觉得如果学生不喜欢那么我会尽量地去避免 但::我个人
638. 并不会说觉得(1)就是说讲英语要讲得很 perfect 就讲得说像 native speakers
639. 一样 因为本身第一个 你要(.)把谁当 native speaker 有很多 native speaker 他
640. 讲的英语其实很烂的
641. T12: @@
642. I: @@
643. T2: 是说得有点重了 但是但是就是说你是把谁作为自己的 model 作为一个
644. compare 的对象 然后另外一个(1)这有必要吗 还有一个现实吗 因为有些
645. 特别 talented 的人他可能就是说他的发音会很好然后听起来很像 native
646. speakers 但就听起来更像我们经常听到的那种广播英语 但问题是说有些人
647. 我真的见过有些人他真是讲的一口很漂亮的广播英语却没有内容 而且有时
648. 候他讲出来的东西是(1)乱七八糟的 他就徒有个样子有个空壳在那里 那我
649. 还不如我我宁愿他讲得稍微(.)差一点点 但是他有内容一点 我还觉得他还
650. 很 intelligent
651. T11: 这种在学生里面是最常见的
652. T2: -对对对对
653. T11: 学生真的
654. T6: @@
655. T11: 我们很少能够看到一个 perfect combination 要不就是语音很好然后讲的真
656. 的不知道他在讲什么 然后但是剩下全班剩下那些同学都会用一副很 admire
657. 的样子在看他 他讲得好厉害结果都没听懂
658. All: @@@
659. T11: 然后(1)然后我就觉得很难去 comment 就怕伤到他因为这种人(.)对很难
660. T2: -他他他其实很高兴 他觉得自己很 proud of being able to speak like that
661. T11: 然后有些人他虽然讲得(1)不是那么好听 但是他真的很有 point
662. All: 嗯 对
663. T11: 学生里面比较常 我觉得老师还不太常见但是学生里面是很常见的
664. T12: 我我觉得要是我以后不教英语 不不教那个那个就是大英或者是不教那个
665. efl 的话 假如说我以后假如说去英语系就是不是 去教如果去教二语习得这

666. 门课 我不用再教这个(.)呃这些(.)学生的话我会觉得我无所谓 我说什么英语
667. 这都是我的 identity
668. T2: 对
669. T12: 但是现在我不行 就是我觉得呃一个是我觉得就是一个像你说学生 expect
670. 什么东西 第二是我自己是 perfectionist 我希望能够像 native speaker 虽然你
671. 说很难 define 我也同意 但是我希望 sound like a well-educated native speaker
672. All: 嗯
673. T12: <low voice>对 就是这样<low voice>
674. I: 所以你觉得学生 expect 老师都讲得英语像什么样的(1)英语呢
675. T1: 像播音员一样
676. T6: @@@
677. T11: [像他们经常听到的
678. T2: [XX
679. T11: 像他们经常听到的 然后
680. T2: (textbook 电视剧什么) 对对对
681. T12: 我觉得会像广告里面那些 就是字正腔圆的那种
682. T11: 我觉得他们倒不是说有什么 accent 就是说你 clear 不 clear
683. T12: 嗯对
- (...)
684. T5: 学生恐怕他们有他们的自己喜好吧 这个东西 那你说(1)那些他明(.)很明显
685. 都有 accent 很厉害的 他们的(.)的学生都认为他都是学习的 models 那怎么办
686. 呢
687. T2: 呃::
688. All: @@@
689. I: 我也不知道别人会不会这么认为
690. T2: 对
691. T5: 那我我看到比方说学生给他的评估 都基本上是满分的 那不就 model 了吗
692. T2: 但是这个
693. T5: -对吧 所以这个东西就是说我还是觉得学生还是有喜好的这很难讲
694. T11: 会有喜好他们会觉得好听不好听
695. T2: 对
696. T11: 但是他们很难界定什么是好听他们就凭感觉 这个好听那个
697. T2: [而且
698. T5: [他他对这个老师如果是不太喜欢 那很难你讲什么他都觉得不好听
699. All: @@@
700. T11:但是我觉得老师的口音会左右学生对他的感情
701. T2: 对对对对
702. T12: 对 [这是一个
703. T2: [多少会影响他们
- (...)

704. I: 所以所以如果可以选择的话你们希望你们口音是有什么样的口音呢 (...) 那
705. 就是作为一个 imagination if you can choose 的话我们就不要说在这种(1)我们
706. 就理想化状态
(...)
707. T1: 标准 voa english
708. All: @@@@
709. T12: 理想和标准分开的话 如果我是男的我希望 {teacher's name} 那样的口音
710. All: [@@@
711. I: [是吗
712. T12: 是啊
713. I: 你我就觉得你变得崇拜 {teacher's name}
714. T12: 我是觉得他的口音好听 mid-west
715. T11: 哦:
716. I: mid-west
717. T12: 如果我是女的话我觉得 {teacher's name} 那样的口音也挺好的
718. T6: {teacher's name} 那个算是南方口音 (southern american)
719. T2: 嗯 [对 但是
720. T12: [{teacher's name} 但是我觉得她的口音就是我自己听也还蛮蛮清楚 虽然
721. 有南方味但不重
722. T6: 我觉得一般女生南方口音是好听的 但是男生的话=
723. T2: =嗯.:
724. T6: 南方口音可能就没有 (...)
725. T12: 或者像 {teacher's name} 那样的我觉得也还好
(...)
726. T11: [我对美国的口音真的很不 sensitive
727. T12: [她是南方的 我知道她是 {place's name} 人
728. 但是她不是那种南方腔 她是有点南方 flavour 但是很好听的南方音
(...)
729. T11: 对我来说我(1)觉得最想学的是以前我们一个外教 {teacher's name} 他的口音
730. 我有被他教过=
731. T6: =嗯对
732. T11: 他的口音是
733. T6: -纯正的 [伦敦音@
734. T11: [纯正
735. 也不是 我觉得是 rp 他就是比较很标准的 rp 他就是完全没有(1)他(.)他已经
736. 非常 neutral 了 然后(1)我当时以为这就是呃 british accent 结果(.)所以(.)他(.)
737. 因为这样所以我(1)很大部分决定我要去选择去英国留学不是美国 然后发现
738. 英国没有人像他那么讲话 没有一个像他那么讲话
739. All: @@@@@
(...)

740. T11: (...) 然后他自己当时后来有跟我们说过 他说他讲的话就是(.)呃 english 里
741. 面的 mandarin 就是 british english 里面的 mandarin 他说他是有控制的 他的
742. 本身 accent 不是那样的
743. T12: 其实我觉得英国应该搞一个像中国普通话考级一样
744. All: @@@@
(...)
745. T1: 估计可能只有中国才有这种普通话等级
(...)
746. I: 那如果转到英语的语音教学的话 你们觉得英语语音教学在我们大学英语教学
747. 的重要性有多大呢
748. T2: 呃:::(2)怎么说呢 我觉得(1)其实大学英语教学里面有好多(.)important ISSUES
749. All: @@
750. T2: 但问题是说你要(.)你你的时间只有那么多 学生的精力也只有那么多 我们总
751. (.)总得排个 12345 出来的 所以
752. T1: -[主要是学生学习的目的
753. T11: [你想一下
754. T1: (他们学的)都为了通过四六级 四六级都没有
755. T11: 啊就高中就
756. 从刚进来那样高中高三的样子变成说最后要写 academic writing 我觉得我们
757. 已经很 ambitious 了
758. T6: -我们要做的事太多了
759. T11: [对::
760. T2: [我们做的事情太多了
761. T12: 其实我觉得像我们现在这种模式是好的 就是你给他 chance 你可以让他去
762. 选那个 vo va 你真的想学就学不想学那我也可以不学就比较好嘛
763. T11: 像对这样子我就可以主要 comment 在他的 content 然后说我觉得你这几个
764. 音发得不准 我觉得你可以把它记下来然后去找那个
765. T2: 对对对
766. T11: va 的老师 让他(.)坐下来帮你辅导 我们上课没时间
767. T5: 中国的英语教学尤其对这种教 咱们这大部分是非英语专业的 反正大学老
768. 师埋怨高中老师 高中老师 [埋怨初中老师
769. T12: [埋怨初中老师
770. 一届一届埋下去 埋怨小学老师=
771. T5: =埋怨小学老师
(...)
772. T5: 所以你说这个语音的教学如果能够从一开始就能够抓好的话 那么到大学就
773. 不是还在学语音的时候了
774. T12: 对
775. T11: 对对对对
776. T5: 我的意思是说 因为如果一开始比方说咱如果全国大多是从小学开始学英语
777. 那就应该得小学那个教师 那些老师要配备最好的
778. All: 对

779. T5: 就要最准的
780. All: 对
781. T5: 就应该得从这个地方开始 你到了后面根本就不是一个问题了
782. T6: 现在好像是大学才开始教
783. T5: 等到大学 [就已经太晚了 已经太晚了
784. T12: [已经定型了 XX
785. T6: 其实学语音的话那个 *critical period* 是比较早的
786. T2: [是 对
787. T5: [对
- (...)
788. T5: 但是要看你这个人整个他自己对这件想做这件事情的恒心
789. T11: 重视程度
790. T5: 对吧 他根本就没那个恒心在这个上 现在很多学生说就我都那么忙 我那么多事 我还哪天去学英语这是不可能的事
791. (...)
792. T5: 以前的大学英语教学里面呢 实际上这个非英语专业里面是有专门有一块就是
793. 是有语音的 它那个时候就有很多 *minimal pairs* 那些要做的 需要去
794. *distinguish a certain sound* 或者是什么的 *vowels or consonants* 都会有 那现在
795. 我们的教材 现在尤其引进这么多外教之后 我们都没有固定的教材 我们的
796. 教材都在里面随便选择 (...) 所以那个时候有语音的时候可能我们就稍微重
797. 重视一点 那现在这个教材里面如果除非里面有我们老师可能稍微(.)引导一下
798. 学生 要是没有的话 我估计尤其 *native speaker* 可能肯定不会专门去做这个
799. 就根本没有去引导 所以你说大学英语究竟要不要教好这个语音课 确实还不好
800. 好用一句话来回答 对吧 但是我觉得如果前面这个阶段做好了 就不需要大
801. 学英语来做 (...)
- (...)
802. I: 那我们做一个 *conclusion* 的话就是你们觉得现在我们大学英语的话 就纯语音
803. 教学 学生必须达到什么样的水平 你觉得他们 ok 了 你可以满足了
804. T2: 他要::
805. 呃::我现在对我的学生的要求就是 我希望他们就是在讲表达的时候要(.)能够
806. (.)就 *comprehensible* 就是说(1)起码当你 80% 的人能够听懂他讲什么 然后呢
807. (.)就算是不觉得很悦耳 但起码不觉得很 *offensive*
808. I: 嗯
809. T2: 就是(.)就是(1)就是我的要求 我希望他们能够讲得(.)清楚一点点 然后呢
810. 呃::(.)就表达比较流利一点点 但我觉得有时候我学生的最大问题并不是说他的
811. 语音 就是说他的 *accent difficult* 到人家听不懂他的 而是他的 *accent* 很
812. *difficult* 的同时他就(.)他的[思路很混乱
813. T1: [逻辑很乱
814. I: 嗯:::
- (...)
815. T1: 他有时候他们的语音他们自己能听懂 但是别人听不懂 这个就是最大的问
816. 题

817. T2: 对对对对对对
818. T11: 对
(...)
819. I: 所以学生他说的英语我们听不懂主要是语音的问题还是他们表达的问题
820. T12: -both
821. T1: [表达
822. T2: [both 吧
823. T12: -就是说他们的 grammar choice 都有问题
824. T2: 就是有些呢他可能是语音有问题然后他就是说但这个已经是个例了 就是说
825. 比较少部分了 很少一部分学生他有很 STRONG::的那个 accent 然后呢那个
826. accent strong 到就是他不仅发音有问题而且他的 intonation 都有问题
827. T1: 嗯
828. T2: 然后呢就 strong 到你根本就很难去辨别他到底要讲什么 这个 number 这是
829. 第一 另外一种呢实际上就是他的语音有点问题 但是更大的问题在于他的表
830. 达很不清晰 就是他表达的不好 就像(.)我在(.)呃::就像我的有些学生呢他可
831. 能讲出来那句话不 grammatical 但实际上呢他(.)真的是有 information 而且他
832. 那个 information present 得很有条理 那我会觉得说嗯我会听懂你的讲什么
833. 其实你(.)你的口语并不是那么差 就我感觉说你没有那么差 尽管说你没有一
834. 句句一个句子是 correct 的 或者是(1.5)没有(.)就是说就(.)也不觉得你的语
835. 音非常好 但是有的学生他就会(.)给我感觉啊 <rising tone>你讲的那么长的
836. complicated sentence 然后 你到底想讲什么<rising tone> 我会抓狂你知道吧
(...)
837. I: 所以最后如果我们关于 accent 还有这种 pronunciation teaching 的话 你们还有
838. 最后什么样的想法
839. T12: 我就我就觉得其实不用对学生要求太高就关键要听懂 但是要让**他们能够**
840. 听懂 variety of english 这很重要
841. T2: -对对对对
842. I: 听懂还是说
843. T12: 就是说不用完全听懂但是听个 8 成吧 但是他要 听懂其中的 variety
844. T5: 他也要(学会)听得懂别人
845. T12: 他不能说我只能听懂一种
846. I: 所以学生他有必要去 get exposure to different
847. T12: -哎对 这我觉得一定要的
848. T5: 因为你都不知道他将来会碰到什么人
849. All: 对::对
850. T5: 对吧 所以有机会还是要让他听懂各各式各样的(1)英语
851. T12: 而而且我同意 T6 说的 就是可以给他介绍一些比较基本的有一些语音学的
852. 知识
853. T2: 嗯::对
854. T12: 就是一点点就好 不用说特别去让他说(上语音学的课)
855. T2: 对:: 对对对
856. T12: 而有一些他会马上 get 到很多对

857. T2: 而且这种 training 我觉得应该是针对个别学生的 但对大部分学生来讲他们
858. 实际上他只要给他们那个好 authentic material 就是他们 expose to (1)就
859. recordings 或者是说(typical) programmes 他们实际上还是能够(.)他们的
860. accent 他他还是能够模仿得比较好的 只有少数他实际上(.)就是说才会说他
861. 听了这些材料然后他还怎么模仿都模仿不好 那么这些人他是需要有 special
862. train 那个 instruction 的 你不应该(.)就大学的老师他不应该把大(.)课堂时间花
863. 在这方面上 因为这样子
864. T6: 嗯 对
865. T2: 对其他学生不公平 浪费其他学生的时间
866. T6: ermh
867. T12: 而且我就觉得那个 per 就是那个 personal individual factors 就是他自己那个
868. 有 [不管他的
869. T2: [对对
870. T12: 还是 attitude 这点是决定性的
871. T2: 对 对
(...)
872. T2: (...) 实际上你在教那个(1)就是说你教语音的时候你就发现 如果那些歌唱得
873. 好的小孩 他一般他发音不会很差 (...) 就是他那个辨音比较好
874. T5: 中国学生多年来一直养成的一个坏习惯这种早读就是读他自己的英语
875. All: emm @@@
876. T5: 我一直跟他们说不要那样早读 你录下一段 native speaker 讲的东西然后去
877. imitate 然后把你自己录下来然后再去听
878. T2: 对对对对
879. T5: 没人愿意这样干
880. T2: 对::
881. T5: 他就是念他那个英语
882. T12: 对
883. T11: 这样 strengthen the wrong
884. T5: 我说你就越读就越错
885. T2: 是的
886. T12: 这种越读越远
887. T11: 他们改不了
888. T5: 他们改不了没办法
889. T2: 而且他们愿意跟有时候是跟谁读 是跟他们老师读@ 他甚至是不跟录音读你
890. 知道吗
891. T5: 我说就一定要找 native speaker 你哪怕 american english 也好 那个什么
892. [british english
893. T12: [british accent
894. T5: 也好 你那个 australian english 也可以 no problem 没问题 对吧 但你就跟那
895. 个读
896. T12: 但是这就有一个问题了 T5 就像我们以前用的有一套教材 它有的时候是美
897. 音 它有的时候是英音搞得我很 confused 啊

898. T2: 对对[对对对
899. T5: [这个就
900. 这个就实际上你可以跟学生讲说你喜欢哪一种可以跟着哪一种读 对吧
901. [然后
902. T12: [可可对于
903. T5: -因为有的时候 现在确实没办法你(.)你自己要讲的可以从一开始的时候 这
904. 个:让自己朝着某个方向去
905. T12: ermh
906. T5: 然后等到你到一定程度你愿意去听很多 这也应该鼓励你去听各种各样的
907. 那 variety
908. T12: 对对对
909. T5: 但一开始你说(.)一会来个美音一会来个英音一会来个(.)新加坡英语 那也不行
910. (...)
911. T2: 而且还有一个就是说 这个东西它实际上就真的是 (你知道)语音这个东西
912. 它是一个从小学就带上来的一问题了 如果学生在刚开始学英语的时候他
913. 们的老师根本就区分不了这些东西 他根本就没有这个 knowledge 你说学
914. 生他不 confused 不可能啊
915. T12: 对啊 到其实我后来上大学我都不知道那个(.)那个那个 learned 还是写是写
916. learned 还是 learned 我经常是来回乱用 一会儿写 learned 一会儿写 learned
917. 因为我不知道哪个是英音哪个是美音那个对哪个不对
918. (...)
918. T12: 所以所以我觉得这种(1)mixed english 就是(.)china english 的一种 identity 919.
- 这是这是一种很明显的表现 就是这种(.)这种 inconsistency 这种用法 一种英 920.
- 式 因为我们的 exposure 就是又有英式又有美式
921. (...)
921. T11: 这是不可控制的呀
922. (...)
922. T5: 我是觉得 mixture 对我来说没问题 我完全能接受
923. T11: 没问题
924. (...)
924. T2: 但是我觉得实际上你说中国的那个就 chinese accent 就 chinese accent 有没
925. 有自己的 identity 我觉得实际上我们没有办法 recognise 是因为我们用得实
926. 际上不够多 就(1)我们对英语的使用 我们学英语的人很多 但是真正用英
927. 语实际上我们用得还不如印度人多
928. T12: 那肯定
929. T2: [你说 我们
930. I: [嗯
931. T5: 它是 official 用语 official language
932. T12: 对啊

933. T2: 我们要是用得够多的话 我们也会就是说 chinese english 那么 chinese 他也
 934. 有可能会觉得我(.)我我要 speak chinese english 是一种对我的 identity 的一
 935. 种彰显
936. T12: 对
937. T2: 就是说你要用得够多 但问题是我们用得不够多
938. T12: 而而且我觉得就中国太大了 就 variety 太多 我觉得 cantonese english 就非
 939. 常 distinct [你跟 mandarin english
940. T6: [北方(的话) 差很多
941. T12: 就跟那个 mandarin english 绝对是 distinct=
942. T2: =对 对
943. T12: 所以你怎么判断它是个 china english
944. I: 那如果你们觉得 T12 刚刚讲说这种 awareness 太难的话 你觉得(1)学学生必
 945. 须达到一个什么样 你觉得就 ok 了
946. T6: 我觉得学生只要能说我能听懂
947. T11: -用 CLEAR pronunciation make a CLEAR point 就好了
948. T6: 只要[他说的我能听懂 ok
949. T2: [就是说 看看他的
950. T11: -能够 communicate 我就觉得好 不要把我绕进去这是我最痛苦的事
951. T2: 最终还是得看他的 purpose 如果他就看他的那个交际场合 如果他只是纯粹
 952. 的就那种 business 的 然后呢他的那个他的 business partners 是来自五湖四
 953. 海的 那么他(.)他讲什么只要人家听得懂就好了 然后能不影响交流我觉得
 954. 就好了 [他讲什么 accent 其实并不是特别重要
955. T11: [嗯嗯嗯 对
956. T2: 但是如果他真的是 enter the academic WORLD 然后呢他又在一个
 957. SPECIFIC AREA 在那里生活
958. T12: linguistics
959. T2: 要在那里 develop 他的 career 那他肯定要 adapt 那那个 specific=
960. T11: =对对
961. T1: -这种是少数的
 (...)
962. T12: 就是那个你觉得这个东西对你有多重要你就会
963. T2: -[对对对
964. T5: [你就会自己去
965. T12: 就好比语音对我来说是非常重要的东西
966. T2: 对对对
967. T12: 就是我会觉得假如说我对一个语音我发音不好我不会去学它
 968. [比如说 spanish 永远不会学
969. T2: [嗯 嗯 嗯 嗯 嗯 嗯
970. T12: 因为我发不了那个音 我只会学我能够发得音的语言 因为我不想 你知道
 971. 吗 让人觉得我的发音不好 这样我就不好意思开口
972. T2: 嗯嗯嗯
973. T12: 所以它对我重要到这个地步 我肯定对它很 XX=

974. T2: =对对对 对

975. T11: 嗯

976. T2: 这完全是看你个人的就是某些方面的一些 BELIEF
(...)

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