



Perceptions towards China English: The case of Chinese ELT Students in a University
in Northeast Thailand

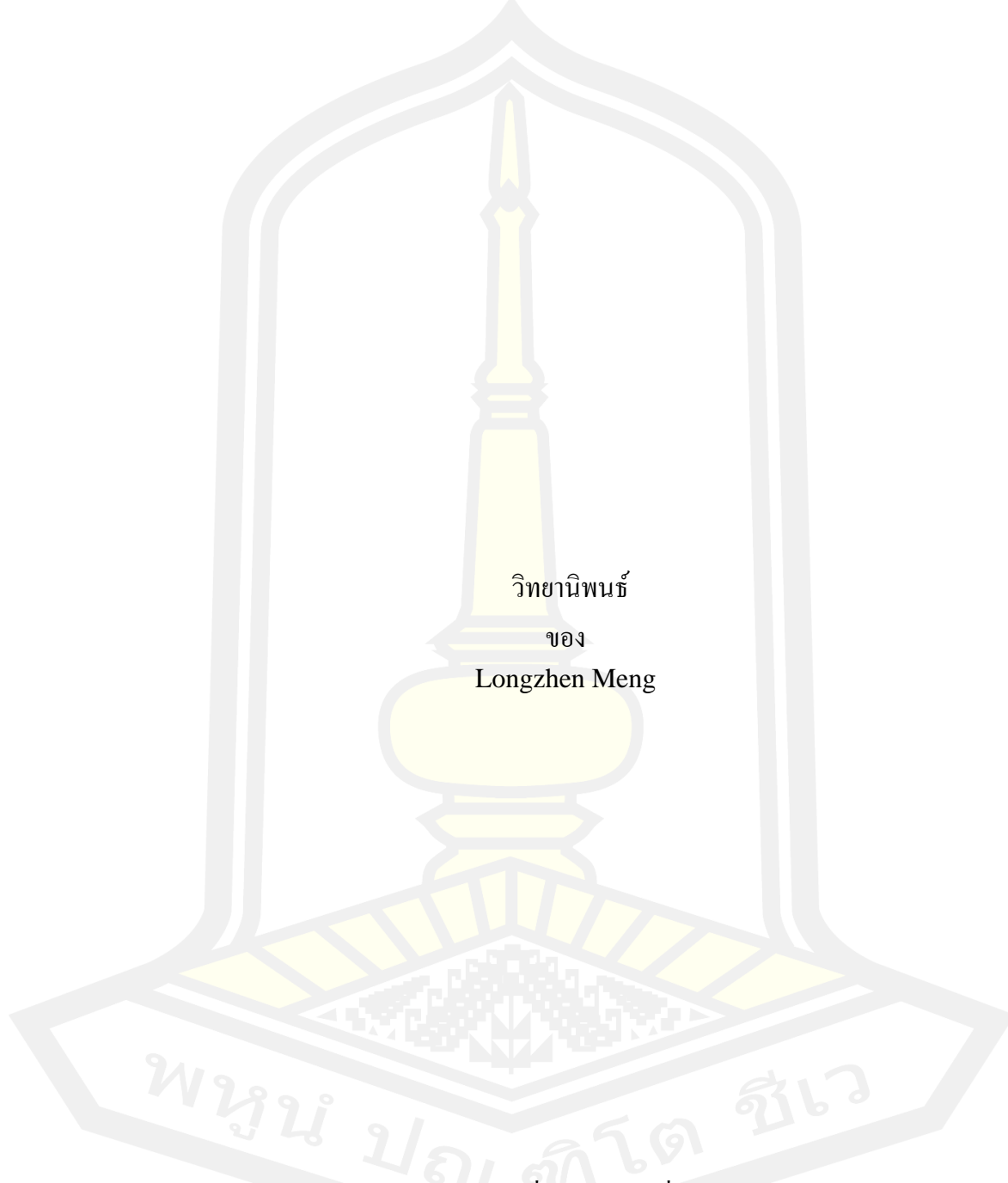
Longzhen Meng

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in English Language Teaching

March 2023

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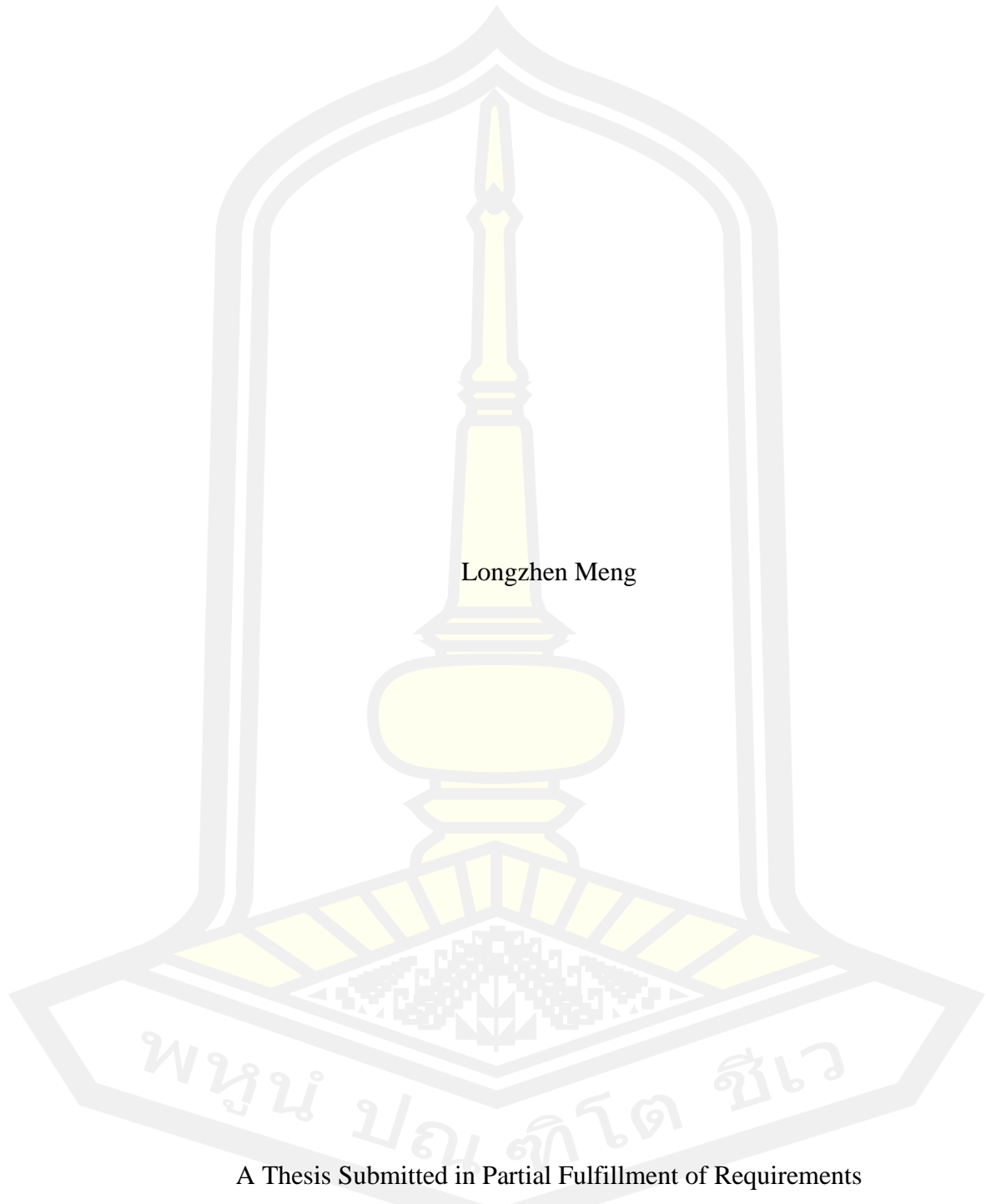


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ปริญญาการศึกษามหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ

มีนาคม 2566

ลิขสิทธิ์เป็นของมหาวิทยาลัยมหาสารคาม

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The examining committee has unanimously approved this Thesis, submitted by Mr. Longzhen Meng , as a partial fulfillment of the requirements for the Master of Education English Language Teaching at Mahasarakham University

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DEGREE	Master of Education	MAJOR	English Language Teaching
UNIVERSITY	Maharakham University	YEAR	2023

ABSTRACT

The English language is now been spoken and currently studied in practically every country around the world. The local variety of English in China, known as China English, from the standpoint of World Englishes has been debatedly perceived as a variant of English by many Chinese. In this study, the perceptions of Chinese ELT students studying in Thailand toward China English are investigated. A semi-structured interview was used to obtain data from seven Chinese ELT students. Based on a qualitative content analysis of the data, the findings showed that while the students tended to accept the legitimacy of World Englishes (WE) or English varieties and China English, particularly in terms of different accents and the use of China English (along with inner circle Englishes) in media and in intranational and international communication, the majority of them opposed its usage in English language classes. They preferred to follow a conventional pedagogical strategy that prioritizes native English varieties, especially American English and British English. Given that Anglophone English is still dominant in mainstream ELT in China, language educators should design and implement productive learning activities and select meaningful authentic learning materials to encourage learners to be exposed to English diversity.

Keyword : World Englishes, China English, English as a Lingua Franca, Global Englishes, Perception

ACKNOWLEDGEMENTS

I would like to sincerely thank everyone who is mentioned below and contributed in any way to the completion of this thesis.

I want to start by expressing my sincere gratitude to my supervisor, Dr. Eric A. Ambele, for his in-depth conversations and insightful remarks that helped me finish this thesis. I would not have been able to finish this work without the unending encouragement and vision of my supervisor.

I owe a great deal of respect and gratitude to every member of my thesis committee, notably my external examiner, Assoc.Prof. Dr.Fan Fang from the Shantou University in China, for his insightful criticism and remarks on my work. Additionally, I appreciate the committee members Asst.Prof. Dr.Apisak Sukying and Dr. Pilanut Phusawisot for their insightful comments on my research.

My appreciation also extends to the other instructors and students I have worked with throughout the years.

Finally, I would like to thank my wife, her company and support gave me great encouragement.

Longzhen Meng

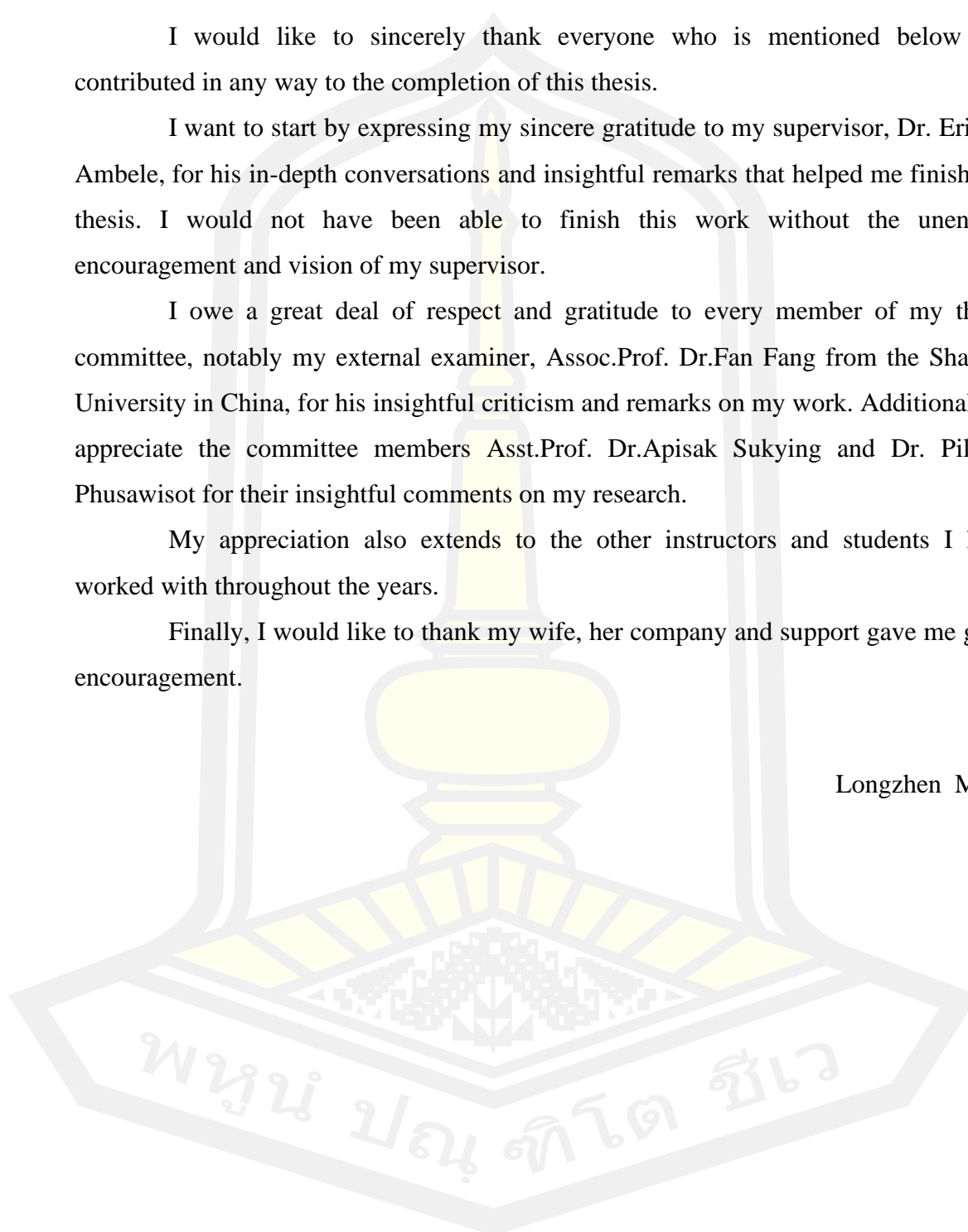
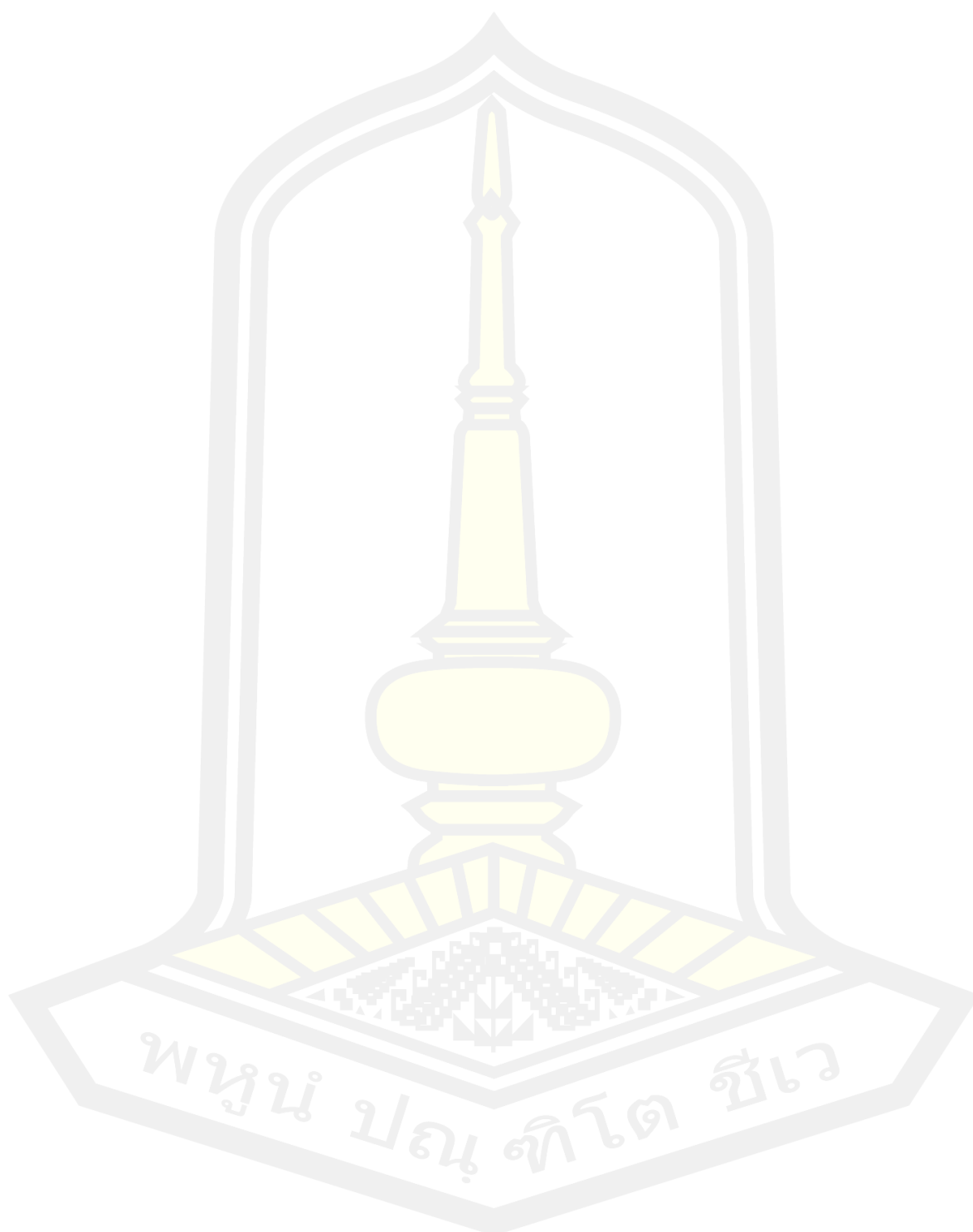


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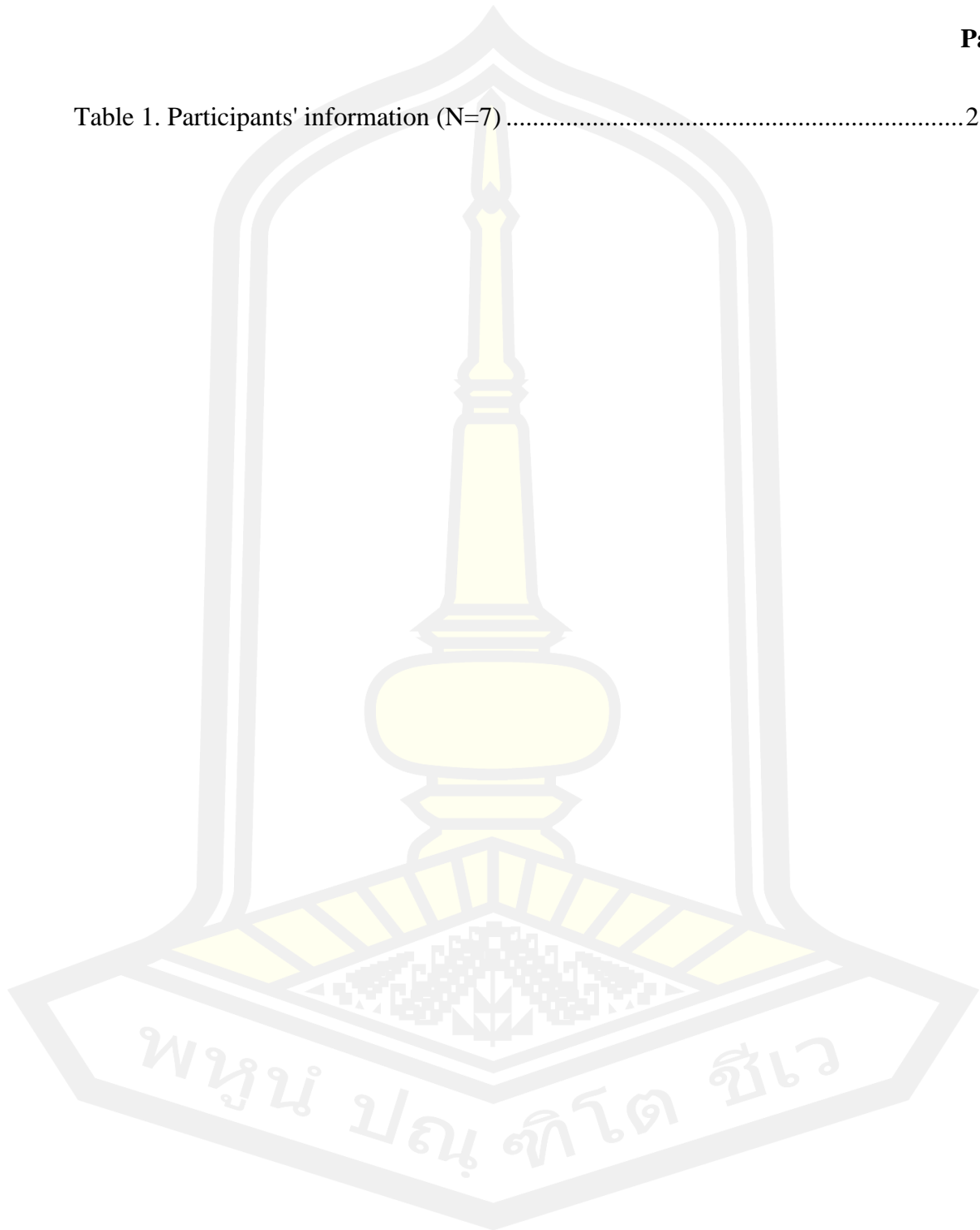
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CHAPTER ONE

INTRODUCTION

The main objective of this study is to investigate the perceptions of Chinese English language teaching (ELT) students in a Northeastern Thai university towards World Englishes (WE) and China English (CE). The chapter begins with a brief background of the study (see 1.1), and then the purpose of the research (see 1.2), the research questions (see 1.3), the justification of the study (see 1.4), and the significance of the study (see 1.5). The chapter then ends with a discussion of the scope of the research (see 1.6) and the definition of key terms (see 1.7).

1.1 Background of the study

The English language is now been studied and currently spoken in practically every country around the world. According to Jenkins (2015), around 329 million people speak English as a first language and potentially 430 million as a second language, while countless others acquire and use English as a foreign language (EFL). Crystal (2008) predicted that there were two billion English speakers on the planet. The necessity to use English has been accelerated by the rapid rate of progress in information technology. As a result, it is widely assumed that English will maintain its global dominance for the next fifty years (Ambele, 2022; Kachru & Smith, 2009).

Schneider's (2014) Dynamic Model which depicts the evolution of English in various postcolonial societies around the world is necessary to consider here. The foundation phase according to Schneider, is when English is initially introduced into new territory. Exonormative stabilization is the second phase, during which the linguistic norm is primarily native speaker (NS)-based, but lexical loans and early phonological and syntactic transfer are becoming more common. The third step is nativization. It is the central stage of language and cultural change. Endonormative stability is the fourth phase, which is characterized by pride and celebration of language and cultural self-sufficiency. When the variety has acquired outward stability, internal differentiation is supposed to take place. Brunei English, Hong Kong English, and Malaysian English are all classified as being in the third phase, according to Schneider (2014). Singaporean English and China English are thought to be in the fourth phase, with the Based on Schneider (2014), possibility of progressing to the

fifth. All of this indicates that English is becoming more important in all parts of the world and in all aspects of life. Put differently, the globalization of English has led to nativization, which will lead to an increase in the number of English varieties. Li (1998, p. 39) argues that "there is no reason to consider systematic deviations from Anglo-American standards at the pragmatic and discourse levels as faults" in the context of the creation of new varieties of English. As a result, sociolinguistic labels such as 'Indian English,' 'Pakistani English,' 'China English,' 'Singaporean English,' and others are rather common.

Globally, English has largely been utilized for international communications and interactions in many commercial and cultural contexts. According to Rose and Galloway (2019), the global status of English is increasing and not decreasing. Indeed, for Ambele and Boonsuk (2021), Galloway and Rose (2014), and Jenkins (2015), this globalization of the language has resulted in the language's continued expansion, which has eventually led to the pluralization of its users and forms. English is no longer owned by any particular nation but has now become a global language with many varieties in existence. WE has thus become a growing area in applied linguistics for the past decades with a growing status of English in East Asia as a language of instruction, particularly at the university level. It is worth noting that internationalization and intranationalization have led to an increasing number of different Englishes around the world (e.g. Singaporean English, Malaysian English, and China English). Within the World Englishes paradigm, the idea that English uniquely belongs to Inner circle countries (e.g. UK and USA) is challenged as the pluricentric nature of the English language uses/usage has given birth to different localized varieties within the context of use (Ambele, 2022; Boonsuk & Ambele, 2021, Bernardo, 2013).

As a member of the WE family, the concept of China English (CE) was first mentioned by Ge (1980). Since then, the debate and research into China English has aroused much attention from many scholars at home and abroad. So far, many scholars have deemed that CE is a developing variety of the English spoken in China since it reflects Chinese cultural identity (Wen, Q.F & Yu, X., 2003: 8-13; Pan, Z.X, 2005:1; Li, S.H., 2006:1; He, D.Q., 2009: 111-113).

Scholars from a variety of domains, including sociolinguistics, English language education, and intercultural communication, have indicated a growing interest in the WE paradigm in recent years (Ambele & Boonsuk, 2020; Ahn, 2015; Bernardo, 2018; Boonsuk & Ambele, 2021; Hino, 2018; Kubota, 2015; Lorente & Tupas, 2014). The enormous impact of the diversification of the varieties of English on English language instruction is one of the most important debates in WE discussions (Bautista & Gonzalez, 2006; McArthur, 2002; McKay, 2003). As a result, in the teaching and learning of English as an international language (EIL), the need to move "beyond the teaching and learning of a single native variety of language and culture from a particular speech community" (Rajprasit & Marlina, 2019, p. 19), which "reflects pluralist views on Englishes" (Boonsuk, Ambele & McKinley, 2021, p. 1), is highly emphasized. This idea has called for curriculum changes to foster multilingualism and enhance awareness of English diversity in EIL (Alsagoff et al., 2012; Matsuda, 2012; McKay & Brown, 2016).

The crucial link, therefore, in WE and ELT between students' views and teaching practices has an impact on how a teacher makes instructional decisions in the classroom (Bayyurt & Sifakis, 2015). For example, ELT teachers who have a positive perception toward WE are more likely to design and implement WE-related tasks than those who have a neutral or negative perception toward WE (Lee, 2018). While there is research on Chinese English, China English, or Chinglish (regardless of its nomenclature), be it in professional writing context, mass media, or education, students' perspectives on WE and China English remain crucial in influencing policy in English language teaching (ELT) in China (Fang, 2020; Tupas & Weninger, 2020; Zein, 2018). In particular, further insights into Chinese ELT students' (especially Chinese students abroad who have had exposure to different Englishes and users), perceptions of WE and China English as a local variation of English in China is still a much-needed priority.

1.2 Purpose of the study

The purpose of this study is to investigate the perceptions of Chinese ELT students in a Northeastern Thai university towards WE and China English. The research also examines how such perceived judgment from the students is reflected in their beliefs

about China English (one of the emergent English varieties from the WE paradigm). Examining perceptions of WE and China English from Chinese ELT students abroad should share more light on the linguistic identity (local and global) of Chinese students of English in the diaspora; thereby broadening the theoretical understanding of WE. Moreover, this research aims to elucidate on the issue of the relatively low reaction to scholarly appeals in raising learners' knowledge of WE in the Asian context (Rose, 2017).

1.3 Research questions

Based on the research purpose (see 1.2), two research questions were designed:

1. What are the perceptions of Chinese English major students in Thailand after a Global Englishes course towards World Englishes and China English?
2. How do the students' perceptions of World Englishes reflect their views on and underlying assumptions about the existence and legitimacy of China English?

1.4 Justification of the study

The local use of English in China, known as China English, has been accepted as a variant of English by many Chinese people (Ma & Xu, 2017), but with some debate, from the standpoint of World Englishes (WE) (Ambele, 2022; Fang, 2017a; Yang & Zhang, 2015). As a result, academics have recommended incorporating some aspects of China English into the ELT curriculum to enable Chinese students to build a stronger feeling of ownership of the English language and project their own identity in international communication (Wen, 2012; Xu, 2010).

China English is a developing variety that constructs Chinese cultural identity; however, discussions on its acceptability varies. While recent studies (Fang & Ren, 2018; Marlina & Giri, 2014; Matsuda, 2012) have indicated how WE-informed instructors seek to heed this appeal, Fang and Widodo (2019) claim that the response is rather slow. Partly, this has been because of how students in Asia as a whole still perceive native English varieties, positively, against their local English variety (Boonsuk, Ambele & Buddharat, 2018; Lee et al., 2018; Nguyen, 2017; Sadeghpour & Sharifian, 2017; Zein et al., 2020; Zein, 2018; Zein et al., 2020).

Previous studies in the light of the current discussion have focused on Chinese university students' or teachers' acceptance of China English (He, 2017; He & Li, 2009; He & Zhang, 2010; W. Wang, 2015). Some studies have found that students are becoming more aware of and accepting of China English as a result of its linguistic accessibility and cultural friendliness (He, 2017; He & Li, 2009), whereas others have found low recognition and negative perceptions of China English as a result of native ideology and the Chinglish stigma (He, 2017; He & Li, 2009; Fang, 2015; Yang & Zhang, 2015). However, many studies have not delved into the deeper reasons behind attitudinal responses. Thus, in the Chinese context, where over 400 million people are studying English for diverse purposes, it is worthwhile to investigate Chinese language learners' perception and identity building toward China English (Wei & Su, 2015). The findings will shed light on university students' (especially those in the diaspora) perceptions towards their own local English variety (in this case, China English) and their views on WE pedagogy.

1.5 Significance of the study

This research is designed to be both theoretical and practical. On the one hand, the findings of this study will aid in the attitudinal study of China English (CE) and increase students' knowledge of the sociolinguistic reality of world Englishes and CE's uniqueness. The WE and CE paradigm, on the other hand, would be beneficial to Chinese students and English teachers, as well as the ELT community.

This research has the potential to free students and teachers from their preconceived beliefs about how English is taught and learned. Chinese students have traditionally been taught using exonormative English educational methods in which they are expected to achieve near-native English proficiency while having limited ability to comment on or dispute the information they are provided with from the perspective of their own culture. English is no longer primarily learned in order to communicate with native English speakers, but rather with people from other linguistic and cultural backgrounds. It can be deculturized to allow learners to express their cultural values, norms, and ideas to others while also demonstrating their cultural identity. On the one hand, Crystal (1997, p. 18) stated that "English as a global language should meet the requirement of comprehensibility." However, it is the various modes of consumption

that allow users to maintain their cultural identity. Therefore, CE, as a representation of the transfer of Chinese linguistic and sociolinguistic qualities to English, will not only reflect the way Chinese speak and use English but will also encourage Chinese learners and users of English to be bilingually creative. As a result, understanding the sociolinguistic reality of Englishes and the uniqueness of CE in international communication with CE speakers is critical.

It is critical for teachers and students to respect and embrace the concept of English ownership; that is, their English competence does not equate to "native-likeness," but rather to their ability to switch between varieties to satisfy their intranational and international communicative demands (Oanh, 2012). Learners' awareness of international Englishes and the global use of English, as well as English variations, is therefore enhanced by this research.

1.6 Scope of the study

This qualitative study focus is limited to English major students (masters students majoring in English Language Teaching) perception of WE and CE, as well as their perception of CE as a legitimate WE variety. Only Chinese ELT students who have completed a 15-week Global Englishes course in a Northeast University in Thailand participated in this research. Data were collected from these students use a semi-structured interview in a face-to-face mode at a time and place convenient for them. Data collection lasted over a month.

1.7 Definition of key terms

China English:

‘China English’ has been defined as a characteristic of the variety of English that is used in China. ‘China English’ has been summarized by Xu (2008) as follows: A dialect of English that is still being codified and normalized. It is heavily influenced by the two main kinds of English, British and American English. It is defined by the transmission of Chinese linguistic and cultural standards at various levels of language, and it is mostly utilized by Chinese for both intra- and inter-company communication (Xu,2008,p. 4).

World Englishes (WE):

World Englishes is a concept that recognizes the vastly available English variants

currently in use in the world today (McArthur, 2002).

Global Englishes (GE):

GE has a broader conceptual meaning which includes the ideologies of WE, ELF, EIL, translanguaging, and the Multilingual Turn (Galloway & Rose, 2015; Rose & Galloway, 2019).

Perception:

Perceptions in this study refer to a person's dogma and beliefs. These judgments often show linguistic preferences and motives towards different Englishes, and these perceptions have an impact on how people see speakers of those Englishes (Ambele & Boonsuk, 2021; Rezaei et al., 2019).

1.8 Thesis proposal structure

This thesis proposal consists of three chapters.

The current chapter, **Chapter One**, starts with the background and context of the study, the research purpose, research questions, justification, and the significance of the study, followed by definition of terms.

Chapter Two presents a discussion of World Englishes and Global Englishes, as well as China English as a world Englishes variety and language perception. This is the study's main focus. Finally, this chapter describes CE and its linguistics features.

Chapter Three covers all the processes of the research methodology. That is, the research design, context of the study, selection of participants, presentation of the research instruments, as well as the data collection and analysis process.

Chapter Four details the findings of the article, discusses the results in detail from three aspects: Participants' information, Perceptions of World Englishes-Informed Pedagogy, Perceptions of China English and its legitimacy and China English tolerance in Chinese English language classroom.

In **Chapter Five**, the study findings will be thoroughly discussed in relation to the research topics. Also provided are the conclusions and suggestions for additional study.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents a general overview of World Englishes (see 2.1), and China English as a World Englishes variety (see 2.2). Since language perception of Chinese students is the focus of this research, perception towards World English (WE) and China English (CE) is also discussed (see 2.4.2). The Chapter ends with a discussion of CE in relation to the linguistic identity of its users (see 2.5).

2.1 World Englishes

According to Kachru (1985), the global spread of English can be divided into three concentric circles: the Inner Circle (countries where English is the first language of majority of the population, such as the US, the UK, Australia, and New Zealand), the Outer Circle (countries where English is an official second language, such as India and Singapore), and the Expanding Circle (countries where English has the status of a foreign language, for example, China and Thailand). The three circles represent the various cultural contexts in which English was transported from the United Kingdom to other English-as-a-Native-Language countries (the Inner Circle), then to English-as-a-Second-Language countries (the Outer Circle), and finally to English-as-a-Foreign-Language countries (the Expanding Circle). All of this indicates that English is becoming more important in all parts of the world and in all aspects of life.

By this expansion of English, non-native English speakers (NNES) have become resistant to standard English varieties since "what some people label as standard may not be standard to others" (McArthur 1994, p. 12). Furthermore, using English as a native speaker (NS) is neither desired nor viable for some NNES nowadays; instead, they actively 'create' their own Englishes by appropriating the language to suit their own communicative needs and cultural contexts. In other words, the globalization of English has led to nativization, which has also led to an increase in the number of English varieties globally.

Li (1998, p. 39) argues that "there is no reason to consider systematic deviations from Anglo-American standards at the pragmatic and discourse levels as faults" in the context of the creation of new varieties of English. As a result, sociolinguistic labels

such as 'Indian English,' 'Pakistani English,' 'Zambian English,' 'Cameroon English', 'Nigerian English', 'China English,' and so on are rather common.

2.2 China English as a world Englishes variety

China boasts the world's largest English-learning populace (Bolton, 2003; Wei & Su, 2015). In China, English is widely used in a variety of fields other than schooling. Adamson (2004), for example, underlined the exceptional importance of English in obtaining well-paid jobs in the business sector. According to the WE paradigm and scholars in the field in China, Chinese English (or what is popularly called China English as used in the present study) should be considered as an emergent variant of English (Hu, 2005; Xu, 2010), despite the fact that China is part of the expanding circle of people who use English as a foreign language (Kachru, 1992). The concept of native-speakerism has been questioned from a GE viewpoint, with a focus on the legitimization of English variations. The identification of these variants necessitates recording their distinguishing characteristics and demonstrating how they are influenced by the speakers' first language and culture (Galloway, 2017). Within the WE paradigm, three words are commonly used to describe Chinese people's English: Chinglish (Jiang, 1995), China English (Ge, 1980; Hu, 2005; Xu, 2010; Xu et al., 2017), and Chinese English (Ge, 1980; Hu, 2005). When employed by various scholars, these phrases have slightly varied implications.

Jin (2004) pointed that CE is a member of World Englishes, it exists and develops because of its function to describe Chinese unique social phenomena and Chineseness and bridge the lexical and cultural gap between Chinese and English Xu (2010) contended that researches of CE as a variety of English in the expanding circle will make available contribution to the studies of World Englishes; with ongoing codification and normalization, CE shall become a major variety of English, and a powerful member of the World Englishes family. Wu (2014) stated that, from sociolinguistic perspective, the researches of CE social status, linguistic features and perception belong to the theoretical research and occupy an important position in the studying of varieties of English with positive academic significance. Previous research (Cheng, 1992; Deterding & Kirkpatrick, 2006; Kirkpatrick & Xu, 2002; Xu, 2006, 2010) has looked at the phonological, morphosyntactic, pragmatic, and

discourse-related characteristics of China English. For example, based on spoken and written data, Xu (2008, 2010) attempted to codify the linguistic elements of China English. At the lexical level, Chinese English words can be classified into three categories, according to Xu (2010): Chinese loanwords in English (e.g., dim sum, feng shui, and kung fu), nativized English words in Chinese contexts (e.g., family planning, individualism, labor camp, and migrant workers), and common English words (e.g., eye, nose, food, and love) shared with other varieties of English. At the syntactic level, Xu (2008) distinguished between the features of spoken Chinese English data (i.e., interview transcripts) and written Chinese English data (i.e., newspaper articles and short stories) to show that some features of China English are largely a result of syntactic properties being transferred from Chinese to English (e.g., adjacent default tenses, null-subject/object utterances, subject pronoun copying, yes–no responses, tag variation). Various Chinese cultural notions, such as courtesy, hierarchy, social distance, and implicatures, have appeared in China English at the discourse and pragmatic levels (Ma & Xu, 2017) (see 2.3.2 for an elaborate description of the features of China English).

2.3 China English Vs. Chinese English

In the last 20 years, the term ‘China English’ has been advanced as the most appropriate name for the variety of English that better expresses Chinese sociocultural realities and distinguishes the variety from the pejoratively perceived ‘Chinese English’ or ‘Chinglish’ (Du & Jiang, 2003; Meilin & Xiaoqiong, 2006). The demarcation between ‘China’ and ‘Chinese’, it is argued (Wang, 1991; Li, 1993; He & Li, 2009), is necessary if English as used by Chinese speakers is to gain recognition as something other than ‘bad’ English. Although no consensus regarding the definition of China English has yet been formed among those who argue for the adoption of ‘China English’, characteristics of the variety can be inferred and the characteristics are used to confirm that ‘China English’ as a legitimate variety does exist, that it exhibits features of linguistic creativity rather than interference, suggesting a nativized variety (Berns, 2011). However, in my view, arguments in favor of a new term, ‘China English’, have more to do with renaming and rebranding and less with providing new insights into the nature of this English. Since each Chinese ideogram can have many meanings and interpretations, translating Chinese ideas into English is, indeed,

extremely difficult. As a result, Chinese-English hybrid words [such as "No noising" for "Quiet, please," and "slippercrafty" for "treacherously icy road"] are often viewed with amusement by the rest of the English-speaking world. Nevertheless, this abundance of new words and phrases, unlikely as it may seem, is one of the prime drivers of the globalization of the English language (Payack, 2008).

On a theoretical level, China English is distinguished systematically from Chinese English, Chinglish, Pidgin English, etc. China English is understood as a standardizing or standardized variety in use in China, which reflects Chinese cultural norms and concepts. Chinese English refers to varieties of English used by Chinese learners (see Kirkpatrick and Xu 2002). Hu (2004, p. 27) puts China English at one end of a continuum where lowly Pidgin English or Chinglish is at the other. China English is 'a language which is as good a communicative tool as standard English,' but one which has important Chinese characteristics" (Hans-Georg, 2008,p.165).

2.3.1 Features of China English

2.3.1.1 Phonological features

When asked what goals they are pursuing, most of the Chinese English-learners would say they want to acquire the ability to speak Standard English as the native speakers do. But actually, research has shown that there is no single standard in spoken English, as Peter Roach put it, "the idea of a 'Standard Received Pronunciation' is a convenient fiction, not a scientific fact." (2000, p. 188). There does exist an RP (Received Pronunciation) which came into acceptance in the late 19th century but which is never generally received and just used by perhaps only 3 to 5 percent of the population of England. As a matter of fact, RP is just practiced by the most educated and cultivated learners. "It is a class rather than a regional dialect" (Baugh & Cable, 2001, p. 309). Moreover, the spread of English to many parts of the world leaves us confused as for the standard of spoken English. Thus, it is obvious that the speech standard practiced in England should not be the sole authoritative norm set to judge other speeches of English varieties any longer. There ought to be multi-standards because "the growth of countries like the US and Canada and the political independence of countries that were once British colonies forces us to admit that the educated speech of these vast areas is just as 'standard' as that of London or

Oxford.” (Baugh & Cable, 2001, p. 309). Each English variety has its own peculiarities in pronunciation. As long as they do not bear such differences in speech that would cause a change in meaning and by using them people from different nations can communicate with one another without restraint, they are acceptable and reasonable at least on the level of phonology, which is the case of China English. There used to be an idea that we might have a single world standard to which all the English speakers, regardless of geographical differences, social status, educational background, would try to conform, which is too ideal to be true. “What is perhaps more likely to happen is the development of a greater heterogeneity of Englishes. Internationally there will be a widely understood and used variety” (Yan, 2002, p. 285).

There is no universally practiced variety, including the speeches in tapes and of teachers, which used to be regarded as “standard”. In fact, they are just good examples worthy to follow and imitate but are by no means the framework that English-learners should unconditionally confine themselves to. Tapes and teachers’ speech are far from being the only one that will meet the requirements in the future cross-cultural communications. Therefore, it is a wise choice for learners to expose themselves to different English varieties. Different English varieties have their own suprasegmental features and their principal features lie in syllable, stress, tone and intonation, which will naturally express the speakers’ national identity. Take film as an example, only by hearing, most of the Chinese audience can find out whether it is an original Chinese film or a film dubbed from English or Japanese, even though all the film-dubbers are native Chinese. This is because the film-dubbers are not speaking Chinese as native people do. They did some changes deliberately in syllable, stress, tone and intonation when dubbing helps to produce a special flavor in line with the foreign atmosphere in film. In other words, they speak English Chinese or Japanese Chinese, which on the phonologic level reflects the foreign nation’s style and identity. It is the same case with Chinese film dubbed into English. In order to preserve the original Chinese flavor, the use of the sound patterns of China English seems to be a wise choice here divided into two sections

By adopting a slow rate of speech and clearer patterns of articulation while avoiding some of the assimilations and elisions, Chinese films even dubbed into English can still be distinguished from the original English film. Natives of English can easily discern that it is from China even without taking a glimpse at the screen. Therefore, the sound pattern of China English has nothing to do with standard, it is just a question of appropriateness to the given situation. China English, a language phenomena with its capacity to voice ideas clearly and effectively, reveals its cultural style and national identity in a very natural manner, and therefore should be allowed to exist.

2.3.1.2 Lexical features

We all know that languages can hardly survive in isolation but instead should always be in close contact with one another, owing to various factors, such as colonization, migration, trade, scientific or art exchanges, and the like. Where there is language contact, there are surely word borrowings. According to Hu(2001, p.3), “nearly all human speeches have to some extent borrowed words from other speeches owing to language contact.” What’s more, languages live by these reciprocal borrowings that convey fresh ideas and new concepts characteristic of other cultures. Take English as an example, nearly 80 percent of its vocabulary comes from a wide range of sources, mainly Latin, French and Greek, but also Dutch, Arabic and Chinese. “No languages are sufficient unto themselves. Therefore, linguistic borrowing must be considered an inevitable necessity.” (Hu, 2001, p.85) And English language with its opening perception enjoys and welcomes such linguistic borrowings, thus it becomes rich, vigorous and flexible and finally reaches the position of global language.

On the way to becoming a global lingo franca, English has borrowed a large amount of words from Chinese and some of them have become part and parcel of the English language. Early in the Qing dynasty, some transliterations, such as China, Chinese, Sino and silk were borrowed into English. Till now there are 65 words derived from “silk”, such as “silky”, “silkeness”, “silked”, “silken”, etc, which reflects the high level of silk culture of ancient China. With the capitalist revolution carried out by bourgeoisie in the 17th century England, the development of Sino-UK trade became more rapid. At the same time, some Chinese words concerning catering, commence,

custom and local cultures were introduced into English. Chow mein, chopsticks, ginseng, kaolin, sampan, kowtow, etc are of this kind. Lack of proper equivalents in native English may be an important factor of vocabulary borrowing. But nowadays what determines the borrowing is to some extent, the overall national strength, namely politics, economy, technology and military. Just as Hu Zhaoyun (2001, p. 83) pointed out, “Loanwords may show a superiority of the nation from whose language they are borrowed”. Due to the successful launch of Divine Vessel V, “taikonaut”, a China English word came into use in western newspaper on an equal footing with “cosmonaut” and “astronaut”, which on the other hand shows to the world the leading role China plays in the space field.

In terms of the political influence, China English plays a very important role in safeguarding the national dignity and sovereignty. For instance, in order to be strongly against Japan’s possession of Island Diaoyu, we never translate the island into Senkakus. And it is a must to use the China English version when Nansha Islands and Xisha Islands are mentioned in world affairs.

2.3.1.3 Syntactic (sentence) features

Different languages have different sentence structures that can achieve the same aesthetic result since beauty is not a quality but an effect and different languages have its own way to pursue beauty.

Due to different ways of thinking, English people attach more attention to hypotaxis and tend to use logical connectives in making a grammatical connection when there is more than one independent clause. There is scarcely any English sentence without a clause. On the contrary, Chinese prefer parataxis and they resort to reasoning for achieving logical coherence. To them, sometimes, the logical relation between two sentences is self-evident that can be sensed and comprehended, so connective-free sentences exist in Chinese.

For examples: One for all, all for one. One couple, one child. One country, two systems.

After analyzing the features of China English at sentence level, we can see that the distinctive sentence structures benefit English in terms of various ways of delicate

expression. They can become useful and valuable stylistic devices in English.

2.4 Language perception

Language perception can be thought of as positive or negative reactions to distinct dialects of a single language, to other languages, or to a speaking community (Baker, 1992; Galloway, 2017; McKenzie, 2010). According to Garrett (2010), the idea of perception, a part of social psychology that is strongly related to ideologies, serves as "a pivotal term in sociolinguistics" (Garrett et al., 2003, p. 2). As a result, perception is connected to a variety of sociolinguistic phenomena, including language preference, sound alterations, and making assumptions about someone based on their accent (Moyer, 2013). People's opinions about a particular language variety reflect its social standing as well as common misconceptions about its speakers.

2.4.1 Perception towards WE

As far as sociolinguistics is concerned, studies of language perceptions usually fall into three major categories. The first is concerned with the study of language-oriented perceptions that is the evaluation of a language or a language variety as clean, beautiful. The second focuses on the social significance of a language or language varieties, specifically, perceptions towards speakers in multilingual settings, for example, Americans speak English better than British. The third focuses on the implementation of different kinds of language perception, such as language choice and usage etc. The present study pays attention to the latter two aspects of language perception that is the significance of China English and their implementation of choice and usage of CE. The researches on perception of native speakers or non-native speakers towards English or English varieties have long been carried out among Inner Circle countries. Studies focusing on native speakers perception towards varieties of English have proved that standard varieties (mainly Inner Circle Englishes) tend to be judged positively in terms of status while non-standard Englishes tend to be evaluated negatively in terms of solidarity and comprehensibility (Ambele & Boonsuk, 2021; Eisenstein, 1982; McArthur, 2001). With the conceptualization of WE and the development of WE paradigm, native speakers' perceptions towards non-native varieties starts to split: on the one hand the conservative view the variation of native norms as errors or deficiencies and still

insist on the use of “proper” English; on the other hand the liberationist have begun to pay due attention to the distinctive features of English varieties as well as the social cultural and pragmatic contexts and gradually accept those deviations from native norms as differences. With the pluralism of English standard and the accumulation of the descriptive research of English varieties the investigation of perception towards World Englishes has become one of the important fields in sociolinguistics, for language perception is the representation of multi-cultural awareness as well as a part of cultural identification (Garrett, 2007). In many Outer Circle and Expanding Circle countries, especially in Asian countries the research of perception towards English varieties and cultural identity is gradually being carried out (Ambele, 2022; Newbrook1987; Go et al., 2000; Kirkpatrick & Xu, 2002; Kirkpatrick, 2002; Hu, 2003; Yoshikawa, 2005). The scholars mentioned above and others who have carried out researches on the varieties of English in Asia tend to view English as an Asian language with strong approval of the use of these Asian varieties rather than for the adoption of external models. The differences of Asian varieties from external models are described as valuable adaptations of English to local culture.

2.4.2 Perception towards China English (CE)

Nearly two decades after Kirkpatrick and Xu (2002) remarks, there remains a gap in Chinese people’s English proficiency. For instance, He and Li (2009) analyzed the linguistic features of CE and discussed the validity of adopting it as an educational model in ELT. However, Wang (2015) investigated the language perceptions of university students and teachers and found that many were unwilling to accept CE as an educational model. This hesitancy also leads to uncertainty regarding CE’s sustainability and how it can be recognized by Chinese people in the future (Fang, 2017; Yang & Zhang, 2015). Moreover, recognizing the variety of English in China is debatable. CE may still be regarded as a performance variety of English (rather than an established nativised variety) (He & Li, 2009; Yang & Zhang, 2015). Similar to the situation described in Hong Kong, “few local Chinese use English entirely for intra-ethnic communication” (Li, 2011, p. 106). However, when Chinese people speak English with one another, the local features of CE are both consciously and unconsciously used. This widespread and deliberate use of this English variety raises issues about the level at which CE should be introduced in education and the

circumstances under which it becomes intelligible and acceptable to learners and users of English. Research on language perception must be contextualized and linked to local contexts. As a systematic review of GE and as pedagogy reveals, only one out of 17 studies was conducted in high school level (Rose et al., 2020), and that few research revealed the complexity of perception in depth (Galloway, 2017). However, the current study investigates Chinese ELT students' perception towards CE and WE using data mainly from a semi-structured interview.

2.5 The concept of social constructionism (SC)

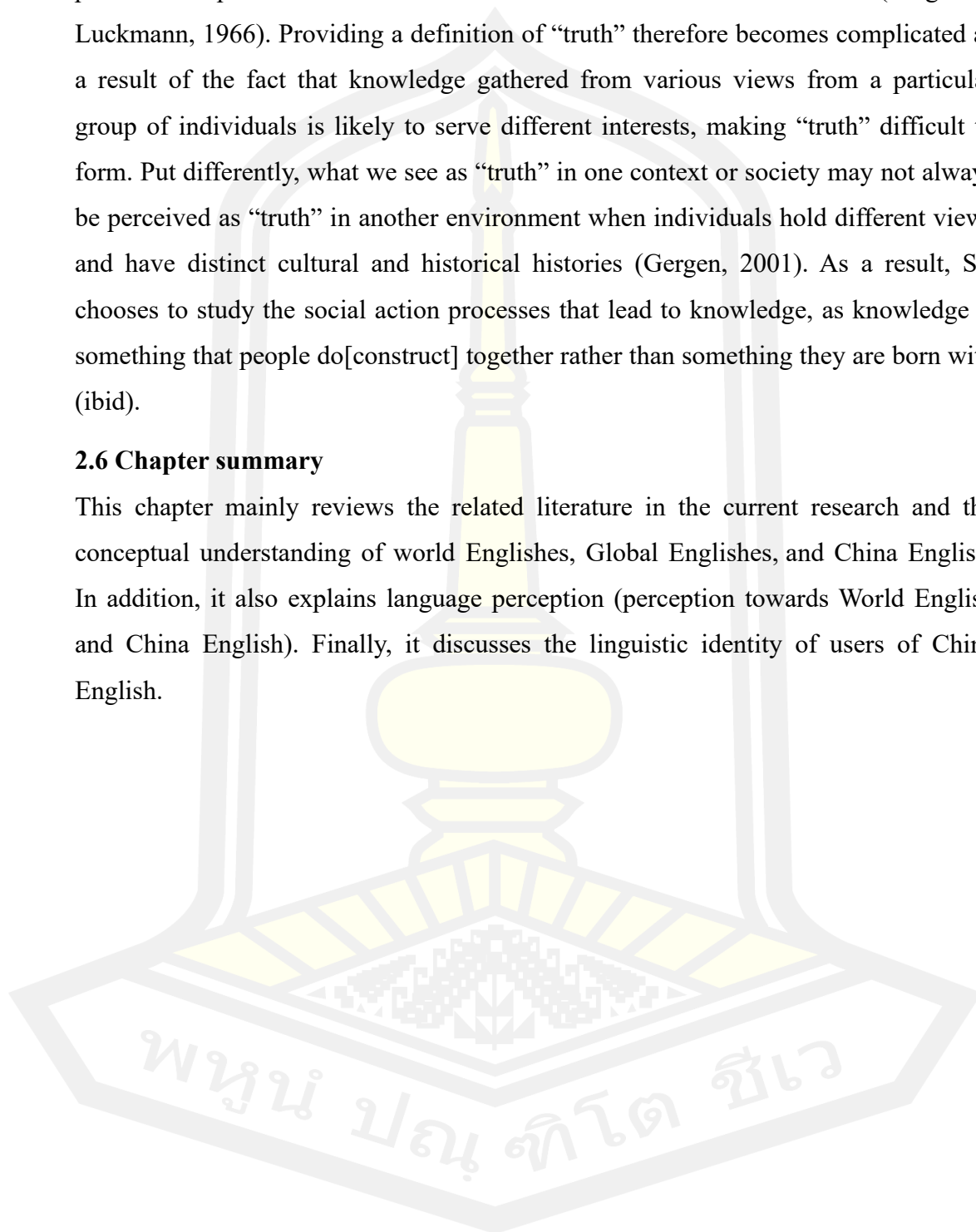
The SC concept was employed in this study to guide the research data collection process and data interpretation. Brutt-Griffler and Samimy (2001) allude to the concept of SC using the native speaker concept. According to them, a native speaker's idea is a socially formed identity rather than a linguistic term. They opined that a determination of whether someone is a native or non-native speaker may be based on a variety of social factors, such as preconceived notions about how native speakers should look like or sound (Brutt-Griffler & Samimy, 2001).

Following this logic, it appears that the methods for constructing a specific object or person can change and are based on social constructions which are historically and culturally placed, such as how Chinese EFL students in a foreign context view or construct World Englishes (WE) and China English (CE) in comparison to Thais and Thai English. SC is defined as an epistemological construct that aims to comprehend the social acts and processes that drive knowledge generation and, as a result, the formation of social conceptions (Ambele, 2022; Dickins, 2004). Furthermore, SC proposed that a person's knowledge and awareness of the universe begins with his or her historical and cultural environment, i.e. where that person is raised. A person's collection of concepts, experiences, and knowledge within a specific historical and cultural context or environment can arguably influence how they view the world. However, it is also important to remember that the knowledge obtained and the outlook created by that person may alter slightly or dramatically over time and distance, and that it does not necessarily transfer to other situations (Boonsuk & Ambele, 2020). An object or a person, according to SC, has no inherent or unchanging character; rather, its meanings are negotiated through changeable and social processes

(Burr, 1995). SC also claims that humans create individual distinctions within a particular experience that are linked to various social circumstances (Berger & Luckmann, 1966). Providing a definition of “truth” therefore becomes complicated as a result of the fact that knowledge gathered from various views from a particular group of individuals is likely to serve different interests, making “truth” difficult to form. Put differently, what we see as “truth” in one context or society may not always be perceived as “truth” in another environment when individuals hold different views and have distinct cultural and historical histories (Gergen, 2001). As a result, SC chooses to study the social action processes that lead to knowledge, as knowledge is something that people do[construct] together rather than something they are born with (ibid).

2.6 Chapter summary

This chapter mainly reviews the related literature in the current research and the conceptual understanding of world Englishes, Global Englishes, and China English. In addition, it also explains language perception (perception towards World English and China English). Finally, it discusses the linguistic identity of users of China English.



CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the conceptual framework of the current study (see 3.1), and then the research design of the study (see 3.2). Additionally, an overall of the research questions are presented (see 3.3), as well as the research methods (see 3.4). The chapter ends with a presentation of ethical and risks considerations (see 3.5), validity/trustworthiness of the study (see 3.6) and lastly, a summary of the chapter (see 3.7).

3.1 Research design

This study mainly adopts the qualitative research design; however, some quantitative elements are integrated in the study to help add content and further understanding of the present study. The quantitative elements are basically questions to elicit the participants' background information like age, sex, and experience using English.

This research therefore used a qualitative research design to analyze students' perceptions of China English from the perspective of World Englishes given that qualitative research design provides a lot of advantages into examining perceptions and perceptions. Apart from the exploratory nature of a qualitative research design, it also has the advantages of 'answering why questions, 'enlarging our understanding, 'flexibility when things go wrong,' and 'producing content for the study report' (Dörnyei, 2007, p.39). 'Making sense of complexity' is one of these characteristics, and it can help qualitative research avoid producing "reduced and simple interpretations that misrepresent the wider picture" (Dörnyei, 2007, p. 39). As a result of the research's intricacy in tapping into Chinese EFL students' perceptions of China English and World Englishes and to see how such perceptions are represented in their ideas about China English (one of the emergent English varieties from the WE paradigm), the qualitative method rather than the quantitative method was chosen as the primary design for this study.

3.2 Participants

The participants of this study were second year Chinese students studying masters of Education (M.Ed.) in English language teaching at a university in the Northeast of Thailand. It should be noted that this group of students were selected because they have studied in a one semester (15 weeks) Global Englishes/World Englishes course. They have also had experience and knowledge of learning and using English with different groups of individuals from various linguistic and cultural backgrounds. Details of each participants' background information can be seen in in Table 1.

Purposive sampling (Cohen, et al, 2011) was the main approach utilized to select individuals for this study in order to acquire a better understanding of their perceptions of WE and CE. The participants were selected for this study because they meet "certain practical criteria, such as geographical closeness, availability at a specific time, ease of accessibility, or desire to volunteer" (Dörnyei, 2007, p. 99). Purposive sampling appears to have as its major goal the focus on specific qualities of a population that are of interest and that will best qualify them to answer the research questions.

3.3 Research instruments

According to Creswell (2007), Interview used for gathering data to answer a research question. Interviewshave been used in various research on perceptions into different varieties of English or World Englishes (Ambele, 2022; Florence Ma, 2012; Jindapitak, 2014; Jindapitak, Teo, 2013). The research instruments that were used in this study were mainly a semi-structured individual interview with the integration of a closed-ended questionnaire to gather information about the students' backgrounds. Overall, the semi-structured interview was used to allow students to express their feelings and thoughts about the research aims. The rationale for mainly using a semi-structured interview in this study, as well as the description of it, is described hereafter.

3.3.1 Semi-structured individual interviews

A semi-structured individual interview was used in this study to interpret the respondents' experiences and opinions and to present multiple dimensions of the research aims. According to Richard (2003, p. 47-48), interviews "are the mainstay of

qualitative research,” Conducting a study by gathering data through interviews is a good way to get in-depth personal information regarding motivation and perception, as well as a better grasp of personal perspectives than surveys or observation can provide. In addition, interviews "allowed the respondent to travel across time, reconstructing the past, interpreting the present, and predicting the future (Lincoln & Guba, 1985, p. 273). In addition, interviewing allows for the description of both routine and troublesome events in people's lives (Denzin & Lincoln, 1998, p. 3). Most importantly, interviews allow the researcher to obtain "insight into the individual's concealed intellectual and emotional world" (Hanauer, 2003, p. 78). However, several specific difficulties relating to the nature of interviews must be taken into account, as they may have a direct impact on the interview methods and data gathered from the respondents. The information gathered will primarily be determined by how the interview is conducted (Cohen et al., 2011). The data acquired vary depending on how the interview is structured, from a formal one with pre-determined questions and schedules to an unstructured one with no pre-determined questions or timetables (ibid). It is also influenced by the interview's degree of 'directivity,' or how much the interviewer controls the direction of the interview and the topics discussed (Richards, 2003) Furthermore, the power dynamics between the interviewer and the interviewee have an impact on how the interviewees respond to the questions.

The interview design for this study is a semi-structured individual interview for reasons of quality and ethics. The semi-structured interview is one of the most common type of qualitative interview because it allows participants to express themselves while also allowing the researcher to access their ideas, thoughts, and memories in their own words rather than the researcher's (Dörnyei, 2007). It also allows for both prepared questions and ones that arise during the interview (Dörnyei, 2007; Lincoln & Guba, 1985). In other words, this interview approach guides the interviewer while also allowing the interviewee to develop his or her own ideas (Dörnyei, 2007). Using this research instrument deliver extra insights, allowing the study's research objectives and research questions to be more efficiently met. The purpose of the interview questions designed in this study (see Appendix B) was to allow participants to reflect on their understanding, perceptions, and ideas on WE and CE, ranging from themes relating to Global Englishes, English ownership, English

varieties, China English and its legitimacy. The interview questions attempted to, first, elicit the Chinese EFL students' perceptions towards WE and CE (see questions 1-6 in Appendix B), and second, focus on the relationship between WE, CE and ELT (see questions 7-9 in Appendix B).

3.4 Data collection procedures

The data collection procedure began with the university's formal consent form approval which was later administered to the potential participants of the students.

3.4.1 Data collection procedures for individual interview

The interview was conducted after the questionnaires was administered. In order to ensure that all the participants share the same understanding of what China English means and its features, the researcher first explained and clarified this kind of English usage in China by Chinese in English from a sociolinguistic and WE perspective. In this way, all the students have a shared understanding of what China English means within the focus of the research objectives.

Seven students from the university were asked to attend the interview. Throughout the individual interview process, the researcher listen rather than talk, and explore rather than probe. Overall the researcher try to listen to the voices of the participants by not interrupting (Creswell, 2007) while interviewing to encourage natural and relaxed conversations. The procedures employed to collect data from the individual interviews were as follows: individual student was interviewed for around 40-50 minutes each at a time and place convenient for them such as a classroom, a group study room, a common room, or a conference room. Before beginning the interview, the researcher gave the informants a briefing on the study's goals and the interview process. The interviews were audio-recorded with the permission of the interviewees using a recording machine provided by the researcher. They were informed that the purpose of the recording is for the researcher to accurately portray their points of view, and they were encouraged to speak freely and honestly because no one else will have access to the material.

The interview was conducted in Chinese and in a more casual and relaxing atmosphere so that students can express themselves more freely. The researcher posed the questions, and the student answered each one individually. When the answers

sound too broad or ambiguous, the researcher either asked more questions to corroborate or clarify the initial replies, or simply asked the student to explain or provide specific instances. At the conclusion of the interviews, each student was asked whether they have any comments or ideas about the topics discussed.

3.5 Data analysis procedures

As mentioned earlier, this study mainly employed a qualitative approach as the main research paradigm with quantitative elements. The procedure used to analyze the data collected thus was based on these two different approaches.

For the qualitative data, qualitative content analysis was employed to analyze and interpret the data collected from the interview. Generally, qualitative content analysis examines the meanings in particular contexts and attempts to provide core patterns and reliable conclusions (Patton, 2002). It is one of research tools used to find the patterns of certain words or concepts within texts or sets of texts. Dörnyei (2007) presented two broad phases of content analysis: "(1) taking each person's response in turn and marking in them any distinct content elements, substantive statements, or key points; (2) based on the ideas and concepts highlighted in the texts, the researcher forms broader categories to describe the content of the response in a way that allows for comparison with other responses" (p. 117). Thus, the content analysis procedures presented by Dörnyei (ibid) was adopted to analyze the qualitative data within this study. Dörnyei further divided content analysis procedures into four different steps, namely, transcribing the data, pre-coding and coding, growing ideas-memos, vignettes, profiles, and other forms of data display, and interpreting the data and drawing conclusions.

The audio recordings from the interviews were immediately transcribed while the fieldwork still in process. Since the main focus of this study was the content of the respondents' answers, not the manner in which they gave the information, any prosodic features that occurred in the interviews would not be transcribed. The interviews were carefully transcribed and translated into English. Once the transcribing and translating is finished, the transcriptions would be sent to each participant for them to check whether such transcribed and translated information are accurate. Then, the researcher began to identify emerging themes or patterns relevant

to the research by reading throughout the transcriptions from beginning to end again and again. For this second process, coding was needed in order to describe, structure, and interpret the data.

According to Dönyei (2007) and Miles et al. (2014), coding is a strategy used to classify and organize data collected and to identify relationships and patterns. It offers researchers the chance "to initially summarize segments of data" and "to identify an emergent theme, configuration, or explanation" (Miles, et al, 2014: 86). Some scholars (e.g., Miles and Huberman, 1994) propose that preparing a provisional list of codes before collecting data can save time during the process of data analysis, while other groups of people (Hammersley and Atkinson, 1995; Richards, 2003) mention that the researcher should start the data coding process once the data has been collected. Within this study, as a consequence, a mixed method of "top-down coding or deductive approach" where coding is imposed on preconceived codes regarding the focus of the research and research questions, and "bottom-up coding or inductive approach" where coding emerges from the data, was adopted. It can be seen that, by mixing these two approaches, there is a preliminary focus for the coding and a connection between the process of coding and the research objectives and research questions and also an idea of how to manage the research process and an opportunity to broaden the study to other research areas or include unexpected issues which may not have been considered by the researcher.

Regarding the coding process, in addition, QSR NVivo 10 was employed to store the transcribed data collected from the interviews. It also used to create and develop coding for data analysis. Once the data had been transferred to the Nvivo, how the participants construct WE, its relationship with WE and learning, were coded accordingly too. These groups of codes are perceived as the most significant coding categories to address the research objectives and research questions and to provide a fuller understanding regarding WE and CE. From these coding categories, a number of initial possible codes emerged. The codes that occurred under the mentioned categories were then modified and complemented with the codes that emerged directly from the data (bottom-up coding or inductive approach).

Dörnyei (2007: 254) views memos (or memoing) as "an exploration of the ideas, hunches, and thoughts about the codes". Similarly, Lynch's (2003: 138) observes that memos are "working ideas, which may or may not pan out in the fullness of the analysis". These memos can be short phrases or sentences, or as long as several paragraphs, and should consist of ideas, or key concepts. This technique supports the researcher more by focusing them on the emerging themes of the research context for later analysis. Ultimately, findings from the data collected from the participants were interpreted and conclusions were drawn as the last procedure of the data analysis in this current study.

3.6 Ethical and risks considerations

This research will follow the university's research ethics procedures and receive ethical approval before starting the study. The participants were first given an outline of the research project when their permission was granted. The participants were then given informed consent forms which allowed them to choose whether or not to participate depending on the facts provided about the study. It is also made clear that their decision to participate in or withdraw from the study have no bearing on their grades in their regular studies. They can also withdraw from the study at any time without prior notice.

Trust and privacy are crucial considerations, especially when conducting interviews (Punch, 1986). Sharing ideas and experiences may reveal personal information about the individuals that they would not discuss in their professional role. As a result, sensitive discussion and confidence between the respondents and the researcher will be required for some of the themes examine in this study. It also entail maintaining anonymity in any document containing the participants' personal information (for example, audio recordings and transcriptions from interviews). Throughout this study, the researcher used pseudonyms and keep all information confidential. The participants were informed that no one will be identifiable from published or unpublished data except by the researcher.

Finally, this study was carried out in accordance with university norms and in venues that were familiar to all participants. Once the participants decide to take part, they will be given step-by-step instructions on what they need to do as research

participants. As a result, the study's risk levels are not going to be high. To put it another way, the activities would be unlikely to damage the participants.

3.7 Validity/trustworthiness of the study

Establishing validity and reliability, according to Patton (2002), are two crucial factors that every researcher should consider while organizing a study, analyzing results, and rating the study's quality. The concept of trustworthiness established by Lincoln and Guba (1985) will be considered in this regard. The dependability of a research study, according to Lincoln and Guba (ibid), is critical in determining its value. Establishing credibility, transferability, reliability, and confirmability are all aspects of trustworthiness. The credibility of the current study will be as described hereafter.

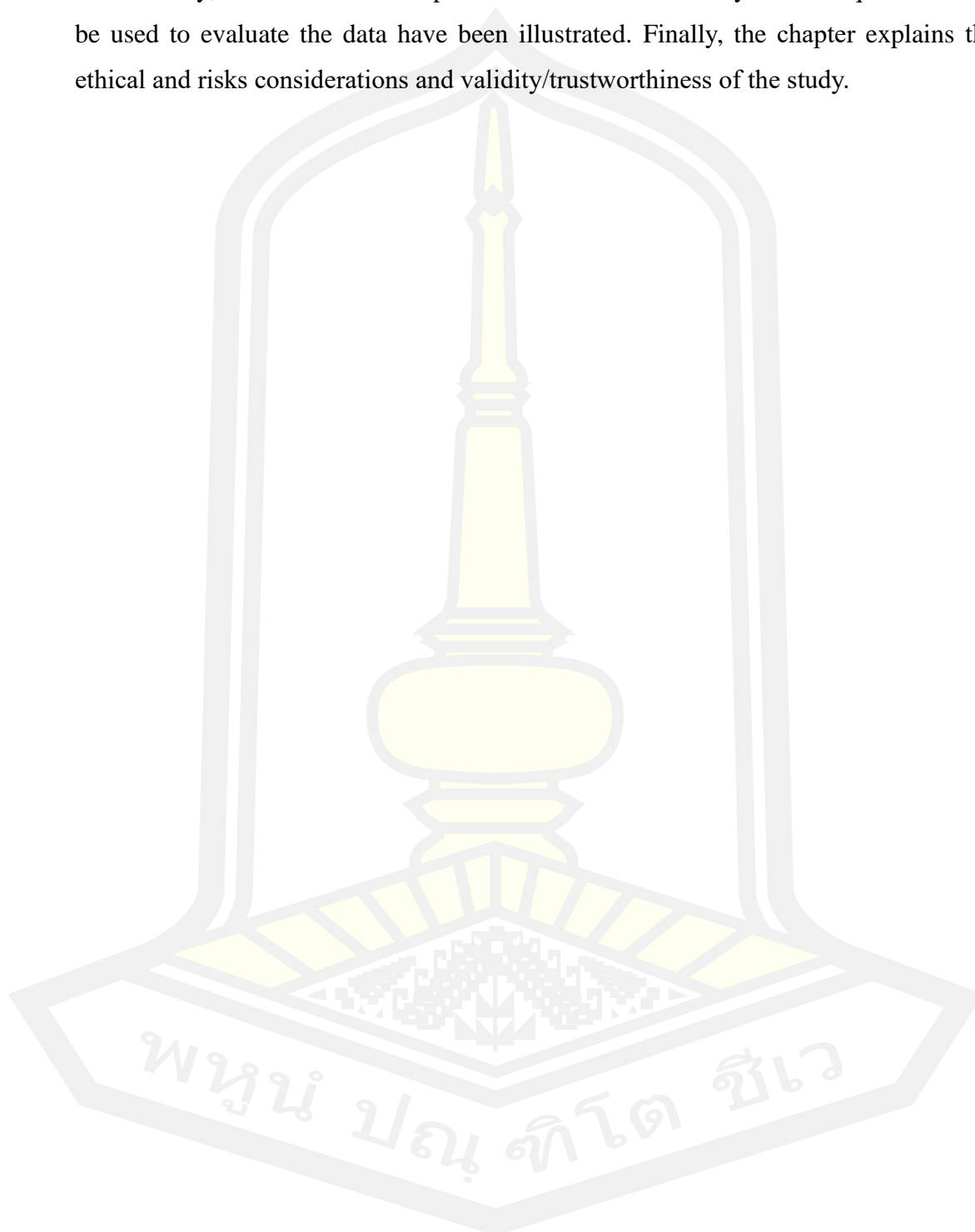
Credibility is a method for determining the level of confidence in the data and the interpretation of the participants' responses (Hesse-Biber & Leavy, 2011). Similarly, according to Rubin & Babbie (2010), the credibility criterion is used to check that the research findings are credible or believable from the perspective of the participants. A number of tactics, such as the use of relevant, well-known research methods will be used to improve the credibility of this current study.

Member checking will be another strategy used in this study to boost credibility. "An obvious way to ensure this validity is to acquire participant feedback or member checking, which involves discussing the findings with the participants," Dornyei (2007, p 58). Creswell and Plano Clark (2007) describe two types of validation: comparing different types of data and returning findings to the subjects. The researcher will have numerous opportunities to discuss issues with the participants and to double-check the data acquired as part of this study. The transcriptions will be forwarded to all of the participants to ensure that the researcher had not misinterpreted their original meaning. Participants will also be invited to verify their interview transcripts to check "the correctness of the interviewer's interpretation" (Lincoln & Guba, 1985, p. 271).

3.8 Chapter summary

This chapter has discussed the methodology that will be used in this research, the conceptual framework of the study and criteria for selecting participants, the

instruments, and the ethical considerations for data collection and analysis. Additionally, the data collection procedure and the data analysis techniques that will be used to evaluate the data have been illustrated. Finally, the chapter explains the ethical and risks considerations and validity/trustworthiness of the study.



CHAPTER FOUR

FINDINGS AND DISCUSSION

Although this study employed a semi-structured interview for data collection, The research instrument for the study was the interview based on the qualitative nature of the study. Therefore, this chapter presents the findings derived from semi-structured interview to address the research questions (in Chapter 1). The findings mainly qualitatively presented and discussed with data from the participants' interviews. The process and methods utilized to analyze the data for this study were covered in Chapter 3, and the findings are given in this chapter based on the study's two primary research questions.

The findings are presented in this chapter based on three themes that correspond to the aim of the interview data and the research questions: the participants' perceptions of World Englishes (see 4.2.1), China English and its legitimacy (see 4.2.2), and China English tolerance in Chinese English language classroom (see 4.2.3). But first, the chapter starts with a presentation of the participants' data (see 4.1).

4.1 Participants' information

Table 1. Participants' information (N=7)

Participants	Gender	Age	Proficiency in English	Length of learning English in China(years)	Length of learning English in Thailand(years)
J-1	Female	23	good	15	2
M-2	Male	28	fluent	20	1
H-3	Female	31	good	19	2
Q-4	Female	25	good	15	2
M-5	Female	27	good	13	2
Z-6	Male	25	excellent	19	3
L-7	Male	35	fluent	28	1

Table 1 shows the information of the seven Chinese students (who accepted participation in the research) from a university in Northeast Thailand, pursuing their master's degree in English language teaching. It should be noted that at the time of

data collection, all seven participants were in their second year of studies, after completing a one semester (15 weeks) Global Englishes course.

According to Table 4.1, four of the seven participants are females while the remaining three are males. For reasons of anonymity and privacy protection rights, the participants are represented in Table 4.1, as well as in the findings section (see 4.1) using the initials of their first names (e.g. J), followed by a number to indicate the order in which they were interviewed so as to distinguish them (e.g. J-1 and L-7). The participants age ranges between 23-35 years with their English proficiency assessment ranging from good to fluent and excellent. Regarding the participants length of learning English in China and Thailand, they reported doing so on a range of 13-28 years (for China) and 1-3 years (for Thailand), respectively. Thus, one can infer that their learning and usage of English in China and Thailand, two highly visited cities for tourists and other professionals indicate that these participants have had experience and knowledge of learning and using English with different groups of individuals from various linguistic and cultural backgrounds.

4.2 Findings and discussion

This section presents and discusses data from the participants interview based on the three key themes that correspond to the research questions: (i) perceptions of World Englishes-informed pedagogy (see 4.2.1), (ii) Perceptions of China English and its legitimacy (see 4.2.2), and (iii) China English tolerance in Chinese English language classroom (see 4.2.3). Excerpts from interview data are also presented here word-verbatim as reported by the participants.

4.2.1 Perceptions of World Englishes-Informed Pedagogy

The data revealed that the Chinese students expressed a ‘welcoming attitudes’ (M-2) towards the notion of World Englishes as an apt description of the different varieties of Englishes nowadays. Being Chinese students in a Thai English as a foreign language context where English occupies a lingua franca role, the participants overwhelmingly agreed that studying in the Global Englishes course has raised their awareness to the existence of English varieties and appreciation of the realistic use of English as they have realistically experienced how different English users use English differently, not only from the course, but also from their learning and usage of English

in China and Thailand (M-5 and L-7). To support this claim with evidence from the data, for example, M-2, M-5, L-7 and J-1 in Excerpts 1, 2, 3 and 4, respectively, strongly echoed this point:

Excerpt 1

Taking the course in Global Englishes has opened my eyes to the vast variety of Englishes that exist outside of British and American Englishes. We cannot dispute the fact that as a result of globalization and the migration of peoples from different sociolinguistic backgrounds, English has rapidly evolved from that of a language owned by a small group of people to one that is now inclusive and has both local and global ownership (M-2).

Excerpt 2

My experience living and studying English in China and now Thailand has exposed me to the different ways in which people from different countries speak English. Although the English varieties they use are different from mine, yet, we can still communicate normally and understand each other. I think English is used for communication. We should respect and accept different kinds of English variants (M-5).

Excerpt 3

Today, it is a fact that English is used in various sociolinguistic contexts around the world. Even if each variety of English has its place in terms of usage and usage patterns, using English in China and Thailand has exposed me to even more types of English. I believe that all of these varieties are just as important as the standard English variants. My idea of English spread is the impact it has on those who speak it as a second or foreign or additional language around the world. World Englishes is important and, at the moment, a good way to describe the various English dialects used today (L-7).

Excerpt 4

Given that non-native users of English outnumber native speakers, even with their own English variety, one should now be seeing English users as World Englishes users with diverse varieties rather than native standard mimics (J-1).

When asked about their reasons why English should be learned and taught, almost 80% of the participants opined that English is primarily learned and taught for employment opportunities both locally and globally, and for global and intercultural communication (see Excerpts 5 and 6). The interview responses from the participants generally indicated this reason for teaching and learning English, as revealed in the following excerpts:

Excerpt 5

English serves as a bridge, allowing people to travel widely and advance their careers. Since there are so many foreigners in China and Thailand nowadays, for example, it is important for everyone to speak English so that they can converse more easily. Businesspeople will also have more opportunities (H-3).

Excerpt 6

Since English is so widely used, students must acquire it in order to communicate and for their employment. Students would initially have the opportunity to communicate in English in a corporate setting, after which they would be required to do so in an academic setting for a master's degree or even when they travel abroad (Z-6).

The WE-informed awareness perceptions of the participants show that their experience in learning and using English in China and Thailand plays an influential role. Previous research (e.g. Ambele, 2022; Kirkpatrick & Zhichang, 2002; Xu & Wang, 2021) has shown that learners mostly show a positive attitude of tolerance and acceptability towards different English varieties when they are exposed to World Englishes issues (see Excerpts 1-4).

Nowadays, the roles of English have changed from a monocentric to now a pluralistic shift with the increasing use of English by, and in most cases, nonnative users (see J-1 in Excerpts 4) in ways that depicts their lived sociolinguistic experiences and identity (Ambele & Boonsuk, 2020; McKay & Brown, 2015). Also, English now serves an intercultural communication needs for varied transactional purposes (See H-3 and Z-6 in Excerpts 5 and 6, respectively). For example, the perceptions of M-2 (Excerpt 1) and M-5 (Excerpt 2) is shared by the other Chinese students who all corroborated that they are aware of the global shift in English uses and users. Based on this finding, Kirkpatrick (2014) and Jenkins (2009) observed that WE-awareness pedagogy provides awareness and insights into the sociolinguistic and sociocultural fluidity and diversity of Englishes. And this diversity is brought about by the “processes of globalization” (Pennycook, 2007, p. 5) as English becomes more pluricentric than monocentric (Canagarajah, 2005; Galloway & Rose 2015; Jenkins, 2007).

Moreover, De Swaan (2001) in his linguistic galaxy model observes that “English is the language of global communication” (p.6). Thus, the plural description of English as 'Englishes' in order to include other English varieties like Singaporean English, Malaysian English and Thai English (Ambele, 2022). Even the participants acknowledged the 'present availability of many Englishes globally' (J-1 and Z-6) which implicate that different English users successfully speak English differently (Jenkins, 2007; Kirkpatrick, 2014). Such users should, therefore, not be considered as failed or unsuccessful English users simply because how they speak English does not conform to native standard but as successful communicators in their own right (D'Angelo, 2012; Fang & Ren, 2019; Jenkins, 2009, McKay & Brown, 2015). Therefore, “differences in speakers Englishes are no longer problematic in communication and native English variety is no longer the aspired standard except for particular academic (e.g. exams) and career (e.g. international English tests) purposes” (Ambele, 2022, p. 738).

So, in keeping with World Englishes practices, as long as interlocutors (outside this academic and career contexts) can understand each other without any difficulties or communication breakdown, then, it is not necessary to be native standard imitators. More so, it may seem unrealistic to attain native standards in a world of many

varieties of English (D'Angelo, 2012; McKenzie, 2010; Pennycook, 2007) Even with regards to English ownership, Excerpt 1 show that English has a 'global ownership' (M-2). Every nation can now claim rights on how they appropriate and use the language to serve local communication needs given its global lingua franca role (Kirkpatrick, 2014; Seidlhofer, 2011).

4.2.2 Perceptions of China English and its legitimacy

Based on the responses, it was possible to assess the participants' general perceptions about China English on two levels: prospective acceptability (i.e., expanded and regular use) and unique features. According to Seilhamer (2015), the expanded use of English refers to the use of English in "many diverse spheres in the community in question," (p. 373) whereas the frequent use of English relates to "the extent to which language is seen as considerable in terms of quantity" (Mollin, 2007, p. 170). Regarding the first level, the students believed that China English existed because, as shown in Excerpts 7 and 8, it is a variety of English that Chinese and non-Chinese can understand based on context and culture. China English is also, relatively spoken and widely used in China and among Chinese outside of China.

Excerpt 7

Yes, I concur. China English is evident all around us. For instance, in China, we frequently witness linguistic mistakes, misspellings, and word misplacement in warning signs, notice boards, billboards, and other places. Some Chinese speakers who combine Chinese and English can also be heard. We feel a little funny perhaps because of the language mistake (Z-6).

Excerpt 8

Asian People who are familiar with the Chinese context, language, and culture use English. Such individuals, in my perspective, include both Chinese and non-Chinese folks who are conversant with the Chinese language (Q-4).

The participants claimed that China English has distinctive pronunciation and vocabulary due to the blending of English and Chinese language (see Excerpt 7). It should be highlighted that their perceptions of the distinctiveness of China English are

typically due to pronunciation. This point is supported by M-2 and H-3 in Excerpts 9 and 10.

Excerpt 9

Chinese English is distinguished by its peculiar word stress, intonation, and pronunciation. Some vowels and consonants in English are changed, dropped, or added when spoken by Chinese speakers (M-2).

Excerpt 10

Possibly due to the English pronunciation of Chinese speakers? Chinese speakers of English have their own unique manner of pronouncing words. And I believe it distinguishes them from other Chinese in that they speak English very uniquely (H-3).

The interview data also reveal that the participants, in recognition of other English varieties (e.g. British and American Englishes), overwhelmingly said China English can also be considered as a recognized English variety in its own right and thus, be regarded as “expressing the unique linguistic identity of Chinese and how Chinese use English” (M-5 and Z-6). However, some of the participants still hold the view that the “so-called China variety of English is just a form of non-standard kind of English used in China” (H-3, Q-4 and L-7), and in different contexts like tourism (Xiaoqiong, 2005) and newspaper discourse (Hu & Liu, 2007). Excerpts 11, 12, 13 and 14 support this mixed view.

Excerpt 11

Because of English's changing role and ability to adapt to many contexts to meet unique communicative demands, more non-native speakers are now using it as a common language. This does not automatically render the type of English employed in these situations acceptable, though. In truth, these varieties are more often just types of broken English than a true variety in places like China (H-3).

Excerpt 12

It therefore makes little difference how someone talks or what variety of

English they use today, such as the China English variant, as long as they are understood. I believe that China English plays an equally significant function as native variants of English based on my travel and study experience in Thailand. China English is the English variation of China and specifically reflects Chinese' identity, local cultural values, and ways in which they use English. It is not a variety that anyone, especially Chinese, need to be embarrassed of in order to avoid criticism (M-5).

Excerpt 13

Chinese people cannot just run with this idea of China English to believe that it should be promoted as legitimate; it is still considered as bad English in my view (L-7).

Excerpt 14

I have come to appreciate the beauty of such linguistic diversity as it shows how the language has changed. I am always delighted to listen to Chinese people speak using China English. Comprehension is what matters and not the English variety that one uses to express oneself. Chinese should appreciate the beauty of how they use English and feel proud, yet, still aim for native or near-native competence (Q-4).

In corroboration with the data in Excerpts 7, 8, 9 and 10, the so-called China English represents a variety of broken English spoken by Chinese (Excerpts 11 and 13) (xu, 2017). However, for most of the participants, using China English comes with a certain 'charm' (H-3 and Q-4) and 'linguistic beauty' (M-5) brought about by the manner in which Chinese use the English language (Fan Fang, 2021). According to the participants, China English is not bad English; rather, it 'is a variety that portrays China linguistic identity, something that Chinese should appreciate' (see Excerpts 12 and 14). This finding corroborates the results of similar studies (see Wang & Fang, 2020; Ambele, 2022) that have reported a mixed perception and attitude towards English varieties and China English from both Chinese and non-Chinese alike in different contexts.

The participants voiced informed doubt regarding China English's potential to grow into a localized variation in China, despite being aware of its existence. They highlighted several elements, including institutional infrastructures, the issue of acceptability among potential users of China English, and unwillingness to using English, as potential influences of such a notion. Participants claimed that the fact that English is not widely spoken in China could impede the rise of Chinese English. To illustrate with examples from the interview data, Excerpts 15, 16 and 17 reinforced this claim:

Excerpt 15

If Chinese people accept the necessity of learning English, English has the potential to develop into a localized variation of English. If they themselves are not particularly comfortable with English, they cannot pretend to speak it. First, they must acknowledge that China English exist before China English can be viewed as a variety of English (M-5).

Excerpt 16

Because Chinese people dislike English, it can be difficult to say that China English exist. There is no China English if they do not enjoy speaking English. No regional variant of China English exists (Z-6).

Excerpt 17

Chinese people do not use English very often. It is impossible for China English to be a localized form of English if people do not use it and recognize its value in their lives (J-1).

In accordance with these findings, the participants (in Excerpts 18 and 19) asserted that there are comparatively few and dubious China English users and adopters.

Excerpt 18

When enough people adopt it, China English will be localized. However, I believe that educated Chinese will not accept the use of China English as a localized version of English. Also, Chinese society places a high value on native speakers, and nearly all of the country's schools mandate that students

learn either American or British English. Additionally, they hire teachers from nations with English as the native language (L-7).

Excerpt 19

I do not believe this is the case since, compared to other types of Englishes, less people speak China English, and, as far as I am aware, it has not yet been promoted as the nation's official language (J-1).

Institutional considerations were also perceived by the participants as obstacles to the localization of China English. They argued that China English should be taught and studied in schools in order to be acknowledged as a regional variety of English (see Section 4.2.3). The participants, however, thought that the Chinese government would be reluctant to support the use of Chinese English, especially in academic institutions (see Excerpt 18).

From another perspective, in ELF interaction, comprehensibility and intelligibility should be prioritized over what English variety a speaker uses (Rose & Galloway, 2019; Boonsuk, Ambele & McKinley, 2021). Therefore, speaking with a familiar China English accent, for example, in China could be charming and reflect a collective Chinese identity. Like two participants affirmed, 'China English should not be viewed as a strange or failed English' (Q-4 and M-5). As students, the participants reported that 'real-life, practical and correct language usage does not only involve imitating native variety but also using one's own local English variety in a manner that is comprehensible (J-1 and L-7) (Baker, 2012; Kirkpatrick, 2014). This therefore creates an understanding that there are many English varieties (e.g. Thai English or China English) in existence across the globe that are equally worthy of recognition and appreciation.

Thus, diminishing geographic and linguistic boundaries of English, reducing its diversity gaps, and acknowledging its diversity and dynamism (Cogo & Dewey, 2011; Galloway & Rose, 2018; Weerachairattana et al., 2019) is partly what World Englishes-informed pedagogy seeks to promote. World Englishes, also, on the other hand, does not dismiss nor call for a replacement of native varieties of English used by native English speakers (NES) (e.g. British and American English). Its sole purpose is to

raise awareness of the fact that there are other English varieties in use on the planet today. As a result, the use of English should not be limited to native speakers' varieties only (e.g. British or American Englishes), but also, other English varieties developed by the local context should be legitimize (Ambele & Boonsuk, 2020, Baker, 2012, 2015).

The participants' mixed perception of Thai English as a variety reinforces the widely acknowledge role and place of both native and nonnative Englishes in educational practice (Fang & Ren, 2018; Jindapitak & Teo, 2012). Thus, completely eradicating the 'native speakerism' (Holliday, 2006) and EFL-oriented notions in ELT contexts like China may only seem a partial solution to the problem (Galloway & Rose, 2018). Correspondingly, some participants asserted that 'native English varieties still mirror the actual English language practice in ELT with the internationalization of the English language and not only on those who uses the language in accordance with local linguistic realities' (J-1, M-2 and Q-4). Moreover, given that English is no longer tied to any particular variety, nonnative users are no longer compelled to adopt native English varieties or try to imitate native speakers to gain local acceptance (even though this might not be the case for global acceptance) but can appropriate and creatively use their own local variety of the language to blend with their local linguistic realities for intracultural communication (Jenkins, 2006; Seidhhofer, 2011).

4.2.3 China English tolerance in Chinese English language classroom

Even though the participants acknowledged China English's existence, the majority of them opposed its usage in English language classes. They would often follow a conventional pedagogical strategy that prioritizes normal English varieties, especially American English and British English. Even how these standardized varieties are predominately favored in textbooks and any other educational materials was the basis for their view on the legitimacy of English varieties. According to the participants, a model variety of American or British English should be taught to students because their philosophy of correctness is rooted in native-English forms. They were also inclined to assume that China English, particularly with its thick accent, is inaccurate and inadequate. Excerpts 20-23 reiterate this view.

Excerpt 20

The most common and widely acknowledged varieties of English are now both American and British. Although English teachers dislike the concept of the non-native/native dichotomy, the truth is that they unknowingly employ it because textbooks and even schools encouraged it (Z-6).

Excerpt 21

I believe this is so because textbooks, teaching aids, and learning materials frequently use the major varieties. When students are learning a language that may be used with everybody in this world, they should study the varieties that are most frequently used (L-7).

Excerpt 22

China English, in my opinion, cannot be used to teach English in a classroom setting. First, the local accent in China has a significant influence on their English. If you instruct students in English using China English, you are giving them the wrong pronunciation of words (J-1).

Excerpt 23

I do not even know much about China English, but if the English spoken by Chinese with a strong Chinese accent is considered to be China English, then using it in a classroom to teach vocabulary and pronunciation in particular does not appear to be a smart idea. To put it another way, I personally would not really advise instructors to utilize China English since I think that learning a language is all about immersing yourself in it, thus if China English is used in the classroom as a medium of instruction, this will limit the students' exposure to standard English (Q-4).

In another light, the participants acknowledged the existence of ‘a kind of China way of using English’ (Q-4 in Excerpt 23) in the classroom. Some of the participants, however, further reported that ‘China English can be allowed to be used alongside native varieties in China English language classrooms’ (J-1, M-2 and Z-6). Although all the participants acknowledged that native English varieties (e.g. British and American Englishes) still dominate China EFL classroom (see Excerpts 20-23), and that it should still be the target norm, given that most, if not all Chinese students will

have to take high-stakes examinations in English; nevertheless, they believed that awareness to English variety differences and contextual use and appropriateness need to be emphasized by teachers (see Excerpts 24-26). The participants seem to agree that without such awareness and preparation, there might be a certain kind of laissez-faire perceptions that will not prepare the students for ‘real-world’ exams that they are most likely to encounter once they leave school (see Excerpts 24 and 26).

Excerpt 24

British and American English varieties should still be regarded as the best models to prepare Chinese students for high-stakes examinations in English. EFL-oriented pedagogy where native varieties are prioritized as the standard seem to have a strong influence on teaching and learning goals in ELT in China. While this will cater for laissez-faire attitudes in preparing students for real-world exams, certainly, this does not reflect how students use English in the classroom; and most importantly, learners' needs and goals of learning English are disregarded (J-1).

Excerpt 25

Many studies conducted with Chinese learners show that they feel less pressured and comfortable using their China English, for example, accent, in classroom (H-3).

Excerpt 26

Amidst globalization, English remains a significant pedagogical language in East Asia. With English being used to access life opportunities, Chinese learners as citizens in the global village need more responsive ELT strategies in the classroom that will familiarize them with interlocutors of different English varieties and cultures. Therefore, while native English varieties should still be emphasized in the classroom for purposes of exams, for example, the learners own English variety, for instance, and culture should also be emphasized for effective English language learning (Q-4).

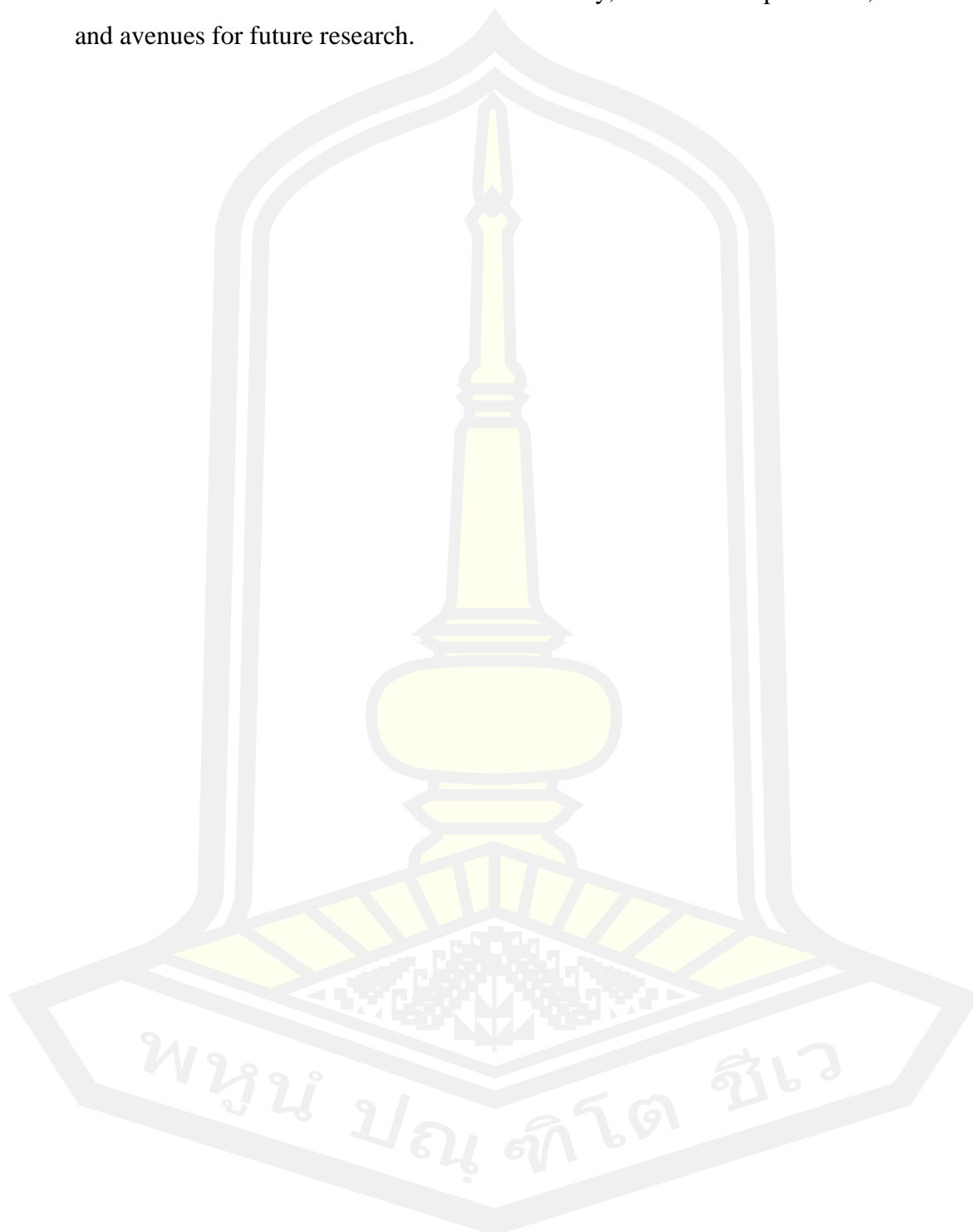
The data show the participants' acknowledgement of the acceptance and promotion of native British and American English varieties as best models to 'prepare students for real-world exams' (see Excepts 24 and 26) in the classroom. One reason for this, according to the participants, is that most, if not all, students will have to take high-stakes examinations in English (see Except 24). Moreover, ELT in China has been shaped by policies and curriculums that are, in most cases, not locally generated and teaching approaches that iconize the native speaker variety (D'Angelo2012; Saengboon,2015). Basically, such curriculums encourage Chinese learners and teachers to follow the native English speaker convention (Ambele & Boonsuk, 2021; Fang &Ren, 2018; Jindapitak & Teo, 2012; Saengboon, 2015; Weerachairattana et al., 2019). This argument seems to make sense when one thinks of the practicality of using English for international academic tests and exams.

It is obvious that the participants' experiences studying and living in China and Thailand have given them valuable opportunities to use and be exposed to many English dialects, which has helped them to better grasp the concept of World Englishes. Overall, it is not surprising that the students have mixed perceptions of China English and its tolerance in the classroom because prior research has demonstrated that even Chinese students still have an overwhelming inferiority complex and perception toward China English and non-native Englishes (e.g. Fan Fang, 2021; Ying & Castelli, 2013). Furthermore, opinions on the existence of a distinct, legitimate form of China English are still polarized and difficult to ascertain, leaving the topic of 'Does China English actually exist?' open to future empirical investigation (Fang, 2020; Tupas & Weninger, 2020; Zein, 2018).

4.3 Chapter summary

This chapter has presented the qualitative results from the interview data analysis. the participants' experiences studying and living in China and Thailand have given them valuable opportunities to use and be exposed to many English dialects, which has helped them to better grasp the concept of World Englishes. Overall, it is not surprising that the students have mixed perceptions of China English and its tolerance in the classroom because prior research has demonstrated that even Chinese students still have an overwhelming inferiority complex and attitude toward China English and

non-native Englishes. The next chapter (Chapter 5) present the conclusion of the research in line with the overall aims of the study, as well as implications, limitations and avenues for future research.



CHAPTER FIVE

CONCLUSION AND IMPLICATIONS

The previous chapter (Chapter 4) presents the results of the current study from the qualitative data analysis. This chapter therefore presents the conclusion and implications of the study. The first section of the chapter is the summary of the study (see 5.1) while the second section present the summary of the findings (see 5.2). The chapter ends with the implications of the study (see 5.3), limitations and recommendations for future research (see 5.4).

5.1 Summary of the study

This study investigated the perceptions of Chinese ELT students in a Northeastern Thai university towards World Englishes and China English, as well as underlining assumptions about the students' views on the existence and legitimacy of China English and its tolerance in Chinese classrooms. The research uses qualitative data collected from interviewing the students and analyzed using qualitative content analysis. Thus, examining perceptions of World Englishes and China English from Chinese ELT students abroad should throw more light on the linguistic identity (local and global) of Chinese students of English in the diaspora; thereby broadening the theoretical understanding of World Englishes. Moreover, this research also elucidates on the issue of the relatively low reaction to scholarly appeals in raising learners' awareness of World Englishes in the East Asian context.

5.2 Summary of the findings

From the data analysis in Chapter 3 and findings in Chapter 4, three key themes that correspond to the research questions emerged: (1) perceptions of World Englishes-informed pedagogy, (2) Perceptions of China English and its legitimacy, and (3) China English tolerance in Chinese English language classroom.

Concerning the first theme, perceptions of World Englishes-informed pedagogy, the data revealed that the Chinese students expressed a 'welcoming attitudes' towards the notion of World Englishes as an apt description of the different varieties of Englishes today. Being Chinese students in a Thai English as a foreign language context where English occupies a lingua franca role, the participants overwhelmingly agreed that

studying in the Global Englishes course has raised their awareness of the existence of English varieties and appreciation of the realistic use of English as they have realistically experienced how different English users use English differently, not only from the course, but also from their learning and usage of English in China and Thailand. When asked about their reasons why English should be learned and taught, most of the participants opined that English is primarily learned and taught for employment opportunities both locally and globally, and for global and intercultural communication (see Excerpts 5 and 6).

China has the largest English-learning population in the world (Bolton, 2003; Wei & Su, 2015). English is widely used in various domains beyond education in China. For example, Adamson (2004) noted the unprecedented role of English in procuring well-paid jobs in the commercial sector. Based on the WE paradigm, some have argued that China English should be regarded as an emerging variety of English (X. Q. Hu, 2005; Xu, 2010), although China lies in the expanding circle in which people traditionally regard English as a foreign language (Kachru, 1992). From the GE perspective, the ideology of native-speakerism has been challenged with a focus on the legitimization of the varieties of English.

Regarding the second theme, Perceptions of China English and its legitimacy, the findings showed that it was possible to assess the participants' general perceptions about China English on two levels: prospective acceptability (i.e., expanded and regular use) and unique features. For the first level, the students believed that China English existed because, as shown in Excerpts 7 and 8, it is a variety of English that Chinese and non-Chinese can understand based on context and culture. China English is also, relatively spoken and widely used in China and among Chinese outside of China. For the second level, the interview data reveal that the participants, in recognition of other English varieties (e.g. British and American Englishes), overwhelmingly said China English can also be considered as a recognized English variety in its own right and thus, be regarded as “expressing the unique linguistic identity of Chinese and how Chinese use English”. However, some of the participants still hold the view that the “so-called China variety of English is just a form of non-standard kind of English used in China” (H-3, Q-4 and L-7), and in different contexts

like tourism (Xiaoqiong, 2005) and newspaper discourse (Hu & Liu, 2007). From another perspective, in ELF interaction, comprehensibility and intelligibility should be prioritized over what English variety a speaker uses (Rose & Galloway, 2019; Boonsuk, Ambele & McKinley, 2021).

With regards to the third theme, China English tolerance in Chinese English language classroom, even though the participants acknowledged China English's existence, the majority of them opposed its usage in English language classes. They would often follow a conventional pedagogical strategy that prioritizes normal English varieties, especially American English and British English. Even how these standardized varieties are predominately favored in textbooks and any other educational materials was the basis for their view on the legitimacy of English varieties. According to the participants, a model variety of American or British English should be taught to students because their philosophy of correctness is rooted in native-English forms. They were also inclined to assume that China English, particularly with its thick accent, is inaccurate and inadequate. In another light, the participants acknowledged the existence of 'a kind of China way of using English' (Q-4 in Excerpt 23) in the classroom. Some of the participants, however, further reported that 'China English can be allowed to be used alongside native varieties in China English language classrooms' (J-1, M-2 and Z-6). Although all the participants acknowledged that native English varieties (e.g. British and American Englishes) still dominate China EFL classroom (see Excerpts 20-23), and that it should still be the target norm, given that most, if not all Chinese students will have to take high-stakes examinations in English; nevertheless, they believed that awareness to English variety differences and contextual use and appropriateness need to be emphasized by teachers (see Excerpts 24-26). The participants seem to agree that without such awareness and preparation, there might be a certain kind of laissez-faire perceptions that will not prepare the students for 'real-world' exams that they are most likely to encounter once they leave school (see Excerpts 24 and 26).

5.3 Implications of this study

The study's findings shed light on important issues for language practitioners as well as those learning how to speak or teach English.

First, English as a global language tends to problematize the traditional teaching model that prioritizes Anglophone varieties and NSE accents. English, as used in a multilingual world, has redefined the sociocultural and sociopolitical discourses in ELT. In the 21st century, ELT should encourage students to be exposed to more English accents and spur ideological debates related to the English language and culture for language educators and students so they can ‘explore the complexity of languages, flows, appropriations and cultural mixes at play’ (Pennycook, 2017: xiv)(see Excerpts 25 and 26).

Second, it is important to realize that pronunciation teaching should not be abandoned in ELT. Instead, pronunciation teaching should emphasize features that may impede intelligibility, but not simply focus on a de-contextualized pattern-drilling teaching method (Deterding, 2013; Walker, 2010). Based on Kumaravadivelu’s (2006) post-method language teaching on concepts of particularity, practicality, and possibility, Fang (2020) has proposed using the Teaching of Pronunciation for Intercultural Communication (ToPIC) approach for pronunciation teaching from the paradigm of English as a global language. ToPIC focuses on ‘revisiting teaching contexts, models and norms’, ‘raising teachers’ and students’ language awareness’, and ‘reinforcing accent exposure and fostering communication strategy’ (Fang, 2020, p. 99). Moreover, it is important to develop critical linguistic awareness in ELT to challenge the taken-for granted ideology (Kubota, 2016; Pennycook, 2017)(see Excerpts 22 and 23).

Third, the ultimate goal of pronunciation teaching should be re-evaluated. The so-called standard English is no longer the ultimate goal of ELT. More importantly, the concepts of communities (Sussex & Kirkpatrick, 2012), willingness to communicate (Peng, 2014), and accommodation strategies and communication skills (Seidlhofer, 2011) should be emphasized during pronunciation training to develop language learners’ global awareness. When designing policies and curriculums, educators should no longer focus on standard English because that approach is already down-trending. Instead, educators should consider strategies that prepare learners for intercultural communication with speakers from various lingua cultures, which, in most cases, involve non-native interlocutors with strong accents. For instance,

because ELT learners in China might most often converse with other East Asian or Southeast Asian English speakers, aligning ELT policies and curriculums with British English or American English might not be an effective response to the contexts they encounter (see Excerpts 14 and 22).

Furthermore, this study may provide insights on ELT educational management. Given that Anglophone English is still dominant as mainstream ELT material, language educators should design and implement productive learning activities and select meaningful authentic learning materials to encourage learners to be exposed to accent diversity (Ambele & Boonkok, 2020). This will help learners to explore real-world English from a practical perspective. At the policy and practice level, policymakers and curriculum designers should demystify native standard English as the norm of teaching to reduce accent bias in ELT.

5.4 Limitations and recommendations for future studies

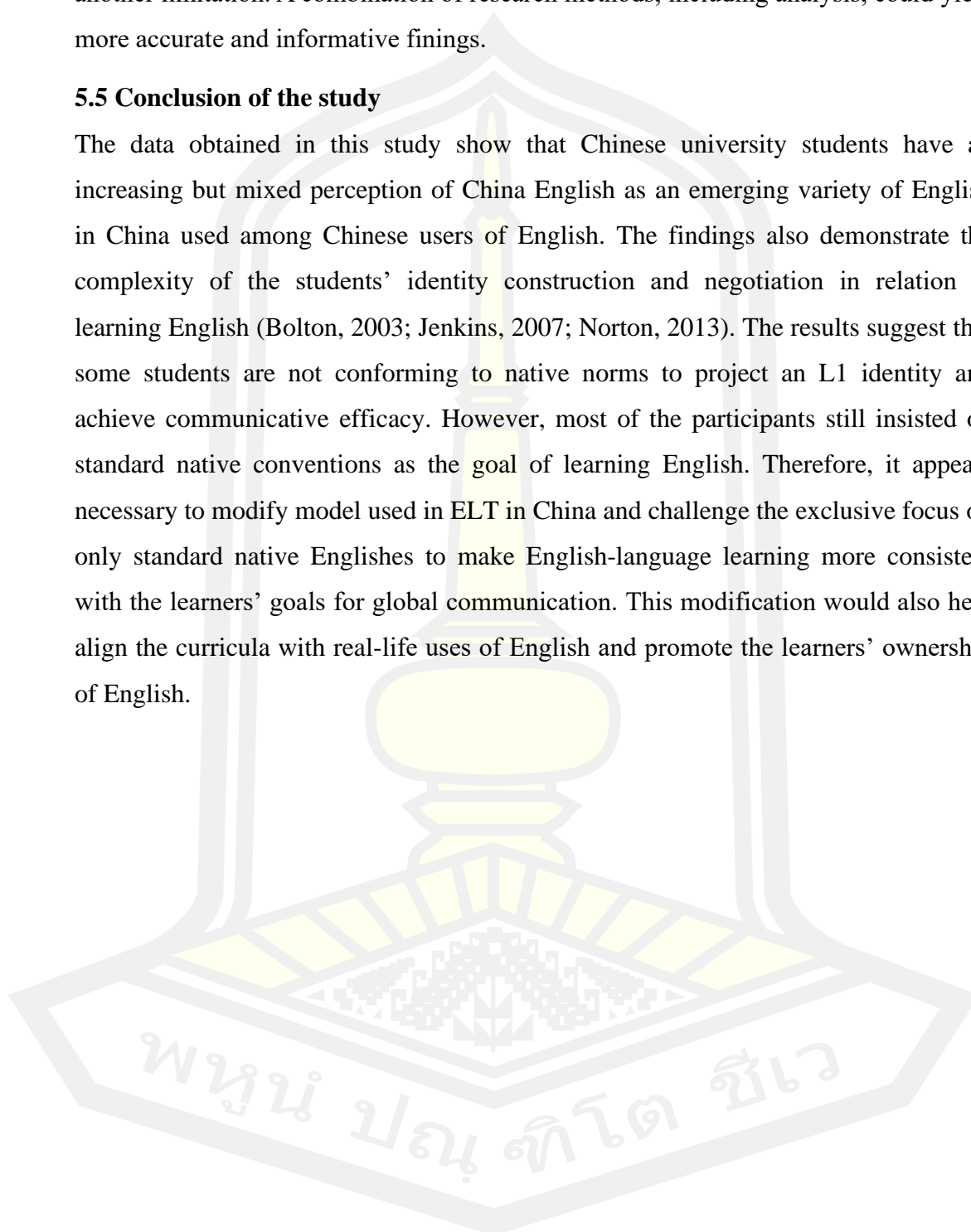
Before drawing any conclusions, it is important to note that this study had some limitations. First, the data were collected at only one university located in northeastern Thailand. Although the data were collected using only interviews, the findings should be interpreted carefully (Lincoln & Guba, 1985).

Regarding the study's shortcomings, the few study participants from a single university in Thailand seem to be a major limitation of the study, as well as its solely qualitative design cannot be representative of the views of all Chinese English students in Thailand. This is a potential limitation in generalizing the study's findings. The sampled population, universities, and disciplines of the participants, as well as the use of multiple data collection instruments and analytical frameworks can be further incorporated and expanded upon by interested scholars in order to gain more in-depth and interesting insights into Chinese students' perceptions of China English and its usage in the classroom as well as World Englishes informed pedagogy. Considering that just a small portion of the students at Thai university participated in this research, it would be good to conduct the same study with more Chinese students across different universities and length of stay in Thailand and other contexts. Another option is to do a follow-up study with participants from a different or same program at Chinese universities.

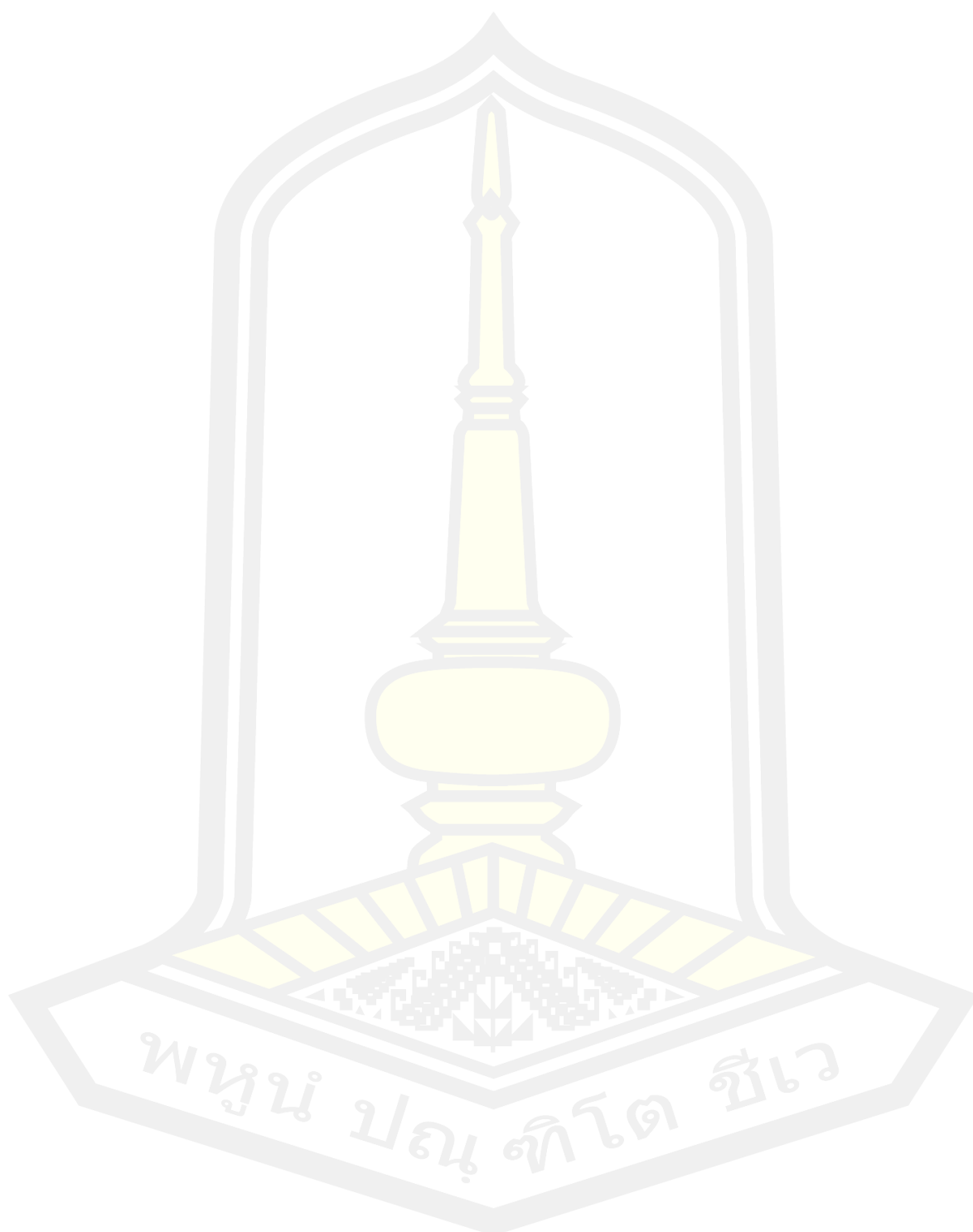
The fact that all of the participant data were self-reported interview data represents another limitation. A combination of research methods, including analysis, could yield more accurate and informative findings.

5.5 Conclusion of the study

The data obtained in this study show that Chinese university students have an increasing but mixed perception of China English as an emerging variety of English in China used among Chinese users of English. The findings also demonstrate the complexity of the students' identity construction and negotiation in relation to learning English (Bolton, 2003; Jenkins, 2007; Norton, 2013). The results suggest that some students are not conforming to native norms to project an L1 identity and achieve communicative efficacy. However, most of the participants still insisted on standard native conventions as the goal of learning English. Therefore, it appears necessary to modify model used in ELT in China and challenge the exclusive focus on only standard native Englishes to make English-language learning more consistent with the learners' goals for global communication. This modification would also help align the curricula with real-life uses of English and promote the learners' ownership of English.



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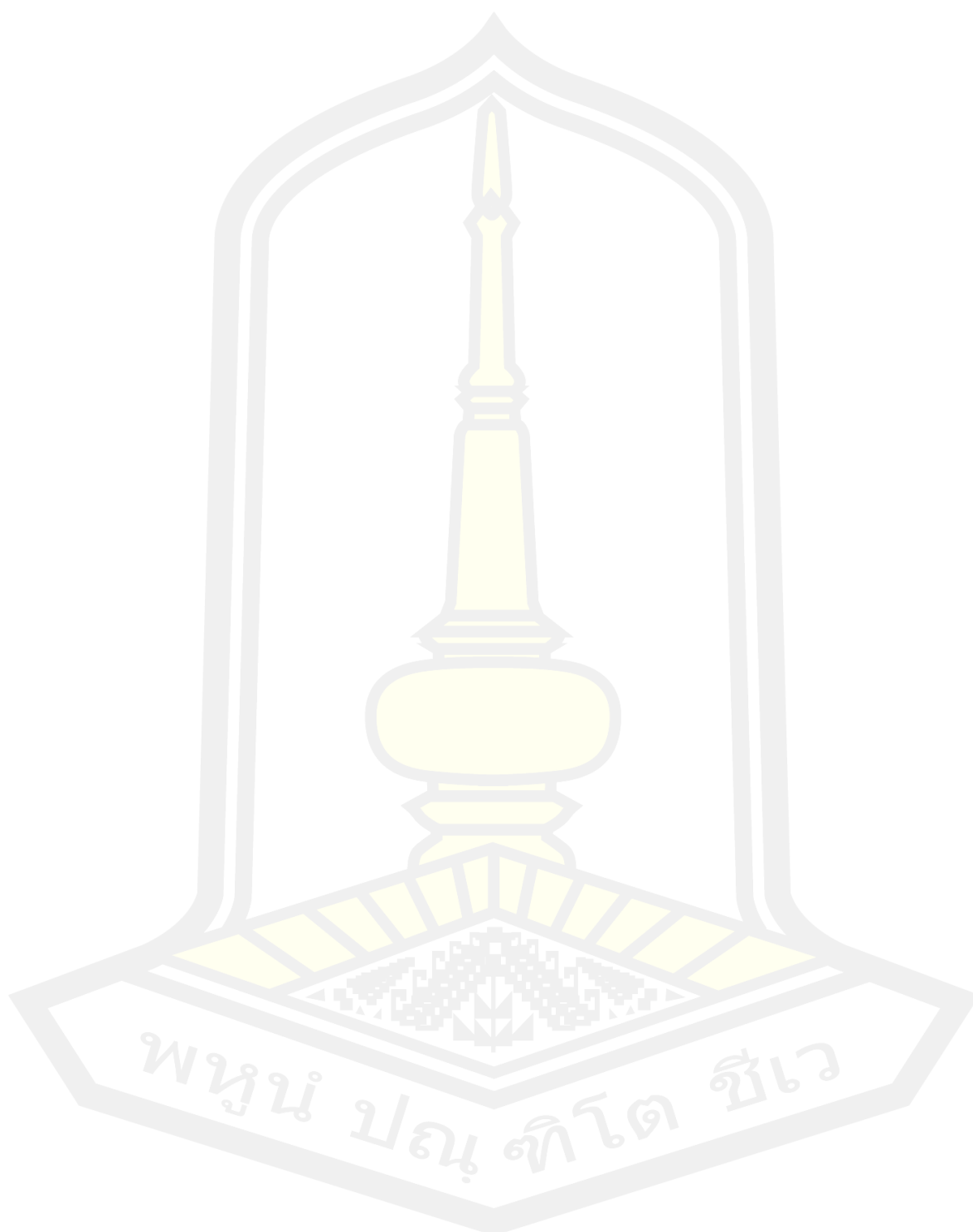
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APPENDICES



Appendix A: Questionnaire

Background information

Gender:

male female

Age:

.....

Faculty:

.....

Proficiency in English

fluent excellent good fair poor

Proficiency in Chinese

fluent excellent good fair poor

How long have you been studying English in China?

less than 1 year more than 2 years more than 5 years Others _____

How long have you been studying English in Thailand?

less than 1 year more than 2 years more than 5 years Others _____

Did you hear of China English in China?

Yes No

Have you heard of China English among Chinese students in Thailand?

Yes No

Do you speak China English?

Yes No

Do you like to hear someone speak using China English?

Yes No

How do you feel when a Chinese student speaks China English?

happy unhappy

Is China English a legitimate English variety?

Yes No

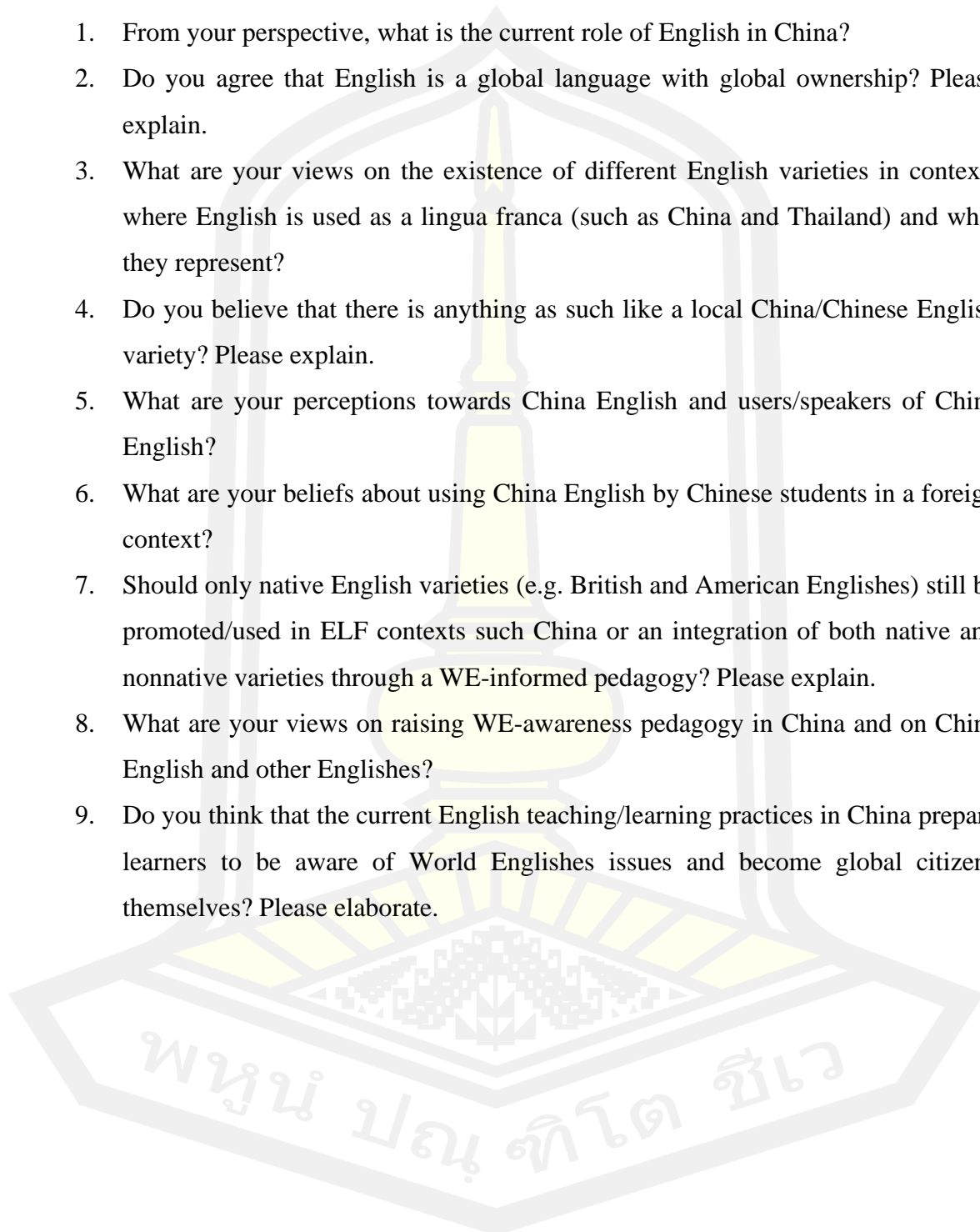
Should China English be encouraged for use in China and beyond between and among Chinese?

Yes No



Appendix B: Interview questions

1. From your perspective, what is the current role of English in China?
2. Do you agree that English is a global language with global ownership? Please explain.
3. What are your views on the existence of different English varieties in contexts where English is used as a lingua franca (such as China and Thailand) and what they represent?
4. Do you believe that there is anything as such like a local China/Chinese English variety? Please explain.
5. What are your perceptions towards China English and users/speakers of China English?
6. What are your beliefs about using China English by Chinese students in a foreign context?
7. Should only native English varieties (e.g. British and American Englishes) still be promoted/used in ELF contexts such China or an integration of both native and nonnative varieties through a WE-informed pedagogy? Please explain.
8. What are your views on raising WE-awareness pedagogy in China and on China English and other Englishes?
9. Do you think that the current English teaching/learning practices in China prepare learners to be aware of World Englishes issues and become global citizens themselves? Please elaborate.



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