



Chinese Vocational Classroom Dynamics: Students' Awareness of English Varieties

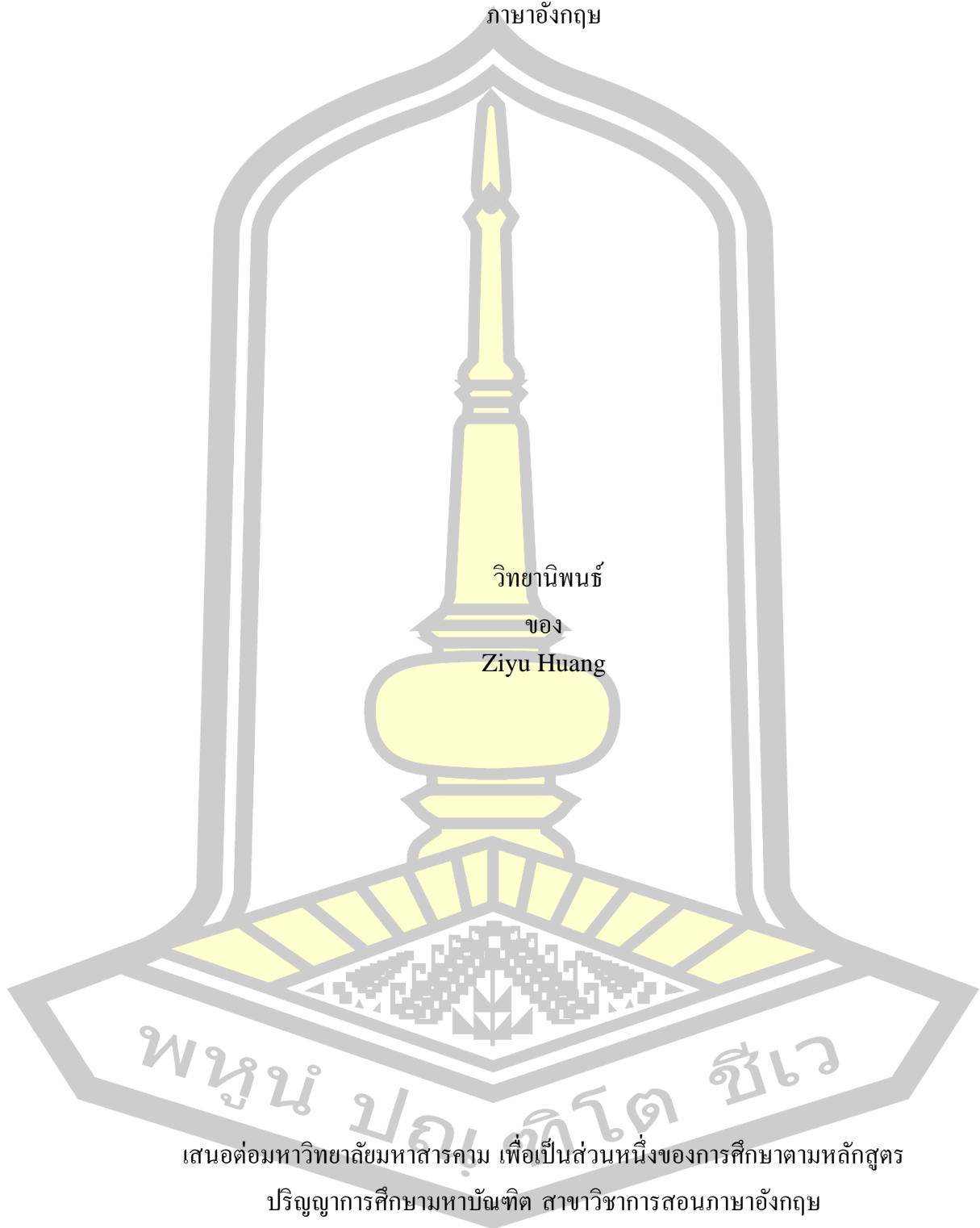
Ziyu Huang

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

February 2025

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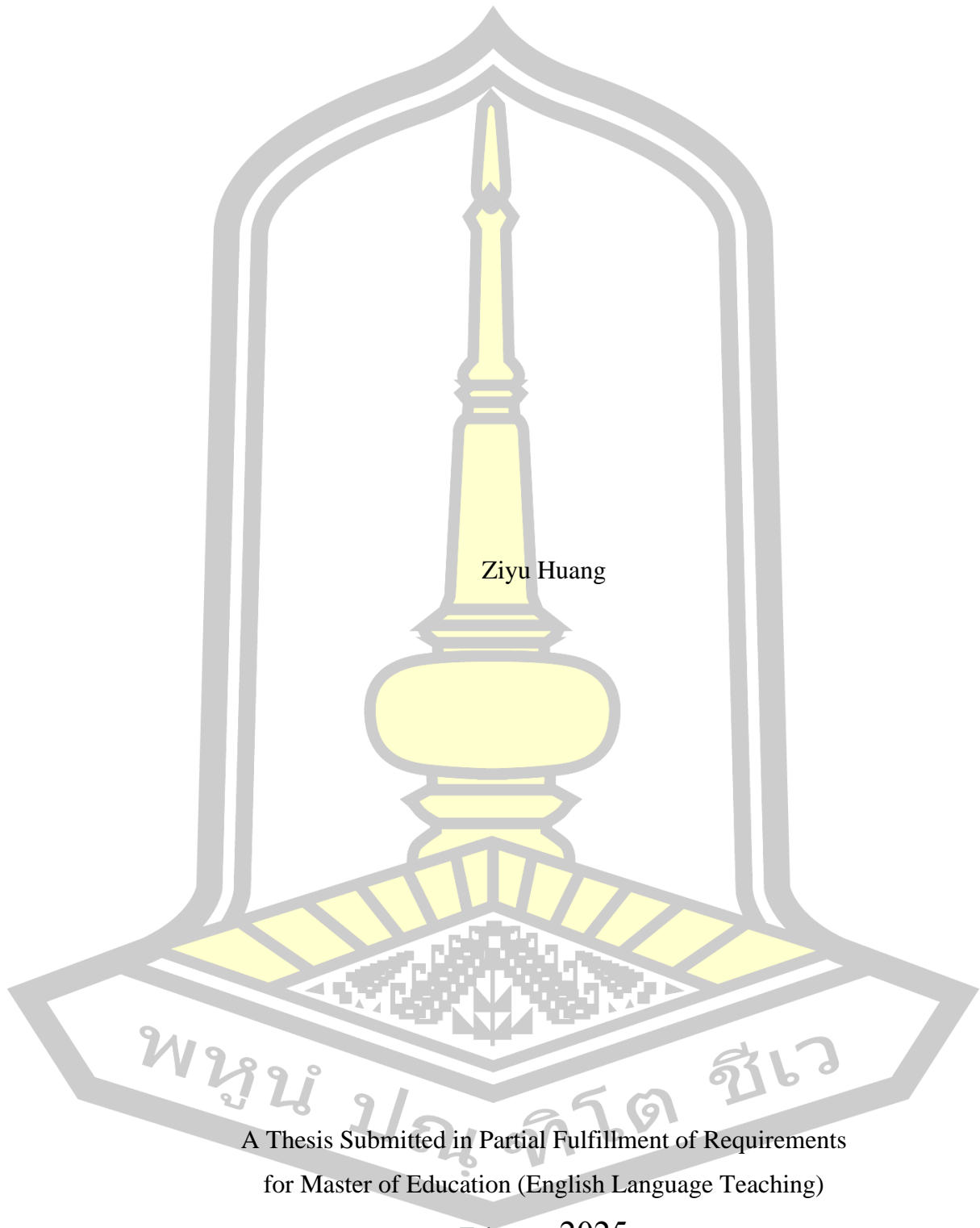
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ลิขสิทธิ์เป็นของมหาวิทยาลัยมหาสารคาม

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February 2025

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ABSTRACT

The English language has become a dominant force globally, functioning as an International Language (EIL) and playing a pivotal role in communication across cultures and regions. Its legitimacy has grown in “outer-circle” countries, where it has integrated into local linguistic practices, as explored in studies of World Englishes. In “expanding-circle” regions like East Asia, including China, English has achieved substantial prominence over the last three decades. This study investigates how Chinese Business English learners perceive and prefer different varieties of English, with a particular focus on the local variety known as China English, within the broader context of EIL. Using a mixed-methods research design, the study combined quantitative and qualitative approaches. Questionnaire data were analyzed using descriptive statistical methods to identify trends, while semi-structured interviews were subjected to qualitative content analysis (QCA) to gain deeper insights into learners’ attitudes. The findings reveal that learners hold complex and often ambivalent views about China English. These perceptions are influenced by their awareness of EIL as a tool for global communication and by their experiences within the English as a Foreign Language (EFL) context in China. While there is a growing recognition of English as a multicultural and versatile means of interaction, many learners still prioritize achieving proficiency in standard English varieties (such as British or American English) to avoid being perceived as “non-standard” speakers. This reflects a tension between embracing linguistic diversity and adhering to traditional norms of language prestige. By shedding light on these dynamics, the study makes theoretical contributions to the field of World Englishes, offering a nuanced understanding of the role of localized English varieties in global contexts. Additionally, it provides practical recommendations for English Language Teaching (ELT) in China, advocating for more inclusive pedagogical approaches that recognize and value diverse English varieties. These insights aim to support learners in developing communicative competence that is both effective and adaptable in international settings.

Keyword : English varieties, China English, World Englishes, ELT in China

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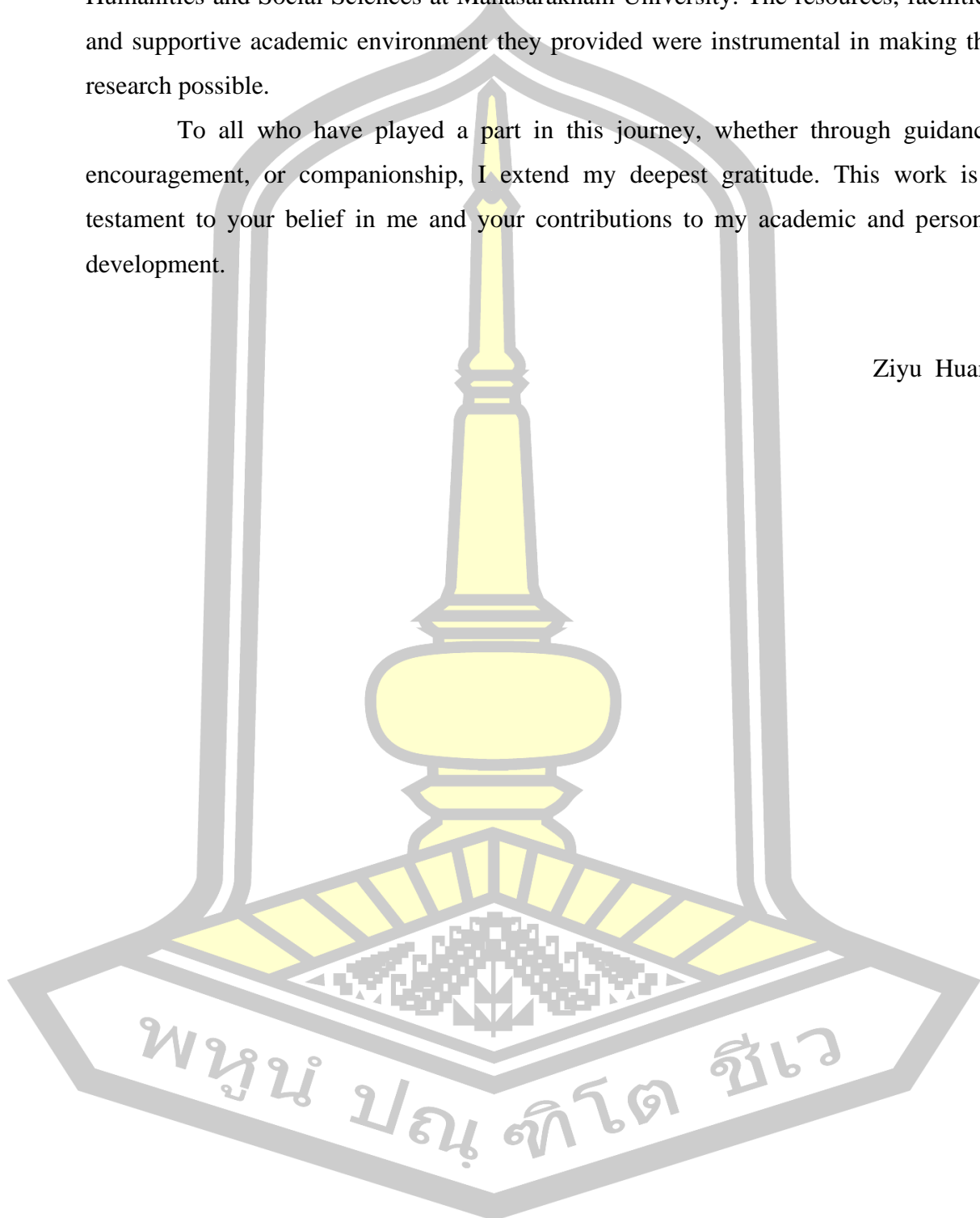


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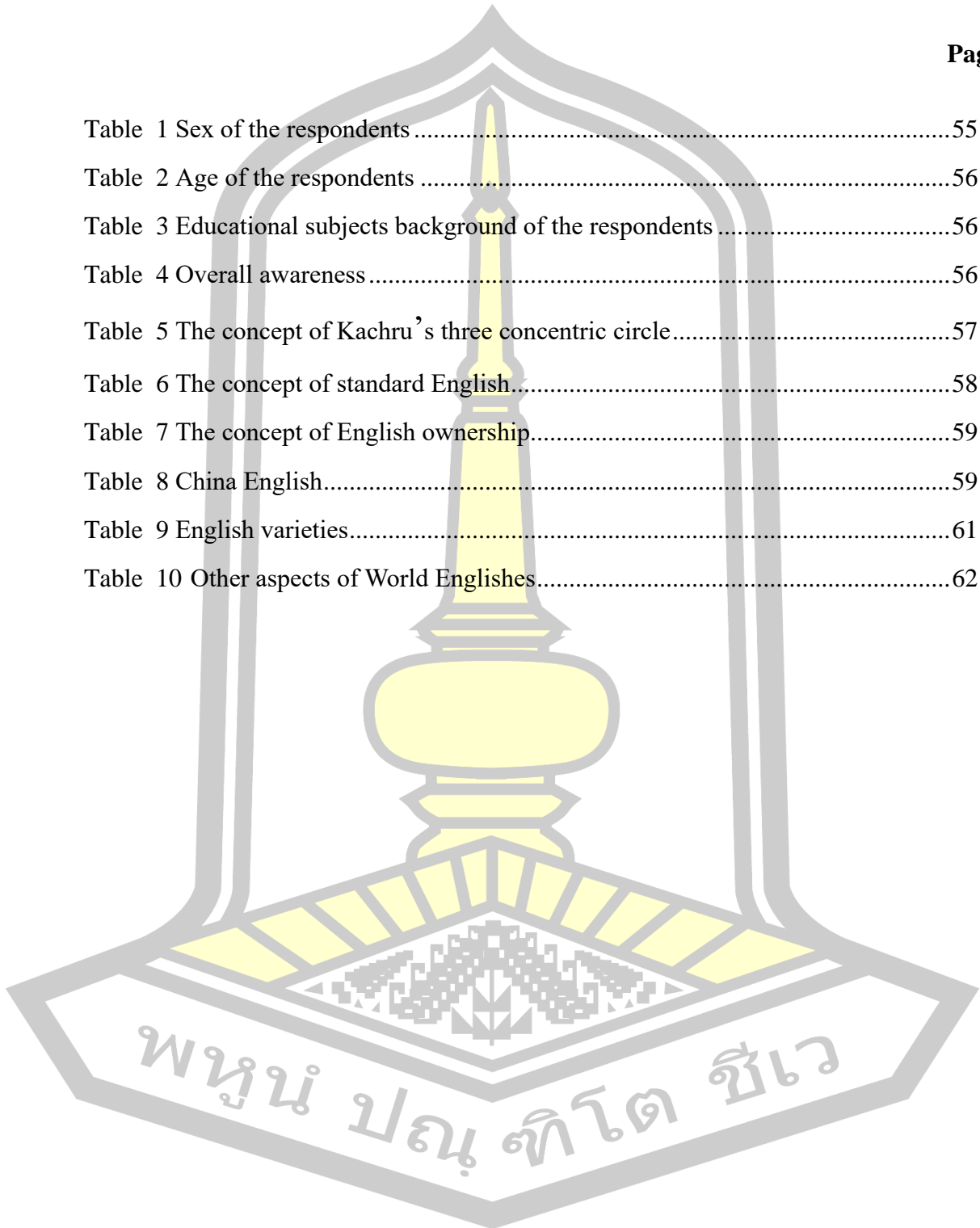
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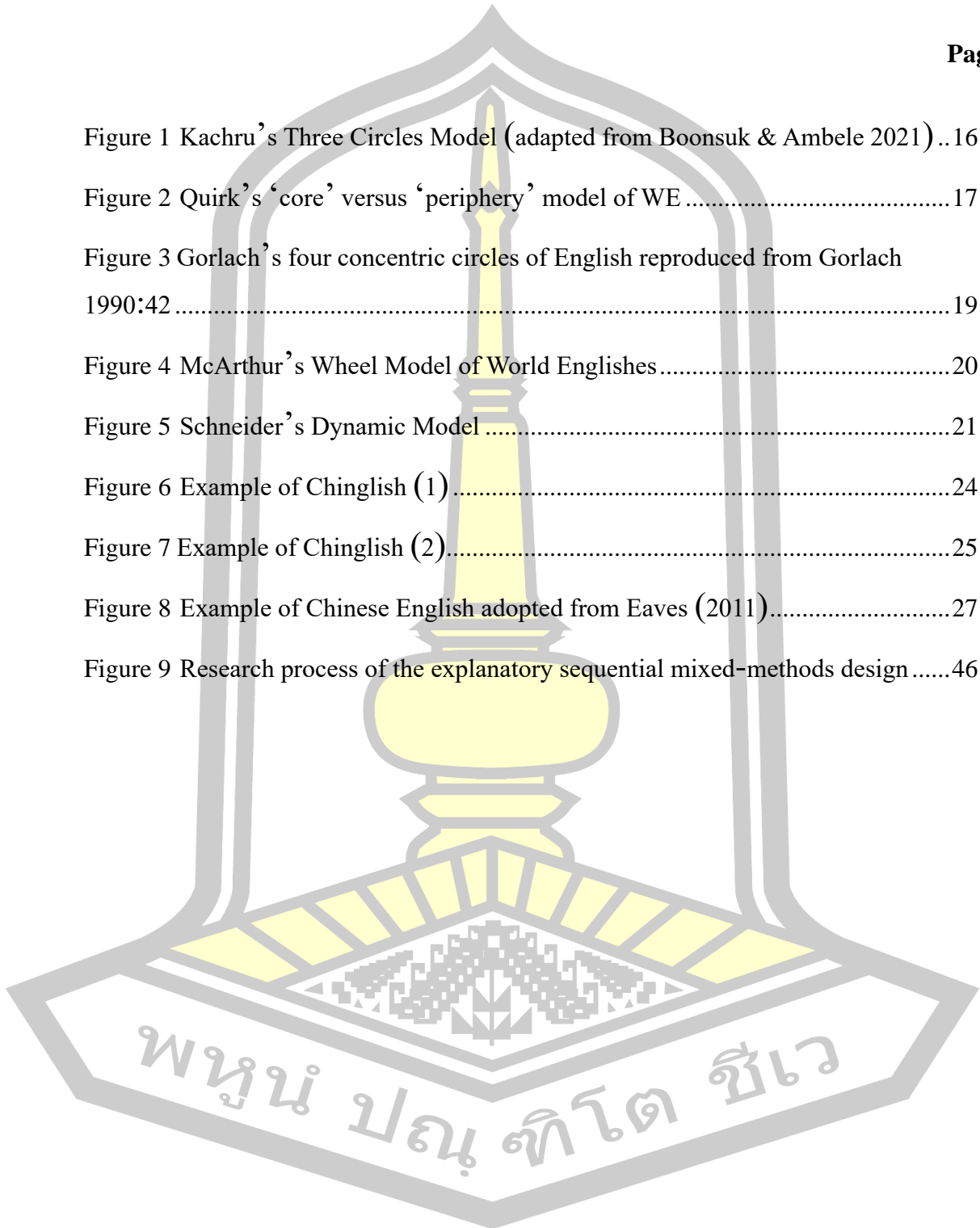
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CHAPTER I

INTRODUCTION

This chapter begins with a brief overview of the study (see 1.1), followed by the justification for the study (see 1.2) and an exploration of the research purpose (see 1.3). It then addresses the research questions (see 1.4) and the significance of the research (see 1.5). The chapter concludes with a discussion of the research scope (see 1.6), definitions of key terms (see 1.7), and thesis proposal structure (see 1.8).

1.1 Background of the study

Current linguistic data reveals the existence of over 7,000 languages globally, underscoring the diverse linguistic landscape within which English has attained a unique, global status (Eberhard et al., 2023). Every language appears in various forms and with various characteristics. Of all these languages forming the ‘contemporary global linguistic ecology’ (Phillipson & Skutnabb-Kangas, 1999, p. 20), one has an unprecedented, unique, and global status—the English language. Currently, English is studied and utilized in nearly every nation, reflecting its pervasive influence in global communication. According to Jenkins (2015), about 329 million people use English as their primary language, and about 430 million speak English as a secondary language, with numerous others learning and utilizing English as a foreign language (EFL). Crystal (2008) estimates that there are 2 billion English speakers worldwide. The rapid development of information technology has accelerated the growing demand for the use of English. As a result, it is widely believed that English will maintain its global dominance over the next 50 years (Ambele, 2022; Kachru & Smith, 2009).

Schneider’s (2014) Dynamic Model is pivotal to this research as it delineates the evolution of English within various postcolonial societies worldwide. According to Schneider, the foundation stage marked the initial entry of English into a new territory. The second stage, known as explicit stabilization, holds that language norms are primarily influenced by native speakers (NS), but that lexical lending and early phonological and syntactic transfers are increasingly common. The third stage, nativization, represents the central stage of linguistic and cultural transformation. The fourth stage is the stability of internal regulation, characterized by pride and

celebration of linguistic and cultural self-sufficiency. Internal differentiation occurs once the variety reaches outward stability. Schneider (2014) classifies Brunei English, Hong Kong English, and Malaysian English as the third stage. Singapore English and China English are considered to be in the fourth stage and have the potential to progress to the fifth stage. This underscores the impact of globalization on the rising prominence of English across various facets of life, contributing to its nativization and the emergence of diverse English varieties. Li (1998, p. 39) contends 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 creating new varieties of English. Consequently, sociolinguistic labels such as ‘Indian English,’ ‘Pakistani English,’ ‘China English,’ ‘Singaporean English’ and others are quite common.

Globally, English serves as a primary medium for international communication, particularly within diverse business and cultural spheres. Ross and Galloway (2019) point out that the global status of English is rising, not falling. According to Ambele and Boonsuk (2021), Galloway and Rose (2014), and Jenkins (2015), the globalization of language has led to its continuous expansion, resulting in a plurality of users and forms. English is no longer the language of any particular country; Instead, it has evolved into a global language with many existing variants. As a result, World Englishes has become a growing field of applied linguistics over the past few decades. English as a language of instruction has become increasingly prominent in East Asia, especially at the vocational and university levels. It should be emphasized that internationalization and internationalization have contributed to the proliferation of diverse English around the world (such as Singaporean English, Malaysian English, and China English). In the World Englishes paradigm, the notion that English uniquely belongs to inner-circle countries, such as the United Kingdom and the United States, is disputed because the polycentric nature of English language use produces different local varieties in specific contexts of use (Ambele, 2022; Bernardo, 2013; Boonsuk & Ambele, 2021). World English encompasses diverse English varieties, reflecting the interplay between language and identity in multilingual contexts, as individuals adapt their linguistic practices to align with their cultural affiliations (Crystal, 2003). Recognizing English varieties as expressions of cultural

identity challenges traditional notions of linguistic standardization and highlights the dynamic evolution of English in global communication (Kachru, 1992).

In recent years, scholars from various fields such as sociolinguistics, English language education, and cross-cultural communication have shown increasing interest in the World Englishes (WE) paradigm (Ambele & Boonsuk, 2020; Ahn, 2015; Bernardo, 2018; Boonsuk & Ambele, 2021; Hino, 2018; Kubota, 2015; Lorente & Tupas, 2014).

The significant impact of the diversity of English varieties on English teaching is a focus of our discussion (Bautista & Gonzalez, 2006; McArthur, 2002; McKay, 2003). Therefore, much emphasis is placed on the need for mobility in the teaching and learning of English as an International Language (EIL) field “beyond the teaching and learning of a single native variety of language and culture from a particular speech community” (Rajprasit & Marlina, 2019, p. 19), reflecting “pluralist views on Englishes” (Boonsuk, Ambele & McKinley, 2021, p. 1). This concept has prompted calls for curriculum changes to promote multilingualism and raise awareness of the diversity of English in the study of English as an international language (Alsagoff et al., 2012; Matsuda, 2012; McKay & Brown, 2016).

Furthermore, the global landscape of English usage has undergone significant changes, with English evolving into various new forms. Many scholars doubt the exclusive right of native speaker norms in English Language Teaching (ELT) and advocate the development of a new model that encompasses a wider range of English (e.g., Balasubramanian, 2022; Boonsuk, Wasoh & Ambele, 2023). In this way, language learners have more opportunities to be exposed to different sociolinguistic contexts.

In the Chinese context, since 1978, China’s open-door policy and emphasis on modernization have led to various official initiatives aimed at improving foreign-language education (Hu, 2005; Lam, 2005; Li et al., 1988). The emphasis on learning English has continued unabated in recent years, making China boast the largest population of English learners in the world. Over 200 million students in China (about 20% of the global total) are studying English in schools, and around 13 million young people are learning it at university (Taylor, 2002). Therefore, in the context of

globalization and the official promotion of English in China, exploring how Chinese learners and educators perceive China English as an English variety is crucial.

However, compared with the linguistic landscape and the popularity of English learning in China, China English as one of the local varieties of English tends to be ignored. From a WE perspective, it has been argued that China English (CE) is a developing variety of English, with features of phonology and morphosyntax being codified (Bolton 2003; Xu 2010). Within the ELF framework, the English spoken in China is considered more flexible, incorporating specific characteristics from people's first languages (L1s).

In the field of English teaching in China, although English is taught as a foreign language in China, it is a compulsory subject in Chinese schools and universities (Wang, 2015). However, the current pedagogical practices in China are inconsistent with the linguistic reality (Pan et al. 2021). Pan et al. (2021) note that English education in China assumes that the primary need of learners is to specifically converse with native speakers and absorb their use of language, especially in pronunciation. This assumption is reflected in teaching practices that are heavily oriented toward native-speaker norms. When Chinese learners use American and British English models, their English usage often inevitably demonstrates the influence of their first language, Chinese. This English is termed as 'China English' in this study.

Business English education in China has a history of over 50 years, during which the curriculum, syllabus, courses, and materials have seen significant changes. The teaching of Business English in China began in the early 1950s, and the 1990s marked a significant expansion in this field, with many colleges and universities adding Business English programs. In the past decade, there have been continuous efforts to improve the Business English curriculum. Wang and Xu (1997) suggested a two-stage curriculum focusing on both subject knowledge and language skills. Chen (1999) advocated for a more systematic Business English curriculum that integrates subject knowledge with language skills. In other words, the diversity of English varieties plays a critical role in Business English, as it equips learners with the flexibility to navigate multicultural and multilingual business environments effectively (Louhiala-

Salminen & Kankaanranta, 2011). Recognizing and incorporating English varieties in Business English education fosters pragmatic competence, enabling professionals to adapt their communication strategies to diverse international audiences (Nickerson, 2005).

Also, some studies showed that Chinese learners of English or Business English majors use English more frequently with non-native speakers than with native speakers (Pan et al., 2021). The perspectives of Chinese Business English major learners in a vocational college in Northern China on the mentioned issues have not been extensively explored. Therefore, this study aims to examine the opinions of Chinese college Business English learners regarding different varieties of English, as well as China English in the context of the ideology of English as an international language (EIL). With EIL challenging and altering the conventional role of English globally, numerous scholars (such as Crystal, 2000; Graddol, 2006; Holliday, 2008; Jenkins, 2000) emphasize the necessity of being socially, psychologically, and linguistically aware of linguistic diversities. Consequently, it is essential to investigate the awareness, awareness, and preferences of Chinese Business English learners toward various English varieties, as well as the reasons shaping such awareness.

1.2 Justification of the study

The changing status of the English language has brought about changes in the field of English Language Teaching (ELT), with policymakers, researchers, and language practitioners repositioning English from socio-cultural and socio-political perspectives. As English emerges as a global language, the goals and needs of English are re-addressed and renegotiated. In the context of globalization in the 21st century, and from a broader perspective, it is necessary to re-address some of the language ideologies associated with English and ELT field. Although many scholars have proposed some methods such as English as Lingua Franca and World Englishes (Galloway, 2011, 2013; Matsuda, 2012; Way & Rose, 2015) to incorporate GE concepts into ELT practice, they are mostly at a theoretical level. Very little research has been conducted hitherto on incorporating GE concepts into the ELT classroom (Galloway & Rose, 2014, 2018; Rose & Galloway, 2017), especially in Chinese vocational and technical colleges.

The local use of English in China, known as China English, has been accepted by many Chinese as a variety of English (Ma & Xu, 2017), but there is some debate from the perspective of World Englishes (WE) (Ambele, 2022; Fang, 2017a; Yang and Zhang, 2015). Previous research mainly focused on the acceptance of China English by Chinese college students or teachers (He, 2017; He and Li, 2009; He and Zhang, 2010; W. Wang, 2015). However, many studies do not delve into the underlying reasons behind attitudinal responses. Therefore, in the context of more than 400 million Chinese-speaking people learning English for different purposes, it is worthwhile to study Chinese learners' awareness and identity construction of China English (Wei & Su, 2015). The findings will contribute to how college students (especially English majors) perceive the diversity of their local English (for example China English in this research) and how they view our pedagogy.

1.3 Purpose of the study

This research explored Chinese English learners' awareness of various English varieties, including China English, and examined the reasons shaping their awareness and preferences. The findings revealed that most students are aware of China English, a variety influenced by Chinese linguistic and cultural characteristics. This awareness is primarily attributed to environmental reasons, such as exposure to local English use in educational and social settings, as well as personal experiences with English learning and communication. However, despite this recognition, the majority of students continue to prefer native English varieties, particularly British and American English, in both academic and professional contexts. These preferences are often influenced by awareness of native varieties as being more prestigious, professional, and globally accepted.

1.4 Research questions

The research purposes for this study were achieved utilizing the following three research questions:

1. What is the awareness of Chinese Business English major learners towards various English varieties (including China English)?
2. What are the reasons that influence students' awareness of varieties of English

(including China English) in RQ1?

3. What are the students' preferred English varieties in Chinese English language classrooms?

1.5 Significance of the study

This research is both theoretical and practical. On the one hand, the findings of this study will contribute to exploring students' awareness of China English (CE), enhancing students' appreciation of the diversity of English, and highlighting the distinctiveness of CE. On the other hand, the WE and CE paradigms will prove beneficial to Chinese students, English teachers, and the ELT community as well.

Crystal (1997, p. 18) noted that "English as a global language should meet the requirement of comprehensibility." Thus, Chinese teachers and students are encouraged to learn more about the different English varieties in the global English context and to have a more objective and in-depth understanding of China English, abandon the negative impression of China English, and look at it from the perspective of inclusive development. Challenging the exclusive emphasis on English as a Native Language (ENL) is imperative to align English language learning with the diverse goals of learners seeking global communication. By broadening the scope beyond a singular linguistic variant, education can better cater to the various needs and aspirations of individuals. This approach encourages a more inclusive and adaptable language learning environment, acknowledging the linguistic diversity within the English language itself.

Ultimately, fostering a curriculum that embraces different English varieties enhances learners' abilities to navigate global communication effectively and facilitates a more comprehensive understanding of the language's dynamic nature. Finally, English should be used as a real communication tool to overcome the tendency to learn English based on the dominant monolingual standard.

Also, the findings of this study should provide insight into how Chinese English learners and users, who rely on English for learning, daily communication, and international interaction, perceive World Englishes and the diversity of English. These results can serve as a guide for students to apply their knowledge in a global context.

In addition, they can provide valuable guidance to the language institute to understand the requirements of students and meet them effectively. At the same time, teachers and students need to respect and accept the concept of English ownership; That is, their English ability does not equate to “native-likeness”, but rather their ability to shift between diversity to meet the needs of internationalization and international communication (Oanh, 2012). This study thus enhances learners’ awareness of WE, various English varieties, and the reasons for their awareness.

1.6 Scope of the research

This study focus is limited to Business English major students’ (who will obtain junior college diplomas after 3 years of study) awareness of English varieties (including China English), and the reasons influencing their awareness. The study exclusively involved Business English major students from a vocational and technical college in northern China. The research data were collected quantitatively and qualitatively through mixed-method including questionnaires and semi-structured interviews. The data collection phase spanned a period of over one month.

1.7 Definition of key terms

World Englishes (WE) is a concept that recognizes the vastly available English variants currently in use in the world today (McArthur, 2002).

Varieties of English (VE) refers to the new varieties, such as Singaporean English, Malaysian English, and so on, whose emergence of the effect of the spread of English across the globe. These varieties are products of English and the native language of the country. The emergence of English varieties in different parts of the world is the reason why the term — World Englishes was coined.

China English (CE) is a developing world variety of English, based on standard English, expresses Chinese culture, and has Chinese Characteristics. Meanwhile has free-form mother tongue’s negative interference, combining Inner-circle English and Chinese elements.

Awareness from a World Englishes perspective, awareness refers to an individual’s cognitive understanding, attitudes, and perceptual sensitivity toward the existence, legitimacy, and functional roles of diverse English varieties, including their

sociolinguistic contexts and communicative purposes (Jenkins, 2015; Kachru, 1985).

Reasons refer to age, gender, and individual experiences that reflect students' awareness of English varieties.

Vocational and Technical College in China refers to the public full-time general higher vocational college approved by the Provincial People's Government and registered with the Ministry of Education of the People's Republic of China. Generally speaking, this kind of college has two types of academic systems: three-year and five-year academic system. This study only focuses on three-year Business English major students.

Business English Major typically refers to academic programs or courses of study focused on teaching English language skills within the context of business communication and professional settings. The curriculum in this Vocational and Technical College includes courses in Business Listening/Spoken and Writing, Overview of the UK and the USA, intercultural communication, and language for specific purposes related to various fields. Therefore, Business English major students are suitable candidates to participate in this study.

Junior College Diploma typically refers to a diploma or certificate awarded by a junior or community college upon completion of a specific program of study, which may include coursework, practical training, and sometimes internships or cooperative education experiences. This diploma can serve as a stepping stone for students either to enter the workforce directly or to transfer to a four-year college or university to pursue further education and earn a bachelor's degree.

1.8 Thesis structure

Chapter I will start with the background and context of the study, the research aims, research questions, and the significance of the study, followed by a description of the organization of the thesis.

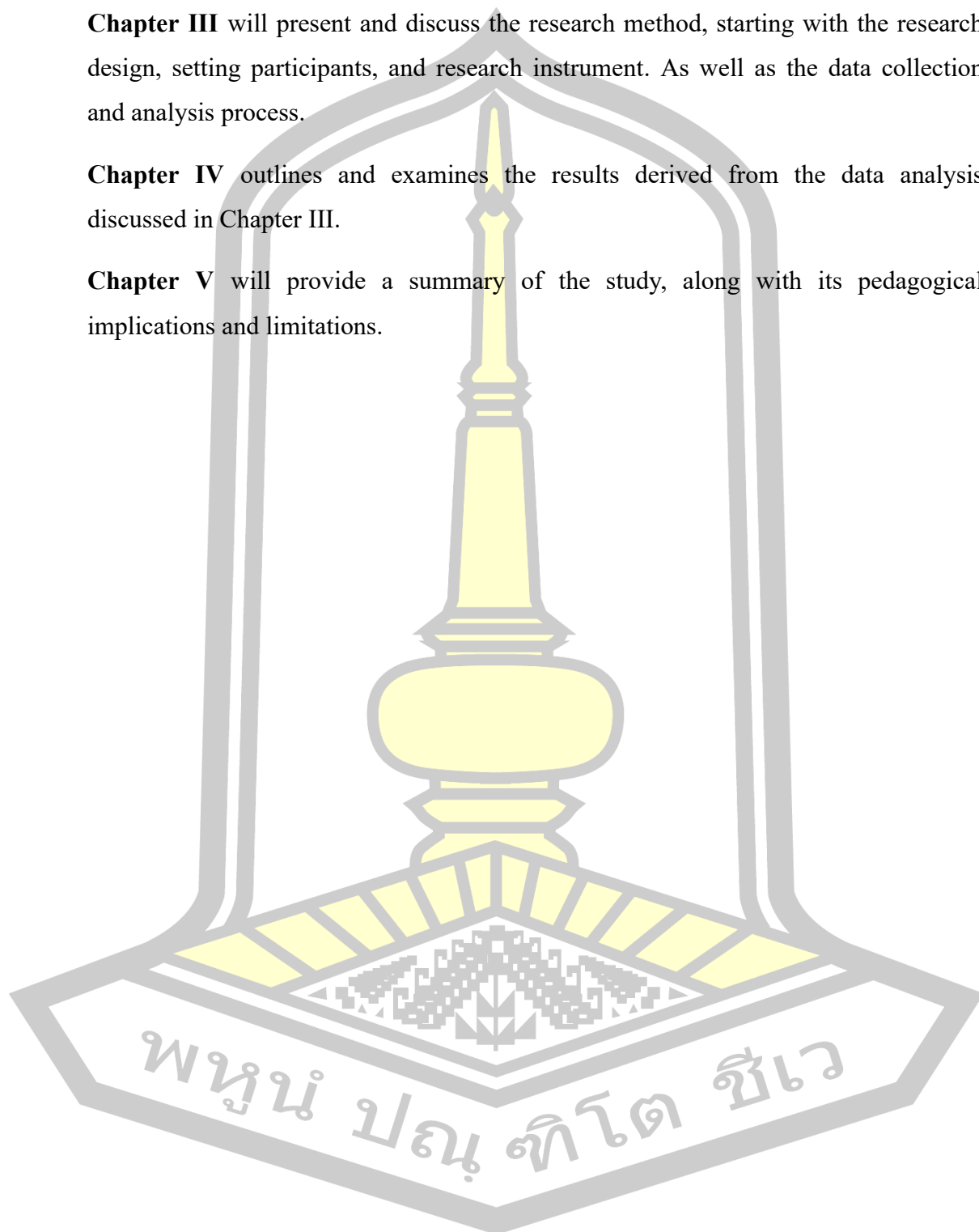
Chapter II discusses the concept, alternative models, and debate of World Englishes; followed by China English including content, choice, variety, and features; English as an International Language; and English in China; finally, this chapter will end with

WE awareness in ELT and CE varieties.

Chapter III will present and discuss the research method, starting with the research design, setting participants, and research instrument. As well as the data collection and analysis process.

Chapter IV outlines and examines the results derived from the data analysis discussed in Chapter III.

Chapter V will provide a summary of the study, along with its pedagogical implications and limitations.



CHAPTER II

LITERATURE REVIEW

This chapter provides an examination of English as an International Language (see 2.1), delves into discussing China English (CE) (see 2.2), a comprehensive overview of World Englishes (WE) (see 2.3), including its conceptualization (see 2.3.1) and alternative models (see 2.3.2). and the WE debate (see 2.4) and China English (see 2.5). This will be followed by an outline of the features of CE (see 2.6) in the context of WE. Given that the awareness of Chinese students towards language is central to this research, the chapter also addresses reasons for their awareness (see 2.7) and the role of World Englishes in English Language Teaching (ELT) (see 2.8). The chapter concludes with a discussion on awareness of the CE variety (see 2.9) and a summary of the chapter.

2.1 English as an International Language (EIL)

Since the late 1970s, scholars have been developing research paradigms conducive to capturing the multifacetedness of English in an increasingly super-diverse world. These paradigms include WE (focusing on pluralization, nativization, localization, legitimization, and codification of varieties of English around the world), ELF (focusing on the use of English as a linguistic medium enabling individuals from diverse ethnolinguistic backgrounds to communicate in various domains), and English as an International Language (focusing on contexts, functions, uses, and implications for pluricentric communicative needs). EIL “recognizes the international functions of English and its use in a variety of cultural and economic arenas by speakers of English from diverse lingua-cultural backgrounds who do not speak each other’s mother tongues” (Marlina, 2014, p. 4). The EIL paradigm is not a field of linguistic studies of English per se (as in WE) but is more concerned with the sociolinguistic, political, economic, and educational impacts of the use of English internationally (Rose & Galloway, 2019).

Over the past few decades, many studies have been conducted to investigate non-native English speakers’ awareness of English as an international language. For instance, Meng’s (2023) study investigated the awareness of Chinese ELT students in a Northeastern Thai university towards World Englishes and China English, the data

revealed that the Chinese students expressed a ‘welcoming awareness’ towards the notion of World Englishes as an apt description of the different varieties of Englishes today. Chaengaksorn (2020) found that respondents relied on a variety of English to communicate. Varieties of English were acceptable when it was considered to be effective communication.

Several studies have sought to investigate the perspectives of non-native English speakers in various cross-cultural settings, aiming to expand comprehension of their views on English as a global language alongside research into user awareness of English in an international context. For instance, Ke and Suzuki (2011) conducted a study employing a cross-cultural online exchange project involving Japanese students, aiming to enhance their communication skills with non-native English speakers. The research revealed an increase in multicultural and multilingual awareness as well as communication strategies among Chinese students using English as a foreign language. However, they continued to perceive non-native speakers as ideal models. This finding aligns with a similar study by Jeon and Lim (2013), who investigated Korean elementary students engaging in cross-cultural interactions with Chinese peers via videoconferencing. The results indicated improvements in students’ communication competencies.

2.2 English in China

Since the 17th century (Bolton, 2002), English has been extensively utilized in international communication and business changes, becoming deeply integrated into Chinese social activities. In 17th century China, the development of English was in a relatively primitive stage. At that time, Chinese scholars began to come into contact with and learn English, mainly through communication with European missionaries. The introduction of English occurred in the 18th century when Western powers came to China for colonialism. At that time Chinese people knew little about the outside world and were unwilling to learn from the outside world, as well as a foreign tongue. However, they had to communicate with foreigners in China, so pidgin English developed gradually. In education, English was first taught in Chinese schools in the 19th century (You, 2010), particularly at the university level, English learning focuses on memorizing the literature works of famous writers of the past, rather than

contemporary and colloquial English.

Between the 1850s and 1950s, China experienced a Westernization movement driven by aspirations for national liberation. During this period, Chinese society showed a growing inclination towards embracing new ideas from the outside world. Recognizing the significance of the English language as a crucial tool for Westernization and modernization, people began to learn it in its full norm.

During the 1960s and 1970s, China underwent a unique phase in its history known as the Cultural Revolution. China tends to be isolated from the Western world, and English developed in this period.

In the last twenty years, English has become increasingly popular in China thanks to the country's reforms and opening up to the world. As China became more visible globally, people started to learn more about Chinese culture and history. This led to the creation of many new words and phrases in English to describe unique aspects of Chinese life. Some Chinese words even made it into English dictionaries, like "taichi." Newspapers like the Beijing Review and China Daily often use English expressions to talk about specific Chinese things and become acceptable to native English speakers around the world. Here are a few representative examples of Chinese terms that have been incorporated into English: "Bare-foot doctor" refers to a rural healthcare provider in China during the 1960s and 1970s who, despite lacking formal medical training, played a crucial role in delivering basic medical services to rural communities; the "Little Red Book," officially known as "Quotations from Chairman Mao Tsetung," was a political handbook widely circulated during China's Cultural Revolution and has become symbolic of that era; the term "paper tiger," coined by Mao Zedong, describes an adversary that appears powerful but is weak, reflecting a strategic perspective on perceived threats.

Today in China, the English language is the most commonly studied foreign language. English instruction typically starts in elementary school, and some urban children begin learning it as early as kindergarten. Almost all middle schools and universities require English as part of their foreign language curriculum. Adults also show interest in learning English for various reasons. Despite widespread English learning and

usage among the population, it has never been adopted as a means of communication among native Chinese speakers but rather for interactions with foreigners. Throughout Chinese history, English, as a language introduced to Chinese culture, has never been formally integrated into institutions. Its primary role remains utilitarian or instrumental, serving economic and political purposes, or both. Therefore, English is only a neutral communication tool. We encourage English teachers and learners to combine the English language with their own local culture and use English to express their unique ideas and consciousness of their own culture.

2.3 World Englishes (WE)

The term “World Englishes” was coined by Kachru in 1985. Kachru (as cited in Kilickaya, 2009) explains that English is no longer monopolized by English-speaking countries. English has been indigenized in non-English-speaking countries. As a result, new varieties of English (VE) emerged and formed —World Englishes.

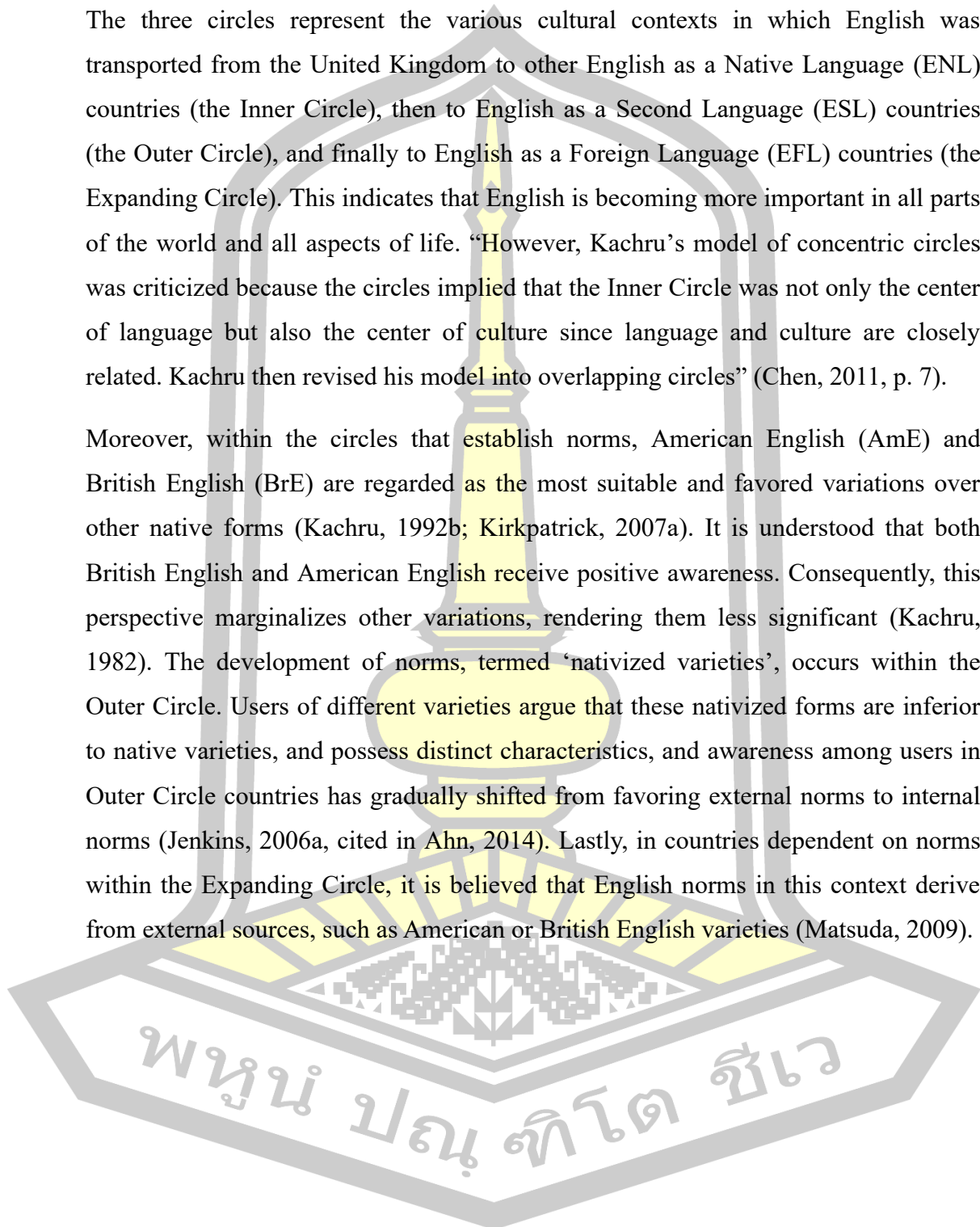
2.3.1 Conceptualization of World Englishes

There are several definitions and interpretations for World Englishes. According to Kachru (1985), the English spread globally can be divided into three concentric circles: the Inner Circle (IC), belongs to the countries where English is the first language of majority of the population, such as the US, the UK, Australia, and New Zealand, the English varieties employed in these nations serve as the basis and standard for English variations in other countries; the Outer Circle (OC), belongs to the countries where English is an official second language, such as India, Philippines and Singapore, In brief, the Outer Circle is comprised of —countries where English is not an official language, but is important for historical reasons (e.g., the British Commonwealth Countries) and plays a part in the nation’s institutions (Chen, 2011, p. 7); and the last one is the Expanding Circle (EC), belongs to the countries that introduce English as a foreign language in schools and universities for example, China and Thailand, mostly for communicating in English with the Inner and Outer Circles. In contrast to nations in the Outer Circle, English does not play a significant role in shaping the history of countries within the Expanding Circle. Nevertheless, English continues to develop swiftly, with an estimated population of English speakers in Expanding countries ranging from 500 to 1000 million. These countries

encompass China, Russia, Korea, and Indonesia, among others.

The three circles represent the various cultural contexts in which English was transported from the United Kingdom to other English as a Native Language (ENL) countries (the Inner Circle), then to English as a Second Language (ESL) countries (the Outer Circle), and finally to English as a Foreign Language (EFL) countries (the Expanding Circle). This indicates that English is becoming more important in all parts of the world and all aspects of life. “However, Kachru’s model of concentric circles was criticized because the circles implied that the Inner Circle was not only the center of language but also the center of culture since language and culture are closely related. Kachru then revised his model into overlapping circles” (Chen, 2011, p. 7).

Moreover, within the circles that establish norms, American English (AmE) and British English (BrE) are regarded as the most suitable and favored variations over other native forms (Kachru, 1992b; Kirkpatrick, 2007a). It is understood that both British English and American English receive positive awareness. Consequently, this perspective marginalizes other variations, rendering them less significant (Kachru, 1982). The development of norms, termed ‘nativized varieties’, occurs within the Outer Circle. Users of different varieties argue that these nativized forms are inferior to native varieties, and possess distinct characteristics, and awareness among users in Outer Circle countries has gradually shifted from favoring external norms to internal norms (Jenkins, 2006a, cited in Ahn, 2014). Lastly, in countries dependent on norms within the Expanding Circle, it is believed that English norms in this context derive from external sources, such as American or British English varieties (Matsuda, 2009).



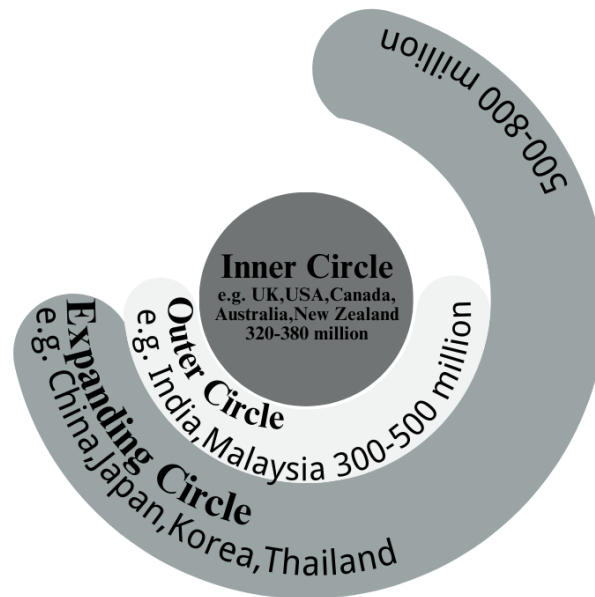


Figure 1 Kachru's Three Circles Model (adapted from Boonsuk & Ambele 2021)

Put differently, English is no longer just for native speakers (NS) anymore. Non-native speakers (NNS) blend their languages with English, creating different types of English. This variety led to the term “World Englishes” being coined. Although Kachru's model has been widely used in this field and has gained so much popularity, however, it has some shortcomings, which scholars consider to be the major flaws of his model. These deficiencies in Kachru's model will be brought up in the discussion of other alternative models of WE in 2.1.2.

2.3.2 Alternative models of World Englishes

The models associated with World Englishes will function as theoretical frameworks geared toward elucidating, describing, and predicting the big selection of linguistic variation and linguistics complexness discovered in English language use around the world. These models offer associate degree organized understanding completely different of various aspects of English because it is customized and utilized in different linguistic and cognitive content contexts. These theoretical frameworks are important for exploring the impact of linguistics variables, historical context, language interaction, and private identity on the structure and performance of English in numerous international contexts. Through these theoretical frameworks, linguists

and students will delve into the advanced dynamics of language, society, and culture throughout the widespread unfolding and diversification of the English language.

Kachru's model, though valuable for language researchers studying English worldwide, has received criticism from several scholars, including Quirk (1972), McArthur (1987), Gorlach (1990), Graddol (1997) Modiano (1999), Schneider (2003) and Mollin (2006) as well as Kachru himself. They argue that it oversimplifies and isn't clear about circle membership. For instance, Graddol (1997) believes that placing native countries in the Inner Circle implies they alone define language correctness, which isn't fair. However, he also recognizes their role as major providers of English language goods and services. Modiano (1999) shares the view that linking language ownership to Inner Circle countries is a flaw in the model and reflects a form of linguistic imperialism that Kachru aimed to avoid. In Modiano's perspective, it "re-establishes the notion that the language is the property of specific groups, and that correct usage is determined by experts who speak a prestige variety" (p. 24). Another researcher who criticized the model is Mollin (2006) who thinks that Kachru's model of three concentric circles provided a helpful way to categorize English globally. However, it did not recognize the growing importance of English as a Lingua Franca (ELF) among speakers in the Outer Circle and the Expanding Circle. Next, this chapter will discuss some mainstream models.

2.3.2.1 Quirk's 'core' versus 'periphery' model of WE

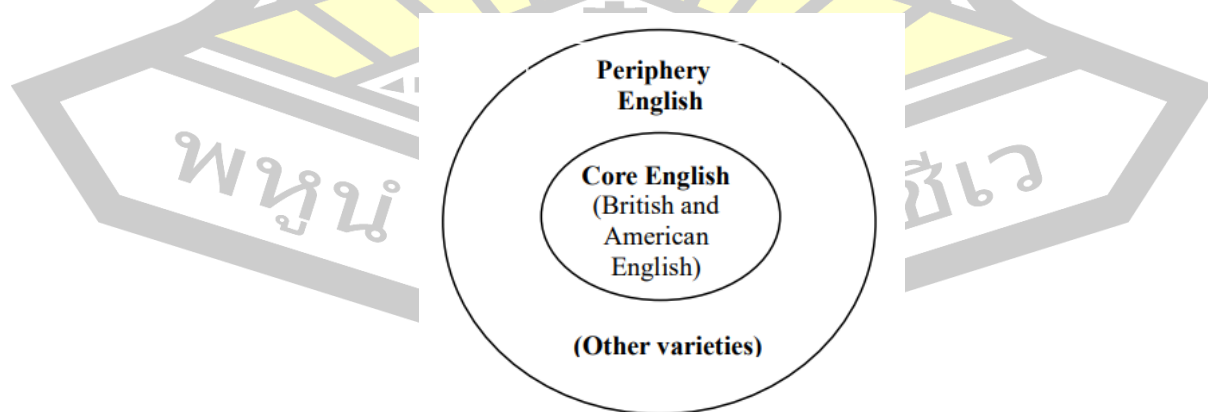
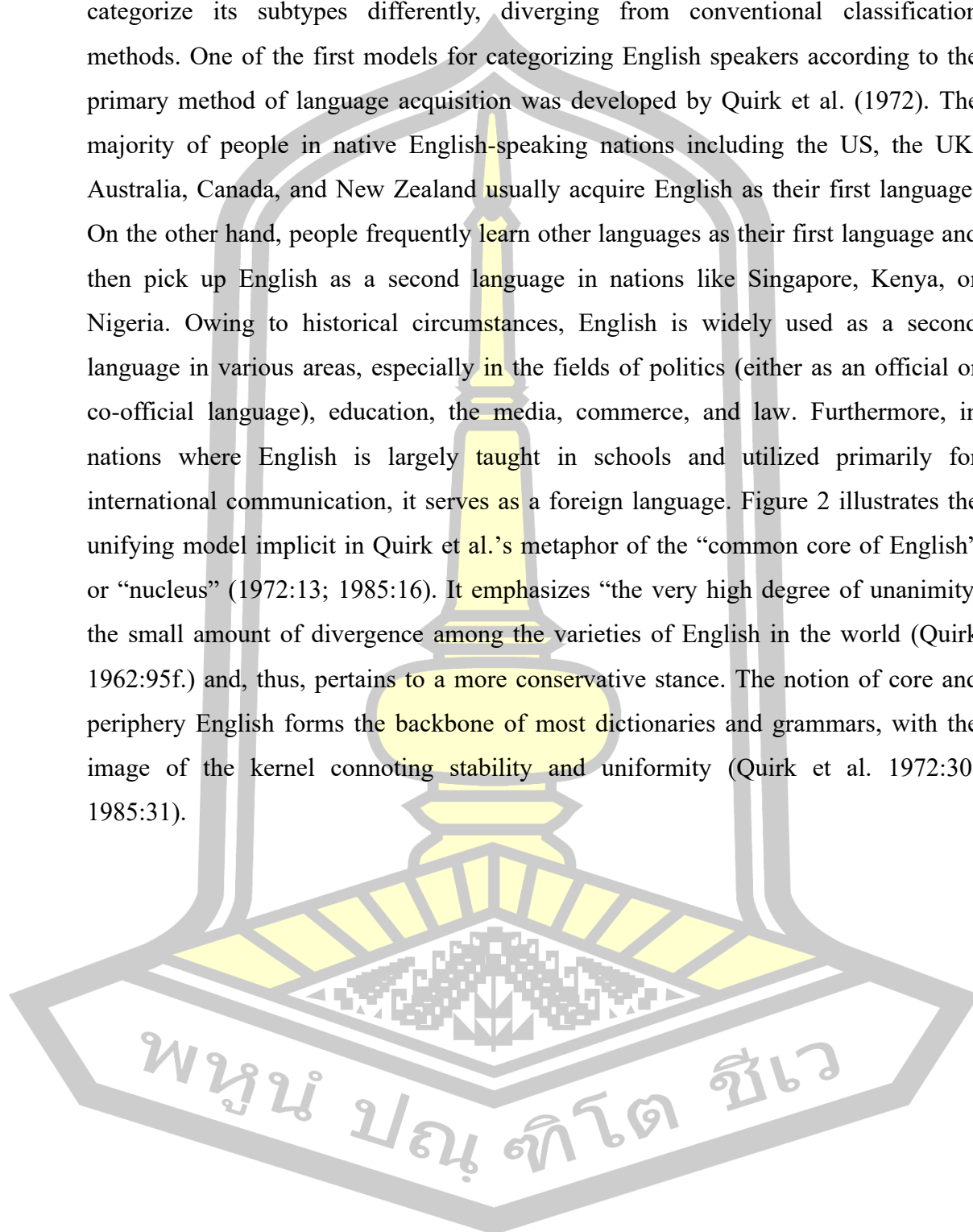


Figure 2 Quirk's 'core' versus 'periphery' model of WE

Instead of categorizing English based on geography and history, some researchers categorize its subtypes differently, diverging from conventional classification methods. One of the first models for categorizing English speakers according to the primary method of language acquisition was developed by Quirk et al. (1972). The majority of people in native English-speaking nations including the US, the UK, Australia, Canada, and New Zealand usually acquire English as their first language. On the other hand, people frequently learn other languages as their first language and then pick up English as a second language in nations like Singapore, Kenya, or Nigeria. Owing to historical circumstances, English is widely used as a second language in various areas, especially in the fields of politics (either as an official or co-official language), education, the media, commerce, and law. Furthermore, in nations where English is largely taught in schools and utilized primarily for international communication, it serves as a foreign language. Figure 2 illustrates the unifying model implicit in Quirk et al.'s metaphor of the "common core of English" or "nucleus" (1972:13; 1985:16). It emphasizes "the very high degree of unanimity, the small amount of divergence among the varieties of English in the world (Quirk 1962:95f.) and, thus, pertains to a more conservative stance. The notion of core and periphery English forms the backbone of most dictionaries and grammars, with the image of the kernel connoting stability and uniformity (Quirk et al. 1972:30; 1985:31).



2.3.2.2 Gorlach's model of WE

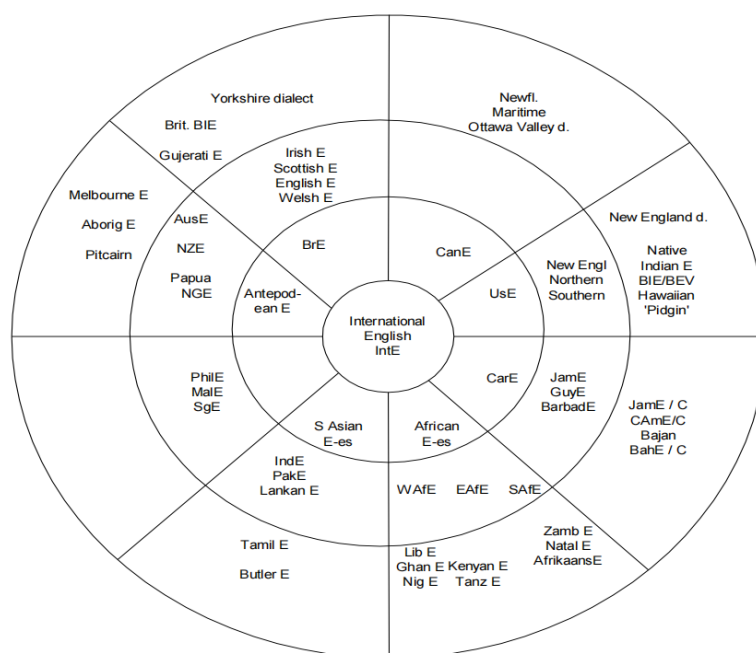


Figure 3 Gorlach's four concentric circles of English reproduced from Gorlach 1990:42

In 1988, the distinguished linguist Manfred Gorlach introduced an intricate model of English variations, often referred to as the wheel model, which he formally published in 1990. Gorlach's model, which illustrates "the status of varieties of English and related languages worldwide" (1988b/1990:42) establishes a range of standards without distinction between native and second languages. At the center of this model is the 'core' of International English, encircled by three circles representing different levels of language usage: standards, semi-standards, and non-standards [Figure 3]. The model also identifies eight distinct global regions with the use of spokes, creating a holistic perspective that includes both the geographical spread and the regulatory facets of the language. Gorlach's intention appears to be the preservation of this central 'core,' countering any forces that might disperse it, through the innovative approach of shifting the central focus away from native speaker norms.

Gorlach's wheel model enhanced the understanding of English diversities by acknowledging the complex layers and varied linguistic standards influencing the worldwide scope of the English language. This model offered a sophisticated and

multi-dimensional viewpoint, valuing the diverse range of English variations and their distinctive impacts on the constantly evolving and dynamic phenomenon of World Englishes.

2.3.2.3 McArthur’s model of WE

This model significantly expanded upon the foundational framework established by McArthur’s wheel model, incorporating layers of complexity and structural detail. A key aspect shared with McArthur’s model was the concept that the further a variety diverged from the central hub, the lower the degree of mutual intelligibility with the standard form. Moreover, as one moved away from the center, there was a greater emphasis on the contextualized use of language, highlighting localized linguistic features and practices. In both Gorkach’s and McArthur’s models, the central hub represented a conceptual “world standard” of English, with various language varieties emanating from it, illustrating a hub-and-spoke organizational structure (Gorkach, 1990, 1998).

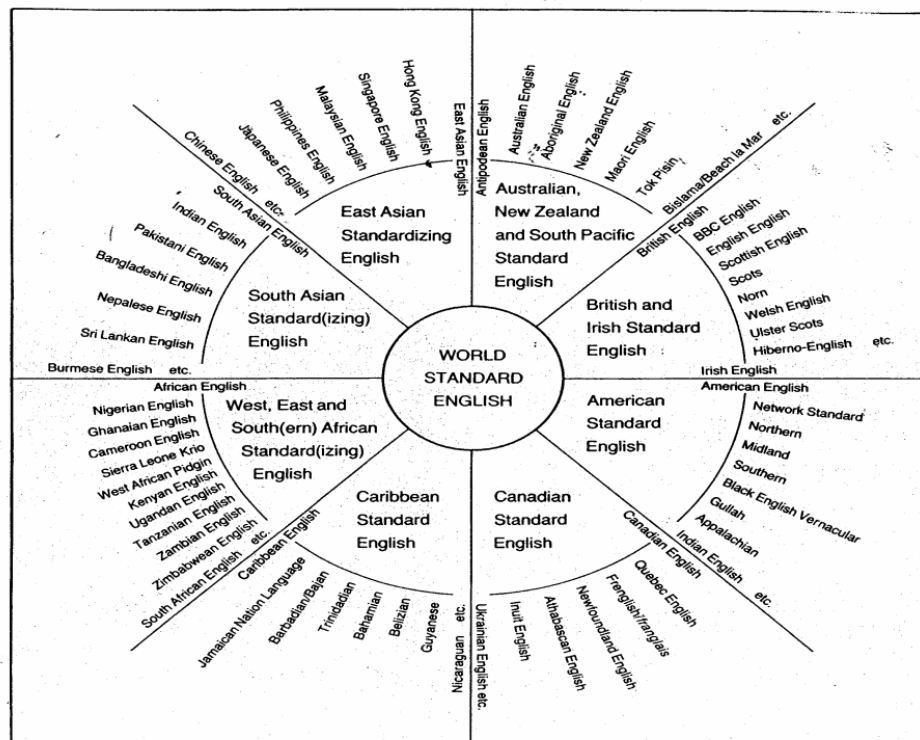


Figure 4 McArthur’s Wheel Model of World Englishes

Nevertheless, McArthur's image of the wheel (1987) injects more dynamism into Gorlach's rings (1990), as the eight regional spokes extend outward from the central hub of World Standard English, thereby illustrating centrifugal forces. Interestingly, McArthur has adopted the three concentric circles as the organizational framework for his Oxford Companion to the English Language. The entries within the innermost circle termed the 'core', encompass "immediately obvious aspects of the language such as its grammar," while the first and second circles extend further to encompass related subjects such as language acquisition (1992b: xviii).

2.3.2.4 Schneider's Dynamic Model of WE

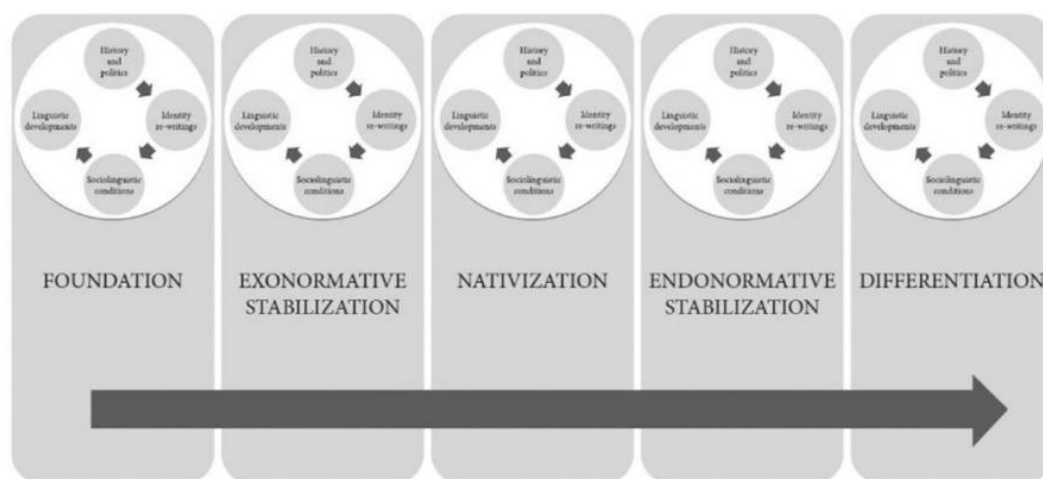


Figure 5 Schneider's Dynamic Model

Schneider's dynamic model has garnered recognition for its perceptive portrayal of the evolution of nascent English varieties in postcolonial environments. It is a foundational framework in the exploration of World Englishes. A pivotal phase identified by Schneider is termed 'Endonormative Stabilization', which denotes the gradual acceptance and validation of a native linguistic standard. This advancement is driven by an increasing linguistic confidence deeply rooted in the local context (Schneider, 2003, 2007).

In the preceding stage, labeled as 'Nativization', there was a noticeable shift in the settlers' awareness of their identity. However, it is during phase four that the nation's identity, distinct from the colonial 'motherland', truly begins to take shape. According

to Schneider (2003), a specific occurrence, referred to as ‘Event X’, often catalyzes the transition from phase three to phase four. ‘Event X’ typically represents an incident that vividly demonstrates to the settlers the contrasting relationship between the previously high esteem they held for the mother country and the significantly reduced importance attributed to the former colony by the homeland. This shift realigns the notion of ‘other’, now associated with the motherland, and redefines ‘self’ to encompass the settlement location. As a result, there is a profound reconfiguration of identity, accompanied by a newfound appreciation for the recently developed language variety (Schneider, 2003).

This stage holds significant importance in understanding the formation of linguistic standards and the alteration of identity awareness within post-colonial linguistic contexts. Schneider’s dynamic model provides valuable perspectives on the evolution of local identities and linguistic norms following colonial influences, presenting a comprehensive framework for grasping the complex relationship between language and identity in World Englishes.

Of all the models presented and discussed in this section, Kachru’s three concentric models of WE, till date, still remain the most popular and influential model in WE research (Ambele, 2023); and thus, will form the main theoretical framework of the present study.

2.4 World Englishes debate

The review of the literature above does help demonstrate just how far debates and discourses on world Englishes have progressed since the late 1970s and early 1980s. World Englishes and Standard English were initially hotly debated by Quirk (1985, 1990) and Kachru (1985, 1991). Quirk (1990), in his discussion of English in different contexts especially in OC countries, suggests that these varieties of English are simply interfering varieties and suggests that English teachers focus on local norms and local performance and emphasize the need to maintain a common standard for the use of English not only in the IC countries but also in other countries. Quirk in his widely circulated “Use of English” affirms the importance of English worldwide. However, he rejects the identity of the varieties of English in Kachru’s Outer Circle and considers the recognition of such identities “...the false extrapolation of English

'varieties' by some linguists. He rejects the use of identificational terms such as "Singapore English", "South Asia English" and "Philippine English", and characterizes them as "misleading, if not entirely false" (Quirk, 1968). He does not believe that "the varieties of English are adequately described at various linguistic level and, cannot be used as pedagogically acceptable." He also feels concerned about the prospects of deterioration in global standards and would like to prevent this by relieving "the desperately acute shortage of qualified teachers." Furthermore, he also pointed out that to regulate the use of English in different contexts, common usage standards for written and spoken language must be developed. He suggests that this may have been done out of fear that the language (English) would break into different or distinct forms that were difficult to understand, thereby causing it to lose its function in international communication.

On the other hand, Kachru (1985) responded to him by saying that norms such as speech acts and registration are irrelevant to the sociolinguistic reality of English used by members of the outer circle. However, he failed to mention that what he said might also be relevant to English as a lingua franca and the use of English in the EC. Kachru also believes that acknowledging various norms does not lead to a lack of intelligibility among different English users and, to some extent, Widdowson (1994) supports Kachru's claim that many bilingual English speakers acquire the language in educational settings, which emphasizes a specific standard and tend to ensure some uniform form. Widdowson (1994) acceptable with Kachru's statement against Standard English and the ownership, maintaining that native speakers cannot claim ownership of English: "How English develops in the world is no business whatsoever of native speakers in England, the United States, or anywhere else. They have no say in the matter, and no right to intervene or pass judgment. They are irrelevant. The very fact that English is an international language means that no nation can have custody over it (p. 385)."

Furthermore, Bruthiaux (2003) argues that Kachru's three concentric circles model is too limited because it is "a primarily nation-based model which draws on specific historical events and which correlates poorly with current sociolinguistic data" (p.161).

2.5 China English

2.5.1 Chinglish, Chinese English, and China English

In the trend of globalization, China, as a superpower, already has a place in the world, and its huge influence cannot be ignored. Meanwhile, China also has the largest English-learning population in the world (Bolton, 2003; Wei & Su, 2015). First of all, which title is more suitable for the English used by Chinese people in the context of globalization is a question worth thinking about. In terms of English variety in China, two terms have raised much debate and argumentation: one is “China English”, and the other is: “Chinglish” or “Chinese English”. According to the research of several famous linguists, including Ge (1983) and Li (1993), Wei and Fei (2003) identified three stages of the development of English spoken in China: Chinese Pidgin English (CPE), Chinglish as interlingualism, Chinese or China English (CE) as a variety in developing countries.

2.5.1.1 Examples of Chinglish

“Chinglish” has long been given the label “rigid, stubborn”, it is not considered as a variety of English since it does not follow the convention of Standard English. “Chinglish is not, in fact, an interlanguage, but a nonsensical, problematic form of English that is the result of poor translation, misspelling, and errors” (Eaves, 2011). Figure 6 below is a clear example of Chinglish, illustrating a nonsensical and incorrect use of language.



Figure 6 Example of Chinglish (1)

This sign was photographed in Zhijiang City, Hubei Province. The “black” in the translation refers to the “black color”, so “black taxis” means “taxis with a black appearance”. In Chinese, the “black” in “black taxis” actually means “illegal” or “without an operating license”, so the correct translation of “black taxis” is “illegal taxis” or “unlicensed taxis”.



Figure 7 Example of Chinglish (2)

Figure 7, taken from famous quotes from a middle school in China, may also be regarded as another example of Chinglish. This “Jici” is a British romantic poet, as famous as Shelley and Byron. His famous quote comes from “Ode on a Grecian Urn”, and the original text is “Beauty is truth, truth (is) beauty”. Even such a poetic sentence can have its beauty destroyed due to its nonsensical nature and poor translation.

2.5.1.2 Examples of Chinese English

Chinese English is an interlanguage that is used on a learner’s path toward fluency and China English is a developing world variety of English” (Eaves, 2011, p. 64). Wei & Fei (2003) group the terms Chinese English and China English together, suggesting that ‘Chinese English has tended to be held in contempt by both native speakers and most Chinese’ (p. 44), whereas China English is a more widely-accepted title for the developing variety of English that is now being spoken in China. Similarly, Hu (2006) says that there is ‘no clear distinction between the terms’ Chinese English and

Chinglish and describes them as being at the opposite ends of a continuum' (p. 231). The author suggests that it poses a risk to categorize these two types of English together, as there are distinct disparities between the interlanguage used by Chinese individuals learning English (referred to as Chinese English) and the evolving cultural variant of English specific to China, which this study further elaborate on in this paper as China English.

If we take Richards et al.'s (1992) definition of interlanguage, we can see that it is:

The type of language produced by second and foreign-language learners who are in the process of learning a language. In language learning, learner's errors are caused by several different processes.

These include:

- a. borrowing patterns from the mother tongue
- b. extending patterns from the target language.
- c. Expressing meanings using the words and grammar which are already known (p. 186)

If we think of Chinese English as an interlanguage, the descriptive rules of English are obvious, though not always in a "native" way. Often, Chinese English is the product of mistakes made by learners as their fluency level increases. It may use Chinese syntax or sentence structure, or at other times use incorrect but understandable grammatical patterns. These forms of interlanguage do not constitute a new variety in and of themselves but are usually still understandable to native speakers despite the errors. According to Wei and Fei, "Individual learners, in using English, translate more or less from Chinese and tend to ignore the basic grammatical structure of English" (2003, p. 43). In this way, Chinese English as a translanguaging may not be significantly different from the translanguaging used by other English learners around the world. Example A is the transliteration of the speech by a Chinese middle school student:

I like my friend; her name is Amy.

This sentence was translated using Chinese ideas and Chinese grammar to say English

words, it stands as a way of thinking, seems all students go through this until their English gets better. The correct way to say this sentence is “I like my friend very much” or “I like my friend a lot”, cannot have “very” first and then a verb, it is always a verb and then very.

Figure 8 was photographed at a civic museum in Zhejiang Province. It shows a very clear example of misapplied grammatical rules.

The translator likely intended to write ‘No photographing’ or ‘No photography’, but instead used the same conjugation pattern as in ‘No smoking’ (where the final ‘e’ is dropped from ‘smoke’ and the suffix ‘ing’ is added) and incorrectly applied it to the word ‘photo’, making the phrase unintelligible. In context with its companion sign, this is a clear example of interlanguage, where the learner hasn't yet mastered the correct use of grammar patterns. “It would be out of place to label this as China English because the example is an obvious result of misuse rather than a developing new trend in language function” (Eaves, 2011, p.67).



Figure 8 Example of Chinese English adopted from Eaves (2011)

2.5.1.3 Examples of China English

On a theoretical level, China English is distinguished systematically from Chinese English, Chinglish, Pidgin English, etc. China English is regarded 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 whereas 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).

Every country has its cultural characteristics. Like China English certainly has typical Chinese culture and lifestyle. In other words, China English should express typical Chinese phenomena and ideas. That is why China English as an adaptation of English is going to be accepted by more learners. Xu (2002) quotes Li’s definition of China English: “China English is based on a standard English, expresses Chinese culture, has Chinese characteristics in lexis, sentence structure, and discourse but does not show any L1 interference (p. 269).” Below are several commonly examples of linguistic features characteristic of China English:

Example A:

Long time no see!

Meaning: It is been a long time since we last met, a direct translation from Chinese.

Illustrative sentence: Hi, John! Long time no see!

Example B:

Lose face

Meaning: To lose dignity or be embarrassed, a concept from Chinese culture.

Illustrative sentence: He doesn’t want to lose face in front of his friends.

Example C:

People mountain people sea

Meaning: A large crowd of people, directly translated from the Chinese phrase.

Illustrative sentence: The train station was people mountain people sea during the holiday.

These examples reflect the unique features of China English, it is based on Standard English, expresses Chinese culture, and has Chinese characteristics. Li (1993) also

published an article distinguishing China English from Chinglish. According to his definition, China English is based on standard local English, using vocabulary, grammar, and discourse with Chinese characteristics, without interference from Chinese, and expresses China's social and cultural characteristics through transliteration, borrowing, or semantic conversion. At the same time, it has the negative interference of free-form native language, combining the internal elements of English and Chinese.

Opinion on China English is not unanimous among scholars and linguists. Xie (1994) unacceptable with Li's definition of both China English and Chinglish. Xie considers China English as interfering with English variety in international communication. This can confuse both in theory and practice and bring a negative influence on intercultural communication. Despite this voice of unacceptable, China English tends to be acknowledged. According to a survey conducted by Chen (1996) among native English speakers for their opinion on English of China Daily and Beijing Review, they all recognized the existence of China English, even though they think there is certain Chinese English in both the periodical and the newspaper. Consequently, in this study, the researcher will use "China English" to conduct in-depth discussions and research.

To date, there is no consistent definition of China English, nor is there a consistent acceptable on how to distinguish China English from Chinese English or Chinglish, although accessibility purposes have been proposed. There is much research work to be done on the scientific definition, positioning, and description of China English.

2.5.2 China English as a World Englishes variety

The spread of English has led non-native English speakers (NNES) to resist standard English forms since "what some people label as standard may not be standard to others" (McArthur 1994, p. 12). Moreover, many NNES no longer aspire to use English like native speakers (NS), finding it neither desirable nor practical. Instead, they actively shape their versions of English to better fit their communication needs and cultural backgrounds. Essentially, the global presence of English has prompted its adaptation to local contexts, resulting in a proliferation of English varieties worldwide. "Most linguists prefer to use the term varieties to refer to the differences

which set one group's speech habits off from those of another" (Wolfson, 1989, p. 213). When discussing any non-native varieties of English (VE), it is useful to first examine the three English circles of Kachru (see Crystal, 1997). The outermost Expanding Circle will be the issue that this article focuses on, China English, like Russia and other large geographical areas, falls within this Expanding Circle, making it probably the largest group of English speakers on the earth. 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', 'Cameroon English', 'Nigerian English', 'China English', and so on are rather common. China lies in an expanding circle (Kachru, 1998). This study will talk about the "nativization" of varieties – how far it is on the road to being truly local. It is believed that non-native varieties of English that have developed around the world should be as important as native varieties of English.

China English is one of these non-native varieties of English, which is the adaptation of the English language to Chinese culture. Even with its controversies, China English is beginning to gain increasing recognition in the academic world. It has been argued that CE has already developed certain unique features and that "the development of a China English with Chinese characteristics may be an inevitable result" (Kirkpatrick & Xu 2002, p. 278). According to Kachru's (1992) three stages for varieties of English, CE is considered to be located in the second stage - the development of diversity *within* the variety. At least, in the context of universities, some people have recognized the concept of CE (Fang & Yuan 2011; Hu 2005; Xu 2010). Based on empirical research findings, Kirkpatrick and Xu (2002, p. 270) have also argued that "as China moves towards international self-assurance, hundreds of millions of China English speakers will inevitably create a Chinese variety of English that will be socially accepted as the norm within China". In a similar vein, Hu (2004) claims that CE should stand alongside other varieties of English in the family of WE. Hu (2004) argues that the sheer number of users of English in China will create a new contact variety within the Chinese context.

2.6 Features of China English

Liu (2008, p.30) defines China English as: “China English, with Normative English as its core, is an English variety used by Chinese people; it has the Chinese features unavoidably influenced by both the Chinese language and the way of Chinese thinking; it possesses the linguistic characteristics shown at the levels of phonology, lexis, and syntax.”

2.6.1 Phonological features

The so-called “standard pronunciation” is the goal that non-native English learners have always pursued. But in fact, research shows that there is no single standard for spoken English, as Peter Roach said, “The idea of a ‘Standard Received Pronunciation’ is a convenient fiction, not a scientific fact.” (2000, p. 188). However, there is indeed a kind of “Received Pronunciation”: Received Pronunciation, or RP, is the accent that is often associated with Britain, often taught to L2 learners, developed in the late eighteenth century in and around London (Crystal 2014:70). Crystal’s (2014) estimates, however, are lower: namely, 2 percent of the population, which is the number also given on the British Library’s website (British Library). “It is a class rather than a regional dialect” (Baugh & Cable, 2001, p. 309). In addition, “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 variety of English has its characteristics in pronunciation. As long as they do not bear such speech differences that would lead to changes in meaning, by using them people from different countries can communicate with each other without restraint, they are acceptable and reasonable at least at the phonological level.

In the past, tapes and teacher speeches were generally considered “standards”, but in fact, they were just excellent examples worthy of imitation, and were by no means a “framework” for English learners to unconditionally confine themselves. Tapes and teacher lectures are far from meeting the needs of future cross-cultural communication. Because different varieties of English have their supra-linguistic features, the main features of which are syllables, stress, tone, and intonation, which can naturally express the national identity of the speaker, it is wise for English

learners to accept different varieties of English.

In terms of China English's phonological features, this article can be summarized into the following three points: replacement of similar sounds, addition of extra tail sounds, and changing the stressing of syllables.

Firstly, speakers of China English often substitute /s/ where a Standard English speaker would use /θ/. This is because Mandarin has no sound equivalent to the English /θ/, an unvoiced dental fricative, so speakers choose the next closest linguistic component available to them, an unvoiced alveolar fricative, as a substitute. For instance, "Think" in Standard English is often pronounced as "Sink" in China English, and "Both" is often pronounced as "Bose". There are similar situations as well, as Eaves pointed out: "/ð/ to /z/ or /ð/ to /d/ similarly, the voiced dental fricative /ð/ changes to voiced alveolars, which are the closest phonemes available in Mandarin." (M. Eaves, 2011, p.68). This is also a commonly heard pronunciation of China English: in standard English, "This" is pronounced as "Zis" or "Dis", and "Brother" is pronounced as "Brozer" or "Broder".

Secondly, because Mandarin is a monosyllabic, tonal language, there is a tendency for China English speakers to use a very staccato style of speaking, where an additional /ə/ is sometimes added to the end of a morpheme or lexical item to make it more readily pronounceable. Some examples illustrating how Mandarin's influence can lead China English speakers to adopt a staccato style of speaking and add an extra /ə/ sound: "Book" (Standard English) changed into "Bookə", "Cat" changed into "Catə".

Thirdly, the tonal nature of Mandarin results in China English speakers 'adding' tones to English words where they do not exist, or changing the stressing of syllables. A few examples will be provided to illustrate how the tonal nature of Mandarin can affect the pronunciation of English words by China English speakers:

Standard English: "*record*" (*noun: RE-cord, verb: record*)

China English: "*record*" (*both noun and verb pronounced with varying tones, potentially confusing the intended meaning*)

Explanation: The speaker might add a rising or falling tone to syllables, changing the

natural stress pattern of the word.

Standard English: “*banana*” (*ba-NA-na*)

China English: “*banana*” (*BA-na-na*)

Explanation: The first syllable might be stressed more heavily, or a tone might be applied to the first syllable, altering the natural stress pattern.

Standard English: “*important*” (*im-POR-tant*)

China English: “*important*” (*IM-por-TANT*)

Explanation: Equal stress or tones might be applied to all syllables, resulting in a more monotone or incorrectly stressed pronunciation.

2.6.2 Lexical features

As Yang (2005) points out, “borrowing has long been recognized as an important part of the nativization that English has undergone” (p. 425). To accurately talk about borrowings, this study will use Suzanne Romaine’s (1995) definitions, as follows:

- Loan blend – one part of a word is borrowed and the other belongs to the original language.

Example A:

Loan blend: “*Kara OK bar*”

Explanation: “Kala OK” (卡拉 OK) is the Chinese transliteration of “karaoke,” and “bar” is borrowed from English. Together, they form “Kara OK bar,” meaning “karaoke bar.”

Example B:

Loan blend: “*Nai cha shop*”

Explanation: “Nai cha” (奶茶) means “milk tea” in Chinese, and “shop” is borrowed from English. Together, they form “Nai cha shop,” meaning “milk tea shop.”

- Loan shift – taking a word in the base language and extending its meaning so that it corresponds to that of a word in the other language.

Example C:

Loan shift: *CP*

Explanation: “CP” comes from the word “couple”, which means two, plus, or a pair of people in love. Chinese people like to call their favorite on-screen couples (in TV dramas or reality shows) “CP”.

Example D:

Loan shift: *emo*

Explanation: The Internet buzzword “emo” is an abbreviation for “emotional”, the original meaning is exciting and easily moved. In the tone of sadness, all emotional instability can be “emo”.

- Loan translation – rearranging words in the base language along a pattern provided by the other and thus creating a new meaning. (Romaine,1995: 56–7)

Example E:

Loan translation: *color wolf*

Explanation: the phrase color wolf is a direct loan translation from Mandarin, roughly equivalent to ‘sex maniac’.

Example F:

Loan translation: *red envelope*

Explanation: Although a speaker of other varieties of English would easily be able to visualize a red envelope in its literal sense, within the Chinese cultural context, the phrase refers to a special monetary gift, often given at Chinese New Year or to exchange favors.

Distinctive examples of China English lexical items include such terms as *dragon boat*, *little red cap*, *Mid-Autumn festival*, *one country two systems* and *special administrative region*.

Lexical innovations in China English mostly fall into one of these three categories, in

short, China English lexical items are words that can be easily recognized as English; however, they generally express ideas or things specific to Chinese culture. Although these words and phrases are easily identifiable as English, English speakers outside of China often fail to understand their meaning. Therefore, “lexical items from China English are very clearly Chinese in context and culture, and not fully comprehensible to users of English outside the Chinese context” (M. Eaves, 2011, p.69).

2.6.3 Syntactic (sentence) features

- Adopting Chinese sentence structure

In Chinese, it is very common to put the cause in the first clause and the effect in the second clause. For instance: this structure is adapted into China English, making the sentence *Because they are naughty, they are punished* an acceptable form in China English while the speakers of native English prefer to say *They are punished because they are naughty* (Liu, 2008, p. 33-34).

We can find that this sentence follows the pattern of main clause + subordinate clause. Kirkpatrick and Xu (2002) state briefly that this phenomenon frequently happens when ‘because’ is used as a forward-pointing discourse marker at the start of a sentence. This might be confusing for native English speakers, who associate ‘because’ with the idea that important information has already been conveyed. But China English speakers often place ‘because’ at the beginning of a sentence, so this structure is commonly transferred from Chinese to English.

- Piling clauses together without using conjunctions

“On the syntactic level, Chinese ways of constructing sentences, for instance, piling clauses together without using conjunctions, may lead to poor coherence of narration” (Fang, 2011, p.379). For Chinese people, sometimes, the logical relationship between two sentences is self-evident and can be perceived and understood, so there are unconnected sentences in Chinese.

China English:

The weather is very cold; I wore many clothes.

Standard English with Conjunctive:

The weather is very cold, so I wore many clothes.

- Extending meanings beyond the literal meaning

Without violating the norms of Inner-Circle Englishes that govern sound, vocabulary, grammar, and syntax, China English can embrace words or phrases using simple words and sentences to extend meanings beyond the literal meaning.

For example:

“Draw water with a bamboo basket” (竹篮打水一场空)

Meaning: All efforts will be in vain because water will leak out from an ordinary basket made of bamboo.

English Equivalent: “Like trying to catch the wind”

Explanation: Attempting something impossible or futile, where success is unattainable.

“Paper cannot wrap up a fire” (纸包不住火)

Meaning: The truth will come to light sooner or later.

English Equivalent: “The truth will out”

Explanation: No matter how much one tries to hide it, the truth will eventually be revealed.

After analyzing the features of China English at the sentence level, we can see that these unique sentence structures facilitate various subtle expressions of English. All these lexical items and syntactic expressions afford a clear demonstration of how Chinese concepts can be phrased and regenerated through English and therefore shed new color on the global language (Fang, 2011, p.379).

2.6.4 Discourse features

At the level of discourse, the goal of China English is to facilitate clear communication between Chinese individuals and both native and non-native English speakers, all while preserving the unique characteristics of Chinese culture. Like all cultures, Chinese culture has its own set of customs and practices, including how to greet, apologize, express gratitude, and especially how to respond to compliments. In Chinese culture, greetings often involve inquiries about someone's health or family before getting down to business. In China English, you might see this reflected in phrases like: "Have you eaten yet?" (a common greeting in Chinese, reflecting the cultural importance of food and well-being). Besides, Chinese culture values modesty, so expressions of gratitude might be more understated. In China English, facing compliments from others, the Chinese may answer this way:

"You look really beautiful today."

"No, I'm not that pretty" instead of "Thank you for your compliment" (downplaying the favor received).

These cultural norms are not superior or inferior to those of English-speaking nations. Traditionally, when speaking English, there has been a tendency to abandon these cultural traits in favor of adopting Western norms and behaviors. However, China English, as a form of English that has evolved within Chinese culture, should embody these cultural traits. This is a key rationale behind the promotion of China English.

These features of China English all indicate that China English can be a useful and valuable stylistic device in English. Just like Meng said: "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 their way of pursuing beauty" (Meng, 2023).

2.7 Reasons for awareness

Previous studies have explored the reasons that influence students' awareness of English varieties from different countries in different educational settings. The following is a summary of these findings on influencing reasons.

In Japan, Galloway (2013) investigated English learners' awareness in the Japanese context through a quasi-experimental study using questionnaires and interviews. The findings revealed that students generally held positive awareness toward native English speaker norms in English language teaching (ELT). However, two key reasons—familiarity with native English and prevailing stereotypes—significantly impacted the awareness of English learners. The study's findings backed pedagogical recommendations to broaden English learners' exposure to linguistic diversity and dispel the misconception that native English is superior. They also emphasized the importance of awareness and experience of ELF on students' awareness and called for more opportunities to use ELF to build self-confidence.

In Sweden, many scholars have already conducted research in this area. Axelsson (2002) used an open question on reasons influencing the students' English use. It showed three main reasons in their influence: television and film, more or less frequent and longer visits to the United States or Britain, and school (p.141). In "Media exposure vs. educational prescription," Mobärg (1998) examined how media preferences and exposure influence Swedish students' awareness toward the two varieties of English. The results also revealed that this group had a broader understanding of cultural aspects in general. Consequently, Mobärg concluded that there are background reasons in this group indicating a higher interest in media input overall.

In China, previous research relevant to the current discussion has concentrated on the acceptance of China English among Chinese university students or teachers (He, 2017; He & Li, 2009; He & Zhang, 2010; W. Wang, 2015). Some studies have found that students are increasingly aware of and accepting of China English due to its linguistic accessibility and cultural friendliness (He, 2017; He & Li, 2009). However, other studies have reported low recognition and negative awareness of China English, influenced by native ideology and the stigma associated with Chinglish (Fang, 2015; He, 2017; He & Li, 2009; Yang & Zhang, 2015).

In Korea, Lee and Lee (2018) studied understanding of English as an International Language and the reasons influencing the awareness by comparing two groups of Korean students consisting of English major and non-English major students. The

research was conducted to assess Varieties of English (VE) through surveys and interviews. The data were collected from 378 students in South Korea. The finding discovered that students majoring in English perceived a positive awareness towards varieties of English more than non-English major students. It was argued that the English as an International Language awareness was mainly caused by English as International Language pedagogy and their student's personal experiences in various informal digital English environments.

In Thailand, the qualitative study of Meng's (2023) focus is limited to English major students (masters students majoring in English Language Teaching) awareness of WE and CE, as well as their awareness of CE as a legitimate WE variety. The data show the participants' acknowledgment of the acceptance and promotion of native British and American English varieties as the best models to 'prepare students for real-world exams' in the classroom. 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 (Angelo 2012; Saengboon, 2015). Moreover, 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 intercultural communication.

Besides, Saito's (2021) study explores how intercultural communication and the knowledge of 'English as an International Language' (EIL) affect EFL learners' awareness and awareness toward "non-native" English varieties. The result shows that there are two main reasons influencing EFL learners' awareness toward nativized varieties (e.g., Japanese, Chinese, and Vietnamese English): EIL knowledge (EIL readings) and EFL environment. The EFL environment can be further dissected into individual reasons such as English proficiency and locality. For instance, Japanese EFL learners who communicated with international students with higher English proficiency in their home country found that exposure to EIL (through EIL readings in the experimental group) fostered positive awareness toward nativized English varieties, including their own English. Conversely, most Chinese and Vietnamese participants unacceptable with the concept of EIL, expressing negative awareness toward nativized varieties and emphasizing the importance of 'Standard English' as a

common communication tool for people from diverse linguistic and cultural backgrounds. However, as demonstrated by Japanese EFL learners, EIL education can shift negative awareness toward their own English, enhancing L2 confidence. In other words, EIL encourages EFL learners to rethink their stereotypes and awareness toward different English varieties, fostering a positive outlook on nativized varieties, especially their English varieties, which brings them high L2 confidence and performance.

Therefore, in the context of more than 400 million Chinese-speaking people learning English for different purposes, it is worthwhile to study Chinese learners' awareness and identity construction of Chinese English (Wei & Su, 2015). The purposes of the study are compatible with the aim of this research which focuses on various varieties of English. Thus, studies of awareness or awareness towards the varieties of English are required to encourage positive awareness of the varieties of English.

2.8 WE awareness in ELT

Awareness of WE in ELT varies across different countries and educational contexts, influenced by reasons such as cultural awareness, educational policies, and exposure to diverse English varieties.

Studies across different countries highlight varying awareness toward incorporating WE into ELT. In South Korea, 71% of middle and high school teachers supported integrating diverse English varieties into education, believing it could enhance students' confidence and international communication skills (Shin & Walkinshaw, 2023). In Thailand, efforts to raise awareness of WE among university students have shown limited success, indicating the need for more comprehensive strategies to shift learners' awareness (Ambele, 2022). Meanwhile, in Australia, educators are increasingly aware of WE issues, but challenges such as resource limitations and preferences for native norms hinder practical integration into teaching (Marzieh, 2020). These findings underscore the complexities and contextual variations in adopting WE in ELT.

The research on the awareness of native speakers or non-native speakers towards English or English varieties has been extensively conducted within Inner Circle

countries. Studies focusing on native speakers' awareness of 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 viewed negatively in terms of solidarity and comprehensibility (Ambele & Boonsuk, 2021; Eisenstein, 1982; McArthur, 2001). 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. Fang's (2018) study also investigated students' perspectives on the acceptability of China English and called for a change in perspective on the teaching of pronunciation in English language higher education. As the conceptualization of World Englishes (WE) and the evolution of the WE paradigm have emerged, native speakers' awareness toward non-native varieties have become increasingly divided. Some maintain a conservative perspective, regarding deviations from native norms as errors or shortcomings, and advocate for the continued use of "proper" English. Conversely, liberationist thinkers have started to recognize and appreciate the unique characteristics of English varieties, considering the social, cultural, and pragmatic contexts, and gradually accepting these deviations from native norms as cultural differences.

This also prompts changes within the English Language Teaching (ELT) field. Traditionally, English in China has been perceived as a foreign language, with teaching standards predominantly oriented towards native norms. Local variations of English in China have often been overlooked in language classrooms, resulting in students not considering their China English (CE) accents as integral parts of their identities. In terms of phonology, vocabulary, and grammar, English varieties in the Expanding Circle tend to adhere more closely to established norms, whereas the concept of English as a Lingua Franca (ELF) emphasizes the adaptability and fluidity of English in communication, thus challenging the notion of a rigid "standard".

"In terms of language teaching, the importance of accent exposure in an international setting should be reinforced, as it is viable to design courses related to varieties of English to raise students' awareness of how English is used across the world" (Fang, p.152). In this manner, students will develop the ability to conceptualize their own English accents when they are sufficiently exposed to both native and non-native

English accents. Regarding ELT, especially in pronunciation instruction, there is an aspiration to increase awareness among both language instructors and English learners of English as a global language. This includes integrating learners' language learning requirements into the curriculum. For instance, Deterding (2010) has suggested the implementation of English as a Lingua Franca (ELF) oriented pronunciation instruction in China. This approach emphasizes the unique characteristics of China English (CE) accents and addresses certain features of CE that could potentially lead to misinterpretations.

In China, the traditional pronunciation training method is to eliminate the learner's local accent and achieve local-like pronunciation, which can no longer solve the various purposes of English learning and the actual practice of English as an international language. Therefore, to develop language learners' communication strategies, it is crucial to enhance exposure to a variety of accents, which is much more important than imitating any specific native English accent in international communication. To elaborate further, English serves as the primary lingua franca in global business interactions, facilitating communication across linguistic and cultural boundaries and enabling the seamless exchange of information and collaboration (Nickerson, 2005). The ability to understand and use diverse English varieties is crucial in international business contexts, as it equips professionals to engage effectively with clients and partners from various cultural and linguistic backgrounds (Louhiala-Salminen & Kankaanranta, 2011). Having established the importance of the role of English in global context, it is now pertinent to explore the diversity of English varieties in business education enhances communicative competence, fostering adaptability and cultural sensitivity in global business environments (Bargiela-Chiappini & Nickerson, 2014).

2.9 Awareness of CE variety

Despite increasing discussions around China English as a localized variety reflecting Chinese cultural and linguistic influences, awareness of its legitimacy and features remains limited among both educators and learners (He & Li, 2009). Compared with the linguistic landscape and the popularity of English learning in China, the variety of English in China tends to be neglected (Pan, 2015). From a World Englishes (WE)

perspective, it has been argued that China English (CE) is a developing variety of English, with features of phonology and morphology syntax being codified (Bolton 2003; Xu 2010). Besides, in the ELF framework, the English used in China is viewed as more fluid with certain features from people's first languages (L1s) being recognized.

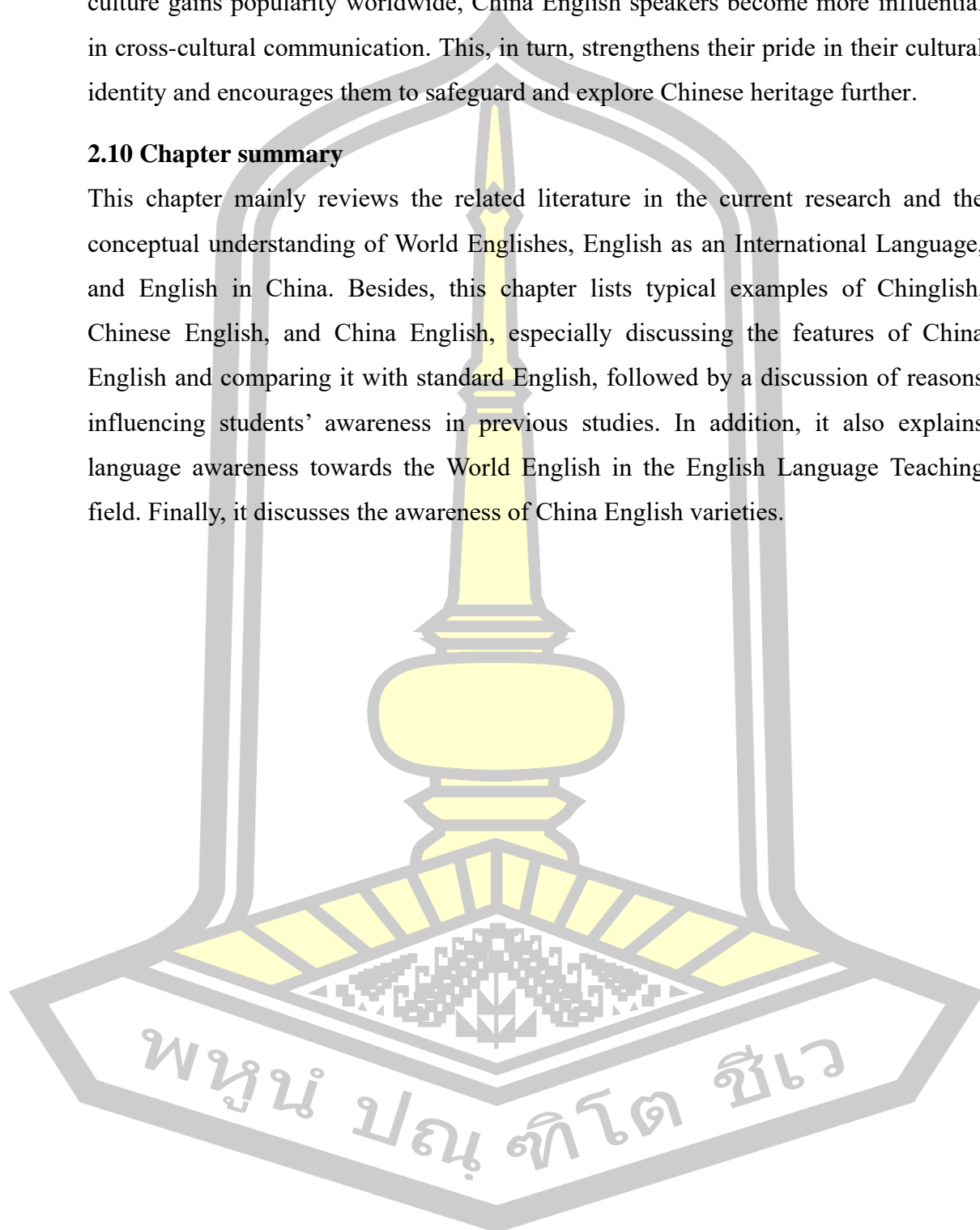
Nonetheless, nearly two decades after Kirkpatrick and Xu's (2002) remarks, there remains a gap in Chinese people's English proficiency. Wang (2015) looked into how university students and teachers view language learning methods. They discovered that many are hesitant to adopt CE as an educational approach. This uncertainty also raises questions about whether CE can be sustained and accepted by Chinese people in the future (Fang, 2017; Yang & Zhang, 2015). Furthermore, there is ongoing debate regarding the recognition of the various forms of English in China. CE might still be seen as a form of English used for performance rather than a fully established native variety (He & Li, 2009; Yang & Zhang, 2015). This parallels the situation observed in Hong Kong, where "few local Chinese use English entirely for interethnic communication" (Li, 2011, p. 106).

In essence, the global presence of English prompts it to adapt to local contexts, with the Chinese, for example, actively shaping their versions of English to better suit their own communication needs and cultural background. In the meantime, China English also contributes to the Chinese culture, it helps preserve and promote important parts of Chinese culture and shows the potential to develop into a Standard English variety. Some Chinese expressions have been absorbed into Inner-Circle Englishes, and been inscribed in dictionaries like Cambridge Advanced Learner's Dictionary, while some others have been used in mass media and literature, for example, china, silk, tofu, dim sum, lychee, ginseng, tea, chopsticks, kowtow, brainwash, long time no see (Chinglish); besides, China can express unique things in its way of the cultural concepts may cannot find equivalence in another such as spring transportation (the heavy traffic jam around the time of Chinese New Year), and fire cupping (Chinese traditional therapy method where glass or bamboo cups are heated with fire and placed on the skin); thirdly, an increasing number of Chinese linguists and English educators have realized the significance of English localization in China and are

committed to the promoting of China English as well as Chinese culture. As Chinese culture gains popularity worldwide, China English speakers become more influential in cross-cultural communication. This, in turn, strengthens their pride in their cultural identity and encourages them to safeguard and explore Chinese heritage further.

2.10 Chapter summary

This chapter mainly reviews the related literature in the current research and the conceptual understanding of World Englishes, English as an International Language, and English in China. Besides, this chapter lists typical examples of Chinglish, Chinese English, and China English, especially discussing the features of China English and comparing it with standard English, followed by a discussion of reasons influencing students' awareness in previous studies. In addition, it also explains language awareness towards the World English in the English Language Teaching field. Finally, it discusses the awareness of China English varieties.



CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the research methods employed in this study. It begins by explaining the research design (see 3.1), followed by a description of the setting and participants (see 3.2), and an overview of the research instruments (see 3.3). The data collection procedure (see 3.4) and data analysis procedure (see 3.5) are then discussed. The chapter concludes with a discussion on inference quality (see 3.6), ethical and risk considerations (see 3.7), and a summary of the chapter (see 3.8).

3.1 Research design

The present study employed an explanatory mixed-methods approach, combining quantitative and qualitative research phases to thoroughly investigate Chinese English learners' awareness of English varieties and influencing reasons. This approach was chosen for its ability to provide a comprehensive understanding of the research problem by leveraging the strengths of both qualitative and quantitative methods, increasing validity in the findings (Johnson & Christensen 2011), reducing bias (Punch 2009), and gaining a deeper understanding of the phenomenon (Dörnyei 2007). As Creswell (2014) proposed integrating qualitative and quantitative data to offer a more comprehensive knowledge of the phenomenon under research is one of the key goals of the exploratory mixed approach. According to Erzberger and Kelle (2003), using mixed methods (quantitative and qualitative methods) produces more reliable results than using only one method to test hypotheses. This was because it enabled cross-validation of results and produced comparable and consistent data that could be used to gain better knowledge.

In this regard, to fully understand Chinese learners' awareness and further explore influencing reasons, this study employed an explanatory sequential mixed-method design. In this research design, a QUAN → qual sequence was followed. In this sequence, first quantitative data was collected and analyzed, and the results were refined through follow-up qualitative data (Creswell, 2012).

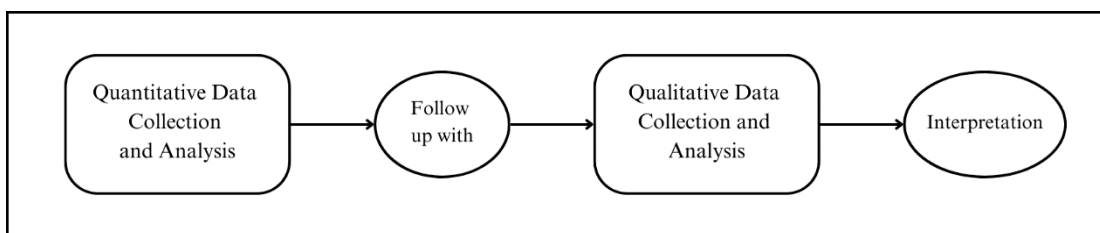


Figure 9 Research process of the explanatory sequential mixed-methods design

Nevertheless, individuals' awareness or constructions of anything are fluid and can change at any time (Ambele, 2020). By employing this explanatory mixed-methods approach, the study aimed to achieve a deep and comprehensive understanding of Chinese English learners' awareness of English varieties (specifically China English), providing valuable insights and evidence for both theoretical and practical implications.

3.2 Setting and participants

In the context of over 400 million Chinese and 13 million vocational and technical college students, this study was conducted with Business English major students at a vocational and technical college in northern China. This college is a comprehensive higher vocational and technical college with a history of over 60 years, so it is meaningful to explore the awareness of English varieties among students majoring in Business English at this college in the context of globalization.

To reach the aims, this study employed convenient purposive sampling to select 50 Chinese Business English major students studying in the first and second year in the Foreign Language Department (see Table 1) to be the participants for questionnaire, who met specific criteria relevant to the research objectives, ensuring that the data collected would be rich and directly aligned with the study's focus (Patton, 2002). The prerequisite was that all 50 students had completed one semester of professional courses (like International Trade Theory and Practice; Overview of Britain and the United States; Cross-border E-commerce English and so on), and they received English for Professional Program for at least 20 hours a week. Meanwhile, Business English major students often have distinct advantages in their exposure to English varieties compared to students in other disciplines. Their curriculum is typically

designed to incorporate authentic materials, such as case studies, international business correspondence, and multimedia resources, which expose them to diverse English accents, registers, and usage contexts (Evans, 2013). Furthermore, these students are more likely to engage in activities such as role-playing, simulations, and presentations that reflect real-world business interactions, offering opportunities to encounter and adapt to a range of English varieties (Bargiela-Chiappini & Nickerson, 2014). This exposure better prepares them for effective communication in global business environments, where adaptability to linguistic diversity is critical. They were adults aged 18-20 years old who could think independently and provide insights from a neutral perspective. At the same time, as Chinese students, they also had their views on China English. This made them suitable participants to provide meaningful insights into this study. After the questionnaire administration, 9 students out of 50 were selected for the interviews based on the following criteria. Those who participated in the questionnaire indicated a willingness to take part in the interview and reported acceptable and unacceptable awareness perceptions. Additionally, students who demonstrated a high awareness of English varieties were also considered for inclusion in the interview sample.

3.3 Research instruments

This mixed-method research employed both questionnaire and semi-structured interview for data collection, and the use of both to complement each other. The research instruments included 30-item questionnaires (see 3.3.1) and semi-structured individual interviews (see 3.3.2) used to collect the data from the participants. The purpose of utilizing these two research tools was to understand students' awareness of different varieties of English and the reasons that influence the formation of such awareness.

3.3.1 Questionnaire

Questionnaire design was critical to whether accurate and meaningful data was obtained. Questions should be clear, unambiguous, and truly contribute to the research. The questionnaire used for quantitative data collection in this study was adopted and then adapted from Ambele and Boonsuk (2021), Chaengaksorn (2020), and Fang Miao (2023) to fit the context and purpose of the current study.

There were two parts of the questions in the questionnaire: Part 1 was the general information of respondents, and Part 2 included the awareness towards varieties of English, reasons that influence their awareness, and other aspects of English teaching in China (see Appendix A). There were six dimensions containing 30 items of questions in part two: the awareness of Kachru's three concentric circles (items 1-3), the concept of standard English (items 4-6), ownership of English (items 7-8), China English (items 9-14), English varieties (items 15-23), and another aspect of World Englishes (items 24-30). Each aspect of the questionnaire contains a varying number of items for each dimension, as the items were adopted and subsequently adapted from previous research. This explains the differences in the number of items across dimensions, reflecting the modifications made during the adaptation process to suit the specific context of the study.

In this part, respondents were asked to evaluate various aspects using a three-point scale consisting of the following options: Unacceptable, Neutral, and Acceptable. The option "Unacceptable" represents a response where the participant deems the aspect under evaluation as completely inadequate or unsuitable. It reflects a strongly negative judgment about the situation or statement; "Neutral" indicates that the participant neither acceptable nor unacceptable with the statement or finds the situation to be neither particularly positive nor negative. It is used to denote a lack of strong opinion or a balanced view; "Acceptable" signifies that the participant considers the aspect to be satisfactory or suitable. It reflects a positive judgment where the situation or statement meets the minimum standards of acceptability. These options were selected to provide a straightforward and effective means of capturing respondents' opinions and feedback, thus facilitating a nuanced analysis of participant responses. Using a three-point scale simplifies decision-making, minimizes ambiguity, reduces response bias, improves data clarity, and is well-suited for capturing broad trends in cross-cultural research with large samples.

3.3.2 Semi-structured interview

The second phase of the study collected qualitative data from semi-structured interviews. Since this phase was conducted after the collection of the quantitative data, the participants were asked to provide in-depth information about English

varieties and the reasons that contribute to students' awareness. After administering the questionnaire, 9 students from a pool of 50 were chosen for interviews based on specific criteria. Participants who completed the questionnaire expressed a willingness to take part in the interviews and shared perceptions of awareness that were deemed either acceptable or unacceptable. Furthermore, students who exhibited a strong awareness of English varieties were also selected for the interview sample. Ambele (2022) points out that the main objective of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best qualify them to answer the research questions. They can provide more valuable answers and meaningful opinions for the subsequent interviews, thus enriching the findings and conclusions of this study. The questionnaire questions were developed into interview questions for interviews with the students. Interviews allowed the researcher to obtain "insight into the individual's concealed intellectual and emotional world" (Hanauer, 2003, p. 78). 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).

Using semi-structured interviews is a great way to gather in-depth insights from participants into understanding a phenomenon (Ambele & Boonsuk, 2020). In summary, semi-structured interviews were used to allow participants to express their feelings and thoughts in-depth about the reasons for their awareness. However, some specific difficulties related to the nature of interviews must be taken into consideration, as they may have a direct impact on the interview method and the data collected from respondents. The information collected was depended largely on how the interview was conducted (Cohen et al., 2017).

The purpose of the interview questions designed in this study (see Appendix B) was to allow participants to reflect on their understanding, awareness, and ideas relating to different English varieties, the reasons affecting their awareness, and their preference in Chinese English classrooms. The interview questions first tried to elicit Chinese EFL students' views on English varieties in a global context (see questions 1-2), and secondly, tried to understand the views of participants on China English and the influencing reasons (see questions 3-5), the third part of the question was about

students' preferences for English varieties compared with China English (see questions 6), finally, focused on the relationship between WE, CE, and ELT (see questions 7-8).

3.4 Data collection

The data for this study was collected from college students in northern China. Since the researcher and the participants were affiliated with the same academic program and college, the data collection process was expected to proceed smoothly. Before initiating the data collection, the researcher approached potential participants, explained the study's purpose, and sought their informed consent, ensuring confidentiality and voluntary participation.

An online questionnaire was designed to assess participants' general awareness of English varieties. The choice of an online questionnaire over a paper-based format is justified by its convenience and practicality. Online questionnaires facilitate efficient data collection within a short timeframe, making them an ideal method for gathering responses quickly and effectively. To ensure its validity, the questionnaire was pilot-tested with two students who were not part of the final study. Additionally, five students who had completed the course in the previous year were invited to test the questionnaire. Based on their feedback, adjustments were made to improve clarity and reliability. Similarly, the semi-structured interview protocol was piloted with two of these students to refine the interview process.

Based on the questionnaire results, nine participants were selected for interviews based on specific criteria. A primary consideration was their strong performance on the questionnaire, reflecting a solid understanding of the topic. Additionally, students who demonstrated a positive awareness of English varieties were included in the interview sample. The researcher then scheduled appointments with each participant and traveled to the college to conduct the interviews.

The interviews were conducted in a relaxed and comfortable setting to ensure participants felt at ease. Before beginning, each participant was provided with an overview of the interview process and asked to sign an informed consent form to confirm their willingness to participate. Each interview lasted approximately 10–20

minutes. The researcher adopted a listening-focused approach, encouraging participants to freely express their viewpoints without feeling pressured. Participants were also reminded that they could withdraw from the study at any time.

Interviews were audio-recorded with participants' permission, using a recorder provided by the researcher. Participants were informed that the recordings were solely for accurately documenting their views and assured that the material would remain confidential.

The interviews were conducted in Putonghua, as it allowed participants to provide more detailed and thoughtful responses. Since the interviews were semi-structured, the researcher had the flexibility to ask additional questions based on participants' responses, enriching the data collected.

3.5 Data analysis

The explanatory mixed-methods approach was adopted to explore the complexity of the participants' views as well as the reasons shaping them. Data analysis was quantitative, using descriptive statistical methods. Questionnaires obtained from students were analyzed individually. The results were then recorded, tabulated, and statistically analyzed using descriptive statistics, mean and standard deviations were used for the analysis of the different items across the six dimensions in the questionnaire, meanwhile, the percentage and frequency were used for participants' background information, allowing the researcher to provide an overall description of the results. In this study, average scores were compared across tables and scanned to identify interesting questions arising from the analysis.

The qualitative data from the interviews were analyzed using Qualitative Content Analysis (QCA), a systematic, consistent, and transparent method for interpreting text-based data in qualitative research (Boonsuk et al., 2021; Selvi, 2020; Schreier, 2012). This study followed the content analysis procedure outlined by Dörnyei (2007), which consists of two main phases: reviewing each participant's response to identify distinct content elements, substantive statements, or key points, and then using these to create broader categories for comparing responses.

During the data collection process, interviews were audio-recorded, transcribed

immediately, and translated into English, with Mandarin excerpts retained to preserve contextual meaning. After transcription and translation, the content was sent to participants for verification to ensure the accuracy of the translated information.

The transcribed data were then reviewed to identify recurring themes or patterns relevant to the study. These initial codes were refined and categorized, with some organized into subcategories and others discarded if deemed irrelevant. This systematic process ensured that the data were described, structured, and interpreted meaningfully to provide valuable insights into the research questions.

3.6 Inference quality

Inference quality was a critical consideration in this research to ensure the validity, credibility, and reliability of the findings. It played a central role in evaluating whether the conclusions drawn from the data were logically coherent, empirically supported, and aligned with the study's objectives. By maintaining a focus on inference quality, this research sought to produce findings that were both trustworthy and meaningful.

Logical coherence was emphasized throughout the study, ensuring that all interpretations and conclusions were directly derived from the data and consistent with the theoretical framework. This approach ensured that the reasoning process was both sound and systematically aligned with the research questions. Similarly, empirical support was prioritized, with every inference backed by sufficient and relevant evidence collected during the study. This rigorous grounding in data enhanced the reliability of the conclusions.

The study also prioritized relevance and transparency. Conclusions were carefully aligned with the research objectives, avoiding overgeneralizations or tangential interpretations. The reasoning process was documented in a clear and systematic manner, allowing readers to understand how conclusions were reached and ensuring the study's findings could withstand scrutiny.

Consistency and credibility were further ensured by cross-checking inferences across quantitative and qualitative data and considering alternative explanations where applicable. This comprehensive approach strengthened the overall quality of the

findings, providing a solid foundation for interpreting the data in a way that addressed the research questions effectively.

By incorporating inference quality as a guiding principle, the study ensured that its findings were robust, reliable, and capable of contributing meaningful insights to the field.

3.7 Ethical and risks considerations

This study adhered to the university's established research ethics procedures, and ethical approval was obtained before the commencement of the research. Before participation, all individuals were provided with an outline of the research project to ensure transparency. Following this, informed consent was obtained, allowing participants to voluntarily decide whether to take part based on the information provided about the study. It was emphasized that their decision to participate or to withdraw at any stage would not affect their academic performance or involvement in regular coursework. Participants were also informed that they could withdraw from the study at any time without the need for prior notice.

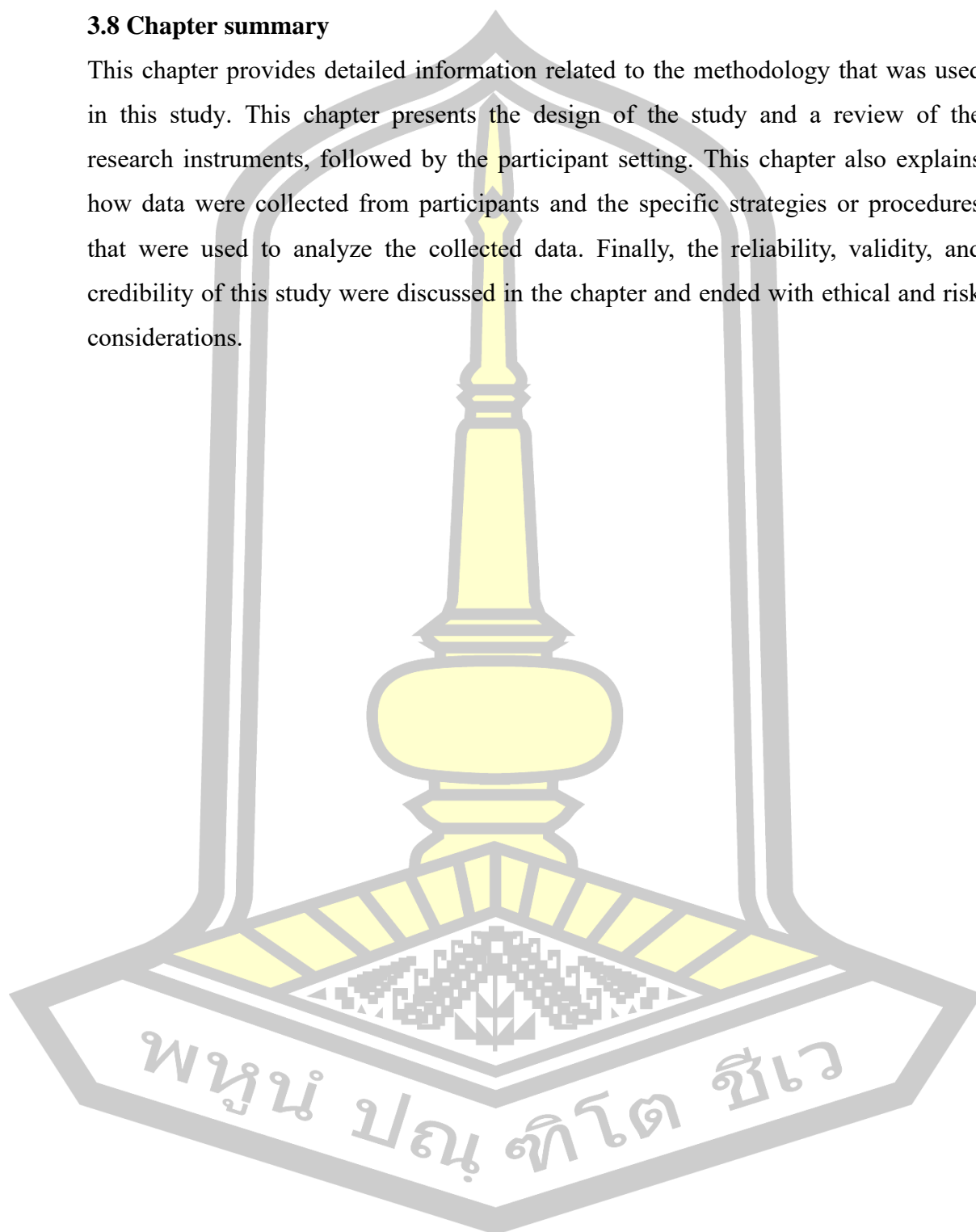
Trust and privacy are crucial considerations, particularly when conducting interviews (Punch, 1986). First, if interviewees feel that their privacy is respected and that their information will not be misused, they are more likely to develop a trusting relationship with the interviewer and are more willing to share deep insights and experiences. Second, interviewees may share personal and sensitive information. Protecting their right to privacy is an ethical responsibility and also helps ensure that they feel comfortable and safe and therefore more willing to participate in the interview. Furthermore, respondents may be more inclined to provide accurate and reliable information. This helps ensure the quality and authenticity of the interview results. The researcher used pseudonyms throughout the study and kept all information confidential. Participants were informed that no one other than the researcher was identified from the published or unpublished data.

Finally, and most importantly, this study was conducted in a location familiar to all participants, by university norms. At the same time, all respondents received step-by-step guidance from the researcher. Therefore, the risk level of this study was not high.

Simply put, these activities were less likely to harm participants.

3.8 Chapter summary

This chapter provides detailed information related to the methodology that was used in this study. This chapter presents the design of the study and a review of the research instruments, followed by the participant setting. This chapter also explains how data were collected from participants and the specific strategies or procedures that were used to analyze the collected data. Finally, the reliability, validity, and credibility of this study were discussed in the chapter and ended with ethical and risk considerations.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings from the questionnaire (Appendix A) and semi-structured interview (Appendix B) in response to the three research questions outlined in Chapter 1 (see 1.3). The findings are quantitatively and qualitatively presented. The first section presents the overall demographic information of the 50 students who participated in the study (see 4.1). Following this, the awareness of participants towards English varieties is illustrated quantitatively (see 4.2) using various descriptive statistical tools such as Mean score (\bar{x}), Standard deviation (S.D.), Frequency (F), and Percentage (%), each serving a specific purpose throughout the chapter. Finally, the responses from the semi-structured interviews are qualitatively analyzed and interpreted based on core themes related to the study's aims and research questions (see 4.3).

4.1 Participants' background information (N=50)

There were two main sections of the questionnaire. The first part consisted of the general information of the respondent, the second part contained six aspects of students' awareness including Kachru's three concentric circles, the concept of standard English, English ownership, China English, English varieties, and other aspects of World Englishes.

In the first part, the general information, including sex, age, and educational background is reported using descriptive statistics with percentage and frequency.

Table 1 Sex of the respondents

| Sex | Number | Percentage (%) |
|--------------|-----------|----------------|
| Male | 5 | 10 |
| Female | 45 | 90 |
| Total | 50 | 100 |

As shown in Table 1, most respondents were female (90%), whereas 10% were male.

Table 2 Age of the respondents

| Age | Number | Percentage (%) |
|--------------|-----------|----------------|
| 18+ | 39 | 78 |
| 20+ | 11 | 22 |
| Total | 50 | 100 |

As shown in Table 2, most respondents (78%) were between the ages of 18 to 20. However, 22% of them were more than 20 years old.

Table 3 Educational subjects background of the respondents

| Educational subjects | Number | Percentage (%) |
|-------------------------|-----------|----------------|
| Liberal arts/Humanities | 32 | 64 |
| Science | 18 | 36 |
| Total | 50 | 100 |

As listed in Table 3, 32 respondents majored in Humanities (64%), followed by 18 science majors (36%). Nevertheless, all the participants had more than 5 years of English learning (100%).

4.2 Students' awareness of English varieties and China English (N=50)

In response to research question one, as seen below, this section covers the findings obtained from questionnaires administered to the 50 Chinese Business English major students to investigate their awareness towards English varieties and China English. The participants in this study were asked to answer the questionnaire items relating to their awareness of VE and CE using three options (Unacceptable, Neutral, Acceptable) to measure participants' opinions (adapted from Thienthong, 2022). The following sections present the participant's overall awareness of the entire questionnaire (see Table 4).

Table 4 Overall awareness

| Statements | Mean | S.D. |
|----------------------------------|------|-------|
| English varieties | 2.61 | 0.519 |
| China English | 2.34 | 0.619 |
| Other aspects of World Englishes | 2.09 | 0.584 |

| | | |
|----------------------------------|-------------|--------------|
| Standard English | 2.12 | 0.619 |
| Ownership of English | 1.99 | 0.466 |
| Kachru's three concentric circle | 1.27 | 0.501 |
| Total | 2.07 | 0.551 |

Table 4 illustrates the overall awareness of the participants. The overall mean awareness score is positively high ($M = 2.07$). Dimensionally, the participants illustrated that they showed strong awareness of English varieties ($M = 2.61$), followed by China English ($M = 2.34$), other aspects of World Englishes ($M = 2.09$), the concept of standard English ($M = 2.12$), English ownership ($M = 1.99$), and Kachru's three concentric circles ($M = 1.27$). Besides, the standard deviation (S.D.) is an indicator of the degree of dispersion of data. The S.D. obtained in this study is about 0.5, which means that the dispersion of the scores is small, indicating that the scores of most respondents are closer to the middle value, and the data are relatively concentrated, further proving that most respondents have relatively consistent views on the issues.

The sections hereafter individually present the in-depth results of these variables.

Table 5 The concept of Kachru's three concentric circle

| Statements | Mean | S.D. |
|--|-------------|-------------|
| 1. Correct English is only American or British English. | 1.28 | 0.536 |
| 2. ESL Englishes (e.g.: Hong Kong or Singaporean English) are incorrect. | 1.28 | 0.536 |
| 3. EFL Englishes (e.g.: China or Malaysia English) are incorrect. | 1.24 | 0.431 |

Table 5 reveals the descriptive statistics of Business English major students' awareness of Kachru's three concentric circles. As shown in Table 5, the results indicate that most of the students found it unacceptable to consider only American or British English as correct English, with a mean of 1.28 ($SD = 0.536$). Similarly, for items 2 and 3, most students also deemed it unacceptable to view ESL varieties (e.g., Hong Kong or Singaporean English) and EFL varieties (e.g., China or Malaysia English) as incorrect. The mean score was 1.28 ($SD = 0.536$) and 1.24 ($SD = 0.431$)

respectively.

This result shows the changing role of English as a lingua franca (ELF) helps clarify this phenomenon, acting as a major influence on participants' awareness of English ownership. ELF challenges the notion that English belongs solely to native speakers because English is now used by non-native speakers as their second or foreign language, in addition to native-to-native and native-to-non-native communication (Jenkins, 2006; Seidlhofer, 2001; Widdowson, 2003). Consequently, nations within the Inner, Outer, and Expanding Circles have equal rights to develop their own locally relevant versions of English and decide how to use it (Brumfit, 2001; Jenkins, 2006; Matsuda, 2003; Seidlhofer, 2001; Widdowson, 2003). This shift highlights the role of English as a global lingua franca, challenging native-speaker ownership and validating localized varieties.

Table 6 The concept of standard English

| Statements | Mean | S.D. |
|--|------|-------|
| 4. Correct English must have a single standard. | 1.20 | 0.539 |
| 5. Standard English must have the same grammar rule. | 2.36 | 0.827 |
| 6. Standard English may have a different accent and pronunciation. | 2.80 | 0.495 |

As shown in Table 6, the results regarding the concept of standard English reveal that Item 6 from the questionnaire had the highest mean. The respondents found it acceptable that standard English could encompass various accents and pronunciations. This was followed by item 5, which concerned whether standard English must adhere to a single grammar rule, with a mean score of 2.80 (SD = 0.495) and 2.36 (SD = 0.827), respectively. In contrast, almost all participants deemed it unacceptable to believe that correct English must conform to a single standard, with a mean of 1.20 (SD = 0.539).

The results obtained from the above questions uniformly show that some participants found it unacceptable that the theory that English has only “one standard and grammatical rules” and is tolerant of different accents and pronunciations. Such users should, therefore, not be considered as failed or unsuccessful English users simply

because how they speak English does not conform to native standards but as successful communicators in their own right (D'Angelo, 2012; Jenkins, 2009, McKay & Brown, 2015). These findings suggest a broader acceptance of varieties in English, prioritizing effective communication over native-speaker conformity.

Table 7 The concept of English ownership

| Statements | Mean | S.D. |
|--|------|-------|
| 7. Only British or Americans are the legal owners of English. | 1.18 | 0.438 |
| 8. English currently does not belong to native speakers anymore, but to anybody who uses it. | 2.80 | 0.495 |

Table 7 presents information about the respondents' awareness of the concept of English ownership. As shown in item 7, the respondents found it unacceptable that only British or American speakers are the rightful owners of English, with a mean of 1.18 (SD = 0.438). In contrast, item 8, which addresses whether English belongs to anyone who can speak it, was largely deemed acceptable by the respondents, with a mean of 2.80 (SD = 0.495).

Research conducted in various contexts (Brumfit, 2001; Jenkins, 2006; Matsuda, 2003; Seidlhofer, 2001; Shohamy, 2007; Widdowson, 2003) supports the findings of this study, establishing that English transcends any single regional or racial classification. This implies that English is no longer primarily learned to communicate with 'native' English speakers or as a first language by those born in countries where it is their native tongue, such as the United States or England. Nowadays, English is viewed as a global language, owned by diverse groups of people worldwide.

Table 8 China English

| Statements | Mean | S.D. |
|---|------|-------|
| 9. Unlike Singaporean and Philippine English, China English has its idiosyncrasies. | 2.80 | 0.495 |
| 10. Speaking English with a Chinese accent is embarrassing. | 1.34 | 0.626 |
| 11. Any Chinese speaking with a British or American accent is highly revered. | 1.98 | 0.769 |
| 12. I am happy with my English pronunciation as long as others can understand me. | 2.70 | 0.580 |

| | | |
|---|------|-------|
| 13. I would like to speak English with a Chinese accent. | 2.44 | 0.760 |
| 14. A Chinese accent is easier to understand than a native speaker's accent in a Chinese classroom. | 2.82 | 0.482 |

As shown in Table 8, the results indicate that the respondents found it acceptable that a Chinese accent is more comprehensible than any native speaker's accent in a Chinese classroom, with item 14 having the highest mean score of 2.82 (SD = 0.482). Similarly, items 9, 12, and 13 also received high mean scores of 2.80, 2.70, and 2.44, indicating a strong consensus that, unlike Singaporean and Philippine English, China English has its unique characteristics. The respondents found it acceptable to be content with their English pronunciation as long as it was understandable to others and preferred speaking English with a Chinese accent. On the other hand, items 10 and 11, which concerned whether a Chinese person speaking with a British or American accent is highly esteemed and whether speaking English with a Chinese accent is embarrassing, were deemed unacceptable, with mean scores of 1.34 (SD = 0.626) and 1.98 (SD = 0.769), respectively.

The results from Table 8 indicate that respondents generally have a strong awareness of China English. These findings are consistent with the studies of He (2017), He and Li (2009), He and Zhang (2010), and W. Wang (2015). He (2017) and He and Li (2009) have found that students are increasingly aware of and accept China English due to its linguistic accessibility and cultural friendliness. This indicates that most students found it acceptable that a Chinese accent is more comprehensible in classroom settings and believe that China English possesses distinct characteristics. Respondents feel confident in their pronunciation as long as it is understandable and prefers speaking English with a Chinese accent, rejecting the idea that native-like accents (e.g., British or American) hold higher prestige. The data reflects a growing acceptance of China English and suggests a shift towards valuing intelligibility and cultural identity over strict adherence to native English norms. However, other studies have reported low recognition and negative awareness of China English, influenced by native ideology and the stigma associated with Chinglish (Fang, 2015; He, 2017; He & Li, 2009; Yang & Zhang, 2015).

Table 9 English varieties

| Statements | Mean | S.D. |
|---|------|-------|
| 15. English has different varieties. | 2.84 | 0.422 |
| 16. Different varieties of English can be found on social network sites. | 2.92 | 0.274 |
| 17. Every English variety should be accepted and recognized. | 2.86 | 0.452 |
| 18. It is important to understand varieties of English, e.g. Indian English, Singaporean English, China English, etc. | 2.90 | 0.303 |
| 19. I don't think we need to understand non-standard varieties of English because they are not native varieties of English. | 1.36 | 0.663 |
| 20. Since English is a global language, it is important to understand different accents of English. | 2.82 | 0.482 |
| 21. It is very interesting to learn different forms of English pronunciation. | 2.80 | 0.535 |
| 22. I do not think it is important to speak like a native speaker of English. | 2.42 | 0.825 |
| 23. Sometimes I find it difficult to understand those learners who speak English with a strong non-English accent. | 2.58 | 0.702 |

Regarding the participants' awareness of English varieties, items 15 and 17 in Table 9, with mean scores of 2.84 (SD = 0.422) and 2.86 (SD = 0.452), show that the respondents found it acceptable that English has different varieties and deserves to be acknowledged and recognized. Similarly, items 16 and 18, with the highest mean scores of 2.92 (SD = 0.274) and 2.90 (SD = 0.303), respectively, indicate that most students found it acceptable that various forms of English are present on social networking sites and that it is important to understand different varieties of English. Items 20 and 21, with mean scores of 2.82 (SD = 0.482) and 2.80 (SD = 0.535), reveal that most respondents moderately agreed that it is important to understand different accents and that learning different pronunciations is interesting. Item 23, with a mean of 2.58 (SD = 0.702), shows that it is somewhat challenging for the participants to comprehend learners who speak English with a strong non-native accent. Item 22, with a mean of 2.42 (SD = 0.825), indicated that they found it acceptable that

speaking English like a native speaker is not essential. Conversely, item 19, with a mean of 1.36 (SD = 0.663), shows that some participants found it unacceptable that non-standard English should be understood simply because it is not a native English variety.

The data indicates that respondents recognize and value the diversity of English varieties, generally accepting that all varieties deserve acknowledgment and that understanding different forms of English, especially on social media is important. While most participants find it interesting to learn about different pronunciations and believe it is important to understand various accents, they also find it challenging to comprehend strong non-English accents. Additionally, it is acceptable that speaking English like a native speaker is not crucial and some feel that non-standard English should not necessarily be required for understanding. Overall, there is a strong appreciation for diverse English varieties, coupled with practical challenges in comprehension and a lesser focus on native-like proficiency. This result aligns with previous research by Fang (2019), suggesting that students have begun to recognize the legitimacy and value of these variations, fostering broader acceptance of different English varieties. Similar observations were reported by Ambele & Boonsuk (2021) and Jindapitak (2022), who found that while mainstream English varieties like British and American English are often associated with eloquence and prestige, recent studies highlight students' growing appreciation of non-native English accents, emphasizing the diversity of global English use.

Table 10 Other aspects of World Englishes

| Statements | Mean | S.D. |
|---|------|-------|
| 24. The English taught in school must be British English or American English. | 2.72 | 0.640 |
| 25. English messages with scattered grammatical errors are fine as long as they are understandable. | 2.80 | 0.535 |
| 26. If I can choose, I will speak British or American English. | 2.40 | 0.639 |
| 27. I do not mind that others can't understand my English because English is not my first language. | 1.42 | 0.731 |
| 28. I like to focus more on intelligibility rather than how I can speak | 2.82 | 0.482 |

| | | |
|---|------|-------|
| like a native speaker. | | |
| 29. It is important to speak English like a native speaker. | 1.38 | 0.697 |
| 30. You should not say anything in English until you can speak English correctly. | 1.10 | 0.364 |

Table 10 presents information on the respondents' awareness of another aspect of World Englishes. As shown in Table 10, item 28 reveals that the respondents found it acceptable to prioritize comprehensibility over trying to sound like a native speaker, with a mean score of 2.82 (SD = 0.482). Item 25 indicates that they generally found it acceptable that English messages with occasional grammatical mistakes are acceptable, as long as they are comprehensible, with a mean of 2.80 (SD = 0.535). The respondents also moderately found it acceptable that, if given a choice, they would prefer to speak either British or American English, with a mean of 2.40 (SD = 0.639). This further suggests that they agreed that the English taught in schools should be either British or American English, as shown in item 24, with a mean of 2.72 (SD = 0.640). On the other hand, most respondents found it unacceptable to believe that speaking English like a native speaker is important or that they should not worry if others cannot understand their English, given that it is not their native language, with mean scores of 1.38 (SD = 0.697) and 1.42 (SD = 0.731), respectively. Finally, the mean score of 1.10 (SD = 0.364) indicates that almost no one found it acceptable to believe that one should not speak at all before being able to speak English correctly (item 30).

Overall, these results suggest that respondents value communication and intelligibility in English over strict adherence to native-speaker norms and are generally tolerant of grammatical errors as long as the message is clear. These findings are consistent with Kachru's study, which highlights the importance of appreciating non-native English varieties and emphasizing their roles in cultural and communicative contexts, which has influenced pedagogical perspectives on linguistic diversity. "From another perspective, the notion of 'communication efficiency' that language is a tool for communication was also emphasized by quite many respondents, apart from the entrenchment of the native English accents" (Fang, 2017). Most notably, a certain number of respondents expressed a preference for the native English variety, like the

findings from Jindapitak and Teo (2013) revealed prejudicial tendencies, as non-native speakers' accents were stereotyped. This reinforces Sifakis's view (2004) that English encourages mutual intelligibility and respect for diverse accents and varieties, which has significant implications for helping learners appreciate the practicality and inclusiveness of these differences in global communication.

4.3 Participants' responses in the semi-structured interview (N=9)

In response to research questions, the findings presented in this section are discussed in terms of four salient themes from the data analysis: awareness of English as an international language and English varieties (see 4.3.1), awareness of China English (see 4.3.2), reasons that influence awareness (see 4.3.3) and preferences of English language teaching in China (see 4.3.4). For the interview data excerpts provided in this section, and to ensure the anonymity of the participants, generic pseudonyms will be assigned to all nine student participants. Each participant will be identified by a pseudonym followed by a number (e.g., S-1 to S-9) for differentiation.

4.3.1 Awareness of English Varieties in the Global Context

This section illustrates the participants' awareness of English as an international language and English varieties. The participants were overwhelmingly acceptable that English is a global language, acknowledged the existence of English varieties, and had a strong awareness of different varieties of English. Initially, the interview commenced by inquiring whether the respondents were acceptable for the notion of English as a global language and an international lingua franca. All nine respondents affirmed their acceptance of this perspective. To support this claim with evidence from the data, Table 4, Table 5, Table 6, and Table 10 from quantitative findings offered a broader context for understanding the qualitative results. S-2, S-3, S-5, S-6, S-7, and S-9 in Excerpts 1 to 6, respectively, strongly echoed this point:

Excerpt 1:

Because English is now the most widely applicable language, we usually read a lot of relevant literature in English, and English is relatively easy to learn, unlike Chinese which is complicated and easy to have ambiguity. (S-2)

Excerpt 2:

I am acceptable. Because I see many places such as shopping malls, goods, road signs or landmarks will mark English. (S-3)

Excerpt 3:

I am acceptable. Now when we go abroad or travel, foreigners meet no matter what country, and we will choose English to communicate, we can communicate under normal circumstances. (S-5)

Excerpt 4:

Globalization makes the earth become a global village, and people from different countries communicate with each other more frequently. English is the most widely learned and used language at present, and people from different countries give priority to using English to communicate with people from other countries, so English is a global language. (S-6)

Excerpt 5:

In China, English has been introduced into our classroom since the third grade of primary school. Although there are many media reports that English may become a sub-subject in the future, no matter whether it is a major subject or a sub-subject, it is always a subject for all students to learn. Secondly, as a common language, no matter whether English is popular in other countries, there will be people learning English in every country, so I am acceptable with this view. (S-7)

Excerpt 6:

I am acceptable. Because almost every country is learning and using English now, it is difficult for any country to integrate into the tide of globalization if it refuses to use English. The development of a country cannot be separated from the support of global languages. (S-9)

These excerpts underscore the widespread belief among Chinese students that English is a global language essential for communication and integration in the modern world. Students also considered it acceptable that English is the most widely used and learned language globally, facilitating international communication and travel. The impact of English on integration and globalization cannot be ignored, English is the

basic language for international communication and social progress (Phillipson, 2008). As one student observed, “Globalization makes the earth become a global village... so English is a global language” (see Excerpt 4). The early introduction of English in Chinese education reflects its importance, with students acknowledging that learning English is crucial for staying connected in a globalized world (see Excerpt 5). This is consistent with Crystal’s (2007) point of view that the global dominance of English and its role as a global language in modern communication and English has become the language of international business, science, diplomacy, and culture. Students also recognize English as the most widely used and learned language worldwide, vital for international exchanges and travel. Additionally, the prevalence of English in public spaces and its role in reducing ambiguity compared to Chinese further reinforces its significance (see Excerpts 1 and 2). Participants also emphasize that English is the preferred language for cross-cultural communication, providing insights into English’s role as a preferred language in cross-cultural communication, and highlighting its neutrality and efficiency in diverse linguistic settings (Kirkpatrick, 2010). Overall, students were perceived acceptable to mastering English as necessary for both personal and national development in the context of globalization (see Excerpt 6). Many students highlight its visibility in public spaces. Participants also emphasize that English is the preferred language for cross-cultural communication (see Excerpt 3). “English provides a neutral and efficient platform for communication, facilitating interaction in a world where cultural and linguistic diversity is the norm” (see Seidlhofer, 2011). Overall, students were reasonably deemed acceptable to mastering English as necessary for both personal and national development, underscoring its role as the most widely learned and used language globally.

When asked about the reasons why they regarded English as a global language, in corroboration with the data in Excerpts 4 and 6, “Globalization makes the earth become a global village, and people from different countries communicate with each other more frequently.” (Participants S-6 and S-9) and English is the preferred language used by people from different countries to communicate (Participant S-5). Moreover, “many places such as shopping malls, goods, road signs or landmarks will

mark English” (Participant S-3). “There will be people learning English in every country” (Participant S-7), and “English is now the most widely applicable language, we usually read a lot of relevant literature is completed in English, and English is relatively easy to learn” (Participant S-2). Items 8, 18, and 20 from quantitative results provide a numerical dimension to the qualitative themes, enhancing the overall understanding of English’s unique and global status. This result also aligns with previous research by Fang and Ren (2018), suggesting growing awareness among students of English as a global language, emphasizing their appreciation for the diversity and practical uses of English in international interactions. Furthermore, in corroboration with the data in Excerpts 1 to 6, all of the participants believe that English is a global language and an international lingua franca. “English is the most widely learned and used language at present, and people from different countries give priority to using English to communicate with people from other countries” (Participant S-3). Similarly, Crystal (2003) highlights English’s rise as a global language due to its role in international communication, media, and education, emphasizing its importance for students in a globalized world.

Additionally, eight participants (S-1, S-2, S-3, S-4, S-5, S-6, S-7, S-9) out of nine shared their awareness about English varieties, and most concurred that English has different varieties, it is “reasonable” (Participants S-1 and S-3). “English is just a communication tool people use” (Participant S-2). Different English varieties represent that “English learners now use English in the way they feel most comfortable” (Participant S-1), “the culture of their own country” (Participant S-2), and “the progress of each country and, at the same time, the meaning of language as a communication tool” (Participant S-5) and “the confidence with which their citizens speak” (Participant S-6). “These varieties bring interest and richness to English” (Participants S-5 and S-6). The statistical analysis from Table 9 about English varieties provides empirical evidence that complements and indicates the interviews’ findings.

The interview responses from the participants are generally explained as revealed in the following excerpts:

Excerpt 7:

Existence is reasonable. Because of the different cultural customs of each place, different varieties of English have their characteristics, which is the result of the adaptation of the language to different regions, and it also allows people all over the world to communicate in English while preserving the precious things of their own culture, which is wonderful. (S-1)

Excerpt 8:

I think these variations bring interest and richness to English. Each variant has its distinctive characteristics, and the existence of these variants can also help learners better understand the English language. These variants represent the progress of each country and, at the same time, the meaning of language as a communication tool. (S-5)

Excerpt 9:

I find it amazing and would respect these variations. As English comes to different countries and evolves into new varieties of English, it is a fusion of cultures that at the same time increases the richness of the English language. For example, a Chinese dumpling was originally translated as “dumpling”. Later, with the enhancement of China’s national strength and the export of culture, it has gradually become “Jiaozi”. This is something worthy of pride for Chinese people. They represent the culture of the country and the confidence with which their citizens speak. (S-6)

However, just one participant (S-8) still believed that “I think British and American English are still the standard English in my mind, but I can accept different varieties of English.” This aligns with item 19 in the questionnaire, 13 participants out of 50 expressed neutral or acceptable to non-standard varieties.

These excerpts demonstrate Chinese students’ significant appreciation for the diversity of English varieties, which they value for reflecting cultural adaptation and enhancing the richness of the language (Kachru, 1992; Crystal, 2003). Students recognize that different varieties facilitate global communication while preserving cultural identity, describing this as a “wonderful” contribution to English’s evolution

(see Excerpts 7, 8, and 9). They view the adaptation of English in various cultural contexts as a fusion that enriches the language, reflecting each country's uniqueness and progress (Jenkins, 2003; McArthur, 1998).

This perspective aligns with Weerachairattana (2019), who highlights that English varieties deepen cross-cultural understanding and support English's global role. Furthermore, World Englishes (WE) aims to reduce linguistic and geographic barriers, acknowledging the dynamic and fluid nature of English (Cogo & Dewey, 2011; Galloway & Rose, 2018). While WE do not call for replacing native varieties like British and American English, students often still view these as the "standard," despite recognizing the value of locally developed varieties (Ambele & Boonsuk, 2020; Baker, 2012, 2015). These findings reflect the complex interplay between linguistic evolution and cultural identity in English as a global language.

4.3.2 Awareness of China English

When asked about do they want others to identify them as a China English speaker and why, from their views, it can be inferred that the awareness of China English among Chinese vocational college business English students is often mixed and reflective of broader societal awareness toward non-native English varieties. In alignment with the questionnaire findings in Table 4, most of the participants were acceptable with a Mean score of 2.34.

From the negative views, five respondents (S-1, S-5, S-6, S-7, S-8) out of nine said they found it unacceptable that others see them as speaking China English, because they respondent regarded it as "discrimination" (Participants S-1), and would give priority to standard English expressions because native speaker norm "makes people think I am professional in my future career" (Participant S-5) and "make people feel comfortable" (Participant 6), same as the other students responded "I still wish I spoke English more like a native speaker" (Participant S-7), "for communication, standard English is the best choice" (Participant S-8), which is corresponding to the questionnaire findings in items 10 to 11 that thirteen participants expressed a neutral or accepting stance towards the statement "Speaking English with a Chinese accent is embarrassing," while over half of the respondents agreed with the view that "Any Chinese speaking with a British or American accent is highly revered." The

respondents' answers are as follows:

Excerpt 10:

I don't want people to think I speak China English because I think he said that to me is discriminatory. Being told that I speak "China English" is a blow to me and a sign that I need to improve. (S-1)

Excerpt 11:

Since I majored in Business English, I prefer British English and pay more attention to standard British pronunciation. I want people to think that I speak British English. Because in my future career, if I speak British English, it will make people think I am professional. (S-5)

Excerpt 12:

I don't mind people thinking that I speak China English, but I want my expression to be clear and my pronunciation to be the standard English pronunciation that makes people feel more comfortable. I want to be fluent like a native speaker and tend to sound more like British or American English. (S-6)

Excerpt 13:

To be honest, I still wish I spoke English more like a native speaker. I want foreigners to feel that Chinese students are very capable of learning. If I hear China English spoken abroad, I feel very friendly. But if you are talking to foreigners, it is better to use native English. (S-7)

Excerpt 14:

For communication, the most important thing is to understand each other, Standard English is the best choice. Or as close as possible to British or American English. (S-8)

From the excerpts above, it is not difficult to see that "some students were struggling with their own China English accents and their identities when using the language" (Fang, 2017). The excerpts also highlight a nuanced perspective among Chinese students regarding the use of "China English" versus standard British or American English. Many students express a strong desire to speak standard English, particularly

British English, to project professionalism and competence in their future careers. Even though university students express their awareness of acceptance toward CE, they remain influenced by standard language prescriptivism (Wang, 2015). As one student noted, “I want people to think that I speak British English... it will make people think I am professional” (see Excerpt 11). Compared with the popularity of English learning in China, China English tends to be neglected (Pan, 2015). While one student recognized the value of “China English” for its cultural authenticity, they often feel that speaking it could be perceived negatively or as a sign of needing improvement (see Excerpt 10). However, there is also an appreciation for maintaining a balance between native-like fluency and cultural identity, with one student expressing a wish to “integrate with native speakers” while still retaining elements of “China English” to reflect their heritage (see Excerpt 12). Ultimately, clear communication and a standard accent are seen as crucial, particularly in international contexts (see Excerpt 14).

The four positive participants (S-2, S-3, S-4, S-9) out of nine hold the view that “As long as I can express my meaning clearly and others can understand me.” (Participants S-2 and S-3), and different accents are “funny and cute” (Participant S-2) and China English “make the whole conversation easier and more interesting especially with Chinese” (Participant S-4), the last respondent represented “strong China makes us confident to speak China English” (Participant S-9), for example. In line with the quantitative result in items 13 and 14 out of 50 respondents, 42 expressed neutral or acceptable towards the statement “would like to speak English with a Chinese accent,” while 43 agreed that “A Chinese accent is easier to understand than a native accent.” Excerpts 15, 16, 17, and 18 support this mixed view:

Excerpt 15:

If a person makes fun of me because of my China English grammatical structure or pronunciation, that is his problem, not mine. Because when we communicate, we can understand each other's words, and we are not too concerned about which English variety it is. I saw Thais and Indians speaking English with strong accents on short video platforms and I thought it was funny and cute. (S-2)

Excerpt 16:

I think people will find out even if they don't want to because accents are hard to change and hard to hide, too. I don't care too much about that. As long as I can express my meaning clearly and others can understand me. (S-3)

Excerpt 17:

Especially when talking with Chinese people, China English can help us understand each other well and make the whole conversation easier and more interesting. (S-4)

Excerpt 18:

Now that China's status is increasing internationally, I am proud to be a Chinese, the strong China makes us confident to speak China English. (S-9)

These excerpts reflect a growing confidence among Chinese students in embracing “China English” as a valid and understandable form of communication. Many students express that they are less concerned about adhering to native English standards and more focused on clear communication, regardless of accent or grammatical differences. As one student stated, “If a person makes fun of me because of my China English... that is his problem, not mine” (see Excerpt 15). There is a recognition that accents are difficult to change, and many students are comfortable with this, as long as their meaning is conveyed effectively (see Excerpt 16). Moreover, “China English” is particularly beneficial in conversations among Chinese speakers, making communication smoother and more relatable (see Excerpt 17). With China’s rising international influence, one student (S-9) even felt proud to speak “China English,” viewing it as a reflection of their national identity and growing global confidence (see Excerpt 18).

When discussing another issue about awareness towards China English and users/speakers of China English, Participant S-1 believes “I will respect him no matter what he says”. Also, it may “feel very intimate, especially in a foreign country to hear their compatriots speak English” (Participant S-3 and Participant S-7). Still, if talking to foreigners, “it is better to use native English” (Participant S-7), “don't discriminate against them” (Participant S-5), and “think they are brave” (Participant S-6). The

quantitative findings of items 12, 14, and 28 matched this with the high mean score of 2.70, 2.82, and 2.82. The respondents' answers are as follows:

Excerpt 19:

I don't think it is shameful to speak China English. I used to be very concerned about my pronunciation, and I felt that the English I spoke had a "Chinese style", but then I watched a lot of speeches and videos, and found that few people can be infinitely close to native speakers. I realized that no matter how I practiced, I could never speak exactly like a native American. So, we have to face up to our accent and accept it. (S-2)

Excerpt 20:

May feel very intimate, especially in a foreign country to hear their compatriots speak English, feel very familiar. And I will be confident showing off my China English as well. (S-3)

Excerpt 21:

They are confident and bold enough to show off their English without being bothered by grammar or accent while demonstrating a sense of national identity with their country. (S-4)

Excerpt 22:

I am acceptable with China English, but to improve the effectiveness of communication with foreigners, I still think the native English varieties are better. (S-7)

These excerpts reveal students' growing acceptance and pride in "China English" among Chinese students, who increasingly view it as a natural reflection of their identity rather than something to be ashamed of. One student shared, "I realized that no matter how I practiced, I could never speak exactly like a native American. So, we have to face up to our accent and accept it" (see Excerpt 19). This acceptance is coupled with a sense of familiarity and confidence, particularly when encountering fellow Chinese speakers abroad, where "China English" feels intimate and recognizable (see Excerpt 20). Students are becoming more confident in using their unique version of English, showing off their skills without being overly concerned

about perfect grammar or accent, while also expressing a strong sense of national pride (see Excerpt 21). However, there is still an acknowledgment that for effective communication with foreigners, native English varieties may sometimes be preferable (see Excerpt 22). The awareness of the participants shows that their experience in learning and using English in China plays an influential role. Previous research (e.g. Ambele, 2022; Kirkpatrick & Zhichang, 2002; Xu & Wang, 2021) has shown that learners mostly show a positive awareness of tolerance and acceptability towards different English varieties (see Excerpts 7-9).

From another perspective, comprehensibility and intelligibility should be prioritized over what English variety a speaker uses (Rose & Galloway, 2019; Boonsuk, Ambele & McKinley, 2021). The data obtained from the qualitative study supports this conclusion, with 47 out of 50 respondents expressing a neutral or accepting awareness of the statement, “I am happy with my English pronunciation as long as others can understand me.” Kirkpatrick (2007) advocates for the use of localized English varieties, stressing the importance of mutual comprehensibility rather than adhering to native-speaker norms. The linguistic features and growing acceptance of “China English,” note a rising confidence in using a distinct English variety that reflects Chinese cultural identity (Xu, 2010). Therefore, speaking with a familiar China English accent, for example, in China could be charming and reflect a collective Chinese identity. As the participants affirmed, “As long as I can express my meaning clearly and others can understand me” (Participant S-3). As students, the participants reported that “English is just a tool that people use to communicate” (Participant S-2) just proves the previous research: “Language is a tool for communication was also emphasized by quite many respondents” (Fang, 2017). This is corroborated by item 28 in the questionnaire, where 48 out of 50 respondents indicated that they “like to focus more on intelligibility rather than on how I can speak like a native speaker.” Participants tended to show “respect and friendliness” when facing people who use China English, and one pointed out that this came from “a sense of national identity” (Participant S-4). 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, reducing the geographic and

linguistic boundaries of English, bridging its diversity gaps, and recognizing its diversity and dynamism (Cogo & Dewey, 2011; Galloway & Rose, 2018; Weerachairattana et al., 2019) are key objectives of WE. However, we do not dismiss or advocate for the replacement of native varieties of English used by native English speakers (e.g., British and American English). Its primary goal is to raise awareness that many other English varieties are in use globally today. As a result, the use of English should not be limited to native speakers' varieties only (e.g. British or American English), but also, to other English varieties developed by the local context (Ambele & Boonsuk, 2020, Baker, 2012, 2015).

4.3.3 Reasons for awareness influence

In response to the second research question, four participants (S-1, S-2, S-4 and S-5) said that exposure to the media was the main reason affecting their awareness, similar to Mobärg's (1998) study that examined how media preferences and exposure influence Swedish students' awareness of the two varieties of English, Excerpts 23, 24, and 25 support this view: "It is the information from public media platforms that influences my opinion" (Participant S-4). Quantitative results highlight the prevalence of this with item 16 in questionnaire findings, aligning with the themes identified in the qualitative interviews. At the same time, two participants (S-7 and S-8) also believed that the reasons were "the environment and the people around me" (see Excerpt 26), however, three respondents (S-2, S-8, and S-9) believed that "studying experience" (Participant S-2) and "personal experience" were the main reasons: "I have been in China for a long time and have never been to the outside world" (Participant S-8). Quantitative data substantiate the qualitative claims, particularly in the context of English teaching classrooms in China, matching the findings in items 10, 14, and 24. This result aligns with previous research by Lee and Lee (2018) found that English majors were more likely to perceive positive awareness towards various forms of English than non-English majors, which can be seen as the impact of the learning environment and knowledge on students' cognition.

Excerpt 23:

After all, I am a business English major student, I need professional speaking, sometimes I go to the website to watch some lecture videos, the lecturers' pronunciation and fluency in the standard native variety of English touched me so much that, I suddenly realized that this pure English accent is what I am pursuing. In addition, exams and courses also require us to pronounce accurately (like the native accent in the tape). (S-1)

Excerpt 24:

My study experience and contact with foreign English speakers I met on the Internet. These reasons influence my opinion. (S-2)

Excerpt 25:

I have seen some reality shows before, some of which are filmed in foreign countries, and the artists are using translation software, but I feel it is very troublesome. I hope I can communicate fluently with foreigners in British English without any tools. I want to be able to open my mouth freely and fluently and talk to people with a standard British accent. (S-5)

Excerpt 26:

The environment and the people around me that influence my opinions. I feel privileged to have been born in China. I have a strong sense of national identity. But I also don't want foreigners to think that Chinese people can only speak China English. (S-7)

Excerpt 27:

Regional reasons. I have been in China for a long time and have never been to the outside world. (S-8)

Excerpt 28:

Daily communication. Most of my daily contacts are Chinese, and I speak Chinese. In class, the teachers combine English with Chinese. And I know more about Chinese culture. (S-9)

These excerpts highlight the various reasons influencing Chinese students' preferences for standard English accents, particularly British English. As a business English major, one student (S-1) feels a strong professional need to master a "pure English accent," inspired by lecturers' pronunciation and fluency in standard English varieties (see Excerpt 23). As Jenkins (2007) and Matsuda (2003) suggest, English teachers in shaping students' awareness of World Englishes often unconsciously promote certain varieties over others, which can shape students' language preferences. This indicates that teachers' preference for native English norms can discourage students from embracing their accents (Wang & Jenkins, 2016). In addition, students believed that exams and courses also require us to pronounce accurately (see Excerpt 23). Similar observations were reported that 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 (Angelo 2012; Saengboon, 2015). Exposure to foreign English speakers online and through media also shapes their desire to communicate fluently without relying on translation tools, as one student expressed a wish to "talk to people with a standard British accent" (see Excerpt 25). Despite a strong sense of national identity, there is a concern about being perceived as only capable of speaking "China English" (see Excerpt 26). Additionally, regional reasons and limited exposure to the outside world further reinforce these preferences, with most daily interactions occurring in Chinese (see Excerpt 27), this result aligns with previous research by Gao (2010) that regional influences also shape university students' language awareness and preferences, limited exposure to diverse English varieties reinforces a preference for certain local English norms among students. Overall, the result is generally consistent with the following research results from Saito, A. (2021) "Two main reasons influencing EFL learners' awareness toward nativized varieties: EIL knowledge (EIL readings) and EFL environment."

4.3.4 Preferred English varieties in Chinese English language classrooms

The following excerpts from these participants were used to address research question three about their preferred English varieties in Chinese English language classrooms. The results show that eight respondents (S-1, S-2, S-3, S-5, S-6, S-7, S-8, and S-9) still prefer native English varieties like British or American English: "I still want to be

taught an authentic British or American accent.” On the contrary, only one respondent (S-4) prefers China English “to be more efficient in class”. Quantitative measurements provide a numerical dimension to the qualitative themes, the results of item 26 from the qualitative findings indicate that a significant majority, 46 out of 50 respondents, expressed a neutral or acceptable stance towards the statement, “If I can choose, I will speak British or American English.”

Excerpt 29:

I prefer British English. Because we Chinese students have been learning British pronunciation since the third grade of primary school. I identify with British pronunciation and British English from the bottom of my heart. (S-1)

Excerpt 30:

I still want to be taught an authentic British or American accent and try my best to get closer to the formal native varieties, and if we still can't avoid the accent, that is okay. (S-2)

Excerpt 31:

Chinese students generally pursue British or American styles, just like our English teachers. My classmates like Ms. Bai Lu of the Foreign Language Department very much. She speaks pure British English. I like Ms. Hou Enrui, who speaks more American style. If you speak English with a British or American accent, you may appear to be more professional and better at English. (S-3)

Excerpt 32:

China English is easier to understand. Like a sentence, China English may be expressed by the habits of Chinese speech, which is more in line with my “Chinese thinking”. If I can understand what the teacher says well in class, I will be confident and interested in continuing my studies. (S-4)

Excerpt 33:

Both British and American English are currently taught in the classroom. And have not yet been exposed to other varieties of English. I prefer British English, which is not as fast as American English, and the faster speed will make it more difficult for me to learn. (S-7)

Excerpt 34:

Native language varieties. I think the native varieties are the ones most people are more willing to accept. Other varieties of English may affect the accuracy of English. (S-9)

The excerpts reveal that Chinese students generally have a strong preference for British or American English due to early exposure in their education from the primary to the tertiary stages of their schooling (see Excerpts 29 and 33). They strive to master authentic native accents, believing that speaking with a British or American accent enhances their perceived professionalism and fluency in English (see Excerpts 30 and 31). Similar observations were reported by Meng (2023) that the participants acknowledged the acceptance and promotion of native British and American English varieties as the best models to ‘prepare students for real-world exams’ in the classroom. However, there is also an acknowledgment of the practicality of “China English,” which aligns better with their native thought patterns and enhances their confidence in learning Gao (2018). As one student expressed, “China English may be expressed following the habits of Chinese speech, which is more in line with my ‘Chinese thinking’” (see Excerpt 32). While students acknowledge the importance of native-like accuracy, they also recognize the accessibility of a more localized variety of English. He (2015) also suggests that while students are open to the use of China English, teachers often prefer more standardized forms of English, like British or American English. These differences in awareness between teachers and students underline the need for a pedagogic model that acknowledges and incorporates China English into the curriculum, rather than relying solely on native-speaker norms (Sung, 2014). Furthermore, Ambele’s (2022) idea also supported the result of the study. They frequently used native English norms as the standard to evaluate individuals’ verbal and nonverbal performances in English-language tasks and everyday usage (see Excerpts 31 and 34).

In response to the other part of research question three, about which English variety they think should be dominant in the English Language Teaching field in China, nearly all participants unanimously acceptable that should be a combination of both native English variety and China English. Although the respondents generally shared

the same view, one expressed a divergent perspective, as participant S-1 mentioned, “The participation of native English varieties will improve learning efficiency”, which aligned with items 14 and 23 in the questionnaire findings that among the 50 respondents, 48 expressed a neutral or accepting attitude towards the statement that a Chinese accent is easier to understand than a native speaker’s accent in the context of a Chinese classroom. The other three participants further reported that “still a priority to learn native English varieties” (Participants S-2, S-3, and S-6), reflective of 41 respondents supported the statement that “The English taught in schools must be either British or American English” in quantitative results. Two participants (S-5 and S-9) were acceptable that they “prefer a combination of the two, with China English dominating the teaching and not excluding the involvement of native varieties”.

Excerpt 35:

When we learn English, for example, translation is still presented in Chinese first, and the translation will also be affected by the language habits in Chinese, so the class will not be complete without the participation of China English. Because the habit of using language is deeply rooted, and in Chinese classrooms, the participation of native English varieties will help students understand knowledge points and improve learning efficiency. (S-1)

Excerpt 36:

As I said just now, if we just communicate with compatriots, it is OK to use China English, but if we communicate with foreigners, to reduce the influence of different cultures and avoid ambiguity, it is better to use British or American English. As a communication tool, the most important thing is communication. If you can't achieve what you want with China English, then you have to further improve it. Imagine if, in a foreign country, people from different countries all use their varieties of English, it will bring a lot of inconvenience to the conversation, and it is much better if they all use the same native variety. (S-2)

Excerpt 37:

It is better to speak British English or American English so that you can travel around the world and meet people from any country without affecting communication. (S-3)

Excerpt 38:

I prefer a combination of the two, with China English dominating the teaching and not excluding the involvement of native varieties. (S-4)

Excerpt 39:

I am advocating a combination of the two in teaching, mainly native language varieties, but also accepting China English, because you want to communicate with foreigners in the authentic native language varieties, and also want them to understand Chinese culture through China English. (S-5)

Excerpt 40:

I prefer British English or American English. The British accent gives people a very firm feeling, and the American accent is a bit playful. (S-6)

Excerpt 41:

Native English. As I understand it, because there are too many varieties, different countries have different variations. If the English class of each country is dominated by its varieties of English, the result will be that people learn different kinds of English, and it will be more difficult to communicate with each other. But if you learn British or American English in a unified way, it will be better for everyone to understand each other. Everyone learning native English varieties is conducive to communicating with people from different countries. (S-7)

Excerpt 42:

Native language varieties. I think the native varieties are the ones most people are more willing to accept. Other varieties of English may affect the accuracy of English. (S-8)

The interview excerpts reflect a nuanced discussion on the use of China English versus native English varieties in both educational settings and broader communication contexts. Several participants expressed a preference for native English varieties, citing their importance in facilitating clear and effective communication, especially in international contexts (Participants S-2, S-3, S-6, S-7, S-8). This aligns with studies that emphasize the role of standard English in global communication and its potential to minimize misunderstandings across cultures

(Kachru, 2005; Jenkins, 2009). The diverse and varied uses of English as a lingua franca should not be overlooked in EFL settings (Boonsuk et al., 2021; Weerachairattana et al., 2019). However, there is also support for the inclusion of China English in language education, particularly as it helps students relate to the material through their linguistic habits and cultural context (Participants S-1, S-4, S-5). As Boonsuk (2021) suggested given English's status as a global language with numerous varieties, educators may need to enhance learners' intercultural awareness by implementing realistic and context-specific policies. Additionally, the growing number of non-native English speakers worldwide has impacted key aspects of English Language Teaching (ELT). For instance, Ates et al. (2015) have sought to integrate World Englishes perspectives into educational programs, preparing students for the realities of a globalized world, with significant benefits. Similarly, Li (2016) offers practical strategies for addressing challenges in Chinese universities, aiming to incorporate World Englishes into ELT in these institutions. Creating classroom environments that foster this awareness can help students become "global intercultural citizens", rather than being restricted to only a few varieties of English. This perspective is supported by research advocating for the recognition of World Englishes in language pedagogy, as it allows learners to connect more deeply with their cultural identity while acquiring global communication skills (Canagarajah, 2013). The preference for a combination of both approaches underscores the complexity of language learning in a globalized world, where both local identity and global comprehensibility must be balanced. This supports the idea that real-world exposure, beyond the classroom, is crucial in developing a comprehensive understanding of the global nature of English (Jenkins, 2015; Seidlhofer, 2011).

Regarding the question "Can current English teaching practices in China enable learners to be aware of the issues in English diversity and become global citizens?", nearly all participants were unanimously acceptable. And also shared their views while answering questions. Quantitative data (Table 4) substantiate the qualitative claims, in general, it can be concluded that the learning and activities organized by the college have a vital impact on their understanding of the different varieties of English in the world as global citizens.

Excerpt 43:

Because I am a language learner, I have a broad and profound understanding of language. In conclusion, this major has made me aware of the diversity of English. (S-1)

Excerpt 44:

Participating in the competition helped me a lot. It broadened my horizons and increased my knowledge. (S-2)

Excerpt 45:

I can recognize that. When listening to the listening materials, I can find that the English played on the stereo is not quite the same as what the teacher or classmates speak. I have always regarded the listening materials supporting the textbooks as “standard English”, which is my learning sample. This is indeed contradictory to looking for native English varieties, but also wanting to use non-native English varieties when learning. (S-4)

Excerpt 46:

This major has made me aware that English has different varieties and helped me to choose the English varieties that are most suitable for my future career planning. (S-5)

Excerpt 47:

The exposure to these videos on these public media platforms, coupled with the study of business English courses, has made me aware of the issue of variety and diversity in English. (S-6)

The responses to the final interview question reveal that participants have developed an increased awareness of the diversity and variety within the English language through their studies and experiences. Ambele and Boonsuk (2020) emphasized the importance of balancing exposure to native and non-native English varieties to prepare learners for effective communication in international contexts. Fang and Ren (2018) found that Chinese university students developed an awareness of the diversity of English through courses on global Englishes. These courses helped students understand the value of mutual intelligibility and local accents, reducing their anxiety

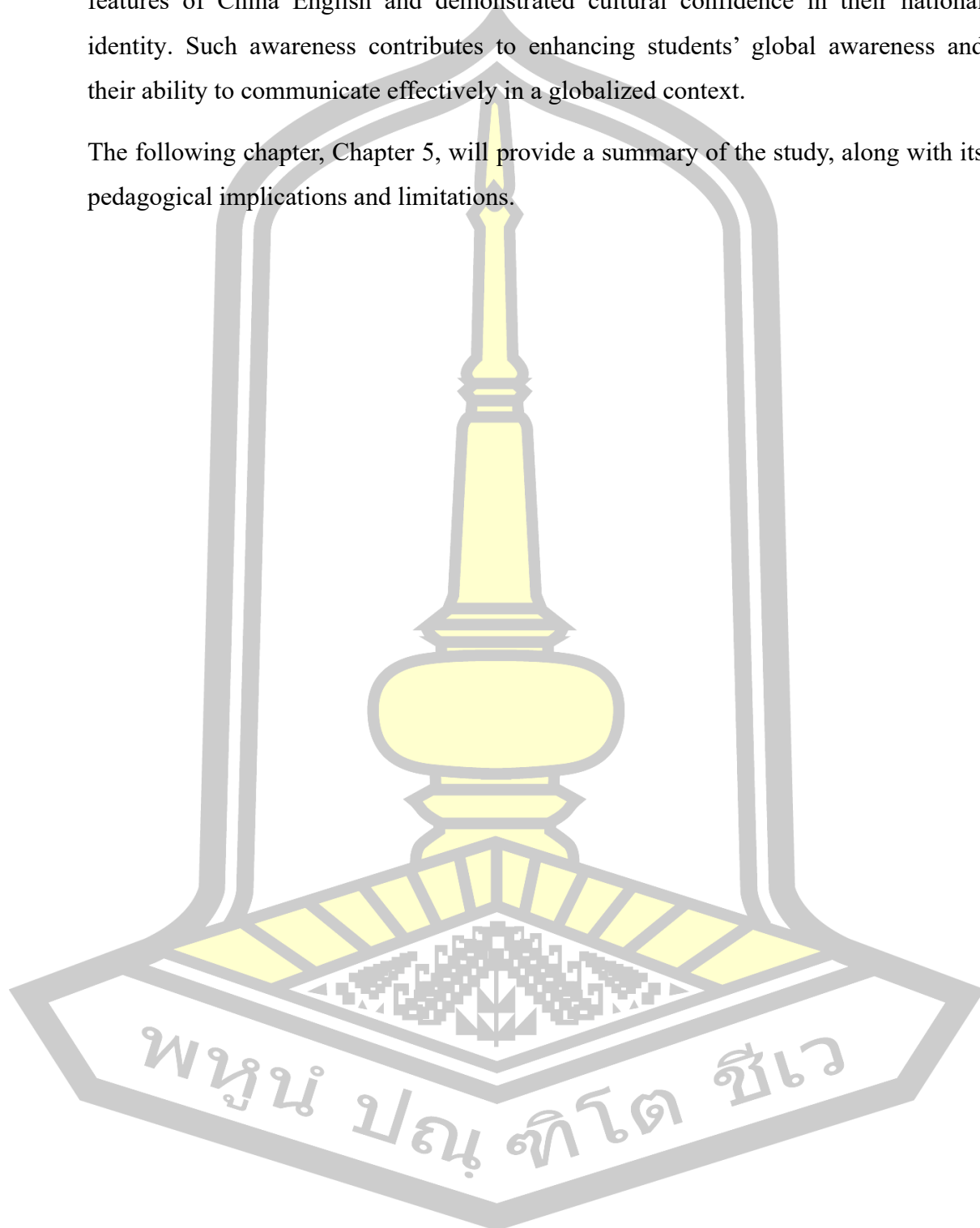
about non-standard usage. Several participants noted that their academic major had broadened their understanding of English, helping them recognize the existence of different English varieties and how these can influence their language learning and career planning (Participants S-1, S-5). This reflects findings in the literature that emphasize the importance of exposure to multiple English varieties in enhancing learners' linguistic awareness and adaptability in global contexts (Kirkpatrick, 2007). Additionally, one participant highlighted the contradiction they faced in seeking to learn both native and non-native English varieties, which underscores the complexity of navigating World Englishes in language education (Participant S-4). These results further confirm the observations made by Matsuda (2012), which underscore the value of integrating World Englishes into curricula to help students appreciate linguistic and cultural diversity while fostering a sense of global citizenship. Galloway and Rose (2015) highlight the role of media and exposure to English varieties in raising awareness of linguistic diversity and its significance for international communication, emphasizing the need for integrating Global Englishes into English language teaching (Participant S-6). This supports the idea that real-world exposure, beyond the classroom, is crucial in developing a comprehensive understanding of the global nature of English (Jenkins, 2015).

4.4 Chapter Summary

This chapter has outlined and examined the results derived from the data analysis discussed in Chapter 3. This chapter presents the quantitative findings from the questionnaire and the qualitative results from the analysis of interview data. The participants' experiences of studying and living at a vocational and technical college in China provided them with opportunities and platforms to engage with various English varieties, fostering their understanding of the concept of World Englishes. Overall, students displayed mixed awareness toward China English and its acceptance in the classroom. This is unsurprising, as previous research has shown that even Chinese students tend to resist and negatively perceive China English and other non-native English varieties. However, the data indicates a high awareness shift among Business English majors at Chinese vocational and technical college. Upon recognizing English as a global language, most students expressed an inclusive

awareness of different English varieties. They acknowledged and appreciated the features of China English and demonstrated cultural confidence in their national identity. Such awareness contributes to enhancing students' global awareness and their ability to communicate effectively in a globalized context.

The following chapter, Chapter 5, will provide a summary of the study, along with its pedagogical implications and limitations.



CHAPTER V

CONCLUSION AND IMPLICATIONS

This chapter provides a summary of the study (refer to 5.1) and the findings obtained from the data analysis (refer to 5.2) as presented and discussed in the previous chapter (Chapter 4). It concludes with the study's pedagogical implications (refer to 5.3), the study's limitations (refer to 5.4), and a final conclusion (refer to 5.5).

5.1 Summary of the study

This study explores the awareness of Chinese Business English learners towards various English varieties, with a particular focus on China English, within the context of EIL. Utilizing an explanatory mixed-methods approach, including questionnaires and semi-structured interviews, the research combines quantitative and qualitative analyses to investigate the awareness and awareness of Chinese learners. Thus, examining awareness of World Englishes and China English from Chinese Business major students should contribute to the theoretical understanding of World Englishes and offer practical insights for English Language Teaching in China. The findings aim to promote an inclusive approach to English education that acknowledges and appreciates the diversity of English varieties, thereby preparing Chinese learners for effective global communication.

5.2 Summary of findings

The findings indicate that Chinese vocational and technical college business English students have mixed perceptions of China English, echoing broader societal attitudes toward non-native English varieties. While China English is gaining recognition as a legitimate form, many students still regard it as inferior to native varieties, particularly British and American English, consistent with previous research (He & Li, 2009; Kirkpatrick & Xu, 2002). Data from the questionnaire show a general acceptance of English diversity, with participants expressing positive awareness toward English varieties ($M = 2.61$) and China English ($M = 2.34$). However, preferences for standard English accents persist, as students believe these convey greater professionalism, aligning with the findings of Jiang (2011) and Wei (2012). The qualitative interviews further underscore this tension, with some students viewing China English as

culturally enriching, while others emphasize the perceived advantages of native accents in professional settings.

The study also highlights the influence of media exposure and regional factors on students' attitudes toward English varieties. Consistent with Jenkins (2015) and Gao (2010), the findings suggest that exposure to various English accents through media helps students become more comfortable with diverse ways of speaking. However, limited exposure to diverse English varieties reinforces preferences for native accents, particularly in regions where daily interactions occur primarily in Chinese. This preference is reflected in the desire for a combination of native and localized English in the classroom, supporting the integration of World Englishes into language pedagogy (Kachru, 2005; Jenkins, 2009). The results align with studies advocating for an inclusive approach that balances local identity with global communication needs, fostering students' adaptability in intercultural contexts (Canagarajah, 2013; Sadeghpour & Sharifian, 2019).

5.3 Implications of the study

This study holds theoretical and pedagogical implications for English learning and teaching in China and potentially other expanding circle countries.

Theoretically, exploring these college student's awareness of English varieties in the Chinese context has expanded the scope of research in WE and ELT. Awareness of English varieties and preferences in Chinese English classrooms has the potential to inspire teaching practices and enrich theories of English learning and teaching.

Pedagogically, this study highlights the importance of learners' awareness of English as a global language and English varieties in current English teaching practice in China, challenging traditional ELT approaches. The focus of teaching and learning should shift from achieving native-like proficiency to developing the ability to communicate effectively in international contexts (Kiczkowiak & Lowe, 2019, p. 3). Researchers (e.g., Jenkins, 2015c; Kachru, 1992, 1996; Matsuda, 2000; Seidlhofer, 2011) argue that English learners in Outer and Expanding Circle countries are more likely to interact with a diverse range of English users rather than exclusively with native speakers. Consequently, the native speaker model is increasingly seen as an

unsuitable standard for international communication (Kirkpatrick, 2010). Instead, comprehensibility and intelligibility should take precedence over adherence to specific English varieties (Rose & Galloway, 2019; Boonsuk, Ambele & McKinley, 2021). Therefore, English use should not be restricted to native varieties like British or American English but should also embrace locally developed varieties that reflect diverse contexts (Ambele & Boonsuk, 2020; Baker, 2012, 2015).

The findings of this study suggest a strong connection between participants' awareness of English varieties and their perceptions of English as a tool for global business communication. As Chinese vocational college business English students increasingly recognize the diversity of English varieties, including China English, they acknowledge the role of these variations in facilitating cross-cultural communication within the global business context. Participants expressed a preference for English that promotes intelligibility and cultural adaptability, aligning with the broader view of English as a lingua franca (Byram, 2021; Jenkins, 2015). While some students continue to prioritize native English accents, viewing them as professional standards, the overall trend supports the idea that embracing diverse English varieties enhances communicative flexibility and better prepares students for effective interaction in international business settings (Kachru, 2005; Crystal, 2003). This awareness reflects an evolving understanding of global business communication, where linguistic diversity is recognized not as a barrier, but as a resource that enriches the dynamics of global exchanges and fosters mutual understanding.

This reflects a broader challenge in ELT in China, where balancing the need for standard English proficiency with the recognition of local varieties is crucial for preparing students to navigate the fluidity and diversity of English communication in the globalized world (Ren, 2014; Fang & Ren, 2018). Thus, ELT policies in China might benefit from incorporating a greater awareness of China English, promoting its legitimacy while ensuring that students are equipped with the skills necessary to succeed in both local and international contexts.

Recent studies highlight increasing acceptance of China English among students and teachers in China. They view it as a tool for promoting Chinese culture and reflecting China's international influence. While challenges remain regarding its prestige

compared to standard English, its role in fostering intercultural communication is growing (Pan et al., 2021; Cambridge Core, 2023). In the Chinese vocational and technical college, business English major students' awareness of China English is complex and multifaceted, reflecting the tension between the adherence to native English standards and the recognition of local English varieties. While there is a strong emphasis on mastering standard varieties like British and American English due to their perceived professional utility and the need to perform well in international exams (Kirkpatrick & Xu, 2002; Hu & Jiang, 2011), there is also a growing awareness of the importance of understanding and embracing China English as part of a broader global English landscape. Baker (2022) emphasized the importance of raising awareness of English varieties to prepare learners for effective intercultural communication, suggesting that English teaching should include local and global varieties to reflect real-world communication. Similar observations were reported by He & Zhang (2010), who found that awareness of China English is gradually becoming more positive, with many learners appreciating it as a unique variety that reflects Chinese identity while maintaining intelligibility. This implies that in an EFL context like China, where English functions as a lingua franca, strict adherence to native English standards cannot be entirely replaced by local varieties. China English, characterized by its integration of Chinese cultural and linguistic elements, offers students an opportunity to become more effective intercultural communicators in diverse global contexts (He & Li, 2009; Li, 2016). However, due to the standard English varieties dominating the educational landscape, China English is often seen as less prestigious, and students may worry that using it could negatively impact their professional opportunities (Wei, 2012).

Therefore, it is essential for all stakeholders, including policymakers, curriculum developers, and English teachers at various educational levels in China, to work together to advance English learning and teaching through the lens of World Englishes. Advocating for integrating World Englishes into curricula, helping students balance the use of native and local English varieties to enhance their global communication skills (Galloway & Rose, 2021). Without their support, students may struggle to embrace the concept of WE. It is important to emphasize that the goal of

WE is not to replace native speaker norms but to help students understand that they can select what best suits their individual needs (Galloway, 2011; Mairi, 2016).

Moreover, teachers should be encouraged to design courses similar to those in this study, tailored to different contexts, and to develop activities that enhance awareness of English varieties while boosting students' confidence as legitimate users of a global language (Ambele & Boonsuk, 2021).

5.4 Limitation and further research

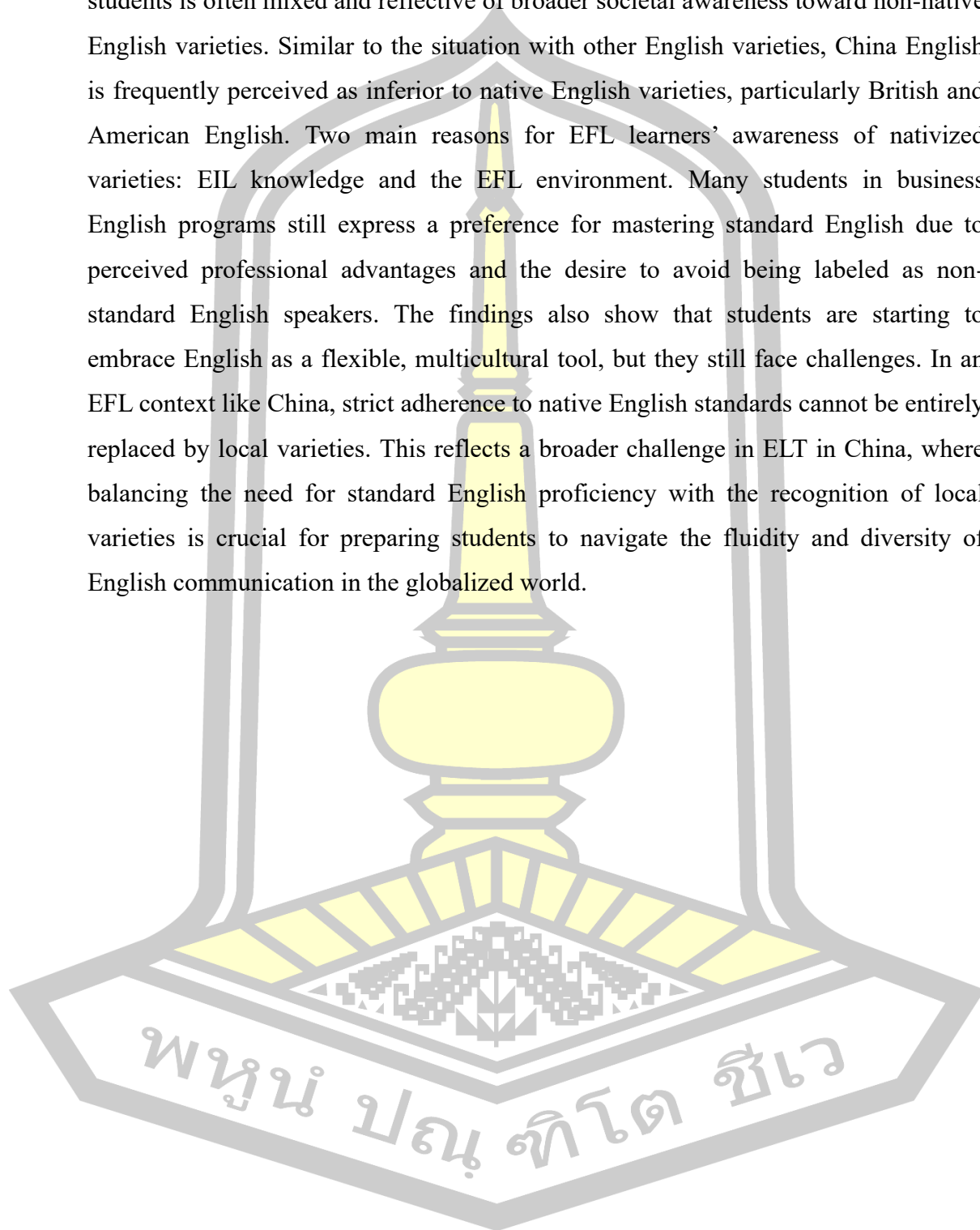
Given the study's limitations, the small number of participants from a vocational college in northern China cannot represent the views of all English learners in China, which poses a potential constraint in generalizing the findings. To gain deeper and more insightful perspectives on Chinese learners' awareness of China English, the influencing reasons, and its use in English language teaching, other interested scholars could expand the sampling population by including participants from undergraduate institutions and other academic disciplines. Additionally, employing diverse data collection tools and analytical frameworks could further enrich the research.

5.5 Conclusion of the study

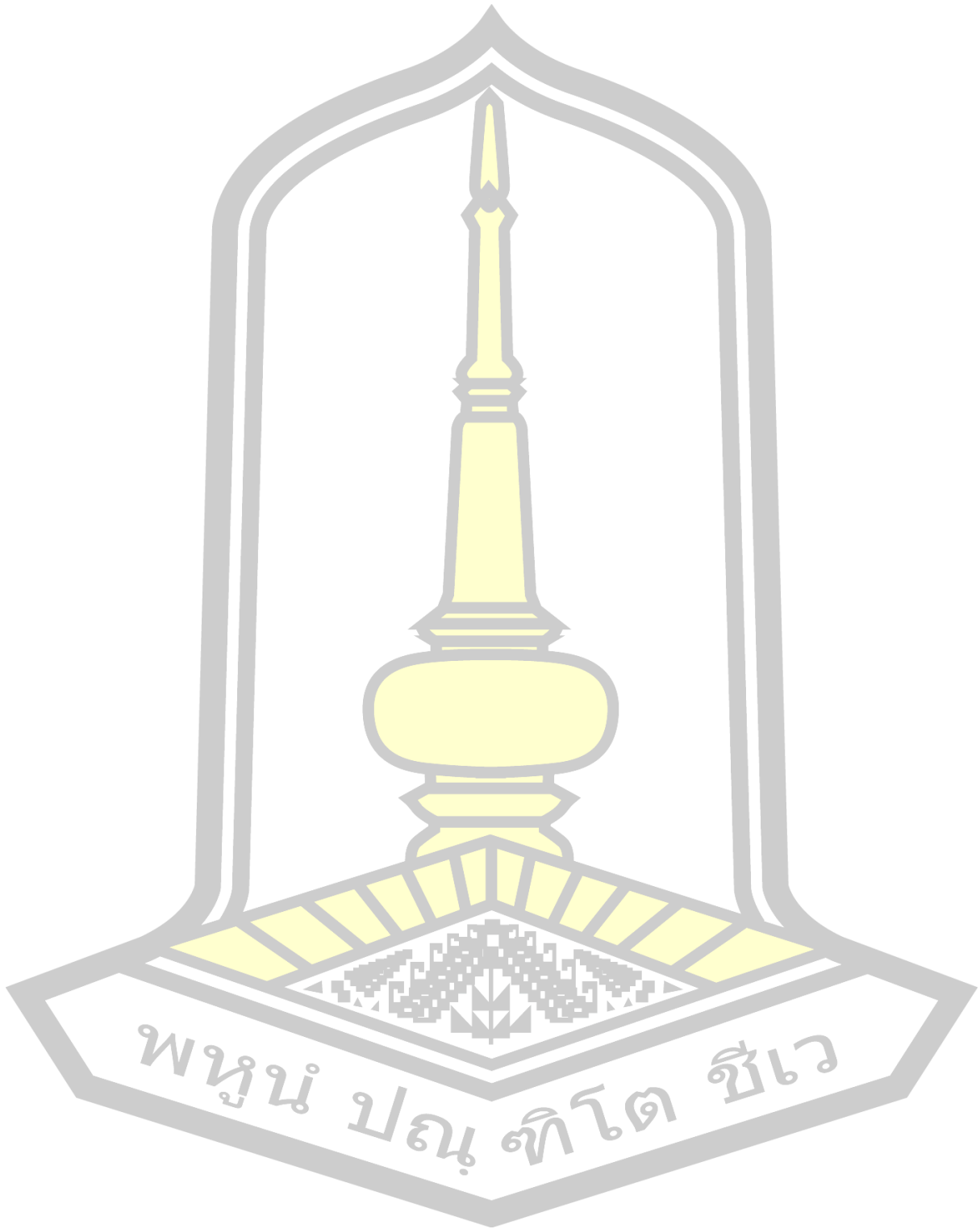
This study highlights the evolving role of English as a global language and its impact on English language teaching, particularly in the context of Chinese vocational and technical colleges. As English continues to function as a global lingua franca, the findings underscore the necessity of rethinking language ideologies in ELT, particularly for the local use of English, such as China English. While concepts like English as a Lingua Franca and World Englishes have been explored theoretically, there is limited research on their practical application within China's educational system. The study contributes to understanding Chinese learners' awareness and attitudes toward China English, shedding light on how these learners perceive the diversity of English and the implications for ELT pedagogy. It calls for a more inclusive approach that acknowledges both global and local English varieties, enhancing the pedagogical framework to better reflect the evolving global landscape of English.

Through surveys and interviews with 50 students, it is clear that the awareness of

China English among Chinese vocational and technical college business English students is often mixed and reflective of broader societal awareness toward non-native English varieties. Similar to the situation with other English varieties, China English is frequently perceived as inferior to native English varieties, particularly British and American English. Two main reasons for EFL learners' awareness of nativized varieties: EIL knowledge and the EFL environment. Many students in business English programs still express a preference for mastering standard English due to perceived professional advantages and the desire to avoid being labeled as non-standard English speakers. The findings also show that students are starting to embrace English as a flexible, multicultural tool, but they still face challenges. In an EFL context like China, strict adherence to native English standards cannot be entirely replaced by local varieties. This reflects a broader challenge in ELT in China, where balancing the need for standard English proficiency with the recognition of local varieties is crucial for preparing students to navigate the fluidity and diversity of English communication in the globalized world.



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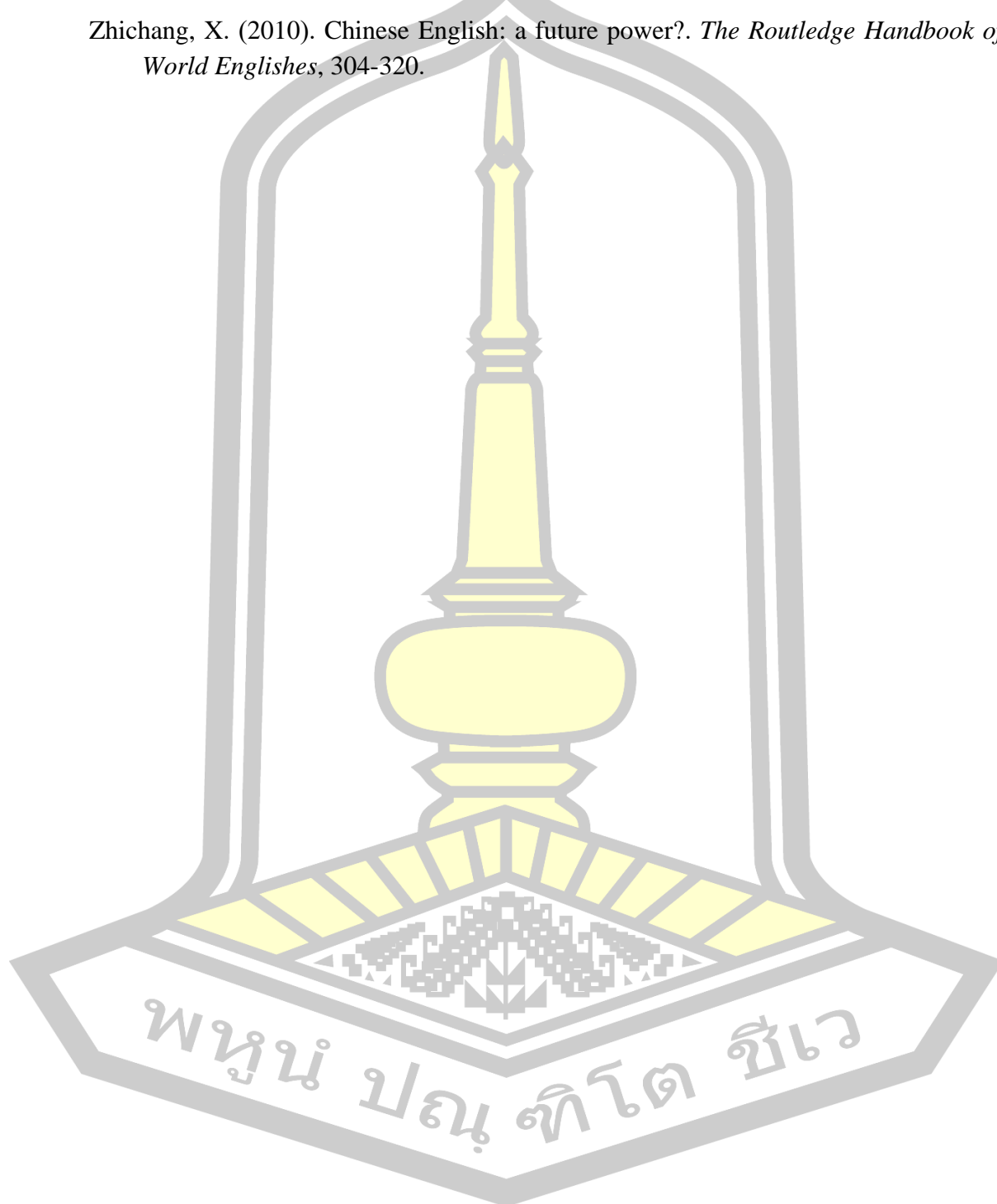
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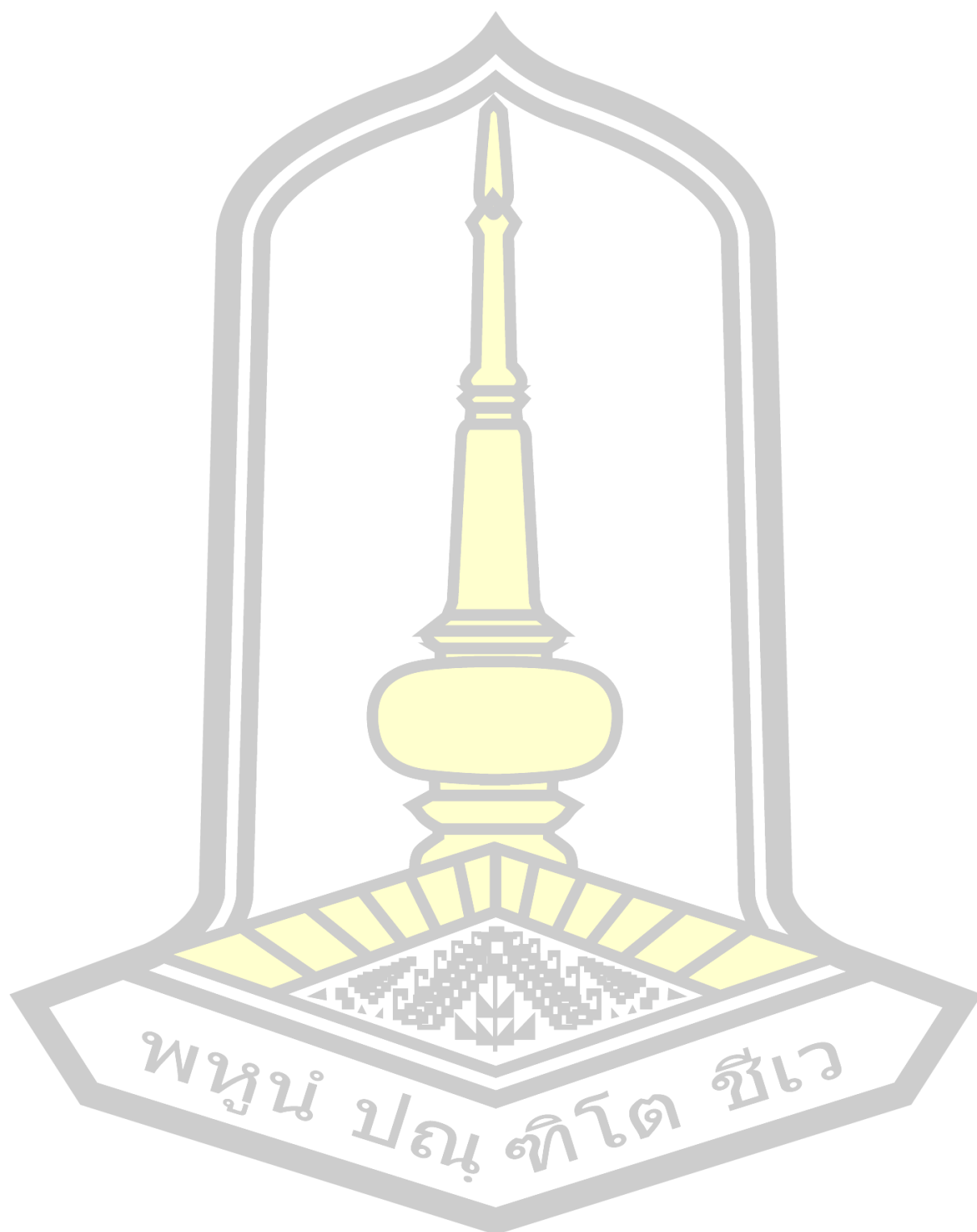
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APPENDICES



APPENDIX A

附录 A

QUESTIONNAIRE

调查问卷

ENGLISH VARIETIES AND INFLUENCING REASONS QUESTIONNAIRE FOR CHINESE VOCATIONAL STUDENTS

中国职业学生英语变体及影响因素调查

Instructions

说明

Thank you in advance for your kind cooperation in filling in this questionnaire. Please kindly complete all the statements in the questionnaire. The questionnaire contains two main parts:

提前感谢您填写问卷的配合。请填写调查问卷中的所有陈述。调查问卷主要包括两个部分：

Part 1: General information**第 1 部分:** 基本信息**Sex** 性别

Male 男 Female 女

Age 年龄

18+ years 超过 18 岁 20+ years 超过 20 岁

Educational background subjects 教育背景科目

Liberal arts/Humanities 文科 Science 理科

How long have you been studying English? 学习英语多久了?

- Less than 1 year 不到 1 年
- More than 2 years 多于 2 年
- More than 5 years 多于 5 年
- Others (please specify.....) 其他 (请具体说明)

Part 2: Awareness of Varieties of English (VE)

第 2 部分：对英语变体的看法

The section mainly attempts to investigate the awareness towards Kachru's three concentric circles (items 1-3), the concept of standard English (items 4-6), ownership of English (items 7-8), China English (items 9-14), English varieties (items 15-23), and other aspects of World Englishes (items 24-30).

本部分主要试图调查人们对 Kachru 的三个同心圆 (1-3)、标准英语概念 (4-6)、英语所有权 (7-8)、中国英语 (9-14)、英语变体 (15-23) 和世界英语的另一个方面 (24-30) 的看法。

Please provide your answers to the following questions based on your personal experience and background knowledge. Only one answer can be selected for each statement. There are no right or wrong answers, so please rate your honest opinions and feelings on the questions below, and tick the option you think is correct.

请根据您的个人经验和背景知识，自行回答以下问题。每个语句只能选择一个答案。没有正确或错误的答案，所以请在下面的问题上评价你诚实的意见和感受，选择你认为正确的选项。

| Unacceptable | Neutral | Acceptable |
|--------------|---------|------------|
| 1 | 2 | 3 |

For example:

| | | | |
|--|---|---|---|
| Chinese people speak English better than people who come from other countries. | 1 | 2 | 3 |
|--|---|---|---|

If you are “**unacceptable**” with this statement, you would rate it “**1**”. If you have “**neutral**” feelings or opinions about it, you would rate it a “**2**”, whereas you would rate it a “**3**” if you are “**acceptable**” as the example shows.

| Statements | | | |
|---|--------------|---------|------------|
| | 1 | 2 | 3 |
| | Unacceptable | Neutral | Acceptable |
| Kachru's three concentric circles: Kachru 的三个同心圆理论: | | | |
| 1. Correct English is only American or British English. 只有美式或英式英语是正确的英语。 | | | |
| 2. ESL Englishes (e.g. Hong Kong or Singaporean English) are incorrect. 以英语为第二语言国家的英语（如香港英语或新加坡英语）是不正确的。 | | | |
| 3. EFL Englishes (e.g. China or Malaysia English) are incorrect. 以英语为外语国家的英语（如中国英语或马来西亚英语）是不正确的。 | | | |
| Concept of standard English: 标准英语概念: | | | |
| 4. Correct English must have a single standard. 正确的英语必须有一个单一的标准。 | | | |
| 5. Standard English must have the same grammar rule. 标准英语必须有相同的语法规则。 | | | |
| 6. Standard English may have a different accent and pronunciation. 标准英语可能有不同的口音和发音。 | | | |
| Ownership of English: 英语的所有权: | | | |

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| 7. Only British or Americans are the legal owners of English. 只有英国人或美国人是英语的合法所有者。 | | | |
| 8. English currently does not belong to native speakers anymore, but to anybody who uses it. 英语目前不再属于讲母语的人，而是属于任何使用英语的人。 | | | |
| China English: 中国英语: | | | |
| 9. Unlike Singaporean and Philippine English, China English has its idiosyncrasy. 不像新加坡英语和菲律宾英语，中国英语有自己的特质。 | | | |
| 10. Speaking English with a Chinese accent is embarrassing. 说有中国口音的英语很尴尬。 | | | |
| 11. Any Chinese speaking with a British or American Accent is highly revered. 任何说带有英国或美国口音的中国人英语都很受尊敬。 | | | |
| 12. I am happy with my English pronunciation as long as others can understand me. 只要别人能理解我，我就对我的英语发音很满意。 | | | |
| 13. I would like to speak English with a Chinese accent. 我想说带有一些中国口音的英语。 | | | |
| 14. A Chinese accent is easier to understand than a native speaker's accent in a Chinese classroom. 在中国的课堂里，中国口音比母语者的口音更容易理解。 | | | |
| English varieties: 英语变体: | | | |
| 15. English has different varieties. 英语有不同的变体。 | | | |
| 16. Different varieties of English can be found on social network sites. 在社交网站上可以找到不同种类的英语。 | | | |
| 17. Every English variety should be accepted and recognized. 每一种英语品种都应该被接受和认可。 | | | |

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|---|--|--|--|
| 18. It is important to understand varieties of English, e.g., Indian English, Singaporean English, China English, etc. 理解英语的变体很重要，如印度英语、新加坡英语、中国英语等。 | | | |
| 19. I don't think we need to understand non-standard varieties of English because they are not native varieties of English. 我认为我们不需要理解非标准英语变体，因为它们不是英语的本地变体。 | | | |
| 20. Since English is a global language, it is important to understand different accents of English. 由于英语是一种全球性的语言，所以理解英语的不同口音是很重要的。 | | | |
| 21. It is very interesting to learn different forms of English pronunciation. 学习不同形式的英语发音是很有趣的。 | | | |
| 22. I do not think it is important to speak like a native speaker of English. 我认为像一个说英语为母语的人那样说话并不重要。 | | | |
| 23. Sometimes I find it difficult to understand those learners who speak English with a strong non-English accent. 有时我发现很难理解那些有强烈英语口音的非母语学习者。 | | | |
| Other aspects of World Englishes: 世界英语的其他方面: | | | |
| 24. The English taught in school must be British English or American English. 在学校里教的英语必须是英式英语或美式英语。 | | | |
| 25. English messages with scattered grammatical errors are fine as long as they are understandable. 只要可以理解，语法错误的英语也可以传递信息。 | | | |
| 26. If I can choose, I will speak British or American English. 如果我能选择，我将说英式英语或美式英语。 | | | |
| 27. I do not mind that others can't understand my English because English is not my first language. 我不介意别人听不懂我的英语，因为英语不是我的第一语言。 | | | |

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|--|--|--|--|
| <p>28. I like to focus more on intelligibility rather than how I can speak like a native speaker.</p> <p>我喜欢更关注可理解性，而不是如何像说母语的人一样说话。</p> | | | |
| <p>29. It is important to speak English like a native speaker.</p> <p>像以英语为母语的人一样说英语很重要。</p> | | | |
| <p>30. You should not say anything in English until you can speak English correctly.</p> <p>在你能正确地说英语之前，你不应该用英语说任何话。</p> | | | |

THIS IS THE END OF THE QUESTIONNAIRE.
PLEASE CAREFULLY CHECK IF YOU HAVE COMPLETED ALL THE
STATEMENTS. THIS QUESTIONNAIRE CAN NOT BE USED EFFECTIVELY IF
ALL THE STATEMENTS ARE NOT COMPLETED.
THANK YOU AGAIN FOR YOUR SUPPORT.

这是调查问卷的结尾。
请仔细检查你是否已经完成了所有的选项。
如果不是所有的选项都完成，这份调查问卷将不能使用。
再次感谢您的支持。



APPENDIX B**附录 B****INTERVIEW QUESTIONS****访谈问题**

1. Do you acceptable that English is a global language? Please explain.
你同意英语是一种全球性的语言吗？请解释。
2. What are your awareness on the different varieties of English that have emerged as a result of English being an international lingua franca and what they represent?
由于英语已经成为一种国际通用语，你对英语的不同种类有什么看法？它们代表什么？
3. Do you want others to identify you as a China English speaker? Why?
你想让别人认为你说的是中国英语吗？为什么？
4. What are your awareness towards China English and users/speakers of China English?
你对使用中国英语和说中国英语的人有什么看法？
5. What are the reasons that influence your awareness of varieties of English?
你认为是什么原因影响了你对英语变体的看法？
6. What are your preferred English varieties in Chinese English language classrooms?
在中国的英语课堂上，你最喜欢哪些英语变体？
7. In English Language Teaching field in China, which English variety do you think should be dominant in teaching? Native English variety? China English or a combination of both?
在中国英语教学领域，你认为哪一种英语应该在教学中占主导地位？母语英语品种？中国英语还是两者的结合？
8. Do you think China's current English teaching/learning practices can enable learners to become aware of issues in Varieties of English and become global citizens themselves? Please explain in details.
你认为中国目前的英语教学实践能让学习者意识到英语多样性中的问题，并成为全球公民吗？请详细解释。

BIOGRAPHY

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