ENGLISH AS A LINGUA FRANCA (ELF): A DESCRIPTIVE STUDY ON IDENTIFIED LEXICAL AND GRAMMATICAL FEATURES AS A PART OF ELF APPEARING IN COLLEGE STUDENTS' WRITING: AT YUNNAN NATIONALITIES UNIVERSITY, CHINA

CHANGYU BAO

A THESIS SUBMITTED FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND

AUGUST 2011
ENGLISH AS A LINGUA FRANCA (ELF): A DESCRIPTIVE STUDY ON IDENTIFIED LEXICAL AND GRAMMATICAL FEATURES AS A PART OF ELF APPEARING IN COLLEGE STUDENTS' WRITING: AT YUNNAN NATIONALITIES UNIVERSITY, CHINA

CHANGYU BAO
ID: 5219435

A THESIS SUBMITTED FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING

MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)

ASSUMPTION UNIVERSITY

BANGKOK, THAILAND
<table>
<thead>
<tr>
<th>Thesis Title</th>
<th>English As a Lingua Franca (ELF): A Descriptive Study on Identified Lexical and Grammatical Features as a Part of ELF Appearing in College Students’ Writing: At Yunnan Nationalities University, China</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Ms. Changyu Bao</td>
</tr>
<tr>
<td>Advisor</td>
<td>Assoc. Prof. Dr. Joseph Foley</td>
</tr>
<tr>
<td>Academic Year</td>
<td>August, 2011</td>
</tr>
</tbody>
</table>

The Graduate School of Assumption University has approved this final report of the 18 credit course, ET 7100 Thesis, submitted in partial fulfillment of the requirements for the degree of Master of Arts ELT

Approval Committee:

(Assoc.prof. Em-orn Dispanya)  
Higher Education Commission’s External Expert

(Assoc.Prof Dr. Joseph Foley)  
Advisor

(Dr. Stephen Conlon)  
Chairman
PLAGIARISM STATEMENT

I certify that all the material in this study which is not my own work has been identified and acknowledged, and that no materials are included for which a degree has already been conferred upon me.

________________________
Changyu Bao

Signature

Changyu Bao

28th June, 2011

Date
I would like to thank everyone who directly or indirectly offered his or her help to this thesis.

My upmost gratitude goes to my thesis supervisor, Professor Joseph Foley for his expertise, kindness and most of all, for his patience. It is he who has led me into ‘World Englishes’, this wonderful field and also further encouraged me to do research in it. My heartfelt thanks also go to all the professors and lecturers of the MA-ELT program whose dedication to teaching enriched my knowledge in the field of English teaching.

My deep appreciation goes to my ex-English writing teacher at Yunnan Nationalities University, Mr. Zhiling Li who helped me collected all the data from his writing class.

Finally, I would like to make particular mention of my parents Yinggui Bao and Huanying Luo, as well as my roommate Jia Sun, who have given me constant encouragement and support to make it through my two years of study.
Abstract

English as a lingua franca (ELF) or world language is being used more frequently now by people all over the world than ever before. More varieties of English are used by people, in bilingual or multilingual settings as a contact language for international communication even more than native speakers themselves.

Considerable research on linguistic variations of English has been done in countries where English is studied as a second language. Yet, not a great deal of research has been done on Chinese English (CE), especially on the written form. This fact initiated my research. The focus here is on identifying the salient features in terms of lexicogrammar which are identified as part of ELF appearing in college students' writing.

To find the lexicogrammatical feature in the written form of Chinese English, 120 essays were collected from sophomore students at Yunnan Nationalities University, from six classes whose majors are Engineering, Law, Political and Economical Management. According to the syllabus, each student is required to take English writing course at least four hours a week. Every participant was asked to write an essay with a minimum 250 words on the topic ‘A journey to glory’ specified by the lecturer.

The analysis of the data followed a framework based on Kirpatrick’s (2007) summarizing the lexicogrammatical features appearing in Chinese English (CE).
From this small-scale research, it becomes fairly clear that the development of the CE is influenced by Chinese as one would expect. In terms of the identified lexicogrammatical features of CE, some were found in other varieties of English, but others only appear as features of CE. These include lexical and grammatical items that are strongly influenced by Chinese in particular word for word translation from Chinese to English. Other items were identified but given the limitations of the data collected, it was not clear whether such features were parts of CE or simply errors.
Table of Contents

Chapter One: Introduction.........................................................1

1.1 Background..............................................................................1

1.2 Rationale................................................................................2

1.3 Aims of the thesis....................................................................3

1.4 Significance of the study............................................................3

1.5 Research questions...................................................................4

1.6 Definition of the Terminology in this study...............................4

1.7 Organization of Thesis.............................................................6

Chapter Two: Literature Review..................................................7

2.1 Introduction............................................................................7

2.2 English as a Lingua Franca in European and Asian contexts........8

2.2.1 VOICE Corpus....................................................................8

2.2.2 English as a Lingua France in Asia......................................9

2.2.3 ELF in South Asia..............................................................10

2.2.4 ELF in Southeast Asia.......................................................10

2.2.5 ELF in China.....................................................................12

2.2.6 Chinglish, Chinese English, China English..........................13

2.3 Kachru’ Three Concentric Circles Conception.........................15

2.4 Current debates in World Englishes........................................16
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 Lexicogrammatical features of Asian Englishes</td>
<td>19</td>
</tr>
<tr>
<td>2.6 Some salient linguistic features of ‘China English’</td>
<td>20</td>
</tr>
<tr>
<td>2.6.1 Phonology</td>
<td>21</td>
</tr>
<tr>
<td>2.6.2 Lexis</td>
<td>22</td>
</tr>
<tr>
<td>2.6.3 Syntax</td>
<td>23</td>
</tr>
<tr>
<td>2.6.4 Discourse pragmatics</td>
<td>24</td>
</tr>
<tr>
<td>2.7 Conclusion</td>
<td>25</td>
</tr>
<tr>
<td><strong>Chapter Three: Research Methodology</strong></td>
<td>26</td>
</tr>
<tr>
<td>3.1 Introduction</td>
<td>26</td>
</tr>
<tr>
<td>3.2 The research questions</td>
<td>26</td>
</tr>
<tr>
<td>3.3 Subjects of the study</td>
<td>26</td>
</tr>
<tr>
<td>3.3.1 Students</td>
<td>26</td>
</tr>
<tr>
<td>3.3.2 Context</td>
<td>27</td>
</tr>
<tr>
<td>3.4 Data Collection Procedure</td>
<td>29</td>
</tr>
<tr>
<td>3.5 Methods for Data Analysis</td>
<td>29</td>
</tr>
<tr>
<td>3.6 Conclusion</td>
<td>34</td>
</tr>
<tr>
<td><strong>Chapter Four: Data Analysis</strong></td>
<td>35</td>
</tr>
<tr>
<td>4.1 Analysis of the data</td>
<td>35</td>
</tr>
<tr>
<td>4.1.1 The lexicogrammatical features of Chinese English</td>
<td>35</td>
</tr>
</tbody>
</table>
4.2 Summary of the main findings in addressing the research question..............77

4.3 Summary of this chapter..............................................................80

Chapter Five: Conclusions............................................................81

5.1 Summary of major findings..........................................................81

5.2 Implication for English language teaching.................................82

5.3 The limitations of the study........................................................86

5.4 Suggestions for further research..............................................86

References....................................................................................87
Chapter One

Introduction

1.1 Background

The term ‘English as a Lingua Franca(ELF)’ has been used to reflect the fact that the users of English, from bi-or multilingual backgrounds, speak English more frequently as a contact language among themselves than with native speakers of English. The causes and effects of the development or spread of English as a global language have long been a focus of critical discussion. Many arguments have arisen in terms of the standard and non-standard forms of English, the ownership of English, social value and identity, and even arguments about the globalization of English from a geopolitical perspective.

In mainland China, for historical reasons, English has not yet been used as a second official language or as an educational medium. But China boasts of the largest English-learning population in the world. Over 200 million children, about 20% of the total in the world, are learning English in schools, and about 13 million young people at university. The Chinese government has decided to offer English as a compulsory course nationwide from the third year at primary school. Cities like Beijing, Shanghai and Guangzhou have begun to do so since the children start school at the age of six. The Ministry of Education has asked those Chinese universities under its direct administration to use popular foreign (mainly English) textbook and to conduct lectures in English and, at the same time, to encourage Chinese professors to compile teaching materials in
English (source: http://english.peopledaily.com.cn) and it is reported ‘in the 21st century, universities using English as the medium of instruction will expand and rapidly create a generation of middle-class professionals. Economic development will only increase the middle class, a group that is more likely to learn and use English in jobs’. This is the case as China becomes more involved in international affairs and international business nowadays. The Chinese variety of English will become more and more distinctive as an independent member of the family of world Englishes.

1.2 Rationale

The expansion of English as a lingua franca in the world has been recognized for some considerable time, such as Caribbean English, West, East and South African English, South Asian English, and East Asian English.

These varieties of English are often considered as ‘inferior’ to the standard norms of English. The variations in English are viewed as errors rather than features and as violating the rules of grammar. However, a living language is always dynamic; “Those who spoke the language of Beowulf did not consider themselves as speaking ‘old English’” (Brutt-Griffler 2002:3). Even English in Britain, Australia, New Zealand, and America does not remain unchanged. In addition, there are diverse dialects and accents among people settled in these areas. Therefore, English in many countries has developed new standards of use referring to its particular historical and cultural context. ‘Native speakers may feel the language ‘belongs’ to them, but it will be those who speak English as a second or foreign language who will determine its world future’ (Graddol 1997:10).
As a matter of fact, when we talk about variations in English, it does not imply that there are not any unifying rules governing English anymore. Rather, the variations or features of the language will be regarded as characteristics have been historically or culturally developed from that particular context. In this present study, the focus is on what features are presented in the students’ writing which have source commonality with the VOICE and ELFiA corpora; what features may simply be errors; what other features may reflect Chinese English.

1.3 Aims of the thesis

In this study, the purpose is to discuss these distinctive features appearing in the varieties of English in terms of lexicogrammar in the written form of Chinese English in college students’ essays. By analyzing them, it is hoped to see to what extent these features of English have been adopted and indigenized in ELF context in which effective communications are being carried out.

1.4 Significance of the study

It is said that the appearance of variations of a language comes first from its spoken form, and later on will be brought into its written form. In South Asia, Southeast Asia, such as Indian subcontinent, Malaysia, Singapore, the Philippines, due to historical reasons, English has been used as a second language for quite a long time, and a lot of ELF linguistic research has been done in these areas. However, China has not experienced the similar historical development of English as it is in above countries. The development of English in China is still in its initial stage, say, English does not serve national official
function and is not used as a medium for national communication. However, as the increasingly economic and political impact on the world stage and its constantly growing number of English users, it is interesting to see what is happening in terms of lexicogrammar as part of ELF in the written form of Chinese English.

It is too premature to look for a standard for ELF teaching at this stage, as it is still in its initial stage of gathering descriptive linguistic features. It is, however, a more practical and worthy goal to attempt to find out the general features of ELF as a first step to make contributions to the development of English as part of the educational system.

1.5 Research Questions

1. What are the identified lexical and grammatical features of Chinese ELF appearing in Chinese college students’ writing?

2. In comparison with features identified in the VOICE and ELFiA Corpus, what distinctive features could be found?

1.6 Definition of the Terminology in this study

- **English as a Lingua Franca**

[ELF] is a “contact language” between persons who share neither a common native tongue nor a common (national) culture, and for whom English is chosen foreign language of communication (Firth 1996: 240)
ELF interactions are defined as interactions between members of two or more different lingua cultures in English, for none of whom English is the mother tongue (House 1999:74).

While these definitions could be said to capture ELF’s purest form, it is also should be noticed that ELF interactions not only involve people form bi- or multilingual backgrounds, but often include people from the countries like Britain, America, Australia, New Zealand, etc.

**Lexicogrammar**

Grammar (or what is often termed the lexicogrammar, as in reality grammar and the words we use cannot be separated) is shaped by cultural factors, such as beliefs, values, needs, ways of thinking about the world, and in turn helps to shape culture. The Lexis and grammar of English is bound up with a culture that is often seen as ‘international’, literate, industrialized, technological and so on.

However, Kirkpatrick (2007), as quoted in this study, uses the term ‘lexicogrammar’ very loosely and separates ‘lexis’ and ‘grammar’ in analyzing variations of English in a rather artificial way.

**VOICE (the Vienna-Oxford International Corpus of English)**

VOICE is the first computer readable corpus of English as a Lingua Franca. The corpus was compiled at the Department of English at the University of Vienna and currently comprises 1 million words of transcribed spoken ELF from professional, educational and leisure domains.
ELFiA (English as a Lingua Franca in Asia)

ELFiA is a corpus of spoken English as a Lingua Franca in Asia.

The use of English by English-knowing multilinguals for whom English is not a first language represents today's major role of English in Asia. When, for example, Thais, Vietnamese, Indonesians and Chinese meet, the language they are most likely to use as a medium of communication – as a lingua franca - is English (http://www.ied.edu.hk/rcleams/view.php?secid=227)

The corpus aims to help us better understand how English is used in Asian and allow us to analyze its linguistic features and the communicative strategies of its speakers.

1.7 Organization of Thesis

The thesis is composed of five chapters.

Chapter 1: Starts with a general introduction to the study, including the background, the rationale, the aims and significance of the study, the research question and briefly provides the information as to how the research to the study is going to be conducted.

Chapter 2: Offers an overall picture of the development, issues and disputes, and lexico-grammatical features of ELF.

Chapter 3: Explains the methodology employed in the study, describes the subjects being studied, the instruments of data collection, and the data analysis method.

Chapter 4: Analyzes the date and answers the research questions, and then, presents the conclusion of analysis.

Chapter 5: Explains the main findings of this research and limitations of the study with the suggestions for the further research.
Chapter Two

Literature Review

The purpose of this chapter is to provide an extensive overview of theoretical constructs of the development of English as a lingua franca, the current debates in world Englishes as well as a brief review on distinctive lexicogrammatical features in Chinese ELF.

2.1 Introduction

Only a few centuries ago, the English language consisted of a collection of dialects spoken mainly by monolinguals and only within the shores of a small island. Now it includes such typologically distinct varieties as pidgins and creoles, 'new' Englishes, and a range of different standard and nonstandard varieties that are spoken on a regular basis in more than 60 different countries around the world... (Cheshire 1991:1).

There are different characteristics including pronunciation, lexical choice and usage, grammar, etc. contained in the world Englishes. However, as Kachru and Nelson (2001:13) pointed out:

It is now generally recognized that, for purposes of rational analysis, descriptive characterizations of language provide the most positive opportunities for cogent insight into the way language actually works, as opposed to prescriptive declaration of the way one or another group or individual wishes language to work. Descriptive analysis of linguistic phenomena can even inform our notions of standard and model, allowing us to see clearly what are traditional, learned conventions (which certainly have their place in standard usage).
Before moving on to a review of the lexicogrammatical features identified as part of ELF, a brief review of the historical development of ELF particularly in the Asian contexts will be carried out.

2.2 English as a Lingua Franca in European and Asian contexts

2.2.1 VOICE Corpus

VOICE, the Vienna-Oxford International Corpus of English, Barbara Seidlhofer and her team at the Department of English at the University of Vienna has collected over one million words corpus of European ELF, the VOICE corpus. It is the first computer-readable corpus recording spoken ELF interactions transcribed from professional, educational and leisure domains and it covers a range of speech event types, such as interviews, press conferences, service encounters, seminar discussions, working group discussions, workshop discussions, meetings, panels, and question-answer-sessions.

The ultimate aim of the VOICE project is to open the way for a large-scale and in-depth linguistic description of contemporary use of English by providing a corpus of spoken ELF interactions which will be accessible to linguistic researchers all over the world.

With the widespread use of ELF in the world and the availability of a description of its linguistic characteristics, it is likely to have considerable guidance over the implications of English teaching in different countries.
2.2.2 English as a Lingua Franca in Asia (ELFiA)

The major role of English in Asia today is as a lingua franca. For example, English is the official working language of Association of Southeast Asian Nations (ASEAN). The project known as English as a Lingua Franca in Asia (ELFiA) seeks to establish a corpus of spoken English as a lingua franca in Asia. The ELFiA corpus will help us to better understand how English is used in Asia and allow us to analyze its linguistic features and the communicative strategies of its speakers. (http://www.ied.edu.hk/rcleams/view)

The aim of this project is to collect a corpus of one million words of naturally occurring, spoken, interactive data of English being used as a lingua franca in Asia. The collection of such a corpus will allow us to:

(i) analyse and describe the distinctive linguistic features of Asian ELF;
(ii) identify any shared distinctive linguistic features;
(iii) identify and describe the types and causes of any breakdown in communication
(iv) identify and describe the communicative strategies of Asian ELF users.

The findings will have significant implications for the study of intercultural communication in the Asian region, as well as for English language teaching.


Besides, the Asian ELF team, under the leadership of Kirkpatrick 2010, is working closely with the VOICE team. This collaboration is crucial, as it is important for us to compare the features and use of Asian ELF with those of European ELF.
2.2.3 ELF in South Asia

Normally, South Asian English refers to several regional varieties such as Indian English, Lankan English and Pakistani English.

The history of English in colonial South Asia has two distinct patterns: one is linked to the British 'trading factories' in India; another can be traced back to the Christian missionaries and the desire of high-class Indian elites to use English for acquiring knowledge in terms of science and technology.

In India, by the end of seventeenth century, British trading companies controlled almost international trade over the region. Along with the establishment of the East India Company in 1689, British rule was established in the subcontinent.

In addition, Christians played a part in the spread of English in the South Asian regions by establishing missionary schools, where English was the medium of instruction. With the continuous development and spread of English in South Asia, there were some Indian elites, in the nineteenth century, who believed that English was the way to bring them out of backwardness in terms of science and technology. Based on these historical reasons, English strengthened its place in South Asian regions.

2.2.4 ELF in Southeast Asia

English has been in Southeast Asia since the 17th century, and currently falls into two broad types: second language and foreign language. The second language varieties are found in the five countries that were formerly colonies or protectorates of an English speaking power: the UK in the case of Brunei, Myanmar, Malaysia, and Singapore, and
the US in the case of the Philippines. The foreign language varieties are found in Cambodia/Kampuchea, Indonesia, Laos, Thailand, and Vietnam. In this group, Thailand was never subject to a European power, and English is used as an international language of business and lingua franca for its tourist industry. Laos and Cambodia were formerly colonies of the French and now incline towards American usage. Indonesia was formerly a colony of the Dutch, but after independence it rejected Dutch and favored English where it is the dominant foreign language in the country. In recent years, English in these countries used for trade, tourism and other purposes has been steadily increasing and moving more and more towards its use as both a regional and global lingua franca.

In Vietnam, for historical, political and economical reasons, from 1975 until approximately 1989, the main foreign language was Russian, but now it is English. It means that Vietnam, with a population of over 66 million may be added to the Expanding Circle. English is not only the choice of medium of instruction but also the foreign languages studied in Vietnam's schools and tertiary institutions.

The situation in Malaysia is complicated for it having gone through several changes over the past decades. During the British colonial period, English was the predominant language. In 1967, the National Language Act established Malay as the sole official language. On 13 May 1969 there was Kuala Lumpur riots and later led to a New Economic Policy (NEP) and New Educational Policy. The Ministry of Education decided all English-medium schools become Malay-medium; anyhow, in 2002, the government announced a reversal of policy, calling for a switch to English as a medium of instruction at all levels.
In Singapore, English is the sole medium of instruction at the primary and secondary levels, while the other three languages, Malay, Mandarin and Tamil, also maintain their places in education for cultural identity purposes.

In the Philippines, the settlement of English was inevitable followed by colonization. The Philippines was firstly ruled by the Spanish starting in the early sixteenth century till the end of nineteenth century. American then began to take in charge this land. Inevitably, during the American colonization period, English was introduced into this country. In 1901, English became the sole medium of instruction (Gonzalez 1997:26). Filipino and English are the declared official languages of the Philippines.

2.2.5 ELF in China

In mainland China, the historical difference makes the development of English distinctive from some of the South and Southeast Asian countries. Though English in China can be traced back in the early 17th century, on account of the British traders' arrival in Macau and Canton, it was not developed until the late 20th century. In 1972, English replaced Russian as the primary foreign language in China. Though English in China is not employed as a medium education as it is in several South and Southeast Asian countries, its range and depth are growing constantly. There is a widespread perception in China that speaking English confers prestige on individuals and bestows the key to success in business and academy. At the national level, English has been playing an increasingly important role in international trade since China joined the World Trade Organization.
2.2.6 Chinglish, Chinese English, China English

Up to now, several terms have been used to refer to the English spoken or written by mainland Chinese: 'Chinglish' (e.g. Niu and Wolff 2003: 9-10; Zhuang 2000:7); ‘Chinese English’ (e.g. Huang 1988:47; Wang and Ma 2002:56); ‘Sinicized English’ (e.g. Cheng 1992:162); and ‘China English’ (e.g. Ge 1980:2; Jiang and Du 2003:27). Chinglish, in its most marked form, words are ungrammatically strung together, with often inappropriate lexis and probably on a partially comprehensible pronunciation. There is some evidence suggesting that ‘Chinglish’ is a term loaded with social stigma, and so it is unwelcome in China as a blend of Chinese and English (Kirkpatrick and Xu 2002: 269-71). Likewise, ‘Chinese English’ and ‘Sinicized English’ are regarded as "bad English", “beginner’s English” or, at most, an interlanguage which needs to be improved” (Jiang 2002:6). The term China English was first introduced by Ge Chuanghui (1980) who pointed out: a language which is as good a communicative tool as Standard English. The pronunciation is close enough not to pose much of a problem; there may be some syntactic and grammatical differences attributable to the influence of Chinese; and the lexis may occasionally differ, reflecting cultural differences. This term is accepted by lots of Chinese scholars (e.g. Chen and Hu 2006:44; Jiang and Du 2003:27) who suggested that the emerging variety of English in China is more appropriately called ‘China English’ --Zhongguo yinyu(中国英语). They believe ‘China English is a more suitable term than ‘Chinese English’ (compare: ‘Chinese experts’ and ‘China experts’). Also, Mufwene(1994) suggested it is better to label an institutionalized variety of English with a pre-modifying adjective (e.g. Indian English, Philippine English, American English), whereas a pre-modifying noun would be more appropriate for a performance variety like
‘China English’ (cf. B. Kachru 1985; Mufwene 1994). By an institutionalized variety of English, Kachru refers to one which has official status and is used both intranationally as well as internationally. A performance variety of English, on the other hand, tends to be used for international communication purposes, especially at the political, economic, cultural, and scientific levels. Since English in China is used essentially for communication with non-Chinese speakers (except learners’ interlanguage in classroom interactions, cf. M. Chen and Hu 2006:45), it is performance variety.

Jiang Yajun pointed out that there is no clear boundary between Chinglish, Chinese English and China English, at least, it is not possible to place them neatly into such categories. Instead, they are situated on a continuum and progressively merge.

The criterion for situating an utterance at a point on the continuum, in respect of grammar, syntax, lexis and pronunciation, must be the degree of proximity to or distance from a standard variety. As linguists suggested, China/Chinese English is quite different from Chinglish which is at the “bottom” end of the continuum. In 1993, Li Wenzhong suggested that China English be defined as a variety of English whose vocabulary, sentences and discourse have Chinese characteristics. It is based on Standard English, and has been adapted to express characteristics of Chinese culture in terms of phonetic translation, borrowing and meaning reproduction.
2.3 Kachru' Three Concentric Circles Conception

Kachru (1992:356) introduces his three concentric circles conception of dividing world Englishes: the Inner Circle, the Outer Circle and the Expanding Circle. The three circles ‘represent the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts’. Countries that English in the first dispersal traveled to, are placed into the Inner Circle, for example, the UK, the USA, Australia, Canada, and New Zealand. The Outer Circle countries are countries that English traveled to in the second dispersal, i.e., India, Pakistan, Sri Lanka, Kenya, Nigeria, and Singapore, etc. However, countries that English is studied as a foreign language are allocated in the Expanding Circle, for example, China, Japan, Korea and Iran, etc.

Yet, As Jenkins (2003:17) points out, despite its major influence, with many scholars including Kachru himself still citing this model as the standard framework in the early 21st century, the model is not without problems. The most serious problems are the following:

1). The model is based on geography and genetics rather than on the way speakers identify with and use English. Some English users in the Out Circle speak it as their first Language (occasionally as their only language) e.g. in Singapore. Meanwhile an increasing number of speakers in the Expanding Circle use English for a very wide range of purposes including social, with native speakers and even more frequently with other non-native speakers from both their own and different L1s, and both in their home country and abroad.
2). There is often a vague area between the Inner and Outer Circles: in some Outer Circle countries, English may be the first language learnt for many people, and may be spoken in the home rather than purely for official purposes such as for education, law and government.

3). There is also an increasing vague area between the Outer and Expanding Circle. Approximately twenty countries are in transition from EFL to ESL status, including: Argentina, Belgium, Costa Rica, Denmark, Sudan, Switzerland and others. (Graddol 1997:11)

4). Many World English speakers grow up in bilingual or multilingual, using different languages to fulfill different functions in their daily lives. This makes it difficult to describe any language in their repertoire as L1, L2, L3 and so on.

2.4 Current debates in World Englishes

The global spread of English has created disputes among language experts. People are satisfied with having a language that can serve as a medium for international communication. While there is another group of people who are concerned that the appearance of different varieties of English will lead to the decay and disintegration of the English language. In terms of standardization, there are two major arguments: Quirk argues for the need to uphold standards in the use of English in both Inner Circle countries and those outside the Inner Circle.

... Our grammar aims at comprehensiveness and depth in treating English irrespective of frontiers: our field is no less than the grammar of
educated English current in the second half of the twentieth century in the world’s major English-speaking communities. Only where a feature belongs specifically to British usage or American usage, to informal conversation or to the dignity of formal writing, are ‘labels’ introduced in the description to show that we are no longer discussing the ‘common core’ of educated English. (Quirk et al. 1972:5)

His concern typically represents a view of ELF in which variation is perceived as deviation from standard norms and is described in term of errors.

On the other hand, Kachru argues that the spread of English has brought with it a need to re-examine traditional notions of standardization and models as they relate to Outer Circle users. In other words, instead of remaining entrenched in the use of standard norms of English, we need to face the fact that the varieties of English have been used by Outer Circle users for quite a long period and have been localized and developed their unique characteristics.

Language develops, as Mufwene (2001) has pointed out, through contact and accommodation. He argues that we are not justified in regarding English language contact involving native speakers as natural and acceptable and English language contact involving non-native speakers as being in some way contaminated. There is no good reason to talk of the result of LI and L2 contact as ‘L1 interference’ (or at best ‘L1 transfer’) when many non-native speakers routinely use these forms in EIL contexts and understand each other very well. (Foley, 2006:59)

Das’s words can better present L2 English users’ firm belief of their conception of the using of their own English. ‘The learning a language, in particularly “globally” used language, is not about the “standardization” in terms of one form of the language and
particular cultural norms but rather the constructing of an “identity” which will cross cultural boundaries and open up the individual’s perspectives on the world’ (Foley, 2006:63). As Das (1997:10) says:

The language I speak
Becomes mine
Its distortions, its queernesses
All mine, mine alone.
It is half English, half Indian
Funny perhaps, but it is honest
It is human as I am human
don’t you see?
(Cited in Brutt-Griffler 2002:vii)

Brutt-Griffler put forward a notion called ‘transculturation’ which means...

...the process by which varieties of world English increasingly become multicultural media within pluralistic cultural communities. This process is in contrast to a degree with national language development, which can be looked at partly as the tendency towards the formation of a national culture which encourages homogenization (Chambers, 1995). Transculturation is the process of transcending monoculturalism in language both within the world econocultural system and also within the varieties of World English.
2.5 Lexicogrammatical features of Asian Englishes

Kachru and Nelson (2006:38-46) have indicated some of the salient grammatical features appearing in Asia context.

- There is confusion in using definite and indefinite articles where they are obligatory in ENL (English as Native Language), and inserting them where they do not occur in ENL;
- The distinction between count and non-count nouns is not institutionalized as in Inner-Circle Englishes. In Asian varieties of English, there is a tendency to simplify the system of marking count/mass distinction. It is common to see the forms such as equipments, furnitures, fruits, and one evidence in Asia Englishes;
- Verbs tenses are not marked consistently. Examples like: He go to school yesterday. I have just finished last month, etc.

Seidlhofer (2004:220) indicates some general features based on VOICE (the Vienna-Oxford International Corpus of English) data:

In particular, as Seidlhofer (2004:220) suggested, typical 'errors' such as dropping the third person present tense-s; omitting definite and indefinite articles; inserting redundant prepositions, etc. that most English teachers would consider in urgent need of correction and remediation, and that consequently often get allotted a great deal of time and effort in English lessons, appear to be generally unproblematic and no obstacle to communicative success. These include:

*Dropping the third person present tense-s*

*Confusing the relative pronouns who and which*
Omitting definite and indefinite articles where they are obligatory in ENL, and inserting them where they do not occur in ENL.

Failing to use correct forms in tag questions (e.g., isn’t it? or no? instead of shouldn’t they?)

Inserting redundant prepositions, as in We have to study about...

Overusing certain verbs of high semantic generality, such as do, have, make, put, take

Replacing infinitive-constructions with that-clauses, as in I want that

Overusing explicitness (e.g. black color rather than just black)

Kirkpatrick (2007:146-9) summarizes the lexicogrammatical features of Chinese English, which is also the main framework for this research. The framework will be presented in Chapter three 3.5.

2.6 Some salient linguistic features of ‘China English’

Several scholars (e.g. Deterding 2006:179-94; Du and Jiang 2003:28-33; Wei and Fei 2003: 43-6) have discussed several salient linguistic features of ‘China English’. Their observations are essentially centered on four levels: phonology, lexis, syntax and discourse pragmatics.
2.6.1 Phonology

Some researchers argue that Standard English may be pronounced with any accent, native or non-native (e.g. Crystal 1999:10-11; Trudgill and Hannah 1994). However, accepting plural-centric variations does not rule out the existence of a certain phonological standard (e.g. dental fricative /θ/, as in the word theory, might be pronounced as /ʃ/, /s/, or /θ/, but not as /θ/ or other consonants), which is what makes the Englishes spoken by speakers from different L1 backgrounds intelligible to each other. Further, as observed, the standards of English pronunciation and intonation are dynamic, and probably best seen as a continuum from minimum to maximum acceptability (Jiang 2002:11).

With Kirkpatrick (2007b: 146), we think it is not yet possible for us ‘to claim any distinctive phonological features that are common to all speakers’ of ‘China English’, but we believe one cannot deny the fact that the following phonological features of ‘China English’ (among others) are on the horizon (Deterding 2006:179-94): replacement of /θ/ with /s/ and /ð/ with /d/, insertion of final /ə/, general lack of voiced fricatives, certain types of diphthong simplification, avoidance of weak forms for function words, and a tendency to pronounce multisyllabic words or word groups with syllable-timing, etc.
2.6.2 Lexis

There is general consensus among scholars and researchers of ‘China English’ that ‘the defining feature of “China English” is its unique lexicon, words that are native to China or have meanings peculiar to China’ (Jiang 2002:13), including lexical borrowing and innovations in ‘China English’. Besides, many western scholars (e.g. Bliss 1966; Cannon 1988; Urdang and Abate 1983) also stated that it is an objective reality that there exist Chinese borrowings in English. According to Cui (2006), there are no fewer than 3,561 word entries of Chinese origin as found in the Oxford English Dictionary online (2006).

However, there are no standardized forms for loan translations. Jingshen Wenming, for instance, has been translated into English in at least 16 different ways (e.g. ‘spiritual civilization’, ‘cultural and ideological progress’, ‘moral civilization’) depending on the bilingual dictionary. One consequence of this is that readers often get confused and cannot be sure which one to choose. In general, China-specific words and expressions are rendered into English through one of two means: transliteration and loan translation.

(a) Transliteration: For example, Putonghua, Renminbi (RMB), yamen (‘the office of officials in imperial China’), falun, fengshui (geomancy), lama, maotai, etc.

2.6.3 Syntax

Many scholars (e.g. Cao 2000:121-2; Jia and Xiang 1997:11; Li and Wang 2002:35-6) argue that ‘China English’ has its own syntactic characteristics, which may be summarized in four points:

(a) Idioms made up of four morpho-syllables (characters). Large quantities of idioms in Chinese are made up of four Chinese morpho-syllables and are steeped in culture-specific meanings. For instance: ‘effort halved, result doubled’ (*shi ban gong bei*).

(b) Parallel structure. This rhetorical structure is frequently used in Chinese to express words of wisdom, so it is commonly used in ‘China English’, for example: ‘a fall into the pit, a gain in your wit’ (*chi yi qian, zhang yi zhi*).

(c) Topicalization of adjuncts. In ‘China English’, modifiers such as adverbials or adverbial clauses are generally placed in front of the main verb(s) of a sentence. Some scholars (e.g. Zhou and Feng 1987:118-24) even argue that the syntactic switch to the sentence- or utterance-initial position of Standard English resulted from the influence of Chinese languages. Therefore, it might be argued that sentences like *This morning I bought a book* and *Before I left the office, I had finished the work* should be regarded as well-formed ‘China English’ sentences so long as communication with speakers of English from other L1 backgrounds is not adversely affected.

(d) The Null subject parameter. This refers to a linguistic parameter that has different settings in English and Chinese, in that a subject is required in an English sentence
while it is optional in Chinese. Hence, the linguistic characterization of Chinese as a ‘pro-drop’ language (Yip 1995). For instance, it is quite common for ‘China English’ users to write sentences like *Very glad to write to you again* in a letter or an email in English, arguably due in part to cross-linguistic influence from their mother tongue.

### 2.6.4 Discourse pragmatics

In Asian contexts, contact with English has on one hand resulted in Englishization of the local languages and on the other, in nativization of English (B. Kachru 2005; Y. Kachru 1995). Therefore, ‘China English’ also exhibits certain unique discourse features owing to cross-linguistic influence from Chinese. For example, it has been argued (e.g. Samovar and Porter 2004; Tyler and Davies 1990) that the texts in English or Western cultures are often structured in a deductive manner, in which the main topic typically comes at the beginning with supporting material postponed, whereas Chinese or Asian texts are generally structured inductively. In other words, the most significant point tends to be delayed until a considerable amount of background information has been presented. There has been an increasing attention to the description of the written model of ‘China English’ in the past decade, especially in mainland China focusing on college students’ writing patterns (e.g. Cai 1998; N. Wang 2000; Yang and Wen 1994). Based on Hoey’s (1983) research, Wang and Li (1993:63-4) investigated the English writings of different levels of students in their own university and found that, whereas the three commonly used English patterns of discourse (i.e., General-Particular Pattern, Problem-Solution Pattern and Matching Pattern) can be observed in Chinese college
students' writing. The first pattern (which is the most commonly used one in English discourse) is not commonly used, while their main pattern is clearly Problem-Solution.

2.7 Conclusion

We are witnessing the emergence of a concept of English as a lingua franca, and it is language which enables us to communicate with each other.

Coulmas pointed out that the pluricentric English is coexisting with the standard Englishes. Speakers, from different parts of world, have interests in keeping English together to secure intercommunicability, but at the same time they are no longer willing to regard English as a gift they received by those who made it because it is the language of their choice and they claim the right to actively take part in shaping its future.

In a global context, learning English is not about achieving the standardized forms of English, rather, it is the concern of how much it can equip us to communicate effectively with others.
Chapter Three

Research Methodology

3.1 Introduction

This chapter describes the framework of the research design. It describes the background information of the subjects involved, the procedures for data collection and instruments for data collection and analysis.

3.2 The research questions

1. What are the identified lexical and grammatical features of Chinese ELF appearing in Chinese college students’ writing?

2. In comparison with features identified in the VOICE and ELFiA Corpus, what distinctive features could be found?

3.3 Subjects of the study

3.3.1 Students

120 writing samples were collected from sophomore students in Yunnan Nationalities University, from different majors with different English proficiency and genders. Actually, all the students have to take the English writing course at least 4 hours a week according to the syllabus.
3.3.2 Context

Yunnan Nationalities Institute was established on August 1, 1951 and was renamed as Yunnan Nationalities University in April 16, 2003. It is one of the key universities in Yunnan and also one of the earliest ethnic universities in China. With the development of more than half a century, YNU has become a multi-discipline and multi-program university with diversified student sources. YNU has 18 schools, two divisions and one affiliated research institute.

Students are admitted to the university through a selection of the national College Entrance Examination. They have a basic knowledge of English, that is, a word-stock of three thousand and a general yet basic knowledge of grammar. At the same time, they have a good knowledge of Chinese although Chinese may not be chronologically their L1, and have been trained on writing in Chinese for at least ten years. The goal of English teaching in the school, apart from providing students with more knowledge of English, is to help students to prepare for the CET (College English Test) Band 4 and Band 6, which are nationwide examinations issuing certificates to those who pass it. Writing, a main part of the examination, counts for 15% of the total score. In the examination, students are generally required to write a composition with a given title in no less than 250 words. Normally speaking, the required genre could be narration, description or argumentation.

Writing in a second language is not only influenced by such factors as topic, definition of audience, and selection of discourse genre, but also influenced by the cultural and linguistic conventions of the writer’s first language. A person’s knowledge of his or her first language, in a sense, can help him or her in the learning of the second
language, provided a sound contrastive analysis is made on the differences and similarities of the two languages. For instance, the main rhetoric difference between an English and Chinese paragraph is that English writers put logic and clarity in the first place while Chinese writers pay more attention to the choice of words. Chinese people like to place modifying parts before the central part, while native speakers of English tend to state the central part at the beginning of a sentence and place the modifying parts afterwards. If it comes to text organization, Kaplan (1968) himself finds evidence of Chinese “indirection” in the ba-gu-wen or eight-legged essay, a classical essay format employed in Chinese imperial examinations for about 500 hundred years. Kaplan claims that the English compositions written by Chinese students display a part-for-part correspondence to the ba-gu-wen structure, which constitutes evidence that ba-gu-wen “has clearly endured into modern times” (1968:3).

China English possesses linguistic and rhetorical features that originate from Chinese discourse and cultural preferences. Identifying these Chinese characteristics in lexicon, syntax, and discourse in China English, it is hoped to some extent help L2 learners develop their English writing.
3.4 Data Collection Procedure

This research employed a qualitative method to analyze the data of students’ essays by finding out the general lexical and grammatical features of Chinese ELF. 120 essays were written by sophomore students from different majors in Yunnan Nationalities University. Students are required to attend English writing course at least 4 hours per week according to the syllabus. Every participant is required to write an essay at minimum 250 words in the writing course on the topic designed by their lecturer. The topic for data is ‘A journey to glory’ which was collected from 6 classes involving 40 students majoring Engineering, 45 students majoring Political and Economical Management and 35 students from Law majors.

In order to get more reliable data, participants were not informed of the task in advance to avoid plagiarism and recitation of model essays.

3.5 Methods for Data Analysis

What follows are the lexicogrammatical features which have been identified in Chinese English and which are summarized in Kirkpatrick (2007). The framework in terms of features of Chinese English presented below can only be regarded as a possible outline of a framework of lexicogrammatical features of Chinese English.

In this study, there might be some features appearing in Chinese English which are common to other varieties of English, and have been identified as features of ELF. However, since they do appear in the data they are included as features of Chinese
English in this study. According to Kirkpatrick (2007:174), there are two possible explanations for this. One is ‘the similarities across varieties are due to a ‘pan-linguistic grammatical simplification process’; the other possible explanation for the “regularity” of these features is that they are derived from parameter settings in Universal Grammar (UG)

The following framework of CE lexical and grammatical features is summarized from Kirkpatrick (2007) and also it is the framework of this research based on.

**Lexical features**

<table>
<thead>
<tr>
<th>Transliteration of Chinese words</th>
<th>Pinyin</th>
<th>The romanised script for Chinese Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Putonghua</td>
<td>Modern standard Chinese</td>
<td></td>
</tr>
<tr>
<td>Dazibao</td>
<td>Big character poster</td>
<td></td>
</tr>
<tr>
<td>Ganbei</td>
<td>Bottoms up, literally “dry glass”</td>
<td></td>
</tr>
<tr>
<td>Fengshui</td>
<td>Architectural tenets, literally wind-water</td>
<td></td>
</tr>
<tr>
<td>Xiaokang society</td>
<td>A society that ensures that all can become slightly better off in the future.</td>
<td></td>
</tr>
<tr>
<td>Direct translation from Chinese into English of “things Chinese” or Chinese cultural concepts</td>
<td>Four modernizations</td>
<td>One country, two systems</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Running dogs</td>
<td>Barefoot doctor</td>
<td>You can’t squeeze fat out of a skeleton.</td>
</tr>
<tr>
<td>You can’t get blood out of a stone.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nativised English</th>
<th>Poker</th>
<th>Has become pu-ke, but this refers to card game in general</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face</td>
<td>The crucial importance of maintaining someone’s sense of self-esteem and position</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other “English” words taken on specific culturally Chinese meaning</th>
<th>Guanxi</th>
<th>Relationships/contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lover: “people are supposed to know exactly the physical conditions of” (spouse)</td>
<td>The word “lover” in this context is closest to airen in modern standard</td>
<td></td>
</tr>
</tbody>
</table>
their lovers,” Yao said.

<table>
<thead>
<tr>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comrade</td>
</tr>
<tr>
<td>It was originally the standard form of address. It represented an attempt to see everyone as equal, as required in Communist thinking. In recent years, however, it now refers almost exclusively to homosexuals, although it is still used in its original sense to refer to the highest leaders in the Party hierarchy.</td>
</tr>
</tbody>
</table>

Sources: Kirkpatrick (2007:146-7); Xu Xi (2005:85)

**Grammatical features also found in the VOICE+ELFiA Corpora**

<table>
<thead>
<tr>
<th>Adjacent default tense (ADT)</th>
<th>Last year, I write a letter...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Null-subj/obj utterances (NS/O)</td>
<td>Sometimes---just play basketball, and sometimes---go to the Beijing library.</td>
</tr>
<tr>
<td></td>
<td>Yes, I like---very much.</td>
</tr>
<tr>
<td>Co-occurrence of connective pairs</td>
<td>Yes, <em>Although</em> it not as big as Beijing, <em>but</em> I like it, because I was born in it.</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Subject pronoun copying</td>
<td><em>Some of my college classmates</em> <em>they</em> like to dress up very much...</td>
</tr>
<tr>
<td>Yes-No response</td>
<td>Researcher: You mean your hometown is not so crowded?</td>
</tr>
<tr>
<td>Informant: <em>Yeah</em>. Not so crowded.</td>
<td></td>
</tr>
<tr>
<td>Topic-comment sentence structure</td>
<td>You know, I think this society (topic), people get more practical (comment)</td>
</tr>
<tr>
<td>Unmarked object subject verb (OSV)</td>
<td>So, um...I think the love is important, and the money I don’t care.</td>
</tr>
<tr>
<td>Inversion in subordinate finite wh-clauses</td>
<td>I really don’t know what is international English.</td>
</tr>
<tr>
<td>Nominalisation</td>
<td></td>
</tr>
<tr>
<td>Head nominalised noun phrases</td>
<td>Investment in the sectors of education, health and culture in rural areas</td>
</tr>
<tr>
<td>Premodification nominalised noun phrases</td>
<td>Long-term land-use rights</td>
</tr>
<tr>
<td>Postmodification nominalised noun phrases</td>
<td>The top priority given to deepening reform</td>
</tr>
</tbody>
</table>
in rural areas

<table>
<thead>
<tr>
<th>Paratactic compound nominalised noun phrases (NPs of equal weight)</th>
<th>Rural prosperity and the well-being of farmers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypotactic compound nominalised noun phrases (one NP subordinate to the other)</td>
<td>The guiding principle for the development of agriculture.</td>
</tr>
</tbody>
</table>

3.6 Conclusion

In this chapter, the research questions have been restated, the subjects of the study have been described, and the data collection procedure and the methods for data analysis have been presented.

Chapter 4 will focus on the analysis and interpretation of the collected data.
Chapter Four

Data Analysis

In this chapter, the data collected from college student at Yunnan Nationalities University will be presented and analyzed, so as to indicate some of the possible salient features in terms of lexicogrammar which are identified as part of ELF appearing in college students’ writing. As indicated the analysis of the data will mainly follow the framework based on Kirkpatrick’s summarization of lexicogrammatical features appearing in Chinese English (CE) presented in chapter three.

4.1 Analysis of the data

4.1.1 The lexicogrammatical features of Chinese English

1. The first group includes words which are directly word-to-word translated from Chinese into English of ‘things Chinese’ or ‘Chinese concepts’. Some words and expressions are found in other Englishes such as standard British English or Standard American English, but which are used differently in Chinese English. Lexis and grammar are used inappropriately or wrongly in the examples below. Due to the influence of Chinese, it is hard to distinguish them as lexical features of ELF, or just simply the wrong usage of lexis.

1) You must work hard go beyond yourself. (ni bi xū gèng jiā nuò lǐ gōng zuò chāo yuè zì jī) (Student No.3)
In Standard English, it could be ‘You are supposed to work hard and go beyond yourself’. In Chinese, the first person ‘I’ and the second person ‘you’, rather than ‘it’ and ‘they’, are very often used as subject in speaking and writing text. Besides, people prefer to use strong word like ‘must’ to alert others or draw people’s attention. That’s why ‘you should’ and ‘you must’ can be seen in students’ writing frequently. In this sentence, ‘work hard’ and ‘go beyond’ are two phrasal verbs. In Chinese, two verbs even more verbs can be used together without any infinitives, eg. ‘wo yao qu chi fan’, ‘yao’ in English is ‘want to’, ‘qu’ is ‘go to’, ‘chi fan’ is ‘have meal’, the whole sentence means ‘I want to go to have meal’. It can be seen from this example that verbs in Chinese can be used together in a short sentence, let alone a long sentence. With strong Chinese influence, this sentence is a stereotyped word-to-word Chinese translation.

2) Finally, I  
came true  

my dream. (wo shi xian le wo de meng xiang) Student No 35

This sentence is a word to word translation. In Standard English, this sentence should be ‘Finally, my dream comes true.’ In Chinese, ‘come true’ is translated as ‘shi xian’ which is used as transitive verb and objectives should follow. For example, ‘shi xian si ge xian dai hua’ which means ‘to realize the four modernizations’ Therefore, Chinese may naturally speak out ‘I come true my dream’

3) For example, Newton’s story. (lie rú, niú dùn dè gu shí) (Student No 13)
In Standard English, ‘For example, Newton’s story’ is not a full sentence. If we want to make a full sentence, it should be ‘Take Newton’s story as an example’. But in Chinese, ‘For example, Newton’s story’ can be regarded as a short conclusive sentence.

4) I should and must conquer myself. (wǒ bì dìng yào zhàn shèng wǒ zì jǐ) (Student No 37)

In Standard English, ‘should and must’ are modal auxiliaries and the tone of ‘must’ is extremely strong so that people use it cautiously. But ‘should and must’ in Chinese is translated as ‘bì dìng’ which can be used together to express writer’s resolution and affirmation. People use ‘bì dìng’ very often in their speaking and writing. Therefore, ‘should and must’ frequently appear in students’ English writing because of the Chinese influence.

5) Life is made up by many colors. (shèng míng shì yóu hěn duō yán sè zuǒ chéng de) (Student No.46)

In Standard English, ‘Life is colorful’ may be more simplified and accurate than ‘Life is made up by many colors’. But in Chinese, ‘life’ is translated as ‘shèng míng’ or ‘shèng huó’, ‘is made up by’ as ‘you…zuǒ chéng’ which is an icon of Chinese passive voice. Therefore, ‘Life is made up by many colors’ is a word to word translation and especially conforms to Chinese logic in word order.

6) But it’s the truth we must to face. (dàn shì zhè shì xiàn shí, wǒ měn bì xǔ qù miàn duì) (Student No.46)
In Standard English, this sentence should be 'But we have to face the reality/truth.' However, in Chinese, 'truth' is translated as 'xian shi', 'must' as 'bi xu' or 'yi ding', 'to' as 'qu/xiang...de fang xiang'. There are two possibilities. One is that the student took 'must' as a notional verb rather than modality, then he used infinitive form to separate two verbs. The other possibility is, with deep Chinese influence, he took 'to' as a directional particle, which functioned as 'go to' in English. The whole sentence translated as 'dan shi zhe shi xian shi, wo men bi xu qu mian dui' which is greatly parallel to the word to word Chinese translation.

7) Please not care result, to enjoy the process. (qing bu yao zai yi jie guo, yao xiang shou guo chen) (Student No. 46)

In Standard English, it should be 'please don’t care about the result, just enjoy the process.' But in Chinese, 'not' can be translated as 'bu/bu yao' which can be used independently in a sentence because there are no auxiliary verbs in Chinese. Therefore it is frequent to see beginners speak 'no/not go out', 'no/not tell other people' etc. 'care' is translated as 'zai hu/yi' which in Chinese is used as a transitive verb, so 'result' follows it. Again, 'to' in this sentence is translated as 'qu/xiang...de fang xiang' as a directional particle in the sentence. The whole sentence is strongly under word-to-word Chinese translation.

8) I now know how difficult my parents are and money is very difficult to earn. (wo xian zai zhi dao wo de fu mu you duo nan yi ji qian shi hen nan zheng de) (Student No. 47)
In Standard English, it could be ‘Now, I know how hard my parents are because it’s very difficult to earn money.’ But in Chinese, time adverbial ‘now’ is placed before or after the subject ‘I’ doesn’t make any difference in the meaning. And in Chinese, people are willing to use substantive subject or object to replace the pronoun ‘it’. That’s why ‘money’ in the clause is taken as subject, rather than ‘it’.

9) *A journey to glory, long and long.* (cheng gong zhi lu, chang you chang) (Student No. 47)

In Standard English, ‘A journey to glory, long and long’ is not a full sentence, which should be replaced by ‘The journey to glory is very long.’ But in Chinese, it can be counted as a full sentence for predicator in Chinese can be omitted sometimes. That’s one of the big grammatical differences between Chinese and English language.

10) *We learnt more, we gained more.* (wo men xue de yue duo, de dao de jiu yue duo) (Student No. 48)

In Standard English, it should be ‘The more we learn, the better we are.’ In Chinese, as it is mentioned above, the special active subjects such as ‘the first’ people or ‘the second’ people are more preferable than things lifeless and passive, such as ‘it’, ‘the, adj.’ etc.

11) Some people could not sucess not because they are not clever, *but because* lack of the opportunity to success. (you de ren mei you cheng gong bu shi)
In Standard English, people don’t prefer to repeat a word and that’s why some words can be omitted or replaced by pronouns in a sentence. Sentence 11 in Standard English could be ‘Some people haven’t succeeded not because they are not clever but lack of the opportunity to success.’ In comparison, it can be seen that the second ‘because’ is omitted. But in Chinese, both two ‘because’ are needed to complete its meaning. Still it can be a part of cause to explain that Chinese often use ‘because...so...’ and ‘although...but...’ together so as to express the full meaning. It’s one of the typical differences between Chinese and English.

12) We often hear some foreign people say that one Chinese is a dragon, but three Chinese are a worm. (wǒ mèn jǐ kěn tīng dào yì xiē wài guó rén shuò yī gé zhōng guó rén shì yī tiáo lóng, sān gè zhōng guó rén shì yī tiáo chóng. ) (Student No. 50)

In Standard English, it should be ‘One Chinese is a tiger, but three Chinese are worms’. This sentence is word-to-word translated from a very popular Chinese proverb. People with certain Chinese cultural background can figure out its meaning easily even if there is an English grammatical mistake ‘two Chinese are a worm’. Therefore, it is possible to put this sentence into ‘things Chinese’ translation.
13) What’s more, during my journey there are some important aspects along with me, such as hard working, perseverance, confidence, making strict demands on myself, eager to help others, kind-hearted, etc. (ci wai, zai wo de lu tu zhong, you yi xie dui wo hen zhong yao de pin zhi, bi ru, nu li, chi zheng yi he ng, zhi xin, yan ge yao qiu zi ji, le you zhuh ren, shan liang, deng)

This sentence is a typical Chinese English translation, for in Chinese, modifiers or adjuncts are unnecessary to conform to the same part of speech rule, such as only using adjectives or nominal phrases as modifiers. In Standard English, it may be ‘What’s more, there are some important traits along with me during the journey, such as working hard, perseverance, confidence, making strict demands on myself and being willing to help others.’

14) The road is very long and hot, there haven't any person. (na tiao lu you chang you re, mei you yi ge ren) (Student No.34)

In Standard English, this sentence should be ‘The road is very long and hot, but nobody is there.’ ‘have’ in Chinese is translated as ‘you’, ‘have not’ as ‘mei you’. ‘there haven’t any person’ is a typical Chinese word to word translation. Similar examples are also founded as following two sentences:

15) There have so many jobs need to be done. (na you heng duo gong zuo xu yao zuo) (Student No.26)
16) There have many jobs need workers, but not all of jobs want you. (有 業需 要工 作人員, 但不 是所有 的職業 都要 你) (Student No.26)

17) The little boy feel very afraid but he unremitting. (小孩 非 常驚 恐，但 他不 放棄) (Student No.34)

In Standard English, this sentence should be ‘The little was terrified but he did not give up.’ Still, ‘feel very afraid’ and ‘unremitting’ did not conform to English grammatical rules and language rules, but it is word to word translation from Chinese language. ‘afraid’ in Chinese is translated as ‘害怕’ which is an adjective and no objectives need to be followed. ‘unremitting’ translated into Chinese, is also an adjective with meaning of ‘unyielding and not giving up’. A Chinese reader can easily figure out its meaning, anyhow, native speaker will find it is out of logic even awkward.

18) Do you want with me? (你想和我一起去嗎?) (Student No. 34)

In Standard English, it should be ‘Do you want to be with me?’ This sentence could be viewed as an error, but it fits Chinese language very well. In Chinese, ‘want’ is translated as ‘要’, ‘with’ as ‘和…一起去’, ‘want with me’ literally means ‘wanner be with me’. Therefore, in Chinese, there is no need to add ‘be’ between ‘want’ and ‘with’ to make sense.
19) As a return, we must see ourselves become more beautiful and perfect. (zuò hui bao, wo men yi ding fa xian zi ji bian de yue lai yue piao liang, yue lai yue wan mei) (Student No. 57)

In Standard English, this sentence could be ‘As a return, we will find we are becoming more beautiful and perfect.’ As what has been analyzed above that Chinese prefer to use the strong tone word like ‘should’ and ‘must’ to express their affirmative and strong emotion. ‘see ourselves’ again is a strong Chinese influenced translation. ‘see’ can be translated as ‘kanjian’, and in Chinese, if the change is visible, the sentence pattern ‘someone see something/somebody+ adj’ is used frequently.

20) Those people who finish the journey must can choose their way decisively. (na xie zou wan zi ji li cheng de ren, yi ding neng gou zi ji xuan ze yao zou de lu.) (Student No.58)

Again, ‘must’ is used in this sentence. In Chinese, ‘can’ is translated as ‘neng’, ‘must+can’ is translated as ‘yi ding neng’ which indicates writer’s super strong affirmative and resolution, while, ‘must’ in this case could be regarded as a degree adverb to modify ‘can’. But in English, ‘must’ and ‘can’ are modal verbs which of course can’t be used together. In Standard English, this sentence could be ‘Those who finished the journey surely can choose their way in future’
21) Now I am already a university student, but I can clearly remember my high school life. (xiàn zài wǒ yǐ jīng shì yì ge dà xué shēng le, dàn shì wǒ néng qǐng chū de jǐ dé wǒ dé gāo zhōng shēng huó.) (Student No.21)

In Standard English, ‘already’ is frequently used in perfect tense, but in Chinese, ‘already’ is translated as ‘yí jīn’ which can also be used in present tense to indicate that something is there or come into being.

22) My grade became more and more. (wǒ de chéngjì yuè lái yuè gāo)

(Student No. 21)

In Standard English, this sentence could be ‘I got better result.’ But in Chinese, ‘my grade’ is a more preferable subjective than people ‘I’. Besides, ‘more’ in Chinese is translated as ‘gèng duō’, the comparative of ‘much’. Therefore, ‘my grade became more and more’ is a typical word-to-word Chinese to English translation.

23) However, I can do myself. (bù guǎn zěn me yàng, wǒ ké yǐ zuò wǒ zi jǐ.) (Student No.25)

In Standard English, this sentence should be ‘However, I can be myself.’ In Chinese, ‘do’ is translated as ‘zuò’, and ‘do yourself’ is a very Chinese translation.

It can be seen that students tend to speak or write in word to word translation from Chinese to English. With mother tongue influence, Chinese English is inevitable in their writing.
2. The second group consists of the lexicogrammatical features of China/Chinese English

1 Absence of the tense markers and signaling of the time reference with time adverbs (e.g., I talk to her yesterday).

In Chinese English, the verbs appear in their uninflected forms. The time or aspectual information that the verbal infection in Standard English carries is instead borne by a time adverbial.

What follows are some examples:

1) When I was in middle school, I have studied English for only two years. (student No. 31)
2) I win myself a glory last year. (student No. 31)
3) I was bad in English at that time, but I really want to take part in the competition. (student No. 31)
4) After he graduated from junior middle school, my grandfather want he to help the family to do farm work. (student No. 30)
5) At that time, he is just a child. (student No. 30)
6) He borned in a peasant family, but he doesn’t want to be a peasant. (student No. 30)
7) Through the journey Jimmy knew the mountain was not so high as he think. (student No. 23)
8) And the way to succee is not so hard as they think. (student No. 23)
9) Soon Jimmy got the foot of the mountain, he look up to the mountain.
   (student No. 23)

10) Especially, it teach me how I can get success. (student No. 21)

11) We held the 2000-race last week. (student No. 3)

12) My leg begin to strengthen less. (student No. 3)

13) I‘m not a good student in the middle school. (student No. 3)

14) She give me the task because she believe that I can finish it. (student No. 36)

15) Last month, I prepare for the computer exam. (student No. 37)

16) Once you were tried, don’t regret. (Student No 41)

17) When he was five, he live in happiness castle. (Student No 42)

18) The happy prince is normal at first, but when he saw that so many people are in sad, he give them his most valuable things. (Student No 42)

19) He lost his eyes and become blind. (Student No 42)

20) He once save a lot of people.(Student No 42)

21) When we are young, we see many successful and famous persons, and we admire them. (Student No 44)

22) So after that, we begin to fear failure and don’t want to face more difficulties; at last, we lose all of our confidence and power to become a failure. (Student No 44)

23) In order to attract people, we had to introduce our products and keep smiling every now and then. (Student No. 47)

24) One day, when I go around in book store, I found a book. (Student No.50)
25) At that time, I learn how to cooperate with others to complete the mission. (Student No. 50)

26) At that time, I hate my father and want to leave home. (Student No. 54)

27) Last week, as a member of our foreign school student union, I as well as 5 good friends go to the busy streets, let many people know and aspire them to endow with whatever they want to give out to support these people who have been suffering the ‘quake’. (Student No. 55)

28) Last week, a little boy sit in front of a house and he feel very gloomy!

(Student No. 34)

29) At that time, his mother always reprimand him that he can’t get glory.

(Student No. 34)

30) He walked and sing songs. (Student No. 34)

31) Finally, he find glory and he said to glory… (Student No. 34)

32) Even the chair he made is not perfect, he believe that he is successful.

(Student No. 24)

33) Maybe just because I’m a new comer, I felt it is hard to open my mouth and I didn’t know what to say. (Student No. 26)

2 Dropping the third person present tense-s.

In Chinese English, the verbs appear in their uninflected forms. It is common to see dropping the third person present tense-s.

1) Glory don’t come easy. (student No. 31)
2) The first, I must grow up and second I must become a people who *have* confidence, self-respect, and brave to face every difficulties of life. (student No. 32)

3) At the same time, it *give* you a strong drive to continue struggling and gaining more success. (student No. 33)

4) Every people *have* a belief, including my father. (student No. 30)

5) He *know* he can't choose what kind of family or place to live in, but he can change his future by himself. (student No. 33)

6) If one *want* to be a model of success, I think the most efficient way is to use some little success to make up the final dream, then the glory *belong* to you. (student No. 25)

7) He *shake* hand with me. (student No. 26)

8) He *want* me to stay. (student No. 26)

9) It *seem* not being so high as it was in their minds. (student No. 3)

10) Therefore, in my opinion, if one person *want* to gain flowers and applauses, he/she must equipped with the following qualities: having a will, diligence, persistence, confidence and courage. (Student No.14)

11) To begin with, one person who *have* a will is good at planning what should do and what should not do. (Student No.14)

12) To get the glory, one *have* to be an opportunist. (student No.19)

13) Almost everybody *are* eager to glory, a feeling that you are the central of the world. (student No.34)
14) Persistence really play an important role in the journey to success. (Student No 45)

15) It keep flying since its born. (Student No. 48)

16) With the pain, it reach the glory. (Student No. 48)

17) It touch the earth’s surface. (Student No. 51)

18) It enjoy the sunshine. (Student No. 51)

19) It need patience. (Student No. 56)

20) Not everyone can have a journey to glory, but everybody have an

   opportunity to struggle for success if you can take hold of the key points on

   the three stages during the journey. (Student No.52)

21) I know he love me very much. (Student No. 54)

22) Only the person who have the characteristic of diligence and decisiveness

   can finish their journey of glory. (Student No. 58)

23) I struggled inside, then I stepped forward and said “milk, anybody need

   milk?”. (Student No.26)

24) For every small success bring us strong motive power. (Student No.26)

25) When it touch the earth’s surface... (Student No. 51)
3 Null-subject/object utterances (NS/O)

In Chinese, it is common to omit the subject or the object of a sentence. This feature often appears in the spoken form of CE. Examples like ‘hope you will come here tomorrow’ or ‘we will organize to learn…’ are acceptable if the two parties involved are familiar with the context.

1) I have only two weeks to prepare. (student No. 31)

2) But I didn’t believe and I insisted on my opinion. (student No. 26)

3) It is the most important. (student No. 23)

4) Though the course was very hard, but he always uphold. (student No. 30)

5) Not take him a lot of time to reach the top of the mountain. (student No. 23)

6) When you experienced, you achieved. (student No. 21)

7) Persistence comes first when mention the success. (Student No. 34)

8) When I almost lost myself, my parents told me they hope I can back to school and do my best to learn. (student No. 35)

9) I listed and bought all things we need and organized all members discussed the theme and material, then, we started. (student No. 36)

10) On the way to success, we should prepare. (Student No 38)

11) I am afraid I have no power to pass. (Student No. 34)

12) In the end, I knew I had already prepared and did my best. (Student No. 17)
4 Articles

The definite or indefinite article does not always occur in Chinese English in positions where it is obligatory in standard Englishes. Yet on some occasions, it occurs when it is not necessarily needed.

1) I’m longing for becoming adult so that I can do something. (student No. 32)
2) I recited a English story again and again. (student No. 31)
3) I said to myself I must be a excellent student. (student No. 31)
4) When I was freshman, I wanted to take a part-time job to support my life. (student No. 28)
5) Firstly, we must have firm goal. (student No. 28)
6) A bad beginning makes a bad ending. This is my favorite saying because it tells me to do well from beginning. (student No. 22)
7) A journey to glory, imagine that the glory is placed in the end of your journey, first thing to do is insist on it. (student No. 20)
8) After all, I suddenly found I was grown up. I became a adult. (student No. 1)
9) It is difficult for me to complete this task at beginning, but I finish it at last. (student No. 2)
10) It’s long time ago when I needed to achieve a goal. (Student No. 7)
11) Needless to say, every course should have a exam in the end of term. (student No. 17)
12) Those are the thing I gain from life. (Student No. 23)
13) On one hand, a journey to glory is not smooth and unchanging. (Student NO.27)

14) Life is just like a long and unexpected journey, and process is more important than the effort. (Student No.29)

15) I felt excited and nervous, because I never did the such thing before. (student No.36)

16) The importance is not result, but the journey you try to success, for you are not living for death, but life. (Student No 41)

17) When he was five, he lived in happiness castle. (Student No 42)

18) It is enjoyment for us. (Student No.46)

19) One day, when I go around in book store, I found a book. (Student No.50)

20) First, a good beginning plays important role in the journey. (Student No.52)

21) Persistent, optimistic and resourceful play a key role during this time. (Student No.52)

22) You are stupid person and always want to find glory but you will never achieve it. (Student No.34)

23) If we never give up, we will become a brave man who wears a armor that is covered with medals. (Student No. 57)

24) We will never be afraid of rainstorm because we know the glory like rainbow must be shining somewhere. (Student No. 57)

25) Soon I found observation is best teacher. (Student No.21)

26) Practicing is hard process; it will bring many failures and setbacks, so we’d better to have a strong heart to protect ourselves. (Student No.22)
27) Everyday the people can experience many many things. (Student No.15)
28) So what we should do is to do our best to make it a impressive journey.
   (Student No.29)

5 A preferred word order: S+adv./adjunct+V+O or adv./adjunct+S+V+O, as three examples given by (Jiang 2002: 16):

a) Mary yesterday bought a dictionary. (Not “Mary bought a dictionary yesterday.”)

b) Last week I went to Nanjing. (Not “I went to Nanjing last week.”)

c) After dinner I went out for a walk. (Not “I went out for a walk after dinner.”)

In English, placing adverbial at the front is common form of emphasis, but in Chinese, time adverbial is always foregrounded by placing it to the front.

1) In the room, there were already students making their beds. (Student No. 1)

2) On the journey to glory you also will feel happy. (Student No.23)

3) During the three days Labor Day vacation, I found a part-time job.
   (Student No.47)

4) During the process, we should follow the plans which have been made in preparation. (Student No.52)

5) Last week, as a member of our foreign school student union, I as well as 5 good friends go to the busy streets. (Student No. 55)
6) During the journey, you may meet all kinds of people, including the good or the bad. (Student No. 56)

7) During the journey to glory, you should try your best to behave well. (Student No. 56)

8) Then during this journey, we should pay our sweat, our strength, our mental power, and so on. (Student No. 57)

9) Next day I began my work. (Student No. 26)

10) That day, I experienced the difficulty of being a worker. (Student No. 26)

11) At that time, I thought the computer exam just like a high mountain that I had to through by myself. (Student No. 17)

12) Every day when 8 hours’ work-time passed, I dragged my feet back to school, leaving tiredness and hungry. (Student No. 47)

13) After a few hours’ deep thinking, I decided to never give up (Student No. 37)

14) But after going to the university, some students found that life is not all about study. (Student No. 50)

15) What’s more, during my journey there are some important aspects along with me. such as hard working, perseverance, confidence, making strict demands on myself, eager to help others, kind-hearted, etc. (Student No. 53)
A common feature of sentence structure in CE is open head while SE is open end.

In other words, CE sentences often have a "top heavy" structure, the so-called "lion style" (Jia Delin, 1990), in which modifiers are put in front of the item modified. In contrast, a native English speaker tends to use the "top light" or "peacock style", which often results in large-scale embedding, as follows (Jia Delin, 1990):

a) SE: It is impossible for me to get up before 6 o'clock in the morning.

CE: For me to get up before 6 o'clock in the morning is impossible.

1) In fact, the process to make success or glory is a journey. (student No. 29)

2) The journey to glory is a hard work, but the process you achieve your goal is also wonderful. (student No. 29)

3) Owing a stable will of conquering it at any time is necessary. (student No. 34)

4) Increasing your cooperation ability to achieve your ambition is necessary. (Student No. 50)

5) All the aspects involved in preparation such as the goals, detail plan, effective way to gain information, and so on should be considered. (Student No. 52)

6) One of the main points during the process to glory is people's emotion. (Student No. 52)

7) But to find one job that fit you and well paid is difficult. (Student No. 26)
7 Dropping of the copula 'be' and misuse of nonfinite verbs.

1) I must to have a try. (Student No. 2)

2) From then on, I expect grow up everyday although it would be a long and hard journey. (student No. 29)

3) The moon was over his head and there were many stars smile to him. (student No. 25)

4) We want make success, confident is necessary. (student No. 28)

5) If the bloom want become fruit, there must have more manure, air, water, solid and so on. (student No. 28)

6) The journey full of hope, you can see flowers along with you. (student No. 27)

7) Maybe someday the glory will come find me. (student No. 27)

8) But with time goes by, I found I almost the worst student in my class. (student No. 21)

9) You should have a communication net in your life, you can’t successful by yourself. (student No. 20)

10) I am very like a song named Never Had a Dream Come True. (student No. 20)

11) When I realized I became a college student, I felt everything had being changed, I thought I can’t rely on my parent, I must stand alone. So in the morning, I told my mother I wanted go to the university all by myself. (student No. 1)
12) To get the glory, one must brave and optimistic enough to set our feet on the long journey to the next stop. (student No. 19)

13) All in all, when we are travel to glory, we must never lose hope and the willing to try hard. (student No. 7)

14) The race was start, I concentrate on to run as fast as I can. (student No. 19)

15) In addition, confidence and goal will helpful to avoid drifting on through empty shores. (student No. 19)

16) In my opinion, a journey to glory should based on three important factors. (student No. 9)

17) But I was fail. (student No. 10)

18) But I really proud of myself when I receive the news of success. (student No. 12)

19) I am not regret to spend so much time on this work. (student No. 12)

20) Because during these time, the things I gained is go beyond what I missed. (student No. 12)

21) Their work is filled with dangerous and others, but they always very happy to see people recovered. (student No. 15)

22) Though you may at a loss, you have to step your own journey. (student No.16)

23) So, I think, we want make success, we must put in practice step by step. (student No.27)

24) These just the basic things you should complete. (student No.34)
25) They said whether people buy our goods or not is depend on themselves. (student No.28)

26) One day afternoon, the head teacher told me if I can responsible for the created group of our class to join the competition. (student No. 36)

27) I cried loudly release all negative feelings. (Student No 37)

28) I don’t think it just a reward for our pay. (Student No 40)

29) Lots of children, poor people dead of hungry, disease. (Student No 42)

30) But it’s a truth we must to meet. (Student No.46)

31) Please not care result, to enjoy the process.(Student No.46)

32) Our work was sell canned drinks. (Student No.46)

33) We will in danger. (Student No 48)

34) Therefore, if we want to successful, we should good at grasping opportunities. (Student No.49)

35) I eager to read all parts and wanted to be successful when I communicate with others. (Student No.50)

36) The journey to glory just like sowing a seed in the deep soil. (Student No.51)

37) Evidently, nobody expects fail in the last stage. (Student No.52)

38) He walked on a path then he saw a person stand on the road... (Student No.34)

39) I want make friends with you and I hope you can go back with me. (Student No.34)
40) During the journey to glory, you should try your best *behave* well. (Student No. 56)

41) *We need* accept some good views from other people, especially your parents who will never cheat you. (Student No. 56)

42) *There gathered* many people and they *are* *join* a game. (Student No. 34)

8 Simple and compound sentences tend to be commoner than complex sentences:

SE: I gave him the book that I bought yesterday.

CE: I bought a book yesterday and I gave it to him.

But this would be normal with less experienced writers who use English as L2.

1) So, in my position, a journey to glory needs your strong heart, you could fight for your goal, and before that, you needn’t think about the result! (student No. 20)

2) So, I think, we want make success, we must put in practice step by step. (student No. 16)

3) Through more than twenty years, I have experienced failure and success, and all those consisting of my journey to glory. (student No. 35)

4) I want to say, success is a mysterious thing and I even can not see it clearly in these years. (student No. 36)

5) The importance is not result, but the journey you try to success, for you are not living for death, but life. (Student No. 41)
6) He become blind and ugly but he give his best thing to the people, also the swallow moved to live with him until dead. (Student No.42)

7) On the journey to the glory, we will meet many sceneries, some of them we want to see, and some of them we don’t want to, but it’s a truth we have to meet. (Student No.46)

8) We will meet the storm, and we have to try to survive the horrible storm; we will be in danger, and we have to overcome them all. (Student No.48)

9) Although I was tired from morning to sunset, I always encouraged myself to cheer up and refresh some spirit and make steady progress in this activity with combatant spirit. (Student No. 55)

10) He walked on a path then he saw a person stand on the road, and this person is tall and strong. (Student No. 34)

11) As to some ambitious person, they adjust their attitude in the beginning, that is to say, they are ready to face difficulty on along the way, and meanwhile, they should be intelligent, cautious and be capable of dealing with difficulty. (Student No. 56)

12) The trees were tall, the grass were green and the flowers were beautiful. (Student No.23)

13) Everybody has a way to enjoy his/her life and to achieve his/her dreams, but everybody’s way is different from others. (Student No. 25)

14) Maybe you will meet a lot of difficulties and sometimes you lose your confidence and can’t find your own direction. (Student No.27)
9 Special subjects/objects are often used to replace the formal subject it:

SE: It’s raining heavily.

CE: The sky is raining heavily.

1) I walked into the building where I was going to live with excited mood, and looked at door after door for my name. (Student No.3)

2) For every small success bring us strong motive power. (Student No.26)

3) Many jobs need workers but not all of jobs want you. (Student No.26)

4) Money is very difficult to earn. (Student No.47)

5) I found that the book written was simple, but the practice was so complex. (Student No.17)

10 Confusion of Transitive verb and intransitive verb

1) When I failed the first entrance examination, I went to a private school to study for one year again. (Student No 36)

2) I was indicated to consult my teacher. (Student No 37)

3) The man glanced him and said “NO, I am Difficulty”. (Student No.34)

4) Everyday, I insist reading books, doing homework and reviewing class contents. (Student No.21)

5) He pointed the high mountain behind them “look at that mountain, if you can get on top of it and get the fruit of the highest tree, you will be successful in the way”. (Student No.23)
In CE writing, the language or choice of words is characterized by lack of conciseness, floweriness, and clichés or trite expression. Sometimes, passages are overloaded with hyperboles, idioms, quotations and parallels, as in:

1) With age, I will step by step towards life, from the family into the school, from school into the community. (Student No.1)

2) As an old saying goes 'someone is still alive though he has dead and someone has dead though he is still alive'. (Student No.6)

3) A word says that: ‘Easy to get, faster to lose.’ (Student No.6)

4) We are all bound to die, what we can get or what we can leave after ending of life is an important question: The journey may be short as a moment as that for a meal or long as all one’s life. (Student No.6)

5) ‘Goals determine what you are going to be’, a journey to glory means we will be a successful man. (Student No.7)

6) But in our way to glory, the difficulties and disappointment are inevitable, so other old sayings give our strength, it was our greatest glory consists not in never falling but in rising every time we fall. (Student No.7)

7) As Edison says, a successful journey equals ninety nine percent sweaty plus one percent luckiness. (Student No.8)

8) If we hadn’t suffered the rain, we couldn’t have known how to appreciate the rainbow. (Student No.9)

9) But of one thing I am certain: Success and happiness never favors those who merely care about themselves, and the meaning of life can not be understood by those who refuse to sacrifice anything for others. (Student No.10)
10) Hence, when it is coming, you can recognize it; when it is there, you can grasp it; when it is in your hand, you can turn it into glory. (Student No.13)

11) Glory is a fame after you manage to do something; glory is a satisfactory which you work hard and take opportunities. (Student No.13)

12) As the saying goes, "where there is a will, there is a way.". (Student No.14)

13) They always think about how to live in a happiness life? How to make different? How to gain achievement? How to be a successful man and how to be yourself. (Student No.15)

14) A classic saying goes: "knowledge may give weight, but accomplishments give luster, and many a man see than weight." (Student No.16)

15) It is known that spring sowing brings the Autumn's harvest. (Student No.17)

16) I spent time in remembering the common items, spent time in understanding the theory knowledge, spent time in asking my teacher and classmates to solve the difficulty, spent time on practice computer and spent time on exercise. (Student No.18)

17) In a word, whatever you do, do with all your might, then insist what you are doing, because where there is life, there is a way, and industry is necessary, as we all know, industry is the parent of success. (Student No.21)

18) I'm not sure if a good beginning can make a good ending, but a good beginning is half done. (Student No.22)

19) So firstly, we should make a goal and we must clearly know that what kind of goal we like to get and what kind of glory we want to achieve. (Student No.22)

20) As it known, knowledge is power. (Student No.22)
21) And knowledge is food, the more we acquire, the more we are confident.  
(Student No.22)

22) Genius is nothing but labor and diligence. (Student No.24)

23) As an English saying goes ‘pleasure is a point; happiness is a journey’; there is also a journey to glory, every step in this journey, no matter how great or terrible, it is an invaluable part. (Student No.27)

24) In a very real sense, the little achievement behind the failure is just like a ray of sunlight in a gloomy day. (Student No.28)

25) We know, where there is a will, there is a way. (Student No.28)

26) Failure is the mother of success. (Student No.28)

27) Everything begins with a tough situation and ends with a surprise. (Student No.29)

28) With age, I step by step toward my goal, from a little girl to a teenager, from a teenager to an adult. (Student No.29)

29) If you flinch from a difficulty, you will gain nothing; on the contrary, if you face a difficulty actively, you will learn something from it. (Student No.33)

30) When your own power is too small to deal well with the problem, a hand from friends or parents is very important; when your decision is wrong, and advice what is wise is necessary; when your ability is limited yourself, improve your own skill is a thing what is worth to do most. (Student No.7)

31) Therefore, in my opinion, if one person wants to gain flowers and applauses, he/she must be equipped with the following qualities: having a will, diligence, persistence, confidence and courage. (Student No.14)
32) Whoever you are, whatever you are and wherever you are, you should think about what kinds of man to be and how to pursue the goal and try your best to do everything. (Student No.15)

33) As we know, to get success is a long journey, which needs enough patience and strong will to support you to continue. (Student No.34)

34) I insist in believing that no pain no gain, when you pain you must have something gain. (Student No.36)

35) Only a person who has suffered from great depression and pains knows what happiness is when he succeeds. (Student No.37)

36) It is the welling up tears in your eyes, the lump in your throat and the waving hands when you are successful. (Student No.37)

37) There is no plain sailing in the world. (Student No.37)

38) From this journey to glory, I know that glory is a double-edged sword; used properly, it will promote us to achieve great success; used improperly, it will make us short-sighted. (Student No.37)

39) I strongly believe in the claim that success needs 99% perspiration and 1% inspiration. (Student No.38)

40) It just like a saying going: "if you start to climb a mountain, you have failed if you can’t reach the top." (Student No.38)

41) Chances favor the person who is prepared. (Student No.38)

42) Many stories of famous persons has told us that success is not a task that we can finish within a few days but a issue that may take us several years, several decades even our whole life time to fulfill it. (Student No.39)
43) Life goes with time as coach goes with line. (Student No.40)
44) No pains, no gains; behind the shining crown, how much have you paid? On the way to glory, how many difficulties will you face? (Student No.36)
45) The importance is not result, but the journey you try to success, for you are not living for death, but life. (Student No.41)
46) Maybe every person want to be famous, or glory; maybe it's hard to 'achieve; maybe the journey to glory is a long long way; but somebody made it. (Student No.42)
47) The swallow take the marble from the prince to a poor writer, to a poor ill, to all poor people. (Student No.42)
48) Johann Wolfgangvon Goethe had said, the important thing in life is to have a great aim and the determination to attain it. (Student No.43)
49) The journey will be full of all kinds of challenge and nobody knows what the taste is of the next box of chocolate. (Student No.43)
50) We can learn experience and knowledge on the process of the journey to glory, and we can reap friendship, love on the way. (Student No.43)
51) It's true that we don't know what we have got until we lose it, but it is also true that we don't know what we have been missing until it arrives. (Student No.44)
52) Therefore, before we face a difficulty, we should do more preparations; we should learn experience from others and we should imagine more conditions that will happen and do more practice. (Student No.43)
53) During this period of time, you work industriously, put all your energy into it, have your own principle, held a good mood. (Student No.45)
54) You may meet many difficulties on your way to success, you may want to give up when you are in trouble on your journey to glory, you may not bear laughing by some people when you deal with the problem and failures, but please remember: there is a will where there is a way. (Student No.46)

55) There is no plain sailing in the world, our hard work will get paid the other day, in others words, ‘no pain, no gain’. (Student No.47)

56) We will climb over the high mountains, tide over the big oceans; we will meet the storm, and we have to try to survive the horrible storm; we will be in danger, and we have to overcome them all. (Student No.48)

57) Finally, we reach the destination, with scars on the face, we will know suddenly we are grown up, we learnt to be patient, we strengthen our will, we become mature, we can through the wind and rain by ourselves. (Student No.48)

58) We receive the baptism from all the difficulties, we put ourselves into the big pain, we grow up in the pain. (Student No.48)

59) We often hear some foreign people say that one Chinese is a tiger, but two Chinese are a worm. (Student No. 50)

60) Karaki told readers, ‘the capacity of cooperation with others is necessary for everyone’. (Student No. 50)

61) After that, I knew that if you wanted to get on well with others, you shouldn’t be selfish, and if you want to do something, there are a lot of work which can’t be done and finished just by yourself. (Student No.50)
62) For one, glory may be everything in his life; For another, glory may be something necessary for their lives; For me, glory is just a journey or process.

When I was born, I couldn’t bring it to the world as well as I can’t take it with me when I die. (Student No. 53)

63) As a saying goes, father is like a mountain, so great. (Student No. 54)

64) As people say that love someone, and he will love you in turn. If everyone could contribute to our society, the world would be more beautiful. (Student No. 55)

65) As people said that the friends you have determines the behavior you own, so we should choose a friend who will help you when you are in trouble and share happiness and sorrow with you, rather than who is always a block on your way or always wants to benefit from you. (Student No.56)

66) As a common saying, the biggest enemy of our life is ourselves. (Student No.57)

67) As an old saying goes, ‘even if you are not born with talent, diligence can make up the shortage.’ (Student No. 58)

68) As a common saying goes, the biggest enemy of our life is ourselves. (Student No.57)

69) A bad beginning makes a bad ending. This is my favorite saying because it tells me do well from beginning. (student No. 22)
12 Patterns of written discourse in CE writing are marked by what Kaplan (1996) has called “an approach by indirection”.

In this kind of writing, “the development of the paragraph may be said to be turning in a widening gyre. The circles or gyre turn around the subject and show it from a variety of tangential views, but the subject is never looked at directly” (ibid. p10). Contrarily, the normally desirable pattern in English writing is what may be called, according to Kaplan, the “General-Particular Pattern”, which is dominantly “linear” (ibid. p4) in its development.

In some empirical research into the thought patterns demonstrated in Chinese students’ compositions (Wang Moxi, Li Jin, 1994) 66.11% of 180 students employed the indirect pattern in their English writing, while only 6.11% employed the “general/particular” pattern, and the rest used a mixed pattern. This characteristic type of CE discourse pattern can be demonstrated in the following paragraph by a Chinese college student as an example:

**Telephone: A Convenience or A nuisance?**

Telephone was invented in the 19th century. With the development of science and technology, telephone can be found everywhere, especially in big cities. There are many people talk with their friends in USA directly. We can know what is happening at one place thousands miles away immediately. Can you image how long it would take to send a letter to USA? At least two weeks. So, it brings much convenience to us, particularly in communication.

1) The happy prince is normal at first, but when he saw that so many people are in sad. He gave them his most valuable things. Even though at last his is
worthless, the people put him into the cabbage room. But he once saved a lot of people. The citizen will remember him and thank his help until the end of the world. This is the journey to glory. (Student No.42)

2) You may meet many difficulties on your way to success, you may want to give up when you are in trouble on your journey to glory, and you may not bear laughing by some people when you deal with the problem and failures, but please remember: there is a will where there is a way. (Student No.46)

3) I believe, many people must have seen an apple falling down from a tree, and no one discovered the gravity. However, Newton grasped the opportunity and developed the theory of gravity, then he became famous. Of course, the discovery of Gravity also needs numerous experiments and lots of thinking. Still we can say people’s success which is not only depending on the wisdom but also the opportunity to success. (Student No.49)

4) Under the ground, it is a hard and dark surroundings without sunshine and fresh air, cold and darkness around the seed, but it never give up growing up to the ground. Although, it was been crooked, it always try to growing up to the ground. The process of a sprouts growing upward, need more patience, hard-work, toughness and indomitable. Before it arrive the earth’s surface, it may meet a big and study stone. There may be attacks from the animals and insects living under the ground. Before it touches the earth’s surface, it may be constricted by the big stone or the other type of things, but it never gives up. After all the hard and difficult process, the sprouts become a beautiful
flower. It enjoys the sunshine and the glory from the world. But nobody knows how hard it was to be such a beautiful flower. We can say the journey to glory is a hard process just like sowing a seed in the deep ground. (Student No.51)

3. The third group comprises of words and expressions are simply errors because they don’t reflect English according to the VOICE and ELFiA corpora nor do they match the lexicogrammatical features of Chinese English in the framework of Kirkpatrick.

1) When I was a high student, I was very interested in writing. (Student No.2)

2) I can clearly remember that day is very hot: what’s more worse is that I had a ache of my stomach. (Student No. 3)

3) One person to run in my front, I try my best to run after she when we arrived the last 500 meters. (Student No. 3)

5) If you want to be a successful person, you attitude toward ‘first time’ is very important. (Student No. 4)

6) My first part time job made me feel ashamed very much. (Student No. 4)

7) I didn’t care other thing, such as whether I could really competent the job, learn something from it, and know my shortcoming and so on. (Student No. 4)

8) Among them are three person. (persons) (Student No. 5)
9) Many people dream of being one of the people who can get to the top of Glory. (them) (Student No. 5)

10) To some people success or fail is just a journey to glory. (Student No. 6)

11) Just like Tansitong, Mr Tan did not appear any frighten when he would be die. (Student No. 6)

12) Glory is not just giving to successful man. (Student No. 6)

13) The way to glory is hard and use the blood to achieve. (Student No. 6)

14) No the hundreds and thousands of bleeding man, we can’t live happily. (Student No. 6)

15) The meaning of glory has become not so deep. (Student No. 6)

16) Learn to balance between work and leisure. (Student No. 7)

17) I can say if you do like I say in the up, you could be feltmore happier in the journey to glory. (Student No. 7)

18) Therefore, most what I did is ended at failure. (Student No. 8)

19) However, the beginning is too hard to persist, because I had lost so many subjects. (Student No. 8)

20) The feeling of without family’s support, accept other people’s supercilious look, and I always have to continue my work under these pressures is very uncomfortable. (Student No. 12)

21) Our Parents are greatful. (Student No. 15)

22) On the hand, they always hard-work so that we can live in a good conditions, and on the other hand, they take care of us very well whatever the life or the study. (Student No. 15)
23) Since we went to school, the teachers like our parents, they also like our friends. (Student No. 15)

24) They like a light lights our way to be success. (Student No. 15)

25) They always hard-work at their job, they return the health to the people. (Student No. 15)

26) This tells us that what people see is your success at last, as to the muddy road you have stepped through is cared nothing at all. (Student No. 16)

27) I decided to live a life which in the high school. (Student No. 16)

28) However, the unexpected thing happened, the economic crisis which like a tornado carried along all his money and ran into debt. (Student No. 18)

29) As to me, it's a long journey until I know where I am suppose to be. (Student No. 19)

30) We can have a sense of fulfill. (Student No. 20)

31) But I think during we effort to touch it and work it, the process is the most important and meaningful. (Student No. 20)

32) I was very sad and didn’t know what should I do. (Student No. 21)

33) I feel that I am immersed in a vast sea. (Student No. 21)

34) I know what should I do in the classes and how can I do after classes at last. (Student No. 21)

35) Fastly, I got my satisfact conclusion. (Student No. 21)

36) According to many successful, famous people’s and my experience, I have some words to say about how we can success or what should we do if we want to success. (Student No. 21)
37) Jimmy did say anything only keep silence. (Student No.22)

38) We college student equip both of them so that we can create our wonderful world. (Student No.23)

39) His successful did not accomplish in an action. (Student No.25)

40) If you watch for your dream every instead of doing something to try to nearer from it, then you will never succeed forever. (Student No.25)

41) “Don’t be shy man, maybe you even don’t know what did you say, shout louder so that everybody can hear you!” (Student No.26)

42) Let’s take these attempts as a fundamental factor to lead us to glory, hence the courage to fight with setbacks. (Student No.27)

43) Our life can be happiness and meaningful. (Student No.28)

44) Second, we must have firmly will power. (Student No.28)

45) If we have the will power, failure and difficulty is not longer terrible. (Student No.28)

46) Thirdly, we must have confident. (Student No.28)

47) The see scenery in the end we more beautiful as well. (Student No.28)

48) Throughout all your life time, you may find that it is when you overcome all the difficulties and achieve you goal that you come to know that the way to success is not always paved with flowers. (Student No.29)

49) Different people may have different flowers that encourage them to continue they life and continue creating the marvelous. (Student No.29)
50) And for the glory itself, the one who try their best to achieve their goals and finally succeed may take it for the confidence to go on next journey. (Student No.29)

51) No matter get it or not, you should take responsibility to it. (Student No.29)

52) You never know what efforts you will get until it comes to the end. (Student No.29)

53) And the happiness of it is following. –may follow up. (Student No.29)

54) I think a journey to glory, you must have a resolute and firm belief. (Student No.30)

55) At that time, ever family has several children, so his family is. (Student No.30)

56) He began to be a repair worker, to repair the sewer. (Student No.30)

57) Do that, you will find everything going to better and beauty. (Student No.30)

58) We must conquer every difficulties and try our best to get some sense of glory. (Student No.31)

59) In my eyes, they are strong and independence. (Student No.32)

60) If I want to have a journey to glory of my life, I must have more time and more experience to “pay” journey of life. (Student No.32)

61) Usually, a journey to glory does not go as smoothly as you’d like. (Student No.33)

62) Before you get to the destination, you need to experience a lot including successes and failures or pleasure and sadness. (Student No.33)
63) We must bear in mind that there is no shortcut in the journey to glory and you must never give up. (Student No.33)

64) One more try, and you will succeed. (Student No.33)

65) Although you may come across a lot of difficulties and stress during you try to do a new thing, you will get a opportunity to prove and show yourself. (Student No.33)

66) We need keep our upper stiff and face the problems with optimistic in the front of stress. (Student No.33)

67) Now you can be happy and gain much praise from others, but you can’t proud and you need summary and pain experience from your success. (Student No.33)

68) “The journey to glory” is a process fulled with enjoyment, excitement, fulfillment, and certainly there also exists pain, frustration and sad things. (Student No.34)

69) But each time when you look back the way you followed to success, a wonderful feeling of subjugation may weigh higher than the pain you suffered. (Student No.34)

70) Two months later, a black board paper created competition was held by our school. (Student No.36)

71) The book is taught people how to be success when you communicate with others.---The book taught people how to be successful when you communicate with others. (Student No. 50)
Some of these errors are normal or not considered as errors in oral English, such as the sentence No. 41 “Don’t be shy man, maybe you even don’t know what did you say, shout louder so that everybody can hear you!” (Student No.26). But in written English, two clauses in a sentence should be connected by conjunctions otherwise one of them should be a subordinate clause. In sentence No. 41, two clauses are just connected by comma, which is not acceptable in the written form.

4.2 Summary of the main findings in addressing the research question

Based on Kirkpatrick’s framework of lexico-grammatical features in Chinese English, the findings are summarized in this section so as to answer the research question.

1. The analysis of college students’ writing confirmed most of Xu Xi (2005) and Zhang H.’s (2002) findings of the lexicogrammatical features appearing in Chinese English summarized in Kirkpatrick (2007). Some of the lexical features in their findings have been found in this research, and grammatical features, such as null-subject/object utterances, subject pronoun copying, articles and tense confusion have also been found in this study. However, due to the analysis being based on the written form of Chinese English, not all the features identified in Xu Xi (2005) spoken data are there.

2. Also, there are some of the features which are not identified by Xu Xi (2005) as features of Chinese English, but which are identified as features of CE in this study, for example, A preferred word order: S+adv./adjunct+V+O or adv./adjunct+S+V+O, special subjects/objects are used to replace the formal subject ‘it’, the irregular usage
of lexis due to the influence from Chinese, the confusion in using transitive verbs and intransitive verbs, and the use of top-heavy structure, etc.

3. In this study, the data does not provide a rich source of lexical features in Chinese English, only two lexical features of CE can be found through the data.
Firstly, direct translation from Chinese into English of ‘things Chinese’ or Chinese cultural concepts can present a rich source of words in Chinese English. Secondly, much of the data can be found in college students’ writing which consists of words whose Chinese English usage is observably different from the way they are used in standard American/British Engishes. Nevertheless, it is still difficult to define this group of lexis as local features of Chinese English. Apparently the usage of lexis in this group is influenced by Chinese. For example, the word ‘accomplish’ translated into Chinese is ‘shixian’ or ‘wan cheng’; however, ‘shixian’ or ‘wan cheng’ can be collocated with different words in different settings in Chinese language, for instance, shixian four modernization, wan cheng his homework, or ‘wan cheng/shixian’ gross regional product of RMB 122.41 billion yuan’. Because of the influence of Chinese, it is not surprising that the use of some lexis in Chinese English is not the same as it is used in other varieties of English.

4. The grammar of Chinese English resembles a great deal Chinese grammar.
Firstly, Chinese has an aspectual system rather than an inflected system. In Chinese English, it is common to see tenses signaled by the time reference with time adverbials, however, tense markers are not indicated, e.g. I visit her yesterday.

Secondly, the feature of dropping the third person present tense-s is common in Chinese English as there is no subject-verb agreement in Chinese grammar. Though it has not appeared as one of grammatical features of Chinese English in Kirkpatrick (2007), it has been regarded as one of general features based on VOIC (the Vienna-Oxford International Corpus of English) data (see chapter two 2.2: English as a Lingua Franca in European and Asian Contexts).

Thirdly, as previously indicated, in Chinese English, there is no subject-verb agreement, in many of the cases using ‘have’ and ‘has’ is mixed.

Fourthly, many examples can be found in relation to tenses being employed in one passage or even one sentence that are not logically consistent.

5. There is abundant data to indicate that the articles used in Chinese English do not always conform to Standard English norms. One reason might be that in Chinese, the rule of governing the use of words is not as strict as it is required in English. Another reason is that people conceive things from different perceptions, which might be caused by cultural differences.
4.3 Summary of this chapter

In this chapter, the data in terms of lexico-grammatical features of Chinese English which appear in the college students’ writing has been analyzed and interpreted. Summary of findings is addressed.

Chapter five will summarize the major findings drawn from the analysis of data in chapter four. Pedagogical implications will also be proposed.
Chapter Five

Conclusion

In this chapter, the major findings in terms of lexicogrammatical features identified as part of ELF appearing in written forms of Chinese English in college students’ writing will be summarized. Some implications for pedagogical teaching in terms of ELF in the Chinese context will be drawn and the limitations of the study will also be addressed. In addition, several suggestions for further studies will be put forward.

5.1 Summary of major findings

From this small-scale research, we can say a major cause of variation in English is, as one would expect, through its contact with other languages. The development of variety of Chinese English has also been influenced by Chinese.

First of all, from the lexis we can see the direct translations of Chinese provide a rich resource of lexical features in Chinese English which make CE become unique in itself. However, inappropriate or wrong usage of lexis in Chinese English is also common. It is difficult to distinguish them as features of ELF in CE as this local variety is still developing.

Second, grammatical features appear distinctive in Chinese. There are some features which also appear in other varieties of English, for example, the non-marking of verbs in past tense, dropping the third person present tense-s, the confusion in using articles, and
the failure to use the passive or pseudo passives (which has been identified as one of the grammatical features of HK English, see Kirkpatrick (2007:144)), etc. However, there are some which seem only to appear as CE and which have not been identified as features in other varieties of English. For examples, the preference to use special subject/object to replace the formal subject ‘it’ and top-heavy and indirection structures.

Third, there are some of the features identified by Xu Xi (2005) as grammatical feature of Chinese English, but which have not been found or rarely found in this study. These include: null-subject/object utterances (NS/O), co-occurrence of connective pairs, yes-no response, topic-comment sentence structure, unmarked object subject verb (OSV) word order and invasion in subordinate finite wh-clauses. The possible reason for this is that the research has been confined to written ELF rather than spoken ELF.

Fourth, one tendency in college students’ writing is the preference to employing hyperboles, idioms, quotations and parallels, which is also an identified features of CE.

5.2 Implication for English language teaching

Even though ELF is still in its early stages of gathering descriptive linguistic features, the question as to what possible implication for ELF may eventually have for the teaching of English is still under discussion. However, ‘this is not to say that descriptive facts can, or should determine what is taught’, and ‘it would therefore be wrong to assume that “findings should directly and uniquely inform what is included in language courses”’ (Widdowson, 2003:106), cited in Seidlhofer, 2004:225)
People would argue that English in China is still studied as a foreign language, and teaching models are still dominated by NS-based teaching models. However, think of the vast amount of English users in China and their increasing participation on the world stage, we should accept the fact that Chinese English is already developing as a new variety of English and making a contribution to ELF. As Li (2007:12) points out, more and more ELF researchers and teaching professionals in China become aware of the features of CE and are in favor of developing localized norms of English. The eventual goal for pedagogical teaching of ELF is to ‘codify the localized English features and have them incorporated into the national English curriculum (Hu 2004, 2005; Kirkpatrick 2006; cf. Kirkpatrick & Xu 2002; Li 1998, cited in Li. 2007:12)’. Abandoning unrealistic notions of achieving native-like proficiency in English, but stressing capabilities rather than accuracy, would make more alternative approaches in pedagogic teaching possible.

McKay (2002:125) proposes ‘a comprehensive theory of teaching and learning English as an international language’, which is based on three major assumptions: language use in multilingual contexts, the promotion of native speaker models, and language variation. As for actual ELF teaching goals and approaches, McKay (2002:127-9) concludes:

Goals:

1. English intelligibility among the speakers of English
2. Helping learners develop strategies to achieve comity-friendly relations-when English is used with speakers from other cultures.

83
3. Developing textual competence, that is to say, to develop reading and writing skills for learners' own choices.

Approaches:

1. Being culturally sensitive to the diversity of contexts in which English is taught and used: in terms of materials, this suggests that the prevalent use of western cultural content in ELT texts needs to be examined.

2. Being reflective in approaching pedagogical teaching in relation to cultural content: learners should be encouraged to consider why the topic was chosen, how it is written about, and what other ways the topic could have been presented. In addition, it should be approached in such a way as to develop a sphere of interculturality, in which students learn about another culture as a basis for reflecting on their own.

3. Respecting the local culture of learning: an understanding of the local culture of learning should not be based on stereotypes, or a received view of culture, in which assertions are made about traditional roles of teachers and students and approaches to learning, often in reference to western culture.

If McKay's proposals for teaching and learning English are still too general in pedagogical practice in one sense, Kirkpatrick offers a relatively concrete and practical approach for ELF pedagogical teaching. Kirkpatrick (2007:189-93) argues for choosing an 'endonormative-nativised model' in which the local variety of English has become socially acceptable. Concerning worries over the lack of codification of many new and developing varieties of English, Kirkpatrick proposes 'a lingua franca approach', in which he addresses:
Such an approach would need a curriculum which would include at least three strands:

1. Students would need to be alerted to which linguistic features cause particular problems of mutual intelligibility.

2. The curriculum would need to focus on how cultures differ and the implications of such differences for cross-cultural communication.

3. Students would need to be taught the communicative strategies that aid successful cross-cultural communication.

Kirkpatrick (2007:193-4)

It is evident that a great deal of work needs to be done before ELF can become well-established in language pedagogy. However, even small scale studies such as this one will add to the descriptive framework being carried out in ELF.

5.3 The limitations of the study

One of the limitations of the study is its small-scale data which is insufficient to reveal the lexicogrammatical features of the written form of Chinese English. It would be ideal if research like this could be based on a large corpus study.

5.4 Suggestions for further research

One suggestion for further research is to extend this small-scale study into a large-scale study or corpus study, in which the study includes not only the writings from college students, but also from working employees, businessmen, as well as spoken forms naturally occurring in, for example the practice of ‘English corner’.
And the other suggestion for future research are to look for those lexicogrammatical features of CE which may be distinctive so as to provide a basis of CE for ELF pedagogy in the future.
References


