



A STUDY OF ENGLISH ACCENT ATTITUDES OF CHINESE
UNDERGRADUATE
ENGLISH-MAJOR STUDENTS IN THE UNIVERSITY IN CHINA

Wang Zhongyu

I.D. No. 6119474

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF ARTS PROGRAM
in English Language Teaching
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

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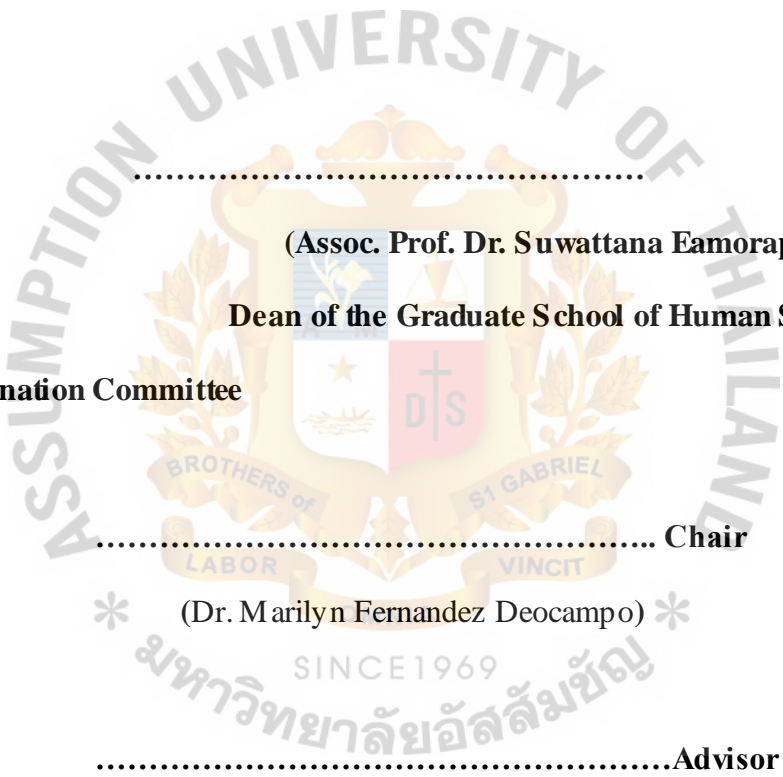
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ABSTRACT

I.D. No.: 6119474

Key Words: World English, English as a lingua franca, accent attitudes, language ideology, English-major, China.

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Language attitude can reflect the use of the language in current and in the future influencing learners' motivation (Galloway & Rose, 2015). The development of World English (WE) and English as a lingua franca (ELF) caused the change of attitudes towards English ownership and English standards. In China, the NS ideology exists in education and society, RP and GA are the main English teaching model. Given the situation in China, it is still worth to investigate Chinese EFL learners' English accent attitudes. This study applied mix-method to investigate the attitudes towards English accents of 96 Chinese English-major students from Southwest Forestry University (SFU) in China via accent recognition test, questionnaire, as well as semi-structure interview. This research includes three questions: 1. What is the extent of Chinese undergraduate English-major students identifying different English accents? 2. What is the preferred English accent of Chinese undergraduate English-major students? 3. What are the attitudes of Chinese undergraduate English-major students towards own English accent?

The results showed that most of them can identify the varieties of English accents, but

more familiar with accents of NSs than NNSs. British English (BrE) was their favorite English accent in learning and teaching contexts in each dimension. As for attitudes to their own accents, most of them (68%) expressed a negative attitude. However, there were some students (37.5%) expressed can accept their own accents and aware of English as a tool for communication in an international context. Linguistic awareness of WE and ELF, standard English ideology and ELF experience were the main factors that determined their attitudes to accents through English teachers, social media, teaching materials and English learning contexts.



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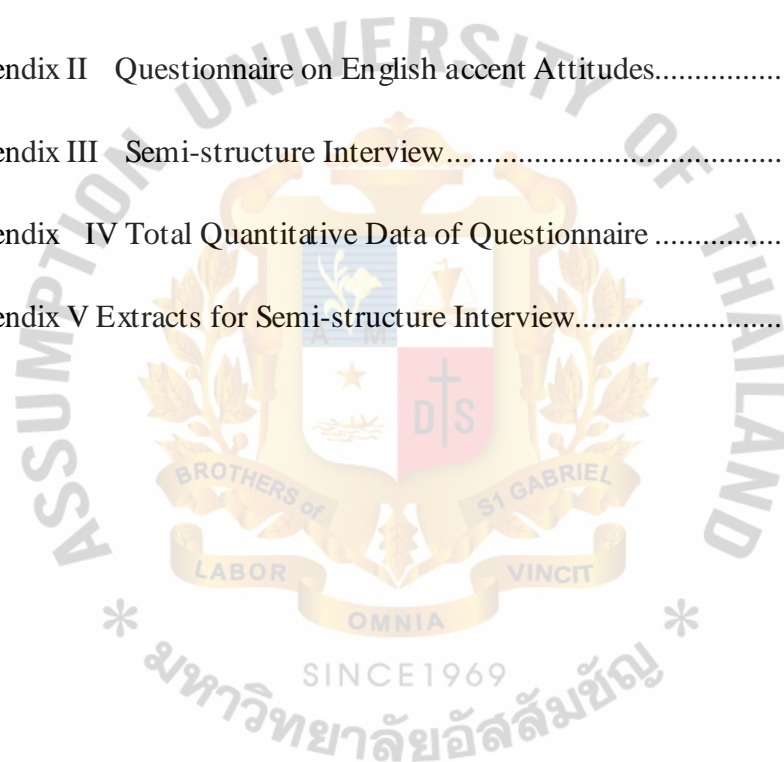
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LIST OF ABBREVIATIONS

AmE	American English
BrE	British English
CE	China English
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
ESL	English as a Second Language
GA	General America
I	Interviewee
KE	Korea English
L1	First Language
L2	Foreign or Second Language
M	Mean Score
N	Number
NE	Native English
NNE	Non-Native English
NES	Native English Speaker
NNES	Non-Native English Speaker
NS	Native Speaker
NNS	Non-Native Speaker
PE	Philippines English
RQ	Research Question
RP	Received Pronunciation
SD	Standard Deviation
S	Statement
SE	Standard English
SFU	Southwest Forestry University
SLA	Second language acquisition
SiE	Singapore English
ThE	Thai English
WE	World Englishes

CHAPTER I

INTRODUCTION

This is an introduction of this thesis which includes the background, rational, research questions, research objectives, theoretical and conceptual framework, scope of the study, definitions of items and significance of this study. First, this chapter will introduce the background of the frameworks of World Englishes (WE), the change of English language attitudes under the WE framework and English attitudes related researches. After that, the rational of the research on accent attitudes in English Language Teaching (ELT) and research gaps in China will be stated. Next, the chapter will show the research questions and objectives, following with main theoretical and conceptual framework of this thesis. Additionally, the definitions of items used in this thesis will be explained to help understand this thesis better, as well as the significance in theoretical and pedagogical aspects both will be discussed in the last part of the chapter.

Background of the Study

With the rapid improvement of the globalization of the political, economic, cultural, academic, military or others, the significance of the role of English is increasing in the world. English is as an international language (EIL) which is used as a tool of

international and intercultural communication. With the spread of English around the world, 'English' becomes 'Englishes'. English language has divided into many varieties, such as Indian English, Singapore English (SiE) and China English (CE) with local linguistic characters. Kachru's (1985) three concentric circles model of WE is one of the most influential and broadly used model. Countries using English are categorized the inner, outer and expanding circles by Kachru (1985). The inner circle refers to the traditional cultural and linguistic bases of English (e.g. America, Britain and Australia). The outer circle represents the non-native regions where English is institutionalized as they were colonized in the past (e.g. India, Hong Kong and Malaysia), while expanding circle comprises countries where English is usually used in English as a foreign language (EFL) context (e.g. Thailand, China and Russia). However, the limitations in geography of Kachru's model have been noted. Some WE models considering more factors were put forward by other scholars. For example, Schneider's dynamic model describes five stages of English varieties' evaluation to explain the development progress of English varieties in region in more detail (Graham, 2016).

Currently, English users in the expanding circle are much more than native English speakers (NESs) (Crystal, 2003). With the increasing intercultural English communication occurs between people with different first language (L1), English is used as a Lingua Franca (ELF) which refers to any kind of English which used to be a communication tool by speakers who speak different L1 (Seidlhofer, 2011).

Considering the influence of the other language(s) on multilingual communication, the focus moves to multilingualism from ELF users and norms, Jenkins (2015) put

forwards that English is as a multilingua franca which refers to multilingual communication in which English is available as a contact language of choice, but is not necessarily chosen. At the same time, the work of ELF, such as ELF linguistic description and ELF corpora, has become more complied.

Under the WE and ELF paradigms, English is perceived not only belongs to NESs, but also NNSs, as well as English accents in the inner circle should not be the only English standard. The traditional English teaching model mainly adopting Received Pronunciation (RP) and General American (GA) as the teaching model is challenged. ELF linguistics (Alptekin, 2007; Ferguson, 2009; Jenkins, 2007; Seidlhofer, 2006; Walker, 2010; Widdowson, 2003;) state native Englishes should not be the only teaching model to teach EFL learners and the concept of ELF could be adopted in the future English teaching. Meanwhile, it is inappropriate to use 'standard' English (SE) as a criterion to judge the EFL learners' proficiency in oral English (Dalton & Seidlhofer, 1994; Jenkins, 2002). Jenkins (2015) argues that when English as multilingua franca, the competence of using multilingua should be as the teaching assessment. Some scholars (Fang, 2006; Matsuda, 2003; McKay, 2002; Wong, 2018) suggest that it is necessary to introduce more the awareness of WE or ELF in EFL classrooms.

Thomason (2001) illustrates that language attitude is one of the crucial factors which influence language variation. A positive attitude to a variety of English accent can boost the mature and vitality of regional English accents. Attitudes towards different English accents, especially Native Englishes (NE) and Non-Native Englishes (NNE) becomes the key aspect of sociolinguistic research (Jenkins, 2007). A large

number of researches began to focus on EFL learner s' English accent attitudes within the WE or ELF frameworks. For instance, Waniek-Klimczak and Klimczak (2001) found both English-majors and non-English majors students from Poland showed a strong preference to British English accent; Ranta (2010) and Tergujeff (2013) found that most English learners from primary school, secondary students, teachers in Finland preferred and acquired to native English accents; In Japan, Tsunemoto and McDonough (2020) found the secondary students showed a strong preference to native Englishes. Jenkins (2005) conducted in-depth interviews with 8 English teachers from non-native speakers (NNSs) countries: Italy, Japan, Malaysia, Poland and Spain and found they hold a love-hate relationship attitude to their own English accents.

The same with most ELF learners from the outer and the other expanding circle counties, the findings show that the majority Chinese EFL learners prefer native English accents, especially American English (AmE) and British English (BrE). They also prefer to be taught with native English teaching models which mainly adapted GA and RP as the standard of their target language (He and LI 3009; Hu, 2004; Fang and Kunschak 2008; Wang, 2015a). The existing English accent attitudes research findings appear to display a preference of the native English accents although the role of English has been changed and the WE concept has recognized. Such language attitudes seem to closely link to NNSs' EFL language ideology. For example, in China, many EFL learners preferred native English accents and hold a negative perception of own English accent, which is influenced by learners' NS ideology (Fang, 2017; Hu, 2004; Kung and Wang, 2018).

Rationale

In the field of second language acquisition (SLA), language attitude, especially regards to accent, is a significant part (Lippi-Green, 2012). Language attitude is closely related to learners' language learning behavior and even may predict learners' sociolinguistic behavior. According to Moyer (2007), the attitude toward the target language is a crucial sociopsychological factor which can shape EFL learners' accent acquisition. Ladegaard (2002) found that learners who expressed negative attitude to a language used the language less than learners who had a positive attitude.

In addition, a variety of English can be a representation of a culture in an area (Kirkpatrick, 2000). Culture identity is a sign of a person or a group which has the similarities and differences from other groups including self-awareness and external recognition (Zhang & Zhou, 2014). Learners' English accent preference and usage are related to learners' culture identity (Chang, 2010). Sung (2016) found that the students in Hong Kong who preferred to speak native-like English accents in ELF context wished to express their identities as competent L2 speakers of English, while participants who preferred local accents tended to express their lingua-culture identities. Since some English speakers in China do not willing to abandon their national identities in an international communication, which leads to research Chinese English learners' attitudes to their own English accent.

Language attitude is a context-based personal emotion and shaped with the

knowledge and experience with language varieties (Kristiansen, 1991). When the varieties of Englishes are confirmed and the functions and roles of Englishes have changed, people's language attitude to NEs and NNEs accents may have changed. In addition, since learners are the center in ELT, as well as language attitude can reflect learners' use of the language in current and future and influence their motivation (Galloway & Rose, 2015), it is still worthwhile to explore Chinese learners' attitudes towards English varieties including their CE accent within the WE and ELF framework.

As for English major, there are 225 universities respectively have set up English translation major or business English major in China (Yang, Zhang, Yang, 2017). The occupations like English teacher, English translator are Chinese English-major students' main specialization, which means they are expected to graduate with more professional proficiency in English. Their English accent attitudes may influence other English learners' linguistic awareness and development of WE in China in the future. Obviously, compared with non-English-major students, they contact more frequently with English which may lead to different English accent attitudes. For instance, Waniek-Klimczak and Klimczak (2001) compared English majors' and non-English majors' English accent attitude and found these two groups had different English accent attitudes which were influenced by their different linguistic awareness.

There are increasing studies investigate Chinese university students' and teachers' attitudes to varieties of English accents in the frameworks of WE or ELF. However, a few studies research the Chinese learners' attitudes towards their own English accent.

Bian (2009) and Fang (2016) research the Chinese learners' attitude towards their own English accent and found the majority of Chinese EFL learners were not satisfied with their less-standard English pronunciation. To the researcher's best knowledge, studies still rarely research Chinese English-major students' attitude to English varieties and their own English accent. To fill the gap, this research focused on Chinese-English-major students, to investigate their English accent attitude.

In this study, attitudes consist of three dimensions: knowledge, emotion and behavior. Knowledge dimension refers to knowledge about English varieties and this leads to the first research question: What extent do Chinese undergraduate English-major students identify different English accents? The emotion and behavior dimensions both include two aspects English accent varieties and own English accent and these formulated the second and third research questions: what is the preferred English accent of Chinese undergraduate English-major students? What are attitudes of Chinese undergraduate English-major students towards own English accent? More information on the accent attitude frameworks can be gained from the conceptual framework.

Research Questions

There were three main questions in this study.

1. What extent do Chinese undergraduate English-major students identify different English accents?

2. What is the preferred English accent of Chinese undergraduate English-major students?
3. What are attitudes of Chinese undergraduate English-major students towards their own English accent?

Research Objectives

1. To examine the extent that Chinese undergraduate English-major students identify different English accents.
2. To explore the preferred English accent of Chinese undergraduate English-major students.
3. To explore attitudes of Chinese undergraduate English-major students towards their own English accent.

Theoretical Framework

This thesis was conducted based upon the following supporting theories.

Theoretical Frameworks of WE.

This research aimed to find Chinese learners' English accent attitudes, the background of development of English accents is needed to be concerned. Englishes were categorized within the Inner, Outer and Expanding circles by Kachru (1992). Inner Circle refers to the traditional cultural and linguistic bases of English (e.g.

America, Britain and Australia). The outer circle represents the non-native regions where English is institutionalized as they were colonized in the past (e.g. India, Hong Kong and Malaysia). The Expanding circle comprises countries where English is usually used in EFL context (e.g. China, Russia and Japan). The English users from the inner circle called NSs, that in the outer and expanding circles are NNSs. Though Kachru's model has some limitations in today's complicated situations of English using, it is still When English is enhancing used in EFL context in China, many scholars (Cui, 2006; Hu 2004; Jiang, 1995; Wang, 1991) put forward the concept of 'China English' and regard 'China English' as one of the varieties of 'WEs' in the expanding circle. In the WE framework, English belongs to any English users including NNSs, the NNEs should not be regarded as incorrect accents.

Theoretical Framework of ELF

According to Seidlhofer (2011), ELF is a part of WE as ELF refers to "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option". English is as a multilingua franca which refers to multilingual communication in which English is available as a contact language of choice, but is not necessarily chosen (Jenkins, 2015).

English Accent

The notion of accent may include two distinctive elements that people can recognize from one variety of a language to another: prosodic and segmental features (Lippi-Green 2012). According to Moyer (2007), the factors determine EFL learners'

accent includes not only language contact and experience but also sociopsychological factors. Personal attitudes to the target language and target language culture are main content of sociopsychological factors.

English Accent Attitude

According to Kristiansen (1991), language attitude includes three aspects: knowledge, emotion and behavior. The knowledge which refers to knowledge about and experience with language varieties, language use and own language use; emotion can be recognized with evaluation and opinion about language varieties, speakers and own language usage; and behavior refers to variation in linguistic behavior depending on context, topic, interlocuter and auditor. The ability to identify varieties Englishes can be used to elicit the knowledge about English varieties (Wong, 2018). English accent preference and attitudes towards own English accents are the main aspects under the emotion and behavior dimensions explored by many scholars (Fang, 2016; Jenkins, 2005; Jenkins, 2007; Wang, 2015 a).

Conceptual Framework

This research aimed to explore language attitudes to English varieties and own English accent. For English accent attitude, this research adopted framework of Kristiansen (1991) to instigate learners' English accent attitude. The knowledge can be reflected with the knowledge about English accents varieties, while emotion and behavior were reflected two aspects: English accents varieties and own English accent

(See Figure 1. 1).



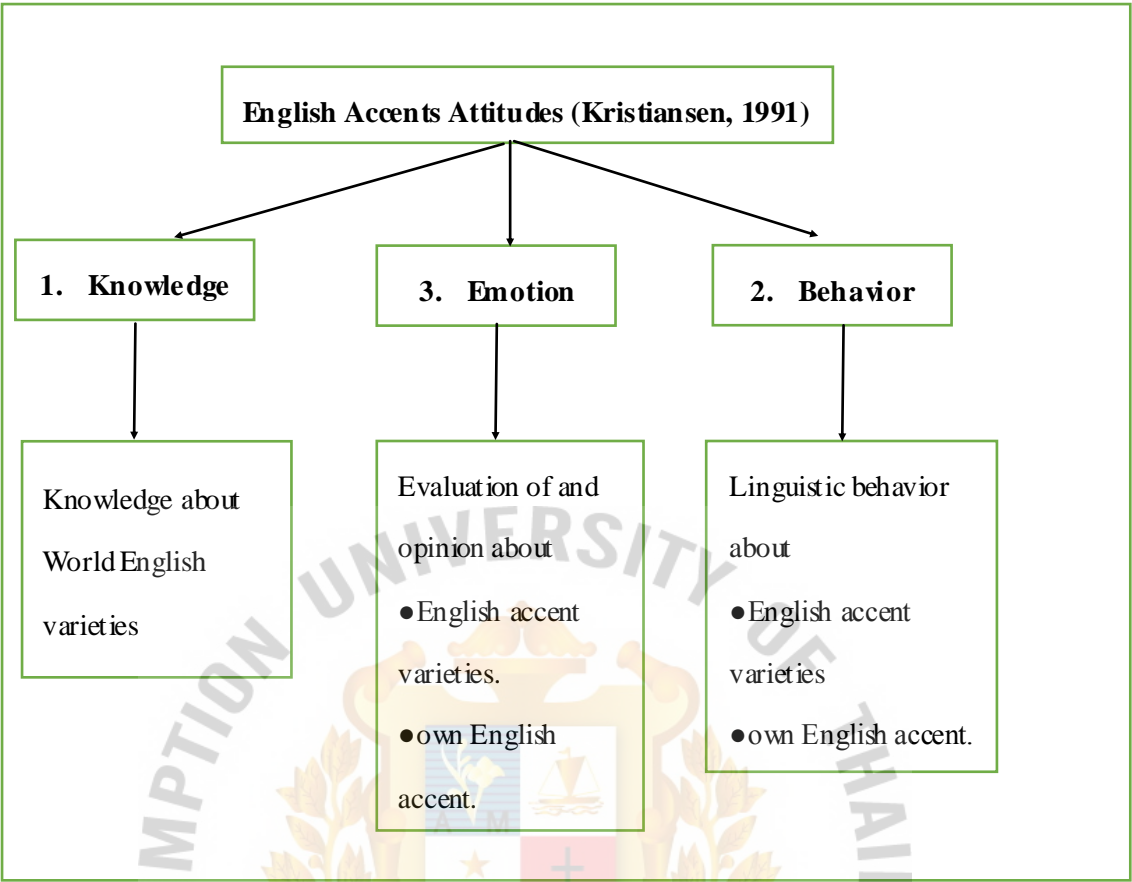


Figure 1. 1 Conceptual Framework of this Study

Scope of the Study

1. The population and subjects

This study investigated 400 undergraduate English major students from first to fourth year. The subjects are 96 junior and sophomore English-major students studying in the second semester of the academic year 2019 at Southwest Forestry University (SFU) in China.

2. Research dimensions

This study focused on English-major students’ English accent attitudes within the

WE framework, therefore, English accents selected from Kachru's three concentric circle (1992). The varieties of this research are Chinese undergraduate English-major students' English accent attitudes including their ability to identify English accents, English accent preference and attitudes towards own English accent.

Definitions of Terms

Ability to identify English accents refers to the ability of respondents to correctly distinguish the countries of the different English speakers. It is measured by an accent recognition test to test participants' ability to identify different English accents.

Attitude towards own English accent means SFU undergraduate English-major students' evaluation of, opinion about and related learning behavior. Part 3 in the questionnaire and semi-structure interview are used to measure it.

Behavior refers to their linguistic behavior related to English varieties and own English accent in English teaching and learning context. A questionnaire and semi-structure will be adopted to measure it.

English accents refer to the accent of an English variety which is different with the other English varieties of WE in sounds, segments or suprasegmental aspects. The English accents of World Englishes applied in this research include American English, British English, Singapore English, Thai English (ThE) and China English.

English accent attitude refers to the English accent preferences and attitudes towards own English accent and will be recognized with knowledge, emotion and behavior related to English varieties and learners' own English accent.

English accent preference belongs to an English accent attitudes, it means one English accent is liked better than the other English accents. The English accent more liked by participants is their preferred English accent. It can be recognized by their opinion about, evaluation of and linguistic behavior related to English varieties. Part 2 in the questionnaire and semi-structure interview are used to measure the preference.

Emotion refers to opinion about and evaluation of language varieties and own language usage. A questionnaire and semi-structure will be adopted to measure SFU undergraduate English-major students' emotion about English accents.

Knowledge refers to knowledge about English varieties which is recognized with the ability to identify English accents via accent recognition test.

Native English ideology refers to the way think about native Englishes. English of the UK, the USA, Canada, Australia, and New Zealand, which have been referred to as 'the traditional culture and linguistic bases of English is the native English (Kachru, 1992).

Standard English ideology refers to the way that people think about English accent standards. RP and GA in this research are regarded as people's standards of English accent.

Students refer to junior and sophomore English-major students in SFU in China.

Significance of the Study

The purpose of this research is to investigate Chinese English-major students' English accent attitudes. This study has both significance in pedagogical and theoretical aspects.

In pedagogical aspect, language attitudes related to the English teaching plan and policy. For English learners, their language ideology and knowledge about WE can be elicited by their English accent attitudes. This research can increase their linguistic awareness and improve their intercultural communication ability. The implications of the findings can be used as a guideline to find appropriate ways to teach and learn English pronunciation, and to foster a balance between native speakers of English and native educators of identity. It also provides teachers and administrators a scientific basis to ameliorate English language teaching model and select appropriate materials. In addition, for the English ability evaluation and assessment system, it can be adjusted based on the findings.

The theoretical significance of this study is that the findings can enrich the reference to Chinese EFL learners' attitude and preference study; providing evidence to transforming trend of Chinese EFL learners' knowledge about English accents, English accent preference and perception of their own accent in English teaching and learning context.

CHAPTER II

REVIEW OF RELATED LITERATURE

First, this chapter aims to explain the role of English in the worldwide with the change of English as well as the spreading of English in the world, including the developments of World English theories and English as a Lingua Franca theories together with oral English teaching. After that, different English accents from each circle of Kachru's (1992) WE model are introduced with these English accents' characteristics. Among them, China English will be introduced particularly, owing to the research participants are all Chinese students with China English accent. Then it will move to attitudes. Language attitude includes three parts: attitude to different varieties of English accents and factors related to English accent attitudes will be illustrated. Secondly, it will discuss attitudes of English speakers towards their own accents. The last section will review some representative researches in English accent preference and learners' attitude towards own English accent in teaching and learning context.

The Change of English

There is no doubt that English is changing from a few thousand years ago with the development of the globalization of business, economic, technology and has become the most widely used language in the world. With the increasing use of English by

people with varieties of backgrounds of culture and mother tongue, the role of English is becoming more significant and pluralistic in the same time.

The change of English occurred over times since the birth of English. English originated from languages of Germanic including German, Dutch and Frisian and established in 5th century. Until the 11th century, it was called Old English. In the phase when Germanic encroached and immigrated to the West Europe, the North Germanic languages were brought there in the same time, such as words: be, strong, and water is used until now. Meanwhile, numerous Latin words such as wine, cup were lent to English when Germanic did business and fight with Latins (Baugh, Albert, Cable & Thomas, 2002). The language contact promoted the lexical development and grammar change of Old English.

The Middle English began and Old English finished after the Norman Conquest from 1100 to 1400s. English and the Norman language were used by Normans at the same period, which resulted in English change considerably borrowing around 4000 words from the language of Norman (Baugh et al, 2002). Although, English had been a language used wildly by ordinary people, business men and royal members, in this period, the Standard French was seen as the standard and authoritative language by most Europeans. Therefore, the change of English influenced by French. More than 1000 loanwords into English. For example, the word 'free' comes from French 'frei', the word 'beef' and 'pork' come from French 'bœuf' and 'porc'. In addition, advancing tense began to be used (Filppula, Markku, Klemola & Pitkänen, 2002). Later the Great Vowel Shift also lead to the change of English sounds.

Moving forward to Early Modern English, the form was used since around 1500 to 1770. It can be traced back to the writings from William Shakespeare, the spelling of English was closed to the English today (Kleinedler, 2018). The establish of standard London English push forwarded a big shift of English pronunciation. The dialects of immigration from different place in British were dominated to standard English (Hall 2016). Not only did the number and meaning of English vocabularies changed, but also the variety of English accents and dialects emerged (John, 2010).

The main changes in UK and America came about through industrialization in the 19th century and in particular, people being able to move around UK or later USA because of the railways. People with different accents had to accommodate others living in the industrialized towns having moved from the countryside where the local dialects were used. Today, the role of English can be a symbol of status, working language, a tool of domination, cultural identity, education and communication for people from different culture and L1. For instance, in Europe Union, English is as one of the three dominate languages; In India, the people who speak English can gain 'material success' easier (Graddol, 1997).

Nowadays, English is used all over the world by not only native speakers but people come from different countries and culture, as a result, scholars put forward a lot of new terms: World Englishes (McArthur, 2004), English as a Lingua Franca, New Englishes (Richard, 2010), Global Englishes (Crystal, 1997), English as an International Language (EIL) (Canagarajah, 2006).

McArthur (2004) argues that WE have two meanings: one is English as a world

language while the other meaning refers to all the variants and aspects of English including: English accents, dialects, standard English, writing, sounds and so on.

ELF means people with different mother tongues mainly non-native speakers who use English to communicate. It emphasizes on the commonality rather than the difference, so the English mixed users' L1 is acceptable, such as English accents (Jenkins, 2000).

The term "New Englishes" refers to regional and national varieties of the English language used in places where it is not the mother tongue of the majority of the population. The phrase is also known as new varieties of English, non-native varieties of English, and non-native institutionalized varieties of English (Richard, 2010).

With the globalization of world economic and society, the concept of Global English arose in the 90s and refers to English used in the global world and connects to global economic, education, works, technology (Crystal, 1997).

The concept of EIL was put forwarded by Smith (1976). EIL mainly means communication especially in language education between native and non-native speakers including people from different countries and nationalities (Canagarajah, 2006). This definition means ELF is as a part of EIL.

World Englishes

This research aims to research Chinese English-major students' English accent attitude, therefore, the background of the spreading of English need to be reviewed. English is changing with the spread of English around the world as the result of

language contact in multilanguage and multicultural communication. “English” becomes “Englishes” since English has given birth to different varieties with local characters in the progress of spreading over the world, which means English is not only the property belongs to native speakers. Nowadays, as English is localized in many social contexts where non-native speakers are more than native speakers in real communication, English is used as a lingua franca and attitudes towards Standard English and traditional native speaker teaching model changed as well. In this multivariate context, English learners may have different needs and motivations to acquire and use English.

The Development of World Englishes Theory

As for the term ‘Englishes’, earliest appeared in the book *A History of English Language* written by Strang in 1970. Kachru (1996) claimed ‘the term ‘Englishes’ symbolizes ‘Variations’ in form and function, use in linguistically and culturally distinct contexts, and a range of variety in literary creativity.

The concept of ‘World Englishes’ was defined by Jenkins (2014) as all local English varieties regardless of which of Kachru’s (1985) three circles they came from. The conceptualization of WE within a sociolinguistic framework began to be aware of by people when Kachru stated the existence of standard Indian English as a variety in 1960s. To describe the spreading and sociolinguistic profile of English, many scholars (Stevens, 1980; McArthur, 1985; Kachru, 1992; Gorlach, 1990; Yano, 2001; Jenkins, 2009) have proposed models to show how English spread gradually around the world

and classify World Englishes from different aspects. This chapter will introduce some popular and significant models.

Kachru's Three Concentric Circles of World Englishes Kachru's Three-Circles

Model is seen as the most useful and influential model. In 1992, considering the historical, sociolinguistic, geographical, acquisitional, and culture factors of the expansion of English, Kachru (1992) put forward his three-circle model of English which was influential until early twenty-first century. English was categorized within inner, outer and expanding circles in this model. The inner circle refers to the traditional cultural and linguistic bases of English (e.g. America, Britain and Australia). The outer circle represents the non-native regions where English is institutionalized as they were colonized in the past (e.g. India, Singapore, and Malaysia). The Expanding circle comprises countries where English is usually used in EFL context (e.g. China, Russia, and Japan). Nowadays, the population of expanding circle is the largest. In Kachru's three-circle model, English-language standard is determined by speaker of English as a native language (ENL), while the English as a second language (ESL) varieties of English have institutionalized and are developing their own standard. The English as a foreign language (EFL) is norms-dependent and on standards which are set by native speakers in the Inner circle (Jenkins, 2003). The function of Englishes in expanding circle are used in international communication. Kachru's model of WE showed the three main classifications of Englishes and indicated that native Englishes and non-native Englishes have the equal status. The Englishes in outer and expanding

circles are correct and have own values. These English variants were used as a way to show people's social identities (Kachru, 1992).

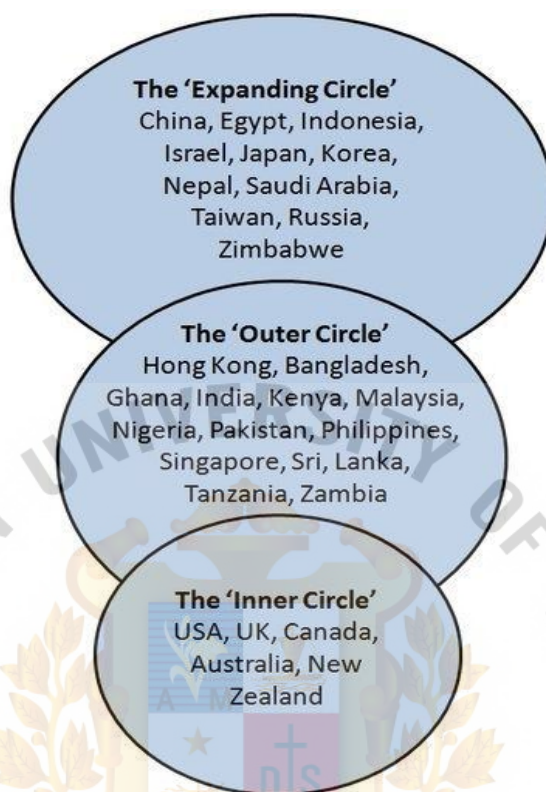


Figure2. 1 Kachru's Three Concentric Circles of World Englishes

However, there are some limits of Kachru's three circle. On one hand, it still followed the geography rather than English using of speakers, it seems to state the English using is the same for the English speakers in the same circle. However, English is as the L1 of some English speakers in Out Circle like Singapore. Similarly, English speakers from Expanding Circles also use English extensively, communicating with native speakers and even more with non-native speakers (same or different native speakers); many English users grow in a bilingual or multilingual surroundings, which makes it difficult to describe their L1, L2 and L3. On the other hand, there are still some

grey areas between circles. When speakers in outer circle become the functional native speakers as Singapore English, Malaysia English and India English have been institutionalized, they have their own standards rather than the native English standards (Kachru, 2005). Besides, English as mother tongue for some people in expanding circle, the population mobility in inner circle challenged Kachru's three circles model. It is improper to distinguish native speakers with geography (Crystal, 2003).

Schneider's dynamic model Schneider put forward five stages to explain the development of English varieties from historic, function, form and language contact aspects (Graham, 2016). In stage 1, due to the coming of new settlers and outlander, there is some language contact between two groups normally interpreters or high-status members. Stage 2 is called exonormative stabilisation, English is confined used in some area like education, administration and legal system. In the next stage 3, nativisation, cultural and political allegiance during the pre-colonial period began to weaken. On the contrary, the territory is developing a new cultural identity. The following stage 4, endonormative stabilisation, the variety is legitimate and seen as a part of the local culture. It established own norms rather than British English model. In the last stage 5, differentiation, this refers to the process of internal language variation in a region when different groups of community start to establish their own specific use patterns. Comparing with Kachru's three circles, Schneider's five stages of development of English varieties express the processes of the shape of an English variety and more detailly explain the influence of historic and cultural factors (Graham, 2016).

The English ownership and standard of English are regarded as the vital issues of

World English (Haberland, 2011). In the terms of ‘Standard English’, it is mostly applied for educated usage in writing and grammar forms rather than pronunciation (Trudgill, 1984; Trudgill & Hannah, 2008; Strevens, 1985). Not like Chinese or Japanese language, there is a standard pronunciation applied by the regional people, the role of English is not limitedly used by NSs, it is more used by NNSs and as a lingua franca. Therefore, there is no one English accent with the reliable criteria and rational to be the standard for all the English users (Foley, 2013).

Because of the geography, political and social factors, there were some dialects or English varieties happened. For example, accents of the rural and urban area, wealthy class and middle class, even different parts in England can be different. In the history, a standard English was tried to be used in some context such as dictionary, printing press and education. Among that, RP adopted in the earlier Compulsory schooling and as the wealthy accent and ‘London accent’, a variety of Cockney, employed in BBC company are influential until now. The social media augmented impaction and prestige of these accent, which lead many people abandon their own accent. However, with the establishment of WE and ELF, the ideology of Standard English is criticized. Englishes should be legitimacy and hold the equal value. ‘appropriateness’ rather than ‘correctness’ and ‘successful users of English’ are emphasized rather than ‘perfect native-like speakers’ for EFL learners (Mesthrie & Kirkpatrick, 2007).

Nowadays, in some outer and expending circle countries including China, the Standard English ideology is still embedded in the education and society. The English teaching model limitedly adopting GA and RP and GA and RP widely used in social

media resulted learners' stereotypes about target language and culture. This language ideology can be reflected from their language attitudes and behavior.

The Development of ELF Theories

In 21st century, English has spread as lingua franca as English being more used by non-native speakers than native speakers in real communication. ELF and WE have the same perception of English varieties and English standard. Indeed, there is a scholar who thinks ELF is essentially the same as WE (Cogo, 2008). Therefore, ELF can be regarded as the development and innovation of WE (Fan, 2015).

'Lingua franca' first appeared as pidgin in 1678, which is used to indicate a 'mixed language' or 'jargon' used in the Levant, consisting largely of Italian words deprived of their inflections. The traditional definition of lingua franca is a contact language used among people who do not share a first language, and it commonly understood to mean a second (or subsequent) language of its speakers (Jenkins, 2007). Taking into account that lingua franca is used as a communication medium by people who speak different L1 including native speakers and non-native speakers (Jenkins, 2007).

The new term 'English as a Lingua Franca' firstly mentioned by Firth (1996), he views ELF as an "international lingua franca" which is a contact language used between people of different L1s and cultures, with English being as a foreign language used in communication. Seidlhofer (2006) extended Firth's opinion about ELF, believing that EFL contain all English speakers, including NSs. Seidlhofer (2011) defined ELF as any kind of English which used to be a communication tool by speakers who speak different L1. Jenkins (2015) put forwards English is as a multilingua franca

which refers to multilingual communication in which English is available as a contact language of choice, but is not necessarily chosen. She suggests to classify English users according to monolingual and bilingual or multilingual competence rather than native and non-native.

Hüllen (1982) and Knapp (1985, 1987) firstly reported ELF and stressed the importance of ELF as an objective for English language teaching (Knapp, 2002). After that, some scholars around Europe namely Firth (1996), House (1990), Jenkins (1996) and Meierkord (1998) discussed ELF from different perspectives. In the recent twenty years, the research about ELF framework made a great progress, especially after Seidlhofer (2001) claiming to establish ELF corpus, VOICE (The Vienna-Oxford International Corpus of English), for describing ELF and the ELFA (English as Lingua Franca in Academic Settings) which numbers over a million words was set up by Mauranen (Mauranen & Ranta, 2008). These two over two million-word corpora made the spoken ELF become more complete.

Attitude to the intelligibility of English varieties is a significant issue in ELF. Owing to consider the incomprehension of NNS English accents, some EFL learners prefer to learn NS English accents rather than NNS English accents (Li, 2009; Sung, 2016; Wong, 2018). However, in ELF, native accents are not the only English accents leading to intelligibility. Many scholars held a positive attitude towards varying English accents and argue that it is more important for English speakers to adjust their L1 accent to achieve intelligibility than grasp a native-like accents in ELF communication. (Jenkins, 2000, 2007; Levis, 2005; Walker, 2010). Jenkins (2000)

gives the reason and states ELF emphasizes English which is used by speakers from different L1s. In this international communication, English varieties have more common than difference, so the mixing language is acceptable.

In order to solve this intelligibility problem of different English accents, Jenkins (2002) analyzed the segmental and suprasegmental features influencing intelligibility of pronunciation in ELF and presented the Lingua Franca Core (LFC). The LFC can reduce the features affecting the intelligibility of pronunciation in ELF. The following features are the main content in LFC

All the consonant except voiceless 'th', voiced 'th', and dark 'l'

Avoidance consonant deletion except word-medial and final position

Production and placement of nuclear (tonic) stress

Changes in lexicogrammatical features is acceptable in special contexts

Accommodation strategies in EFL communication

World Englishes and English Language Teaching

In the field of WE and ELF, the NS English accents are not the only standard of English, and NS English accents are not superior than NNS English accents. According to the change of the variety and role of English, there is a following attitude change to English education. More scholars (Alptekin, 2002; Jenkins, 2004; Kachru, 2005; Wen, 2012) indicated a new pedagogic model (non-standard English accents are allowed and acceptable) is urgently needed to accommodate the case of English as a means of international and intercultural communication rather than the traditional pedagogical English models which American English and British English were highly used.

There are some evident to support the new teaching model. First, native-like English target is hard to achieve. Larsen-Freeman and Long (1991) believe that a native-like English accent is impossible unless first exposure is quite early, probably around the age of six. Morley (1991) proposed that in ELT, “perfect pronunciation” is considered unrealistic and the goal could be devastating, which make students have a sense of frustration that they cannot achieve, and make teachers feel frustrated because of teaching failure.

Second, it is unnecessary to choose a “native speaker” variety to learn, when more learners began to pay attention to the communication function of English in communication (Seidlhofer, 2011). The similarities are more noticed than differences when people use “standard” form of different Englishes which does not affect comprehending. If the goal of learners is to be able to communicate intelligibly, which naturally involves a reasonable degree of accuracy, rather than to prioritize accuracy at the expense of communication (Alptekin, 2007).

Third, ELF scholars see accent variation as a means to allow L2 speakers to express their identities (Jenkins, 2000, 2007; Walker, 2010). Some learners do not want to acquire perfect pronunciation because they (consciously or unconsciously) want to preserve their phonetic characteristics to indicate their native identity (Morley, 1991). Therefore, native-like accent is not the only goal to achieve in English phonetic teaching in outer or expanding circles (Levis: 2005).

What should pay attention to is that the linguistic description is just one of the factors to choose teaching content for particular purpose and setting. It provides

necessary but not sufficient guidance for adopting which English teaching model (Widdowson, 2003). The goal of learners in context should be considered when choosing a pedagogic model for ELT. It is not appropriate to instinctively regard an idealized native-speaker English model as the priority choice (Leung, 2005). Therefore, it is necessary to investigate non-native English learners' attitudes towards English accents and their own accents, which can be an important reference of making an English teaching program.

Accents

The Definition of English Accents

Lippi-Green (2012) states the notion of accent may include two distinctive elements that people can recognize from one variety of a language to another: prosodic and segmental features. In the field of SLA, different scholars gave different definitions of accent in different aspects. Moyer (2013) defines accent from a broader perspective as referring not only to the articulation of individual sounds, or segments, but to suprasegmental features as well. However, Lippi-Green (2012) argues that there is no need to define the term, by pointing out that: Linguists have struggled to find an accurate definition of the word accent, and for the most part, given it up as a bad job. Generally, accent can only be understood and defined if there is something to compare with.

Roach (1991) believed that factors such as geography, social class, age and educational background could influence people's pronunciation. Differences in accents are just phonetic. According to Moyer (2007), the factors which determine EFL learners' accent include not only language contact and experience but also sociopsychological factors. Among that, sociopsychological factors contain “concern for pronunciation accuracy, sense of identity, motivation to learn the target language and attitudes toward the target language culture, among others” (Moyer, 2007).

English Accents in the Inner Circle

According to Kachru's (1992) three-circle model of World Englishes, the English accents in the outer and expanding circles have specific features which can be distinguished from English accents in the inner circle. These features are not linguistic errors but language innovation to develop communication effectiveness as well as culture identities of English speakers (Kachru, 1992; Kirkpatrick, 2000; Seidlhofer, 2004).

English is as a mother tongue for people in inner circle. English accents in inner circle include British English, American English, Canada English and Australia English. There are many local accents of each main accent, for instance, according to the geography, British English consisted with English accent, Scottish accent, Welsh Accent and Irish accent. Among that, England English includes RP, London accent and Estuary English. RP refers to received pronunciation, while received means generally accepted or regard as standard. It originates in southeast of England and is changing as other English varieties, it is as a social accent in nowadays. Its pronunciation and basic

usage are compiled into dictionaries and textbooks. The person who speak RP impress people with elite, good education, upper-class, trustworthy and capable (Giles, 1990; Trugill, 1999). There are characteristics of RP:

1. /u/ is gradually replaced by /y/;
2. The letter 'o' after the fricative /f/ /θ/ /s/ is replaced by /ʊ/;
3. Diphthong /εə/ is pronounced monophonic /ε:/;
4. the difference between /ɔə/ and /ɔ:/;
5. Letter 'r' is not pronounced;
6. The consonant /t/ is replaced by /ɾ/, especially at the beginning of stressed syllables (Trugill, 2008).

The London accent (Cockney) is originally in reference to the English used by ordinary workers in east zone of London. Estuary English (EE) developed from Oxford running through London to the sea on the East coast. EE with the advantages of both RP and London accent are used by large population. Later, due to the development of American media, EE influenced by American English, mainly in stress.

American English includes General American, Southern American English and Northern American English (Trugill, 2008). The word 'General American' was put forward by Krapp (1924) in his publication *The English Language in America*. It refers to an American language that has neither dialect features nor geographical restrictions. The most obvious feature of GA is the sound 'r' at the end of the syllable pronounced a slight fricative sound. In addition, there are three vowels in American English which are different from the RP pronunciation:

1. 'a' read as /æ/ in the words;
2. 'o' read as /o/ in vocabularies;
3. vowels read as /u:/ in the words such as news, tutor and dew (Zhang, 2012).

English Accents in the Outer and Expanding Circle

For the English speakers in Outer or Expanding Circles, English is as the second language for bilinguals or one of the language systems for multilinguals. Therefore, The English accents in Outer and Expanding Circle have features of speakers' L1 due to the language contact (Kachru & Nelson, 2006). The difference features of accents in Outer and Expanding Circles with accents in Inner Circle are as below (Zhang, 2012).

1. Word stress. The rhythm of majority accents in outer or expanding circle is syllable-timed rather than stress-timed, and the stress distribution is related to syllable elongation. In addition, these variants distribute stress according to the syllable of their L1, which is evidenced in some Southeast Asian Englishes. Furthermore, these variants do not use stress to distinguish nouns and verbs.
2. Sentence stress. English variants users in outer and expanding circles emphasize, focus and compare information with pitch and intonation which is different with speakers from inner circle who use stress to emphasize in sentence.
3. Rhythm. The rhythm of Southeast Asian Englishes is based on the mora of syllables. The long syllable is twice as long as the short one, but the vowel quality is the same in all the syllables, which is different with the inner circle accents. The syllable extension of stressed words in inner circle English

accents is longer than that of unstressed words.

4. Consonant pronunciation. There are some common characteristics of consonant pronunciation of accents in outer and expanding circles. Plosive voiceless consonants /p t k/ sounds like /b d g/; Fricative sounds /f v θ ð s/ are replaced by other sounds; /l/ and /ɫ/ are not distinguished; /r/ and /l/ are always mixed used; consonant groups at the end of words are reduced in majority Southeast Asian Englishes.
5. Vowels pronunciation. Diphthongs and triphthong are simplified in almost all the varieties of English. There is no distinction between stressed and weak vowels; /i:/ and /ɪ/, /u:/ and /ʊ/ are confused.

The special rhythm and grammar of English accents may cause comprehension mistakes in ELF communication, however, only if the speakers are familiar with the English accents of each other, they can adopt the communication (Smith, 1992). With the awareness of difference between English accents, the success of WE communication can be promoted.

“China English” Accent

If India is the representative of the outer circle, China is definitely a representative of expanding circle (Crystal, 2008). The English language first arrived in China in the 17th century and developed as a form of Chinese Pidgin English for the use of traders as a contact language between English and Chinese in Macao and Guangzhou, and later Shanghai (Bolton 2003). Now, mainland China has the largest population of English learners in the world (Crystal, 2008). The term “China English” has recently been used

for the last 20 years by some Chinese researchers dealing with WE/ELF/EIL (Li, 2019). There are still some arguments about the terms used. Li (2006) distinguishes CE and Chinglish and point out that CE is a normative English, whereas Chinglish refers to a language impacted deeply by Chinese language and violates the using habit and structure of English. As for the term ‘Chinese English’, is regard as a defective language mixed with Chinese and English (Jiang, 2002). The characteristics of “China English” are used to confirm that ‘China English,’ as a legitimate variety does exist, that it exhibits features of linguistic creativity rather than interference, suggesting a nativized educated variety (Margie, 2011, cited in Li, 2019).

The concept of ‘China English’ was first proposed by Ke (1980) and defined the English which adopts standard English as the core and be with Chinese characteristics and used in China. In recent years, many scholars (Chen, 2006; Kirkpatrick & Xu, 2002; Xu, 2008; Yang, 2006) began to explain ‘China English’ from the aspects of phonetics, vocabulary, syntax and discourse, but there is no uniform definition of ‘China English’.

China English is a variety of English used by speakers of Chinese based on Standard English, and with inevitable Chinese characteristics or Characteristics that help disseminate Chinese culture (Jia & Xiang, 1997).

China English is a variety of World Englishes that can be understood and accepted by NSs and other NNSs of English. It is a system of English used by Chinese context to communicate with country fellow or foreigners; it possesses Chinese socio-cultural or linguistic features at varying levels of phonology, lexis,

syntax, discourse and pragmatics and can be used to fully express unique Chinese phenomena (Chen, 2012). • •

Li (2014) defines ‘China English’ is a specific form of English, which is the pronunciation that the listener perceives that the speaker deviates from the phonetic norm of English due to the influence of Chinese phonetic system when speaking English, which is reflected in the phonetic features, syllable structure and supra-segmental features.

Deterding and Kirkpatrick (2006) and Deterding (2010) reorganized the Chinese students’ CE pronunciation characteristics which affect the intelligibility:

1. use /s/ instead of /z/;
2. ellipsis end sound /n/;
3. /n/ and /l/ confusion;
4. vowel sound length and sound quality;
5. word stress in the end of sentence.

These pronunciation features should be the key point in Chinese students’ English phonetics teaching. However, some pronunciation characteristics such as /th/ sound, vowel simplification, rhythm and intonation do not affect the intelligibility. From these researches on CE, it can be known that it is a reality that ‘China English’ accent objectively exists and is curtailed as a member of WE family (Pan, 2002; Jiang & Du, 2003; Hu, 2004; Wu, 2004).

Attitude

The Definition of Attitude and Language Attitude

Attitudes, especially in relation to accents, is one of the key aspects of language teaching and learning (Lippi-Green, 2012; Moyer, 2013).

The definition of attitude is gradually complete. Weber illuminates “an attitude is an evaluative reaction or a judgment regarding one’s liking or disliking of a person, event, or other aspect of the environment.....it is a non-neutral position about the attitude object and can range in its intensity” (cite in Lambert, et al. 1960, p. 44).

McGuire and William (1969) defines attitude with a broader aspect considering attitude combines cognitive, emotive and/or behavior factors.

Dalton (1997) states that those factors are mental constructs acquired through experience, predisposing a person to certain feelings and reactions in response to certain situations, persons or objects.

Similarly, Gervais and Fessler (2017) state the content of attitudes are three main dimensions: cognitive representations, affective representations and behaviors.

In terms of ‘language attitude’, Baker (1992) declares that language attitudes are tightly related to social psychology and linguistics, including attitude towards language variation; attitude towards learning a new language; attitude towards language group; attitude toward the uses of a specific language and attitude towards language preference.

Swain et al., (2015) define beliefs were as learners' thoughts and attitudes towards learning an L2, whereas their attitudes refer to the preferences and beliefs with regard to how they deem their learning trajectory.

Kristiansen (1991) defines language attitude include three dimensions: knowledge, emotion and behavior. Knowledge refers to knowledge about and experience with language varieties, language use and own language use; emotion can be recognized with evaluation and opinion about language varieties, speakers and own language usage, while behavior refers to variation in linguistic behavior depending on context, topic, interlocuter and auditor.

Knowledge about WE Accents

Before investigating people's attitudes towards English varieties, there is need to if they can aware the existence of different English accents. Knowledge there refers to knowledge about and experience with language varieties, language use and own language use. People's attitude shaped with knowledge and experience link to a person's linguistic behavior (A gheyisi & Fishman, 1970). Many scholars investigate attitude towards WE or ELF considering people's prior knowledge about English varieties. After investigating non-native teachers' English attitude, Dewey (2012) pointed out that English knowledge includes the spread of English aiming to change non-native teachers' language attitude. English accent attitude knowledge about English varieties may determine NNESSs' English accent attitude. The traditional

language attitude method mostly investigated people's knowledge about NES accents (Hu & Zhou, 2017; Wong, 2018; Zhou & Chen 2008). When English is used as a global language and give birth into different varieties, researches move to focus on English users' knowledge about English varieties including NNES accents (Jenkins, 2007; Seidlhofer, 2006; Wang, 2015a;).

Wong (2018) investigate English accent perceptions of twenty-one EFL training teachers in Hong Kong with listening task, questionnaire and interview. The listening task is adopted to examine teachers' knowledge about native English varieties by testing whether they can identify native English accents. In this task, respondents are asked to judge the countries of speakers in four video clips which are selected from TV drama series after listening each video clip. The four speaking countries were: Australia, Canada, New Zealand, and the UK. It was found less than one third participants can identify UK accent even UK accents is their preferred accents. Wong think it shows the accent stereotyping and idealization of native English speech of the participates. Thus, it can be seen that the native speaker ideology may be up to their knowledge about World Englishes.

In this research, knowledge dimension of English accent attitudes refers to knowledge about English varieties and it can be measured by ability to identify English accents via a accent recognition test adopted from Wong (2018).

Emotion about English Varieties

Accent preference is a main content of language attitude according to the

definition of language attitude (Kristiansen, 1991), as well as an important method used in a large body of researches to explore emotion of English accents. Previous researches on English language attitude in WE context found majority EFL learners prefer NS accents (Fang, 2006; Holliday, 2005; Jenkins, 2007, 2009; Timmis, 2012).

There are two main categories of English accent preference in outer and expanding circles: one investigates of preference to accents in inner circle, normally Received Pronunciation (RP) accent and General American (GA) accent (Hu & Zhou, 2017; Pan, 2017; Zhou & Chen 2008), Standard English accents were being used to evaluate learners' English ability. With the development of WE framework, more researchers started to investigate teachers and learners' preference to World Englishes, especially comparing NS English accents and NNS English accents preference (Jenkins, 2005; Kung and Wang, 2018; Wong, 2018). The majority studies show that the NNSs themselves seem to prefer external NS English accents and prefer to speak English like English native speakers comparing to NNS English accents.

In this research, there are four aspects adopted from Wang (2015 a) to elicit learners' accent preference: motivation to learn native English accents, attitude to English teachers' accent, English pleasant quality and 'standard' English.

Motivation to learn native English accents

Motivation to learn is the most important emotional factor and the individual's psychological state triggered and maintained by learning goals (Pintrich, 2003). According to Moyer (2007), motivation is an important sociopsychological factor influence people's accent. Therefore, motivation to learn native English accents is a

factor cannot be ignored in English learning. Furthermore, language attitude of L2 learners is highly related to motivation (Gardner, 1985). Moyer (2007) found the non-native English learners who prefer to keep their non-native English accent, but who can still communicate effectively, express little motivation to improve their accent. Thus, learners' motivation to learn NS English accents can reflect learners' preference to NS English accents.

Attitude to English teachers' accent

Mediating sociocultural factors such as learners' learning discourses, cultural media, material conditions and social agents of effective SLA can influence accent preference (Gao, 2010). English teachers' accent in English teaching context is one of the central social agents influencing students' accent preference. This opinion was confirmed in Kung and Wang's (2018) research on university students' accent preference for effective ELF communication in China. It was found teachers have impact on students' English accents attitude. Pan (2017) found 31% English learners prefer US accent because of their US English teacher, they want to acquire the English accent like their English teacher.

English pleasant quality

Pleasant quality is one dimension of linguistic attractiveness which is the main content to evaluate language accents in classic language attitude experiment method such as verbal-guise experiment technique (Ladegaard & Sachdev, 2006). In this test, subjects are asked to evaluate different speakers' accents on a 5-point scale on varieties factors influence people's language attitude. The subject giving higher score in pleasant

quality means they prefer this kind of accent. Pleasantness was also used in Jenkins' (2007) accent ranking task to explore NNS ELF speakers' evaluation for English accents. UK accent get the positive evaluation and was ranked highest by respondents.

'Standard' English accent. □

Language attitude is a presentation of WE awareness which mainly includes standard English (Wang, 2015b). EFL learners who prefer NS English accent define standard English as American or British English and regard English accents different from the US or UK are not standard (Kung and Wang, 2018; Jenkins, 2003). Margic and Sirol (2009) explored the attitudes of Croatian students from MA and BA of English. They found the students with awareness of ELF and World Englishes hold more positive attitude towards different English accents than students without WE and ELF awareness. Therefore scholars (Dewey, 2012; Fang; 2017; Jenkins, 2005) point out changing learners' and teachers' standard English ideology can improve their awareness of WE and the legitimacy use of Englishes.

Emotion about Own English Accent

In the process of the acculturation of one language into another culture, the language users' attitudes towards an accent is one of the crucial factors influencing language variation (Thomason, 2001). Students accepting own English accent can influence their attitude to English pronunciation learning. Then EFL learners should

overcome the inferiority caused by speaking English with own accent, and improve the acceptance and tolerance of accents of English varieties (Pan, Runck & Zhang, 2019).

Emotion about own English accent is an aspect to evaluate language attitude (Jenkins, 2005; Fang, 2016). This research adopts a method from Fang (2017) to investigate Chinese learners' attitudes to own English accent from two aspects: description of own English accent and satisfaction degree.

Description of own English accent

The description of own English accent can express how learners felt about their own English accent. In the research on Chinese learners' attitude to own English accent, the responses included "Chinese style", "inaccurate", "not fluent", "not standard", "poor", "unclear", "unintelligible", and "unnatural", which means most learners hold a negative perception of their own English accent (Fang, 2017). From Chinese learners' description, it was found China English was not recognized by most Chinese EFL learners.

Satisfaction degree

A person's knowledge about own accent leads to feeling of own English accent. When NNSs describe their own accents as not standard or incomplete, and they show self-doubt and are not satisfy with own English accent, even some of them have awareness that their accent represents their identity (Pajadurai, 2000). Jenkins (2005) conducted in-depth interviews with 8 English teachers from NNS countries: Italy, Japan, Malaysia, Poland and Spain. She found participants have a love-hate relationship to their own accents. Similarly, most university Chinese learners expressed

their dissatisfaction with their own English accent because they did not have native-like English accent (Bain, 2009; Fang 2017).

Linguistic Behavior

General English accent preference

General English accent preference refers to the English accent preferred for learning. Language attitude may predict learners' sociolinguistic behavior. Zhou and Chen (2008) investigate Chinese English-major students' attitude to RP and GA with and found Chinese university learners prefer GA accent and prefer to learn GA accent. Pan (2017) research the preferred learning English accent and reasons of 100 Chinese English-major students from Chia Yangzhou University. It was found English accent preference is the most important factor to determine which accent student prefer to learn. In the Chinese English learning and teaching context, the attitudes to English varieties closely related to English learning behavior.

Aspired English accent

In the previous researches on Chinese learners' attitudes to own English accent, most subjects aspired to speak NS English accents (Bian, 2009; Fang, 2017; He and LI 2009). Jenkins (2007) stated Chinese participants could accept their own CE accent, but still desired to NE accents. Furthermore, it was found there is a correlation between respondents' accents aspire and identities. The participants who wanted to show their local identities were willing to keep their own accents. The Chinese learners who desire

for NE accents were more willing to be identified as NESs (Sung, 2016).

Base on the literature reviewed, the complete conceptual framework of this study is illustrated in Figure 2.2.



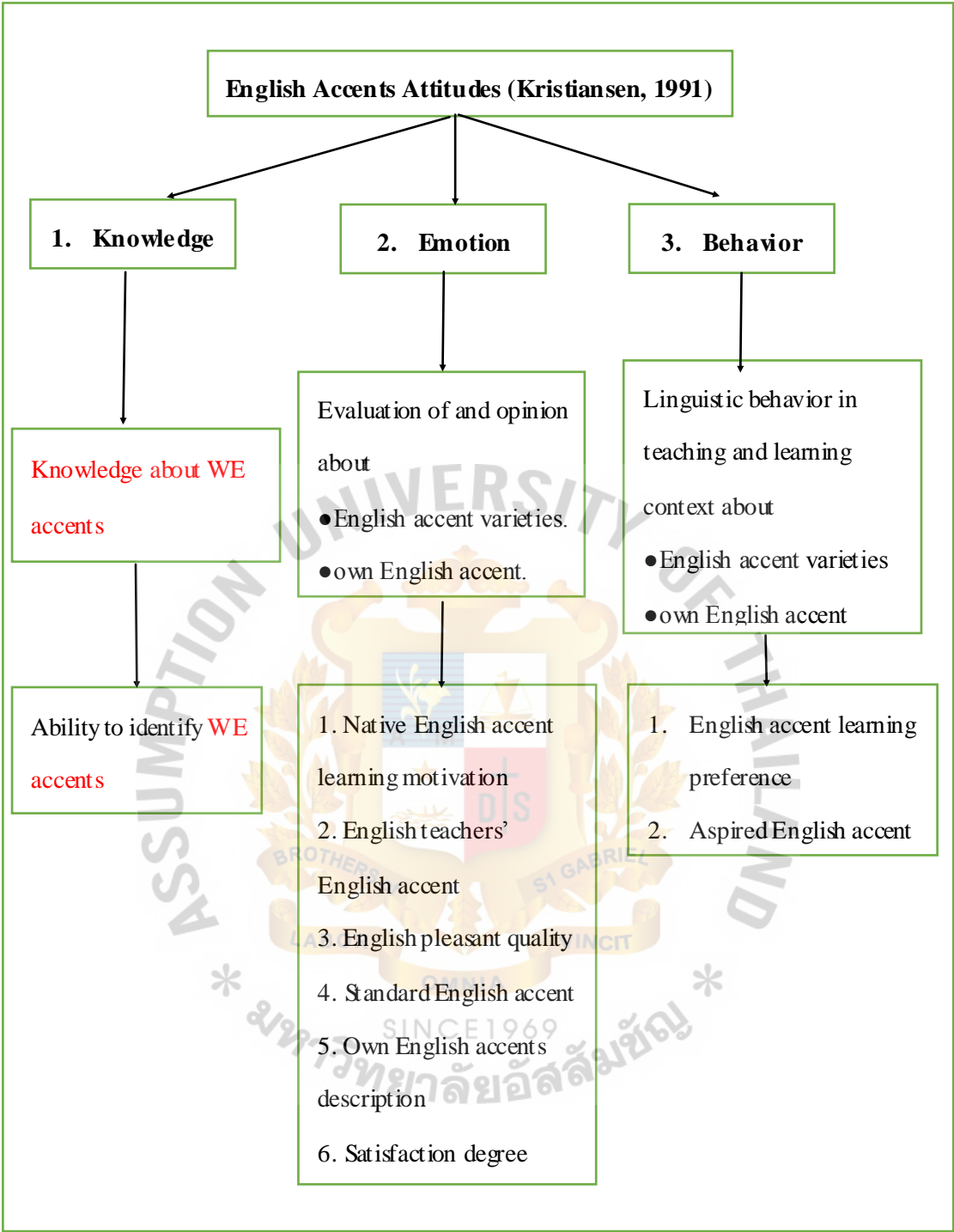


Figure2. 2 Conceptual framework of English accent attitudes

Relevant Studies of English Accent Attitude

Bian's (2009) research presents a complex picture in terms of how Chinese students perceive their own English accents through selecting and analyzing students' journals of phonological study, observations and interview. Bian reported that some participants felt embarrassed for not having a standard native English accent. Only a few students accepted their non-native-like accent. The students indicated they were confident or satisfied with their own English accent due to the nearly native-like English accent they had. After two-years English learning in college, more students are confident about their English accent due to the improvement of their English oral ability. It was also found that the students holding intelligibility principle regarded their own English accents as part of their identities.

Wang (2015a) investigated Chinese-English-major's students' attitudes towards NNSE accents. Three instruments, verbal-guise test, questionnaire and semi-structural interview adopted to this research. In the accents attitudes evaluation of America English (AmE), British English (BrE), China English (CE), Korea English (KE) and Philippines English (PE), according to the meaning and standard deviations, students showed most positive towards AmE and BrE. AmE was perceived by students was most friendly and professional English, meanwhile, BrE was regarded as the most friendly accent. Moreover, they had positive attitudes to CE accent in terms of confidence and intelligence. However, KE got the least scores in terms of clearness, intelligent, fluence and confidence. In the English teaching and learning context, they prefer NSE accents and teachers with NSE accents. In addition, the majority students

thought the AmE and BrE were standard English and should be as the English teaching model. Besides, this research found that female students, students from higher grade or from rural area prefer NNSE accents. Wang argues learners' experience such as native English accents widely used in teaching material, NS instructors and limited using of English in the real international communication leads to Chinese learners' preference to NE accents.

Fang (2017) investigated attitude of students from a university in southeast China towards their own English accent with questionnaire and interview instruments. It was found over 70% of the students were not satisfied with their own English accents due to their NNE accents. A minority of participants were satisfied with their own English accents and described own accents as standard and fluent. There were a few students who had a positive attitude to own China English and wanted to show their Chinese identity. Besides, Fang proposed Chinese English learners' attitude deeply influenced by standard language ideology. Then, he suggests to enhance Chinese learners' awareness of WE.

Wang and Kung (2018) investigated English accent attitude of Chinese university students and the attitude related factors influencing effective ELF communication with open-ended questionnaire and semi-structured interview. The result shows 76% learners preferred American and British English accents. The culture media and material influence students' accent preference. Students state the recording attached to their textbooks was native English accents, and they can attain native accents American or British TV series, movies and video games in their daily life. Besides, students

expressed their preference of AmE or BrE because their English teachers' accents are AmE and BrE accents, so they desire to attain and imitate their teachers' accents. The native ideolog deeply influents learners' language preference. Reasons of the shaping of native ideology are due to the native English accent which is widely used in the media and material, teachers and peers' feedback of their accent, English assessment and learning context.

From the related literature review, English accent preference and attitudes towards their own English accents are the main dimensions to elicit English accent attitudes. In general, the NNSs from the outer or expanding circle preferred English accents of NS. Meanwhile, as for own English accents, on the one hand, they began to be aware of the existence and value of their English varieties; on the other hand, most of them were not willing to use it. Their knowledge and experience about WE accents shaped their attitudes about English accents and influenced English learning behavior. However, this knowledge and experience are not the single reason shaping the attitudes, as well as language attitudes cannot determine their English learning behavior.

There are some researchers investigated Chinese learners from different major and teachers' English accent attitudes, but a small number of them began to find the related reasons in mainland China. Therefore, to fill the gap, this research focused on English-major and investigate both their English accent preference and attitudes towards their own English accent and related reasons.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology consisting of six parts: research design, population, subjects, research instruments, data analysis and summary of the research process. Based on the research questions and emphasis on the validity and reliability, this research was designed with three instruments: accent recognition test, questionnaire and semi-structure interview.

Research Context

English accent attitude research should be contextualized within the local linguistic situation (Zhou & Chen, 2014). Therefore, this research was conducted in Southwest Forestry University (SFU) which is located in Kunming city, Yunnan province, China. SFU is an international university administered directly under the Central Government and the Ministry of Education of China. All teachers teaching undergraduate English-major-students have a master's degree or above. Some teachers from China have overseas study and rich teaching experience, and the others from the inner circle countries like US or UK. There are 20 compulsory subjects of English-major students in SFU in total including English pronunciation, advanced English, English audio-visual, oral English, business English and so on. Some courses especially oral English are taught by native English teachers while the other courses

such as advanced English, business English taught by Chinese teachers with mixed Chinese and English as the medium of instruction. Acquiring a good communication ability is one of the cultivating goals of SFU English major students.

Research Design

This study used a mixed-method sequential explanatory design (Figure 3.1) to collect both quantitative and qualitative data. An online accent recognition test and questionnaire was used as the quantitative method (QUAN) following with a semi-structure interview which was employed as the qualitative method (QUAL). Qualitative data results were used to assist in explaining and interpreting the findings of quantitative study (Creswell, 2003). The final integration of the findings combined both quantitative and qualitative data findings.

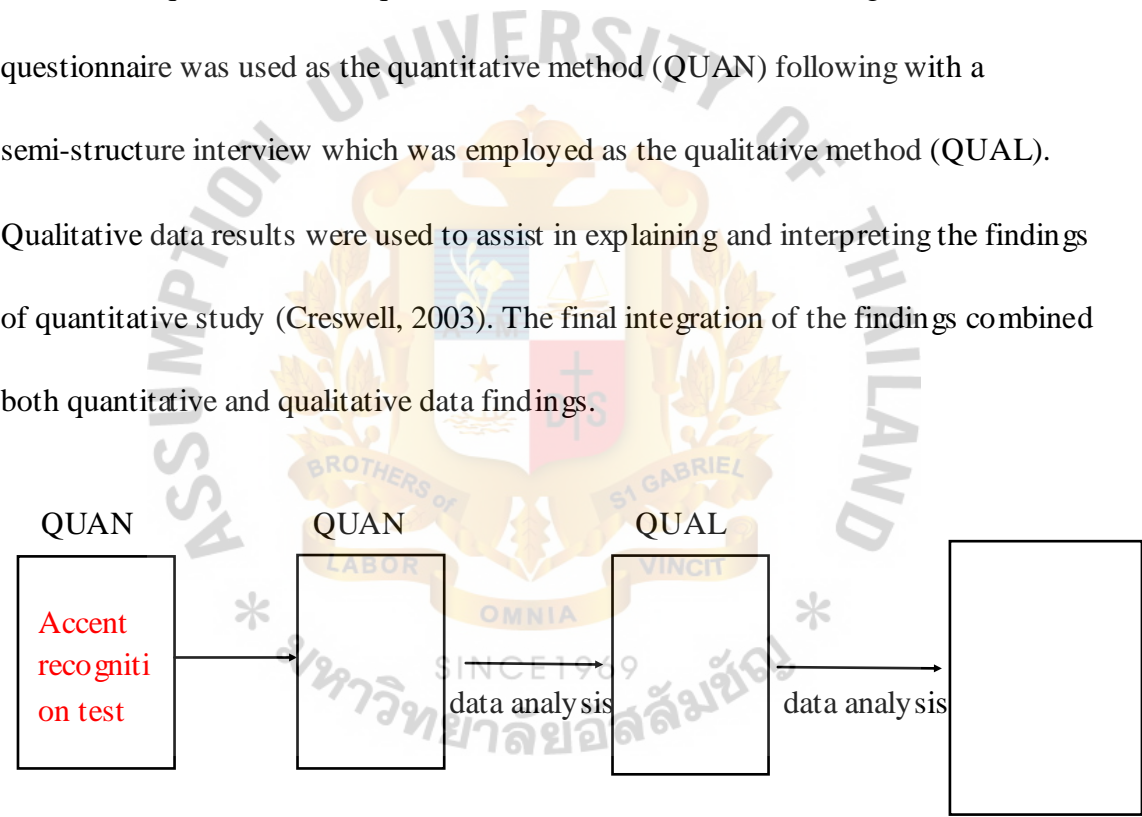


Figure 3. 1 Sequential Explanatory Design Model

Population

The population of this study was all 400 undergraduate English-major students from first to fourth year in Southwest Forestry University in China during September

of the year 2019 to June of the year 2020.

Subjects

A purposive sampling method was used to select subjects to join this research. The 96 undergraduate English-major students from sophomore and junior in SFU in China were selected to be the subjects of this study due to these reasons. First, comparing with freshmen, they had one more year professional English course experience, they might have more found of knowledge about WE and ELF and know more about the teaching model and teaching discourse. Second, many senior students were usually out of university for their training. The sophomore and junior students were available on campus, which ensured the possibility of subject access.

Most of the participants came from Yunnan province which was located in the southwest of China, while the others from other different provinces in China. Besides, there were a few minority students who can speak minority languages, which enriched the local dialects and languages among students’ China English. There were 96 students from sophomore and junior in total. Among the subjects, 35 of them were sophomores, madding up of 4 males and 31 females. The other 61 participants were from junior, madding up of 8 males and 53 females. There were thus total of 12 male and 84 female respondents. The age of the students ranged from 18-22 (Table 1).

Table 1 The research subjects

Gender	Male	Female	Total

Year			
Sophomore	4	31	35
Junior	8	53	61
Total	12	84	96

Research Instruments

To optimize the validity and reliability of the research, three data collection instruments were designed and adopted in this research: listening-test, questionnaire and semi-structured interview.

Accent Recognition Test

To answer the first research question, an accent recognition test method adopted from Wong (2018) was used to test the extent that the participants identify different English accents. Around 50 seconds audio clips constituted with different English accents featuring from broadcast news coupling with five countries: US, UK, Singapore, Thailand, China and others were selected to facilitate their choices. The five English accents were selected due to these reasons. On the one hand, this research aimed to explore English accent attitudes in the WE framework, these five accents are with different backgrounds. US and UK English accents are the dominated native English accents and most commonly used accents in Chinese English education; SiE is a native English with significant local characteristics; CE accent and ThE were selected from the expanding circle. In addition, the media such as TV series, movies of Singapore and Thailand spearing up in China, the respondents may be more familiar

with SiE and ThE. On the other hand, to control the variables, the five speakers in audio clips are males with similar age, social status and education degree and speak in a formal context in English. After listening to each clip, participants was required to identify the country of the speaker (Appendix I).

Questionnaire on English Accent Attitudes

To answer the second research question on preference to English accents and the third research question on attitudes to own English accent in English teaching and learning context, a bilingual English Chinese questionnaire was administered. The content of the questionnaire adopted from Wang's (2015a) bilingual English Chinese questionnaire which was designed to investigate Chinese university English-major students' English accent preference, as well as Fang's (2017) bilingual English Chinese questionnaire for investigating attitudes of Chinese university students to own English accents (Appendix II).

The Development of the Questionnaire

The questionnaire was constituted with three parts: (1) general background information, (2) English accent preference, (3) attitudes to their own English accent. Part 1 deals with general background information, namely age, grade, abroad experience, mother tongue and other languages which may be related to with attitudes.

Part 2 was adopted from Wang (2015a). A five-point Likert scale was used to investigate Chinese English-major students' English accent preference in English teaching and learning. This part was made up of statements (S) which consisted with English accent learning preference (S1, 2, 3, 4, 5), native English accent learning

motivation (S 6, 7, 8), attitude to teachers’ accent (S 9,10, 11, 12, 13), English pleasant quality (S 14, 15, 16, 17, 18), standard English accent (S 19, 20, 21, 22, 23). In this part, participants were required to choose the most appreciate score to express their degree of agreement of each statement. The scoring provided were 1, 2, 3, 4, 5 which respectively means ‘strongly disagree’, ‘disagree’, ‘not sure’, ‘agree’, ‘strongly agree’ (see Table 2).

Table 2 *Five Point Likert Scales*

Response Categories	Numerical Value
Strong agree	5
Agree	4
Not sure	3
Disagree	2
Strongly disagree	1

The evaluation criteria of the questionnaire were as follows (Table 3).

Table 3 *The Questionnaire Evaluation Criteria*

Score Interval (Mean)	Evaluation Criteria
1.00 – 1.79	Very low level
1.80 – 2.59	Low level
2.60 – 3.39	Medium level
3.40 – 4.19	High level
4.20 – 5.00	Very high level

All questions in part 3 was adopted from the questionnaire which was designed by Fang (2017) aiming to explore attitudes of Chinese students from different majors to their own English accent. There are three items: 1. own English accents description 2. satisfaction degree, 3. aspired English accent. Some supplement questions such as reason of satisfaction degrees are used to get students’ additional information.

The questionnaire consists of 23 statements and 3 questions respectively, which can be summarized as:

● *English accent preference:*

English accent learning preference	5 statements
Native English accent learning motivation	3 statements
Preferred accent of English teachers	5 statements
English pleasant quality	5 statements
Standard English accent	5 statements

● *Attitudes towards own English accent:*

Own English accent description	1 question
Satisfaction degree	1 question
Aspired English accent	1 question

In addition, in the end of the questionnaire, students are required to provide their contact way if they want to join the next semi-structural interview.

Semi-structure Interview

English-major students who volunteered to join the interview can be chosen as the subjects of the semi-structural interview to find the underlying reasons of respondents’ English accent attitudes. The reason of employing a semi-structured interview was because it not only can help the interviewees understand the questions adequately, but also can elicit their attitudes in a more flexible manner as every step of an interview brings new information and opens a window into the experience of people (Rubin and Rubin, 2012). The questions 1-3 were adopted from Kung and Wang (2018) which

explored Chinese students' English accent preference and reasons, while questions 4-6 were taken from Fang (2017) used to explore their attitudes to own English accent and reasons (Appendix III).

● *English accent preference: 1-3 questions*

1. What English accent do you prefer when you speak English? Why?
2. What's your attitude towards different English accents?
3. Did you ever change your attitude towards English accents? why?

● *Attitudes to own English accent: 4-6 questions*

4. What is your attitude towards your own English accent? why?
5. Do you want to let other people know that you are Chinese when speaking English? Why?
6. If you feel that someone speaks English with a China accent, what do you think about that?

Validity of this Research

First, the five audio clips were sent to three qualified experts from different countries to confirm the speakers' accents in the audio clips can represent the English accent of their countries. Two of the experts from the inner circle counties were with Doctor degree and above; the other one was from China with master degree. All of them had extensive ELF communication experience and qualification in English area. The three experts all agreed the five audio clips can represent AmE, BrE, CE, SiE and ThE respectively and be used to test respondents' ability to identify English accents in this accent recognition test.

As for the validity of the research questionnaire and semi-structure interview questions, all the statements and questions in the questionnaire and semi-interview were sent to the three experts as mentioned before to rate the congruence between the objectives and the questionnaire statements.

The ratings are:

The statement/question clearly taps objectives	(Yes)	=	1
Uncertain or unclear	(questionable)	=	0
The statement/question does not tap objectives	(No)	=	-1

After the statements rated by experts, the Index of Item-Objective Congruence (IOC) as suggested by Rovinelli & Hambleton (1977) was calculated by ratings of statements.

The value of IOC can be calculated from the following equation:

$$\text{I-O index} = \frac{\text{Summation of scores for each objective}}{\text{The number of experts}}$$

The result of the IOC of questionnaire was 0.86, while that of semi-structure interview was 0.89. Then, the content of questionnaire and semi-structure interview was revised according to the experts' recommendations.

Pilot Study

The audio clips were piloted with 8 students who were not the subjects of this study. They were the second and third year Chinese undergraduate students from another university. Five audio clips were sent to them and asked them to translate all the content in clips in five days. From their feedback, 6 out of 8 can translate the over 75% content

correctly, which means the listening clips were can be understood by most participants. Although their comprehension degrees of five clips were similar, the difference less than 15%, which means the five clips with the similar difficulty degree for participants.

The statements in the questionnaire has done the pilot survey, the Cronbach's alpha is 0.758, which means the reliability of the questionnaire is acceptable. The part 1 and part 3 adopted from Fang (2017) have been adopted to test a large number of Chinese university students' attitudes to their own English accent, and published in reliable journal, which ensures the reliability of the questionnaire.

Collection of Data

This part introduces the method and procedure of data collection of each research instrument. The accent recognition test and questionnaire were sent to participants online and last for two weeks. The on-line link was sent to their We-chat group by their teacher in the second semester. Each student was required to fill the questionnaire independently. The data were collected with Wenjuanxin (Sojump.com) which is a reliable online tool for questionnaire data collection and analysis.

Before answering the questions, the purpose, significance and the procedure of this research were introduced to the participants. To ensure all Chinese participates' understanding, all the questions in the accent recognition test and questionnaire were designed in English and Chinese. First, students did the accent recognition test. After playing each audio clip, they were asked to choose the country of the speaker in the

audio clip.

Then, both students who can or cannot identify different English accents participated in the questionnaire due to compare English accent emotion of students with knowledge about English varieties with students without WE and ELF related knowledge. After completing the questionnaire, they were required to write down their contact information if they volunteer to join the interview in the final of the questionnaire.

The interview was conducted with 8 students which were selected from the volunteers who willing to join in the semi-structure interview. Based on the questionnaire answers, 4 sophomores and 4 junior students with different backgrounds and English accent attitudes were selected as the interview subjects. All the interviewees were asked the questions which were designed advanced in Chinese and answered in Chinese through voice call. All the interview procedures were recorded with the participants' permission. The Chinese text content was sent to the reputable translation service to translate to English.

Data Analysis

The statistical data collected from the accent recognition test and questionnaire were analyzed with the tool of SPSS 20.0, while semi-structure interview data was analyzed with qualitative content analysis.

As for the first research question (Q1): what extent do the Chinese undergraduate English-major students identify different English accents? The percentages of the populations who can recognize the English accent were showed to know how many students can identify each English accent correctly, and that percentage of each audio clip was compared to find which English accent they were more familiar with.

For the second research question (Q2): what is the preferred English accent of Chinese undergraduate English-major students? The means (M) and standard deviation (SD) of each dimension were calculated and compared to describe the participants' English accents preference and the factors in relation to their accent preference.

For the third research question (Q3), what are the attitudes of Chinese undergraduate English-major students towards their own English accent? The data collected from the questionnaire part 3 were analyzed with numbers and percentages.

In addition, a qualitative content analysis method (Dörnyei 2007) was carried out to analysis the qualitative content from the semi-structure interview in an inductive or deductive way and discussed the in-deep information about their English accent preference and attitudes to their own accent. Before analyzing, the recordings were translated to English. To ensure the translation accuracy, a back translation in Chinese-English-Chinese (Li, 2016) was employed. The back translation was analyzed from aspect of word choice and sentence level relating to English accent preference and attitudes of own English attitude. After the original Chinese data being translated to English text, the English text was translated back to Chinese text which was used to

compare with the original Chinese text again. Then the equivalent meaning between the original and back translated texts was to show the translation accurateness.

Summary of the Research Process

This chapter stated the whole process of this research, starting from research design, population, sample, instruments to data analysis. First, this chapter introduced the way to design this research. Based on the learning situation of Chinese undergraduate English-major students, the research questions were raised. Then the reason and method to select the population and subjects were illustrated. In addition, through the literature review, three instruments: accent recognition test, questionnaire and semi-structural interview were adopted in this research, the content detail of designing and implementing instruments were explained as well. Then, the way and tool of data collection and analysis were introduced. The research finding from data is showed in the next chapter.

Table 4 Summary of the Research Process

Research Objectives	Source of Data or Sample	Data Collection	
		Method or Research Instrument	Data Analysis
1. To test the extent that Chinese undergraduate English-major students	96 Sophomore and Junior English-major	Accent Recognition test	Percentages

identify different English accents.	Students from SFU in China		
2. To explore Chinese undergraduate English-major students' preferred English accent in English teaching and learning and reasons.	8 respondents volunteered interview	English Accent Attitudes Questionnaires part 2 Semi-structure Interview	Means Standard deviation Qualitative content analysis method
3. To explore Chinses undergraduate English-major students' attitudes to their own English accent in English teaching and learning.		English Accent Attitudes Questionnaires part 3 Semi-structure Interview	Numbers Percentages Qualitative content analysis method

CHAPTER IV

RESEARCH FINDINGS

This chapter includes findings and related discussions about this research. The quantitative and qualitative data from the accent recognition test, questionnaire and semi-structure interview were analyzed and discussed about three research questions:

Q1. What extent do Chinese undergraduate English-major students identify different English accents?

Q2. What is the preferred English accent of Chinese undergraduate English-major students?

Q3. What are attitudes of Chinese undergraduate English-major students towards their own English accent?

The quantitative data from the accent recognition test was adopted to report Chinese undergraduate English-major students' ability to identify English varieties. The evaluation of, opinion about and related linguistic behavior about Englishes including their own English accent were analyzed with quantitative and qualitative data from questionnaire and semi-structure interview to report their preferred English accents and attitudes towards their own English accents respectively.

Accent Recognition Test

The quantitative data from the accent recognition test aims to report participants'

ability to identify the countries of English accents, NSE and NNSE accents.

Ability to Identify English Varieties

After listening to each recording of speaker, 96 undergraduate English-major students from SFU required to choose the country or area of the speakers from American (Am), British (Br), Singapore (Si), China (Ch) and Thailand (Th). The evaluations were analyzed with numbers and percentages of the students who chose the country of the speaker in the audio clip correctly of the total students. Then, to compare the percentages to show participants’ ability to identify each English accent. The specific data are shown in the table below.

Table 5 *Ability to Identify Countries of Speakers*

Speakers	American		British		Singapore		China		Thailand		Others	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
1.Am	58	60.42	24	25	6	6.25	4	4.17	1	1.04	3	3.13
2.Br	23	23.96	54	56.25	9	9.38	5	5.21	3	3.13	2	2.08
3.Si	12	12.5	12	12.5	39	40.6	22	22.92	5	5.21	6	6.25
4.Ch	5	5.21	5	5.21	22	22.92	48	50	13	13.54	3	3.13
5.Th	3	3.13	2	2.08	7	7.29	5	5.21	70	72.92	9	9.38

All the English accents can be identified by half or more respondents, except Singapore English accent (40.6% of the total). Among these five English accents, ThE can be identified by most participants (72.92%), followed by AmE (60.42%), Br (56.25%), Ch (50%), Si (40.6%). These data showed that ThE was highly recognized by Chinese English-major students, this may be because ThE has significant

characteristics comparing with the other four English accents. On the contrary, SiE was the most difficultly recognized English accent by respondents. In addition, many respondents confused with AmE and BrE accents, AmE was identified as BrE by 25% students, meanwhile, BrE was identified as AmE by 23.96% students. Besides, CE and SiE also obscured by some students. There were 22.92% participants mistakenly choose China as the country of the Singaporean speaker, while 22.92% choose Singapore as the Chinese speaker's country, which may because the most Singaporean are English-Chinese bilingual or multilinguals, both the Chinese and Singaporean speakers' English accents are with similar Chinese language's characteristics. Meanwhile, there are 12.5% students recognized SiE accent as the AmE and BrE accents.

Questionnaire

The results of the questionnaire were employed to explore students' preferred English accent and attitudes to their own English accent from evaluation and opinion about English varieties and their own English accent, as well as related linguistic behavior aspects.

Evaluation of and Opinion about English Varieties

The data of evaluation of and opinion about English varieties aspect were discussed from four dimensions: English accent learning motivation, preferred English accent of the English teacher, English pleasant quality and standard English accent to

report participants’ English accent preference.

Table 6 *English Accent Learning Motivation*

Instrumental motivation	<i>M</i>	<i>SD</i>
To acquire a native-like English accent is helpful for me to achieve a high score in an oral English test	4.07	0.839
To acquire a native-like English accent is helpful in getting a well-paid job.	4.02	0.892
To acquire a native-like English accent is helpful for me to succeed in a master admission for an interview for graduate students.	4.03	0.75

Considering a large number of Chinese students preferring acquiring native English accents, therefore, this dimension only investigated participants’ instrumental motivation in learning native English accents rather than non-native English accents. The mean scores showed in table 6 of all the three native English accent learning instrumental motivation (achieve a high score in an oral English test, get a well-paid job and succeed in a master admission for an interview for graduate students) are more than 4, which means their instrumental motivation in learning native English was high. Achieving a high score in an oral English test was the most significant motivation in acquiring NE accents, with 4.07 score. Ranking below it, the mean score of getting a well-paid job was slightly less than that of getting a good grade of oral English test, reaching 4.03. Similarly, the mean score of being succeed in a master admission for an

interview for graduate students also made up 4.02.

Table 7 *English Teachers’ English Accents*

English teachers’ English accents preference	M	SD
I prefer to be taught by an English teacher with a British English accent.	3.88	0.987
I prefer to be taught by an English teacher with an American English accent.	3.77	0.827
I prefer to be taught by an English teacher with a China English accent.	2.82	1.095
I prefer to be taught by an English teacher with a Singapore English accent.	2.55	1.065
I prefer to be taught by an English teacher with a Thai English accent.	1.99	1.051

For the attitudes towards English teachers’ English accents, they preferred to be taught by an English teacher with AmE or BrE accent. Their evaluations to AmE and BrE were in the high level, with M=3.88 and M=3.77 respectively, while their evaluations to CE was in the middle level which got M=2.82. However, their attitude towards an English teacher with SiE or ThE accent was negative with low level evaluation (M=2.55, M=1.99 respectively). An English teacher’s English plays an important Some students learn an English accent because they want to get an English accent which is like their English teachers’. These data also indicate that the participants may more desired to learn AmE and BrE accents from their English teachers. Meanwhile, an English teacher was one of the main channels for participants to learn English accents (see Table 7).

Table 8 *English Pleasant Quality*

English pleasant quality	M	SD
British English accent sounds more pleasant, compared with that of any other form of English.	3.82	0.94
American English accent sounds more pleasant, compared with that of any other form of English.	3.71	0.882
China English accent sounds more pleasant, compared with that of any other form of English.	2.78	0.965
Singapore English accent sounds more pleasant, compared with that of any other form of English.	2.56	1.003
Thai English accent sounds more pleasant, compared with that of any other form of English.	2.07	0.976

Pleasantness, as a linguistic attractiveness, is a factor determine language attitudes. The mean score of BrE is 3.82, which means BrE was regarded as the most pleasant accent by participants, comparing with any other form of English. Subsequently, the M of AmE (3.71) is slightly less than BrE. However, their attitudes towards pleasant quality of CE, SiE and ThE were not so positive. Among that, ThE was regard as the least pleasant English accent, they hold a negative attitude towards the pleasantness of ThE. The results expressed reflected they preferred BrE and AmE to CE, SiE and ThE. (see Table 8).

Table 9 *Standard English Accent*

Standard English accent	M	SD
Received Pronunciation accent is a standard one	3.61	1.019
General American accent is a standard one.	3.46	0.962
China English accent is a standard one.	2.4	0.923
Singaporean English accent is a standard one.	2.35	0.906
Thai English accent is a standard one.	1.98	0.906

Their attitudes towards Standard English can indicate their linguistic awareness to WE. Respondents’ evaluations of the statements that ‘Received Pronunciation accent is a standard one’ and ‘General American accent is a standard one (M=3.61 and M=3.46) were at the high level which was more positive than that of CE, SiE and ThE (M=2. 4, M=2.35, M=1.98), which means they did not think CE, SiE and ThE were Standard English (see table 9).

Linguistic Behavior about English Varieties

Language attitudes related to linguistic behavior, similarly, linguistic behavior can also reflect language attitudes. Chinese undergraduate students’ English accent preference is used to analysis their linguistic behavior about English varieties in English teaching and learning context.

Table 10 *English Accent Learning Preference*

<i>English accent learning preference</i>	M	SD
I prefer to learn a British English accent	3.77	0.946
I prefer to learn an American English accent.	3.72	0.903
I prefer to learn a China English accent	2.61	1.07
I prefer to learn Singaporean English accent.	2.39	0.999
I prefer to learn a Thai English accent.	1.95	1.127

BrE was the accent that participants preferred to learn, getting mean score (M=3.77), followed by AmE which was also rated highly by the participants (M=3.72). Ranking below it, CE was the third preferred learning English accent, which was less than AmE and BrE. In addition, participants also hold a negative perspective on learning SiE and ThE (M=2.39 and M=1.95). Their linguistic behavior matched the four dimensions of their evaluations of and opinions about English varieties (BrE>AmE>CE>SiE>ThE), which prove that English accent attitudes are related to English learners' learning behavior (see table 10)

Table 11 *The number of English accent learning preference*

Items	Scores				
	5	4	3	2	1
I prefer to learn a British English accent	22.92%	41.67%	27.08%	6.25%	2.08%
I prefer to learn an American English accent.	17.71%	46.88%	27.08%	6.25%	2.08%
I prefer to learn a China English	4.17%	17.71%	28.13%	35.42%	14.58%

accent					
I prefer to learn Singaporean English accent.	3.13%	9.38%	29.17%	39.58%	18.75%
I prefer to learn a Thai English accent.	7.29%	2.08%	10.42%	38.54%	41.67%

On the other hand, the results from the accent recognition test showed that AmE can be identified by more participants than BrE, which is mismatching their English learning behaviors. In addition, the students who agreed or very agreed to prefer to learn BrE and AmE are both 64.59% of total, which are more than the students who can identify BrE and AmE (56.25% and 60.42%). That means there were some students they cannot identify the English accent they preferred to learn. (see table 11).

Evaluation of and Opinion about Own English Accents

Own English accents descriptions and satisfaction degrees are the two dimensions to state Chinese undergraduate students’ evaluation of and opinion about their own English accents. According to their feedbacks, their words to describe own English accents were classified into positive, neutral, negative and others. As for satisfaction degree, the populations of five satisfied degrees were used to compared.

Own English accents description

When asked to describe their own English accent, most of participants adopted negative words such as ‘not standard’ ‘terrible’ ‘poor’ ‘Chinglish’ ‘not fluent’. However, there were a few positive words such as ‘nice and great’ ‘good’ ‘standard’ ‘native liked, standard’, while some neutral words ‘not bad’ ‘received’ ‘middle level’. Meanwhile, there were some participants used contradictory words: ‘clear and fluent, but the accent

is not pleasant’ ‘fluent but with Chinese accent’ ‘good but not native, lack of native American English accent character’. Their descriptions reflected most of them hold a negative attitude towards their English accents. With Chinese accent or dialect accent was one of the main reasons.

Table 12 *Satisfaction Degree*

Satisfaction degree	N	%
Not satisfied at all	8	8.33%
Not very satisfied	60	62.50%
Uncertain	8	8.33%
Satisfied	19	19.79%
Very satisfied	1	1.04%

Generally, the majority of respondents’ satisfaction degrees were low, the detail information was showed in table 12, only approximate 20.83% of the total population were satisfied or very satisfied with their own English accent, whereas 68% participants did not feel satisfied or even not satisfied at all with their own English accents. They gave their reasons in the following question. ‘Chinglish’ ‘not native’ ‘not standard’ ‘unintelligent’ ‘not fluent’ were the main responses. Furthermore, a few students also indicated their English accent with ‘Chinese dialect accent’ ‘minority language accent’ and ‘not pleasant’. As for their reasons for satisfied, ‘peers and teachers said my accent was good’ ‘native liked’ ‘fluent’ ‘can pronounce phonetic symbol correct’. According to their answers, they desired to native Englishes and wanted to get rid of their own CE accent.

Linguistic Behavior about Own English Accents

Table 13 *Aspired English Accent*

<i>Aspired English accent</i>	N	%
Sound like a native speaker of English.	81	84.38%
Keep my own accent.	10	10.42%
I do not care about my own English pronunciation.	2	2.08%
Others, please specify	3	3.13%

As for the participants’ linguistic behavior about own English accent, the majority participants aspired to ‘sound like a native speaker of English’, with about 84.38% of total students choose it. Subsequently, the participants who aspired keep their own accent was vastly less, constituting 10.42%. Similarly, only two students did not care about their own accent, while 3 choose others. It can be found that there were total 20.83% participants satisfied and very satisfied with their own accents, while only 10.42% students wanted to keep it. Therefore, there were at least 10.41% students did not want to keep their own English accent, though they were satisfied with own English accent (see table 13).

Semi-structure Interview

The qualitative data from the semi-structure interview were adopted to explore their English accent attitudes deeply and some factors impact their attitudes. The findings of reasons for English accent preference and their own English accent will be

showed separately.

Reasons for English Accent Preference

The questionnaire indicated the majority of the respondents preferred AmE and BrE, compared other three offered English accents. To explore deeply their attitudes towards English accents and reasons, eight students which four from sophomore, the others from junior joined the Chinese on-line audio interview. Three questions were designed to explore the reasons for their accent preferences.

When asked the first question, what English accent they prefer when speaking English and reasons, most of them showed preference to BrE (N=3) and AmE (N=2) accents, while the other three were more whiling to use their own China English. The students preferred BrE consider it more standard, gentle, elegant, accuracy, while students preferred AmE thought it was more pleasant.

Intelligibility and the native English accents hard to imitate were the reasons of them for preferring to use their own accent. The female, sophomore interviewee (I) 1 said *“for this question, I ever asked my teacher and he told me no matter which accent I use as long as it is intelligent.”*

The other male, junior I 2 stated *“I prefer to use my own accent, because BrE and AmE is to difficult to imitate.”*

Besides, three of them said pronunciation using habits was the reason of English accent prefer to use. For example, a female, sophomore student I 3 said, *“I prefer British English accent, I have more access to British English accent, already been used to it.”*

Another male, sophomore I 4 said *“because I learned British English accent in the beginning of learning English and British English accent is more accuracy than American English, I keep it until now.”*

The second question was their attitudes towards different English accents and reasons. More than half, five of the eight interviewees hold positive attitudes towards BrE and AmE. ‘Pure’ and ‘standard’ were their main reasons. As the female, junior I 5 said *“BrE is the most standard one, while ArE is the one sounds most pleasant, the other country, such as from Africa, India and Thailand, their tone and pronunciation have own features.”*

Another female, junior I 6 said *“English accents in some places are strong such as Vietnam, Thailand, some places’ are better. Sometime I cannot immediately understand what they talking about.”*

As for non-native English accents, half of them expressed can accept. One of the reasons was that culture identities function of English accents, which was mentioned by two students. Such as I 4 said *“it(accent) is the result of culture influence, every place has their own accent.”*

The difficulty of speakers to get rid of L1 accent was the other reason. I 1 said *“the others are with their own language characteristics, not as pure as native Englishes, but could be accepted, because they cannot change their accents. As an English-major student, (I) should try to be used to them.”*

As for the third question, if they changed their attitudes towards English accents and reasons, almost students said they ever changed their attitudes, except one

participant I 1 and she said *“never changed, I accept different accents all the time.*

However, as an English-major student, I will try to speak closer to native speakers to establish a good language environment for children (students).”

Being aware of the existence of English varieties was the main attitudes change of three students. A female, sophomore I 7 said *“I thought teachers’ accents were the most standard accents in the past, after I learned the Phonetic symbols in university, I realized the former teachers’ pronunciation was wrong, such as ‘dog [dɒg]’ was read as [dʌk].”*

Two of them became more tolerance with non-native English accents, while one student more aspired to native-like accents, one student had to accept AmE because it is the mainstream accent. In addition, English learning experience and linguistic knowledge seems to be the main reason for attitudes change. I 6 said *“in the past, (I) thought the distinguish of different English accents was not obviously until oral interpretation teachers played variety of English accents.”*

ELF experience is also a factor of language attitudes change. The female, junior I 8 said *“after I been to Thailand, I could accept it. Accents can reflect their culture.”*

Therefore, as for the attitudes toward English varieties, almost Chinese English-major undergraduate students from SFU in China had a positive attitude to BrE and AmE, and preferred native Englishes when speaking English, especially BrE and AmE. However, some of them considered English accents were the culture identities and regarded different English accents were equal and acceptable. Besides, their knowledge about language varieties, previous experience and their

English-major identities were the main factors that shaped their language attitudes.

Reason for Attitudes towards Own English Accent

The quantitative data showed that the majority students were not satisfied with their own English accent and aspired to an NSE accent. The 4-6 semi-interview questions aimed to investigate their attitudes to own English accent detailly and reasons.

The fourth question is about their attitudes toward their own English accent and reasons. Most of them expressed negative attitudes to their own accents, consisting with 75%, a student even said “not good at all.” Their reasons were ‘not standard’ ‘with Chinese accent’ ‘sounds uncomfortable’ and ‘with Yunan dialect accent’ from their answers, some reasons lead to their ‘bad’ accents. Lacking of the English communication context to speak English was mentioned by two students. A student I 5 said “*there is no change to speak English, usually (I) talk with teachers and classmates in Chinese.*”

One student was not satisfied with own English accent, because she was English major, she had specific requirement with her accent. She said “*It does not matter if I have not majored in English. But major in English, should be purer, others will think your English is not good enough if you speak not like native accents.*”

However, there were two students hold distinct attitudes and evaluated their accents ‘not bad’. One was due to her accents sounds like native speakers, the other one is because she did not make many pronunciation mistakes.

The fifth question asked them if they want to be identified as Chinese when they

speak Chinese. Four of interviewees gave negative answers, their reasons their deeply rooted standard English ideology and regarded AmE and BrE as the best and most standard Englishes. I 3 said *“from the aspect of learning English, speaking like the British or American accents is the best state.”*

I 6 said *“Chinese have some accent, when learning English, should try to imitate American and British accents. Don't let others think that your pronunciation is not standard.”*

Two students gave an affirmative answer, as I 5 said *“it does not have much influence, only if (they) can understand what I said and what I mean. I do not care if can be identified.”* Her words showed that she was aware of the intelligibility priority.

There was one uncertain and one said she did not care about it, even she wanted a native-speaker accent. I 1 said *“I desire to a native English accent is for improving the intelligibility, it is not important that if I could be identified as Chinese.”*

The last question is ‘if you feel that someone speaks English with a China accent, what do you think about that?’ different from the attitude to their own China accent, Six of them showed a tolerant attitude to other speakers’ Chinese accent. Three of them thought that was a legitimate thing when someone has a Chinese accent. Li said *“most of people have it, only a few can speak English like a native speaker.”*

I 5 said *“we learn another language in the context of Chinese culture, (our English) more or less influenced by our own language, such as some grammars, cannot be changed.”*

Despite it is important to aspire an NSE accent, not the more significant thing is

intelligibility in the communication. I 1 said *“there is a distinguish between Chinese accent and NS accents, but fluency and expression ability are more important. However, not in case of affecting understanding.”*

As far as another Naxi minority student concerned *“being with a Chinese accent was a great thing, because it represented culture of the country.”*

On the contrary, two of the eight students cannot accept it. China English accent was regarded as the accent not as standard and perfect as NSE accents by both of them. I 7 said *“if (someone) (I) have a good relationship with, it will point out the mistakes. Because we are in English major, (English accent) should be more standard.”*

Generally, from these three questions, Chinese undergraduate English-major students' perceptions of their own accent are complex and contradictory. On one hand, most of them were not satisfied with their own English accent and described it not standard and with Chinese or dialect accent. Even there was one satisfied with their own accent was for her native-like accent. On the other hand, half of them did not exclude to show their Chinese identities when speaking English. Meanwhile, some of them had already had the awareness of the culture identify and intelligibility priority principle in English communication. In addition, as for others' Chinese accent, most of them agreed with that, which means some of them hold a positive attitude to others' Chinese accent, but they also wanted their own accent to be more native rather than Chinese accent.

CHAPTER V

CONCLUSION

This chapter will summarize the results from the accent recognition test, questionnaire and semi-structure interview to report the attitudes of Chinese undergraduate English-major students in SFU in China towards English accents. Next, the related factors of participants' English accent attitude and pedagogical implications will be discussed. After that, some recommendations will be proposed. A conclusion of this research will be drawn in the final of this chapter.

Discussion

RQ1: Ability to Identify English Varieties

As for the RQ1 was the extent of Chinese undergraduate English-major students' ability to identify different English accents, the findings revealed more than half Chinese students have been aware of the existence of English varieties, but more familiar with AmE and BrE. This may be because they had more exposure to AmE and BrE through the social media and English learning material in China. Meanwhile, as for the similar English accents, such as AmE and BrE, SiE and CE, some of them confused with them. Base on the situation, WE accents should be introduced more in EFL classrooms.

One the other hand, their knowledge about English accent was mismatch their

English accent learning behavior. For example, BrE was the accent been preferred to learn by 64.59% students, but can be recognized by only 56.25%, which means some of them cannot identify the English accents they preferred to learn. NS ideology was the main reason, BrE and AmE were regarded as the native accents. As Wong's (2018) found "there is a tendency of accent stereotyping and idealization of native English speech." AmE and BrE are still mainly adopted in China's English teaching materials, which seems to be the main factors of shaping their NS ideology. As Jenkins (2014) illustrated the existence of NS ideology in English materials has an impact on learners' language ideology.

RQ2: English Accent Preference

The RQ2 was about preferred English accent of Chinese undergraduate English-major students will be discussed with the results from questionnaire and semi-structure interviews.

Similar with most results from researchers (Fang, 2016; Fang, 2017; Wong, 2018; Kung & Wang, 2018) on Chinese students' English accent attitudes, the majority of respondents showed a strong preference to learn AmE and BrE accents. The Standard ideology seems to be one of the main factors. US and UK English accents were regarded as the Standard one, most pleasant and preferred accents of teachers. For the NNSE accents, they showed a negative attitude, students considered them as 'non-native' and 'non-standard' accents. It is also evident in their stereotyping and idealization to NSs and NNSs, which echoed Kung and Wang's (2018) findings. NS ideology formed their choices in the process of SLA. In addition, intelligibility of NS

accents was the one of the reasons for their NS accent preference.

Meanwhile, their instrumental motivations (achieving a high score in oral English test, getting a well-paid job and succeeding in admission interviews) to learn NSE accents are high. Both integrative and instrumental motivations were the significant factors of Chinese-English-major students' preference to NSE accents. This also reflected the NS ideology in China's society and English education facilitated their NS English accents learning preference (Kung and Wang, 2018).

However, there were also quite a few interviewees (50%) have another perspective and showed acceptable and normal attitudes to NNSE accents. Culture identity of language, ELF context, communication efficiency, and the difficulty to achieve NSE accents for NNSs were stated as issues by the students.

The results showed a transformation of participants' attitudes to English varieties. According to Gao (2010) and Kung and Wang (2018), the mediating sociocultural factors such as learning discourses, material conditions and social agents of effective SLA influence learners' accent attitudes. In this research, the social agent, English teachers, the changing learning discourse and social context were found to influence their attitudes. A few students became more wanted to have an NS accents as a result of their English-major identity and the NSE norms used in English material lead to them set their goal as native-like English accent. For students who became more acceptable to the NNSE accents, they said the teachers' accent was regarded as the benchmark when they started to learn English, as well as the fact that they lacked the opportunity for exposure to NNSE accents in the past. Also, learning more English

accents at university increased their knowledge about English varieties. In addition, ELF communication experience lead to them being aware of the variety of English accents and culture identities.

In the aspect of linguistic behavior, AmE and BrE was the accent of most respondents prefer to learn, which is consonant with their attitude to English varieties. However, some of students accepted their own accent and other NNSE accents as well but preferred to use NSE accent in ELF context.

RQ3: Attitudes towards Own English Accent

Not surprisingly, a large number of participants preferred their own accent to sound more like English NSs and had a negative attitude towards with own CE accents. This was also found in Bian (2009), He and Li (2009) and Fang's (2017) research.

They hold a 'love-hate relationship' attitude (Jenkins, 2005) to English accents. They love NS accents and hate their own accent. Having a 'Chinese accent' or a 'dialect accent' were regarded as the negative factors influencing their accents. The results indicated that they may not evaluate their own accent objectively. On the one hand, they viewed their L1 accents were not a part of themselves, regarded the accents of NSs as the benchmark of English learning and did not consider themselves as WE or ELF users (Fang, 2017). On the other hand, the attitudes of themselves towards their own dialects and minority languages were different with other Chinese speaking groups. Some of them (3 of 8) said their English accents were not influenced by their dialects or minority languages.

There were 50% of interviewees who did not want to be identified as Chinese from their accent., which was similar with He and Li's (2009) findings (53.2%). English with Chinese accent was perceived as the non-standard and imperfect English, whereas AmE and BrE were regarded as the only legitimate English by participants, which reflected their Standard English ideology and lack of awareness of WE related to the ownership and English standard.

Fortunately, some of them (37.5%) did not mind to be identified as Chinese, 'intelligibility priority' for communication efficiency was the main reason. As for others' Chinese accent, can be acceptable by most of them (75%) in terms of 'Communication efficiency' 'culture identity' and the 'difficulties to dispense from a localized accent. This was also found in He and Li (2009) and Fang's (2017) findings that there was a tendency that Chinese student were more acceptable and tolerant to CE and began to rethink the value of NNS and NS accents in ELF communication.

In addition, in the aspect that students' attitudes to English varieties, student did not evaluate SiE positively. Meanwhile, they had a strong desire to native English accents. It can be speculated most Chinese students did not regard SiE as a native English accent.

Pedagogical Implication

The results revealed that the majority of Chinese undergraduate English-major students in SFU in China had a deeply rooted Standard English ideology and negative

stereotypes towards their own accent with a preference for AmE and BrE. This is because the English traditional teaching models are still widely employed in mainland China. The NS ideology can be found in the pedagogical policy, English material, assessment system, even the attitude of teachers.

Frist, for English learners, this research can make the students cannot identify the accents be aware of the WE accents and the consciousness of the importance of the comprehension in ELF communication. As a result, their English accent attitudes will change and learning efficiency will be improved as well.

According to the findings, lacking of knowledge about WE accents influence students' accent attitudes. The findings also showed that English teachers played a crucial role in the processes of shaping learners' language ideology, especially at the beginning. In addition, teachers were the main channels for students to obtain knowledge about English varieties. Teachers should provide students with knowledge about WE in their class and a positive feedback to learners' CE accent, encourage them to express their opinions in their accent with the precondition of intelligibility. In the terms of learning discourse, especially for pronunciation teaching, more ELF communication contexts should be developed for students to gain exposure to more English varieties and interact in English for effective ELF communication. For example, establish exchanges in other countries, design a course where students can communicate with people from other countries.

According to the reasons of their negative attitudes towards their own English accent, there is a need to introduce the features of CE accents and to students so that

they can be aware of the legitimate of CE accent. As a result, they will be more confident rather than embarrassed when they speak in their own English accent. The CE features influence intelligibility should be emphasized to avoid misunderstanding in ELF communication, which can foster a balance between NSs English accents and their own English accent using in the English pronunciation teaching

The limitation of BrE and AmE English accents being used in English materials and teaching model also the main reasons of their attitudes. Therefore, more English accents should be allowed in the materials and teaching processes in China.

The education policy somehow determines the teaching model and assessment system in China. Thus, the policy makers may should reset the English education policies after investigating students' and teachers' language attitudes, motivations and needs.

Limitation

In the accent recognition test, there are only five English accents which are much less than the number of WE accent varieties. Therefore, they are not enough to test students' ability to identify WE accents. Also, the occasionality of participants to choose the right option was higher, which reduced the reliability of the test. Furthermore, the five English accents used are participants quite familiar with, such as AmE and BrE, they are the two most frequently used English accents in ELT in China. Therefore, the results may cannot reflect their ability to identify WE accents accurately.

The participants only chose from only one university in the southwest of China, most of them have similar education background and dialects. They cannot represent all the university English-major students' attitudes towards English accents in mainland China.

Recommendations

Accent can be influenced by many factors such as background, education, experience. For example, in Singapore, most of them are Chinese-English bilinguals, while a few of them which with different English accents are Indian-English or Malaysian-English bilinguals. Chinese from different parts of China speak different English accents depending on their dialects. Even in the UK the accents of people from different area can be different. The same person's accent can change in different contexts. If possible, more English accents should be adopted to explore participants' attitudes.

Secondly, the participants in this research came from a university where students had similar English proficiency which may cannot represent all the Chinese undergraduate English-major students in China. Participants from other universities or with different learning experiences could be used to explore the attitude of students and teachers towards accents in the future.

Conclusion

The results reported that many Chinese undergraduate English-major students were aware of English varieties. A majority of them preferred AmE and BrE accents and hold a negative attitude to their own English accents in English teaching and learning context. At the same time, quite a few of them have been aware of the value of English varieties, culture identity and communication efficiency in ELF communication, despite the fact that they aspired to accents that sound like NS. This is accordance with Jenkins' (2005) findings that the NNSs had an ambivalence about their own accent. Their language ideology which was found to be formed with sociocultural factors such as teachers, materials, society and learning context may determine their language attitudes and learning behavior. As a guidance to English teachers, a greater awareness of English as a World Language and as a tool for communication in an international context would be among the outcomes from the questionnaire and interviews made in this study.

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APPENDICES

Appendix I Accent Recognition Test

Accent Recognition Test

(语音识别测试)

In this section, there are five different English recordings. At the end of each recording, you should finish a verbal guise test and the guess the home country of the speaker.

(以下您将听到五个不同人士的英语录音。每一个录音最后，请完成一个辨音测试并评估说话者所属的国勾画。)

Speaker 1

Guess the home country or area of the speaker. Choose one and tick the box.
(推测说话者所属的国家。选择一个并勾画选框。)

- ☐ America 美国 ☐ Britain 英国 ☐ Singapore 新加坡
☐ China 中国 ☐ Thailand 泰国 ☐ other(s) 其它_____

Speaker 2

Guess the home country or area of the speaker. Choose one and tick the box.
(推测说话者所属的国家。选择一个并勾画选框。)

- ☐ America 美国 ☐ Britain 英国 ☐ Singapore 新加坡
☐ China 中国 ☐ Thailand 泰国 ☐ other(s) 其它_____

Speaker 3

Guess the home country or area of the speaker. Choose one and tick the box.
(推测说话者所属的国家。选择一个并勾画选框。)

- ☐ America 美国 ☐ Britain 英国 ☐ Singapore 新加坡
☐ China 中国 ☐ Thailand 泰国 ☐ other(s) 其它_____

Speaker 4

Guess the home country or area of the speaker. Choose one and tick the box.
(推测说话者所属的国家。选择一个并勾选框。)

- ☐ America 美国 ☐ Britain 英国 ☐ Singapore 新加坡
☐ China 中国 ☐ Thailand 泰国 ☐ other(s) 其它 _____

Speaker 5

Guess the home country or area of the speaker. Choose one and tick the box.
(推测说话者所属的国家。选择一个并勾选框。)

- ☐ America 美国 ☐ Britain 英国 ☐ Singapore 新加坡
☐ China 中国 ☐ Thailand 泰国 ☐ other(s) 其它 _____



Appendix II Questionnaire on English accent Attitudes

Questionnaire on English accent Attitudes

(英语口语态度调查)

Part 1: Background data (第一部分：个人背景资料)

Please fill in the following information about yourself. All personal responses will remain anonymous and will be included for research purposes only.

(请在下方填写你的个人信息。请注意：所有的回答都以匿名形式并且仅会以研究目的使用)。

Age (年龄): ☐ 18 to 22 ☐ 23-30 ☐ 31-40

Age when starting to learn English (开始学习英语的时间) :

☐ Kindergarten (幼儿园) ☐ primary (小学) ☐ secondary (中学) ☐ university (大学)

Experience abroad (please skip the question if you do not have experience abroad):

(国外的经历,如果没有请跳过)

☐ Travel (旅游) ☐ study (学习) ☐ work(工作) ☐ conference(会议)

☐ others, please specify (其他原因,请注明)

Where (地点): _____

Length (时长): ☐ less than a month(少于一个月) ☐ 1 to 6 months (一到六个月) ☐

6 months to a year (六个月到年) ☐ more than a year(多于一年)

Your native language/dialects? (你的母语或方言) _____

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

Part 2: Accent preference (第二部分：口音偏好)

In this section, there are twenty-three statements in relation to English accents. Please answer the following questions according to a scale from 1 to 5, and write your answer in the box after each statement. Example: 5= strongly agree, 4= agree, 3= not sure, 2= disagree, 1= strongly disagree.

(此部分有 23 个关于英语口音的问题。请回答这些问题，按照 1 到 5 的等级为每题打分，并把相应的答案写在每题之后的方框里。例如：5=特别不同意，4=同意,3=不确定 2=同意,1=特别不同意。)

Number (题号)	statement(陈述)	Strongly agree (特别同意) (5)	Agree (同意) (4)	Not sure(不 确定) (3)	Disagree (不同意) (2)	Strongly disagree (特 别不同意) (1)
1	I prefer to learn a British English accent					
	(我喜欢学习英国 英语的发音。)					
2	I prefer to learn an American English accent.					
	(我喜欢学习美国英 语的发音。)					

-
- I prefer to learn a
China English
3 accent
(我喜欢学习中国英
语的发音。)

- I prefer to learn
Singaporean
4 English accent.
(我喜欢学新加坡英
语的发音。)

- I prefer to learn
Thai English
5 accent.
(我喜欢学泰国英语
的发音。)

- To acquire a
native-like English
accent is helpful for
6 me to achieve a
high score in an
oral English test.

(习得一口类似英语

本族者的口音有助

于我在口语测试中

取得高分。)

To acquire a

native-like English

accent is helpful in

getting a well-paid

7 job.

(习得一口类似英语

本族语的口音有助

于找到一份高薪的

工作。)

To acquire a

native-like English

accent is helpful for

me to succeed in

an admission for a

8

interview for

graduate students.

(习得一口类似于英

语本族语者的口音

有助于我通过研究

生的入学面试。)

I prefer to be taught

by an English

teacher with a

British English

9

accent.

(我喜欢有英式口音

的英语教师教授英

语。)

I prefer to be taught

by an English

teacher with an

American English

10

accent.

(我喜欢有美式口音

的英语教师教授英

语。)

I prefer to be taught

by an English

11

teacher with a

China English

accent.

(我喜欢有中国口音

的英语教师教授英

语.)

I prefer to be taught

by an English

teacher with a

Singaporean

12

English accent.

(我喜欢有新加坡口

音的英语教师教授

英语。)

I prefer to be taught

by an English

teacher with a Thai

13

English accent.

(我喜欢有泰国口音

的英语教师教授英

语。)

British English

14

accent sounds

more pleasant,

compared with that

of any other forms

of English accents.

(和其他口音比较，

英国英语的口音听

起来更悦耳。)

American English

accent sounds

more pleasant,

compared with that

15 of any other forms

of English accents.

(和其他口音比较，

美国英语的口音听

起来更悦耳。)

China English

accent sounds

more pleasant,

16 compared with that

of any other forms

of English accents.

(和其他口音比较，

中国英语的口音听

起来更悦耳。)

Singapore English

accent sounds

more pleasant,

compared with that

17 of any other forms
of English accents.

(和其他口音比较，

新加坡英语的口音

听起来更悦耳。)

Thai English

accent sounds

more pleasant,

compared with that

18 of any other forms
of English accents.

(和其他口音比

较，泰国英语的口音

听起来更悦耳。)

Received

Pronunciation

19 accent is a
standard ones

(英国标准英语的口
音是标准口音。)

General American

20 English accent is a
standard one.

(通用美国英语的口
音是标准口音。)

China English
accent is a

21 standard one.

(中国英语的口音是
标准口音。)

Singaporean

English accent is a

22 standard one.

(新加坡英语的口音
是标准口音。)

Thai English

accent is a

23 standard one.

(泰国英语的口音是

标准口音。)

Part three: Attitudes towards own English accent (第三部分：自我英语口语态度)

Please answer all the following questions about English accents according to your own understanding and beliefs. There is no right or wrong answer. Additional comments are welcome. You can answer in either English or Chinese. (请根据你自己的了解和想法回答以下所有关于英语口语的问题。答案没有对错之分。如果可以，请解释你填写的回答或提供你的看法。)

Please use **some words** to describe your **own** English accent (请用几个词描述你自己的英语口语。)

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

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

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

Any reason why (请解释): _____

What kind of English accent would you like to aspire to? (你期待达到什么样的英语口语?)

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

☐ Keep my own accent. (保持我自己的英语口语。)

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

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

If you are interested in this study, and want to take part in the next interview, please leave your name and contact information. (如果你对此项研究感兴趣,并且希望参加下一步的访谈,请留下你的姓名和联系方式。)

Name(姓名): _____ Telephone number(电话号码): _____

WeChat(微信): _____

Thank you very much for your help!

非常感谢您的参与!

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Appendix III Semi-structure Interview

Interview questions

1. What English accent do you prefer when you speak English? Why?

在你说英语的时候你喜欢使用哪种口音，为什么？

2. What's your attitude towards different English accents?

你怎么看待不同的英语口音？

3. Did you ever change your attitude towards English accents? why?

你曾今是否改变过对英语口音的态度？为什么？

4. What is your attitude towards your own English accent? why?

你对你自己的英语口音态度是什么？为什么？

5. Do you want to let other people know that you are Chinese when speaking English? Why?

在你说英语的时候你想让别人知道你是中国人吗？为什么？

6. If you feel that someone speaks English with a China accent, what do you think about that?

当一个人说英语时带有中国口音，你怎么看？

Appendix IV Total Quantitative Data of Questionnaire

Statement	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean score	Stand derivation
I prefer to learn a British English accent	22(22.92%)	40(41.67%)	26(27.08%)	6(6.25%)	2(2.08%)	3.77	0.946
I prefer to learn an American English accent	17(17.71%)	45(46.88%)	26(27.08%)	6(6.25%)	2(2.08%)	3.72	0.903
I prefer to learn a China English accent	4(4.17%)	17(17.71%)	27(28.13%)	34(35.42%)	14(14.58%)	2.61	1.07
I prefer to learn Singaporean English accent.	3(3.13%)	9(9.38%)	28(29.17%)	38(39.58%)	18(18.75%)	2.39	0.999
I prefer to learn a Thai English accent.	7(7.29%)	2(2.08%)	10(10.42%)	37(38.54%)	40(41.67%)	1.95	1.127
To acquire a native-like English accent is helpful for me to achieve a high score in an oral English test.	40(41.67%)	38(39.58%)	6(6.25%)	9(9.38%)	3(3.13%)	4.07	1.069
To acquire a native-like English accent is helpful in getting a well-paid job	36(37.5%)	36(37.5%)	16(16.67%)	6(6.25%)	2(2.08%)	4.02	0.995
To acquire a native-like English accent is helpful for me to succeed in a master admission for an interview for graduate students.	32(33.33%)	43(44.79%)	15(15.63%)	4(4.17%)	2(2.08%)	4.03	0.923

I prefer to be taught by an English teacher with a British English accent	28(29.17%)	38(39.58%)	23(23.96%)	4(4.17%)	3(3.13%)	3.88	0.987
I prefer to be taught by an English teacher with an American English accent	17(17.71%)	46(47.92%)	28(29.17%)	4(4.17%)	1(1.04%)	3.77	0.827
I prefer to be taught by an English teacher with a China English accent.(我喜欢有中国英语口语的英语教师教授英语.)	10(10.42%)	12(12.5%)	33(34.38%)	33(34.38%)	8(8.33%)	2.82	1.095
I prefer to be taught by an English teacher with Singaporean English accent	5(5.21%)	11(11.46%)	32(33.33%)	32(33.33%)	16(16.67%)	2.55	1.065
I prefer to be taught by an English teacher with a Thai English accent	4(4.17%)	4(4.17%)	16(16.67%)	35(36.46%)	37(38.54%)	1.99	1.051
British English accent sounds more pleasant, compared with that of any other form of English	25(26.04%)	37(38.54%)	28(29.17%)	4(4.17%)	2(2.08%)	3.82	0.94
American English accent sounds more pleasant, compared with that of any	16(16.67%)	46(47.92%)	25(26.04%)	8(8.33%)	1(1.04%)	3.71	0.882

other form of
English

China English accent sounds more pleasant, compared with that of any other form of English	4(4.17%)	16(16.67%)	39(40.63%)	29(30.21%)	8(8.33%)	2.78	0.965
Singaporean English accent sounds more pleasant, compared with that of any other form of English	4(4.17%)	10(10.42%)	36(37.5%)	32(33.33%)	14(14.58%)	2.56	1.003
Thai English accent sounds more pleasant, compared with that of any other form of English	2(2.08%)	6(6.25%)	19(19.79%)	39(40.63%)	30(31.25%)	2.07	0.976
Received Pronunciation accent is a standard one	19(19.79%)	36(37.5%)	30(31.25%)	7(7.29%)	4(4.17%)	3.61	1.019
General American accent is a standard one	11(11.46%)	38(39.58%)	36(37.5%)	6(6.25%)	5(5.21%)	3.46	0.962
China English accent is a standard one	3(3.13%)	6(6.25%)	31(32.29%)	42(43.75%)	14(14.58%)	2.4	0.923
Singaporean English accent is a standard one	2(2.08%)	7(7.29%)	29(30.21%)	43(44.79%)	15(15.63%)	2.35	0.906
Thai English accent is a	2(2.08%)	3(3.13%)	17(17.71%)	43(44.79%)	31(32.29%)	1.98	0.906

standard one



Appendix V Extracts for Semi-structure Interview

Extract One

Question 1: What English accent do you prefer when you speak English? Why?

I 1: for this question, I ever asked my teacher and he told me no matter which accent I use is ok as long as it is intelligent.

Question 2: What's your attitude towards different English accents?

I 1: the British English and American English accent are the most two pure accents. The others are with their own language characteristics, not as pure as native Englishes, but could be accepted, because they cannot change their accents. As an English-major student, (I) should try to be used to them.

Question 3: Did you ever change your attitude towards English accents? why?

I 1: never changed, I accept different accents all the time. However, as an English-major student, I will try to speak closer to native speakers to establish a good language environment for children (students).

Question 4: What is your attitude towards your own English accent? why?

I 1: with Chinese accent, not very satisfied. It won't matter if you are not an English major student, but as an English major, your accent should be purer, or others will think your English is bad.

Question 5: Do you want to let other people know that you are Chinese when speaking English? Why?

I 1: I desire a native English accent for improving the intelligibility, it is not important that if I could be identified as Chinese.

Question 6: If you feel that someone speaks English with a China accent, what do you think about that?

I 1: there is a distinguish between Chinese accent and NS accents, but fluency and expression ability are more important. However, not in case of affecting understanding.

Extract Two

Question 1: What English accent do you prefer when you speak English? Why?

I8: British accent. The men who speak it are gentlemanly and women who speak it are elegant.

The United States is a country of immigrants, British people pay more attention to details, Americans are more casual. As for India and Thailand (accent), the pronunciation R is very heavy and difficult to understand.

Question 2: What's your attitude towards different English accents?

I8: Not exclusive, because an accent represents the culture of a country.

Question 3: Did you ever change your attitude towards English accents? why?

I8: after I been to Thailand, I could accept different accents. Accents can reflect their culture. It has accumulated for a long time and has its own history and heritage.

Question 4: What is your attitude towards your own English accent? why?

I8: Some pronunciation is not standard, (I) did not pay attention to the details when I was in junior high school.

Question 5: Do you want to let other people know that you are Chinese when speaking English? Why?

I8: Not sure. It has accent.

Question 6: If you feel that someone speaks English with a China accent, what do you think about that?

I8: That's great. It represents my own culture.

Question 7: Do you think you are influenced by your Naxi language when you speak English?

I8: The minority language does not affect my English, but affect my Chinese. It is mainly confused the nasal consonants which does not matter in English.

Extract Three

Question 1: What English accent do you prefer when you speak English? Why?

I 5: I prefer Chinese accent. Because we usually contact with Chinese people and seldom have the opportunity to communicate with foreigners.

Question 2: What's your attitude towards different English accents?

I 5: BrE is the most standard one, while ArE is the one sounds most pleasant, the other country, such as from Africa, India and Thailand, their tone and pronunciation have own features.

Question 3: Did you ever change your attitude towards English accents? why?

I 5: I used to think that all countries speak the same English accent, but now I realize they are different.

Question 4: What is your attitude towards your own English accent? why?

I 5: Not so good. There is no change to speak English, usually (I) talk with teachers and classmates in Chinese. When I speak English, I afraid of making mistakes and being corrected. I afraid that other people cannot understand me. It's embarrassing.

Question 5: Do you want to let other people know that you are Chinese when speaking English? Why?

I 5: Yes, it does not have much influence, only if (they) can understand what I said and what I mean. I do not care if can be identified.

Question 6: If you feel that someone speaks English with a China accent, what do you think about that?

I 5: This is a very normal thing. We learn another language in the background of Chinese culture, which is more or less influenced by our own language. Some grammars can't be changed.

Question 7: Do you think you are influenced by your dialect when you speak English?

I 5: Yunnan dialect has no influence (on my English accent). I am not a minority, some minority nationalities cannot distinguish an and ang and some of them can't pronounce it.

