

Norm Orientation of Chinese English: a Sociohistorical Perspective

Zhenjiang TIAN

Norm Orientation of Chinese English: a Sociohistorical Perspective

Inauguraldissertation zur Erlangung des akademischen Grades eines Doktors

der Philosophie im Fachbereich Philosophie und Geisteswissenschaften

(Institut für Englische Philologie)

der Freien Universität Berlin

vorgelegt von:

Zhenjiang Tian

Berlin, November 2010

Erstgutachter: Prof. Dr. Gerhard Leitner

Zweitgutachter: Prof. Dr. Wolfgang Zydariß

Datum der Disputation: 2. Februar 2011

Acknowledgements

I have benefited from the support of numerous people in the process of writing this dissertation. First of all, I would like to express my heartfelt gratitude to my supervisor, Prof. Dr. Gerhard Leitner, who provided me a generous opportunity to do my doctoral study in Berlin and used the facilities of English Department of the Free University, offered me many precious suggestions on how to carry out the study and how to make the dissertation well-organized. I am also indebted to Prof. Dr. Wolfgang Zydatiss, who read through the drafts of this dissertation, gave me valuable guidance, and did most organizing work for me. Special thanks also go to Prof. Dr. Azirah Hashim from University of Malaya for her helpful insights into the subject.

My thanks also go to Dr. Shi Xin for his valuable introduction in reading the history of China. Thanks extend to Prof. Mei Renyi and Dr. Lian Jichun, who accepted my interview for this dissertation. I would like to thank Prof. Song Jie and her colleagues and students from Beijing Capital Normal University, and my colleagues and students from Hulunbeir University for their patient cooperation in the response of the questionnaire.

Finally, I would like to thank my wife, Han Liping for her continuous support in the whole research period.

Contents

Introduction to the study	1
0.1 Study content.....	1
0.2 Approaches and methodology.....	3
0.3 Scope.....	4
0.4 Significance.....	4
Chapter 1 Studies on World Englishes and English norm study	6
1.1 The spread of English and its consequences	6
1.1.1 <i>English as a world lingua franca</i>	6
1.1.2 <i>Diffusion, variation, and English varieties</i>	7
1.1.3 <i>Nonnative English in the outer and expanding circle</i>	9
1.1.4 <i>Kachru's functional classification and its challenge</i>	10
1.2 World Englishes study and study approach.....	12
1.2.1 <i>The emergence of the term of world Englishes and its studies</i>	12
1.2.2 <i>World English Studies approach</i>	13
1.2.3 <i>Shift of study approach: the multi-dimensional study</i>	15
1.3 A Current problem: English norm study	16
1.3.1 <i>English norm models and problems in non-native world</i>	16
1.3.2 <i>Argument on English norms and conceptual shift</i>	18
1.3.3 <i>Criteria for the existence of localized English varieties and innovations recognition</i>	21
1.4 The framework of English norm study and exploration of this research	23
1.4.1 <i>The concept of language norm</i>	23
1.4.2 <i>Definitions and characteristics of linguistic norm: a framework of the norms study</i>	24
1.4.3 <i>Exploration of this research</i>	26
Chapter 2 History of English in China: a historical profile before the new century	28
2.1 "Pidginization" and "depidginization" of English in the semi-colonized society...28	
2.1.1 <i>Social context and shift of English policy</i>	28
2.1.2 <i>Chinese Pidgin English</i>	33
2.1.3 <i>Depidginisation</i>	37
2.1.4 <i>Influence of the early development of English in China</i>	42
2.2 English in New China: a country with sovereignty.....	44
2.2.1 <i>Social context</i>	45
2.2.2 <i>English policies in different periods</i>	47
2.2.3 <i>Politicized English</i>	52
2.3 Norms ideology and models evolution.....	55
2.3.1 <i>Norms ideology: deviation and Standard English</i>	55
2.3.2 <i>Westernization in late Qing Dynasty and the Republic China</i>	56
2.3.3 <i>Models evolution since the foundation of the PRC</i>	57

Chapter 3	English in China today: a social profile since the new century	61
3.1	Context: China, Asia and the world	61
3.1.1	<i>China's fast development and the integration into the world</i>	61
3.1.2	<i>China, Hong Kong and Asia</i>	62
3.1.3	<i>English in Asia</i>	65
3.2	English policy and attitude in current China	68
3.2.1	<i>A promoted policy: a need for social advance and personal development</i>	68
3.2.2	<i>A national target: a tool to interpret Chinese culture to the world</i>	70
3.2.3	<i>"English fever" and English attitude</i>	72
3.2.4	<i>Complaints and conflicts</i>	76
3.3	English education and beyond	78
3.3.1	<i>English reform and objective</i>	78
3.3.2	<i>English from schools to universities</i>	80
3.3.3	<i>When English becomes a big business: English cram schools</i>	82
3.3.4	<i>Learners' English or used English?</i>	85
3.4	English functions and the new trend	87
3.4.1	<i>Environment of English use</i>	87
3.4.2	<i>English function in China: EFL or ESL?</i>	88
3.4.3	<i>Trend: a semi-official language</i>	90
Chapter 4	Issues of nature of English in China: a linguistic profile	97
4.1	A general linguistic characteristics: a different way of using English	97
4.1.1	<i>Features on the phonological level</i>	97
4.1.2	<i>Features on the lexical level</i>	99
4.1.3	<i>Features on the structure and syntactic level</i>	100
4.1.4	<i>Features on the discourse level</i>	102
4.2	Convergence and development of English with Chinese language and the social context of China	104
4.2.1	<i>Chinglish: Chinese English with negative attitude</i>	104
4.2.2	<i>"New Pidgin" and "Internet Chinese English"</i>	107
4.2.3	<i>Accepted Chinese English by the world</i>	110
4.3	Norm problem in defining Chinese English	113
4.3.1	<i>Names argument in study of Chinese English</i>	113
4.3.2	<i>Defining China English</i>	114
4.3.3	<i>The efforts to clarify China English</i>	115
4.4	Summary and discussion	118
Chapter 5	English norm orientation in China	120
5.1	Performance of the features of Chinese English: a pragmatic norm	120
5.1.1	<i>Indigenization of English in the context of China</i>	120
5.1.2	<i>Features of Chinese English in use: a pragmatic norm</i>	122
5.1.3	<i>Functions of the pragmatic norm and existence of Chinese English variety</i>	124
5.2	The ideal accuracy and pedagogical model of Chinese English: a code norm	127

5.2.1	<i>Making of a code norm with prestige: prescribed standards world wide</i>	127
5.2.2	<i>Code norm in pedagogical field and beyond</i>	129
5.2.3	<i>Problems of a mono standard</i>	134
5.3	Toward accepted conventions of Chinese English: the accepted norm	137
5.3.1	<i>New orientations and the acceptance of the pragmatic norm</i>	137
5.3.2	<i>How innovations distinguish from errors and become adopted in linguistic perspective</i>	139
5.3.3	<i>Communication model with overlapped conventions in functional perspective</i>	144
5.3.4	<i>Self awareness: from “learning imported English” to “using my English” in ideological perspective</i>	148
5.4	Summary	152
Chapter 6	An Empirical study on English norm orientation of college English majors and teachers	153
6.1	Introduction	153
6.1.1	<i>A brief review and exploration</i>	153
6.1.2	<i>Study subjects and participants</i>	154
6.1.3	<i>Methodology</i>	157
6.2	Hypothesis and empirical study design	158
6.2.1	<i>Purpose and hypothesis</i>	158
6.2.2	<i>Design of Interview questions</i>	161
6.2.3	<i>Design of Questionnaire survey</i>	164
6.3	Data analysis and findings	170
6.3.1	<i>Findings of the interviews</i>	170
6.3.2	<i>Findings of the questionnaire survey</i>	177
6.3.3	<i>The differences with comparison</i>	194
6.4	Summary	198
Chapter 7	Conclusion	200
7.1	A Summary of the present study	200
7.1.1	<i>Historical evolution of Chinese English</i>	200
7.1.2	<i>Current social context and the functional status of Chinese English</i>	203
7.1.3	<i>Linguistic profile of Chinese English and the core problems of Chinese English development</i>	204
7.1.4	<i>Norm orientations of Chinese English and the influencing factors of its development</i>	205
7.2	Discussion	209
7.3	Limitations and further study	211
References		213
Appendix		231

Introduction to the study

0.1 Study content

The global diffusion of English accompanies its localization, which results from English contact with local language in certain socio-cultural situations. English in China, where there is the largest number of English speakers and an ever-increasing potential number in the world, is leading to an increasing focus of study especially at a time of a rapid development in China in social economic respects since the new century. With the theoretical framework of world Englishes and the literature review of Chinese English studies, this research is to investigate norm orientation of Chinese English in a sociohistorical perspective. Here is the introduction to the study.

Chapter 1 is to present a theoretical framework of world English and a literature review of Chinese English study, to introduce the approach and methodology of this research, and to claim the importance and necessity of English norm studies in China.

Chapter 2 is to give a brief history of English in China since the first Chinese trade port was forced to be given to the UK and English started to be imported into China. Historically English in China experienced the nation of a semi-colonized society (1842-1949), a new nation with the full sovereignty (1949-1966), a political nation with movement of the Cultural Revolution (1966-1976), and a nation toward modernization (1978-the new century). In these different sociohistorical contexts, Chinese English represented its variant with special linguistic features and two linguistic forms of Chinese Pidgin English and Chinese Politicized English came into being. These are the earliest examples of language contact between Chinese and English. This presentation of the brief history is a historical profile of Chinese English before the new century.

Chapter 3 is to present the current social situation of Chinese English since the start of the new century. With the Open Door policy being expanded, China has stepped into

the process of internationalization, in which English plays an important role as an international language. China is participating into more world issues actively, and as a result, the context of Chinese English is changing with English policy, English education reform, English environment, English social functions, etc. This social context could bring a new orientation in the functions of Chinese English and some practical problems. This chapter tries to present social profile of Chinese English.

Chapter 4 is to present the linguistic features of Chinese English on the phonological, lexical, syntactical, and discourse level in order to review linguistic features of Chinese English. With the influence of Chinese language, Chinese English in the context of China retains its local features which could show the identity of Chinese English speakers. For the exploration of the reasons behind, this is also to discover the convergence between Chinese and English language in China's social context. This chapter is meant to give a linguistic profile of Chinese English.

Based on the historical, social, and linguistic profile of Chinese English, Chapter 5 is to demonstrate the norms of Chinese English with the three divisions: the practical norm or behavioral of Chinese English performance, an oughtness norm or code norm of Chinese English in pedagogical contexts, and the acceptance of the pragmatic norm of Chinese English by Chinese English speakers, to explore the trend of Chinese English development and give a hypothesis of its norm orientation in the linguistic, functional, and ideological perspectives (for details of language ideological study, read 5.3.4).

This study also includes an empirical investigation of college English majors and their teachers into Chinese English norm orientation in Chapter 6. It is to show the trend of English norms in pedagogical field: a comparative study between the exonormative English norms of British and American English, and on which levels Chinese English can be accepted or to what degree it can be accepted by Chinese English speakers. Meanwhile, this is to show the pragmatic convention of Chinese English in linguistic, functional and ideological perspectives.

The conclusion part is in Chapter 7. All the contents above are for presenting English in China in the respects of history, context, and norm orientation.

0.2 Approaches and methodology

This research is to apply the English studies approach and the sociolinguistic approach with its sub-classifications of the linguistic situation approach, the linguistic features approach, the socially realistic studies of world Englishes and the sociology of language approach (for details of study approaches of world English, see 1.2.2).

The methodology of the empirical investigation is used as well.

The English studies approach is applied in a broad framework of this research, which includes the study of the history of Chinese English, the usages and features of Chinese English, and the orientations of Chinese English development. The sociolinguistic approach is used in the forms of its sub-classifications as following:

The linguistic situation approach is used in presenting the sociohistorical profile of Chinese English before and after the new century (in Chapter 2 and Chapter 3). The historical profile includes the historical context before the new century and the evolution of Chinese English from the formation of Pidgin English to the stage of depidginization (school instruction of English), the political movements and the formation of politicized English; the social profile includes social context of China after the new century, English policy and attitudes towards English, English education reform, functional distribution of English, etc.

The linguistic features approach is used in describing the different characteristics of Chinese Pidgin English and Chinese politicized English in the historical profile presentation (in Chapter 2). It is used as well in presenting the linguistic profile of Chinese English on the phonological, lexical, syntactic and discourse levels, and the language convergence of English and Chinese (in Chapter 4).

The socially realistic studies of world Englishes and the sociology of language approach (mentioned in Wolf & Polzenhagen 2009) are used in demonstration of English norm orientation in China (in Chapter 5). Based on the development of Chinese English in the context of English education and beyond, this approach is focused on the norm orientation of English to explore the problems of the linguistic

creativity, educational norm of English, functional development of Chinese English, the awareness of the ideological connotations when bilinguals use English. With the three divisions of the practical norm of Chinese English performance, an oughtness or code norm of Chinese English in the pedagogical domain, and the accepted norm of Chinese English, this study is to predict some orientations of Chinese English development.

The empirical investigation (in Chapter 6) includes the methodologies of interviews and questionnaires. The data analysis is on the historical evolution and present orientation of norms of Chinese English.

0.3 Scope

This study is focused on mainland China as for the historical and sociolinguistic research; as for the empirical study, it is on the students from two universities, one of which is in Beijing, capital city, and the other Hulunbeir, a remote city with the ethnic minority of Mongolia. The first goal is to study Chinese English as a whole: whether the pedagogical English standard is exonormative English and whether American English or British English is preferred; whether there is an orientation of the acceptance of Chinese English. Secondly, as the capital of China, Beijing can reflect the present context of English use while Hulunbeir city, a remote city in the autonomous region of Inner Mongolia, can present the context of English used in the place of the ethnic minority. China is large and different places have different social contexts. It is significant to discover whether the differences or similarities in conceptions between the subjects from the two places.

0.4 Significance

In the past few decades since Kachru pointed out the theory of three circle English (for details, in 1.1.2), world Englishes research and scholarship have produced a great deal of information and insight into the spread, function, and status of English

especially in New Englishes of the outer circle. As a new variety of English of an expanding circle country, Chinese English has been given more and more focus by both Chinese and world scholars. This study takes consideration in the following points:

Firstly, the sociohistorical profile of Chinese English can display a habitat of Chinese English and show the contact of English and Chinese languages with examples. In addition, it is to show that the consequence of language contact is the appearance of pidgin language or language with typical features which distinguish themselves from their original forms.

Secondly, the linguistic profile of Chinese English can demonstrate the existence of Chinese English, as an English variety. The presentation on the levels of phonology, lexicon, syntax, and discourse could systematically show the differences of Chinese English from norms of native English variety. These differences could result in the complaints and contradictions between “high-cost” and “low-efficiency” in English learning in China.

Thirdly, the analysis of Chinese English norms with the three divisions interprets the cause of the complaints and contradictions mentioned above. Further more, it is pointed out that the norm orientation of Chinese English relies on the development and the acceptance of its behavioral or pragmatic norm, which contains three respects of linguistic, functions and self cultural awareness or consciousness.

The fourth, the empirical study could demonstrate the hypothesis of Chinese English norm orientation. The collected data in pedagogical, functional, and ideological respects is to predict the development of Chinese English.

All in all, the study is to apply the sociolinguistic approach to explore English norm in China and all the findings will be referenced for theories of world Englishes, China’s English reform, and language policy making in China.

Chapter 1 Studies on World Englishes and English norm study

The world wide diffusion of English as a lingua franca has led to the variation of English and the existence of the English varieties with different localized features has become the main trend of modern English. In the process of the social development and world globalization, Kachru's three circle theory of world English (1982) has met its challenge such as in distinguishing the outer and expanding circle countries. In order to explore the linguistic and sociohistorical situations of world Englishes, the relevant studies have been launched with different study approaches, of which there comes a multi-dimensional study trend. The studies and arguments on standard English and English norms in non-native countries are becoming important and necessary in China because they are related to the conceptual shift, criteria for the existence of English varieties, and the recognitions of the innovations. All these problems are crucial for the development of Chinese English. With the presentation of a theoretical framework of world English and the literature review of Chinese English study, this chapter is to introduce the approach and methodology of this research, and to claim the importance and necessity of English norm studies in China.

1.1 The spread of English and its consequences

1.1.1 English as a world lingua franca

As early as in 1985, it was expressed in Quirk et al.'s (1985: 2) *Comprehensive Grammar of the English Language* that "English is the world's most important language". The ever increasing number of English speakers around the world has been supporting his point of view as noted in David Crystal's *Encyclopedic Dictionary of Language and Languages* (1992: 121): "it is spoken by a large and ever-increasing

number of people is 800,000,000 by a conservative estimate and 1,500,000,000 by a liberal estimate". Some details are also provided in recent *English Today*: "it has official status in over 60 countries. One out of five of the world's population speaks English to some level of competence. Demand from the other four-fifths is increasing. English is the main language of printed products in the world. Over two-thirds of the world's scientists read in English. Three quarters of the world's mail is written in English. 80% of the world's electronically stored information is in English" (Jiang 2008: 23). Besides its functional position in practical work or study as a universal language, English means much value because for those who do use English are amongst the best educated and the most influential members of their society (Kachru, Y. et al 2008). English has become a requirement for the development of a country and the promotion of individuals. Its spread, status, and functions around the world are impressive indeed. In the places where English is the primary language, or in the previous colonies where English is a second language with an official status, or in the countries with their sovereignty where English is as a foreign language, English is playing more important role. Around the world, there is no territory in which English is not learnt and used for some purposes unless this territory is closed to the world. As a natural language, English for the first time in human history has attained the status of a world lingua franca or an international language in many respects of communication world wide.

1.1.2 Diffusion, variation, and English varieties

English has only a history of about 1500 years. The geographical and demographic diffusion started with the expansion of British colonial power in the 17th century. It was brought to the United States, Canada, Australia, and New Zealand where it became the dominant language, to the Caribbean by the sailors who shipped black slaves from Africa, to South Asia where the British East Indian Company was established, to South East Asia by the London Missionary Society, to Africa with the establishment of colonies there. Since the 20th century, the emergence of the United

States as the leading economic power keeps and expands the international status of English. All countries tend to catch up with world steps and English spread is taking on a more important look than ever before. In countries and regions which were previous British colonies or members of British Commonwealth, English keeps its status of a second official language; in any other countries around the world, English is spreading with ever-increasing number and functions. English has for decades been a world lingua franca not only between non-native speakers and native speakers, but also among non-native speakers internationally and intranationally. As was shown in the BBC documentary *The Story of English*, English is frequently used among interlocutors when no so-called “native speaker” of English is present. The contexts for the use of English may be academic conferences, business, commerce, diplomacy, educational institutions, manufacturing, mining, print or audio-visual media, or tourism. This geographical and demographic world diffusion of English has caused its variation.

Based on geographical and ethnic factors, the global diffusion of English has resulted in English varieties in different sociocultural contexts. Kachru (1985, 1992) presents this sociolinguistic profile of English in terms of three concentric circles: the inner circle, the outer circle and the expanding circle. The inner circle represents the traditional basis of English, where English is the primary language in countries such as UK, the USA, Canada, Australia, New Zealand, etc. The outer circle comprises the institutionalized non-native varieties of English in such countries as India, Nigeria and Singapore. The expanding circle comprises countries where performance varieties are used. In such countries as China, Germany and Japan, English functions as an international language. The varied English in different locations are termed as English varieties such as British English, American English, Australian English in the inner circle countries, African English, Indian English, Singaporean English in the outer circle countries, and Japanese English, Chinese English, and European English in the expanding countries. This phenomenon of English localization or indigenization is a main trend of modern English development, and it has led to more linguistic investigations and studies of the even more varieties of English all over the world.

1.1.3 Nonnative English in the outer and expanding circle

“The stimulus given to the question of English used as an international or auxiliary language has led to the emergence of sharp and important issues that are in urgent need of investigation and action” (Smith 1981). One of the important issues is on the development of the nonnative English varieties because some nonnative varieties of English in the new locations accumulate their uniqueness in linguistic, ethnic, and sociolinguistic levels and consequently are going through processes of nativization in the new contexts (B. Kachru 1983). The studies of institutionalized non-native varieties of English (e.g. Braj Kachru 1985, 1992; Strevens 1990; Nelson 1992) have argued for the recognition and acceptance of these varieties in their own right and the term New Englishes is suggested to represent these varieties such as “Indian English”, “Nigerian English”, and “Singaporean English”. At the same time, the studies of English development in expanding circle countries also earn much attention (e.g. Bolton 2003; Berns 2005).

The situations of English between the outer and the expanding circle, however, are different in historical, sociolinguistic, attitudinal and political levels. The countries in the outer circle have a colonial history with the users of the inner circle. English is used quite intensively and extensively in the domestic daily lives of the people and has established, on many levels, new varieties shaped by new sociocultural and sociolinguistic contexts. The countries are undergoing an independence of national language after they have had the independence of the nation. The process of English variety recognition and acceptance are much involved in politics, for it's a general rule that a nation needs a national language to reflect its identity and recognition, firstly by its people and then around the world. For this aim, they have to go through the standardization or normalization of English, which includes four stages of selection, codification, expansion and acceptance. This process is in the way of both top-down (from government to the people) and bottom-up (from people to the government) with the aim of fixing the official language status of English in the

nation.

In expanding circle, however, the countries always have their own sovereignty and English has no administrative status both historically and currently. Its use is not so intensive like that in the outer circle, but its use is directed more towards the international dimensions, outside of the nation. English spoken here is called performance varieties. People do not have the same urge to have the acceptance of their English for the reflection of their independence and identity recognition like those in outer circle. Their motivation for learning and using English is more for international communication as a whole and for self improvement individually. The formation of English norm and its norm orientation need more exploration for its different process of English development from outer circle. Without an official status, English in these countries probably will not go through the four stages: selection, codification, expansion and acceptance with the governing power or authority implementing the norm to the people and vice versa. In addition, there are other influencing factors like the depth of the national culture and the attitudes of its people, for a big country with long history must be different from a small one with a short history. English development in the expanding circle must be influenced by many factors, so it is certain to arouse more attention.

1.1.4 Kachru's functional classification and its challenge

Kachru's classification of the three circles of world Englishes (see section 1.1.2 in detail) is based on the roles and functions of English around the world (1992:58). According to him, the four functions of Englishes include: 1) the *instrumental* function is performed by English as a medium of learning at various stages in the educational system of the country; 2) the *regulative* function entails use of English in those contexts in which language is used to regulate conduct: for example, the legal system and administration; 3) the *interpersonal* function is performed in two senses: first, as a link language between speakers of various languages and dialects in linguistically and culturally pluralistic societies; and second, by providing a code

which symbolizes modernization and elitism; 4) the *imaginative/innovative* function refers to the use of English in various literary genres. With the fulfilling the four functions and with the different depth and ranges, English is classified into native, second, and foreign language. As a primary official language, native English fulfills the four functions above; as for a second language, English in the outer circle fulfills almost the four but with different depth and ranges; a foreign language in the expanding circle is a language mainly taught as a school subject which currently does not totally fulfill the four functions.

The globalization has changed the social context of the world cities, however, and Kachru's classification between second and foreign language has started to meet a challenge especially in international center cities. With the universal policy of English promotion and English education reform in all the countries around the world, the four functions of instrumental, regulative, interpersonal, and innovative are developing in depth and ranges in center cities of whatever the outer circle or the expanding circle. For example in Beijing, it has existed and increased in depth and ranges to participate in bilingual programs for university students and students in other levels, to apply English at courts when having international affairs, to communicate with English language for common people, and to publish English works for Chinese English professionals. Consequently it is sometimes difficult to make a clear cut between English functions in the expanding circle cities such as Beijing, Berlin, Tokyo and those in the outer circle cities such as New Delhi or Singapore.

As most other expanding circle countries, China has stepped into the process of internationalization with the active participation into world events and affairs. But different from others, China has uniqueness in many respects: it has a continuing civilization and consequently many traditions remain; it has the largest population of the world with the unique Chinese language; it has the history of semi-colonization and the series of political movements in the 20th century; it has implemented the policy of "Reform and Open" since late of 20 century and integrated itself into the global setting since the new century. All the sociohistorical uniqueness has become

the context of the development of English in China. With the presentation of English history in China, current social context of English in China, lingual features of English in China, this study is to show the difference of English in China and to predict the norm orientation of English in China.

1.2 World Englishes study and study approach

1.2.1 *The emergence of the term of world Englishes and its studies*

With the indigenization of English around the world, the situation of English in its singular sense has changed. This shift in focus was based largely on a recognition of “Englishes” in the plural form. The plural form of English first appeared in Barbara Strang’s *A History of English* (Pan 2005: 21) and was afterwards frequently used by different scholars (e.g. Kachru 1980; Strevens 1982; Pride 1982; Platt e al 1984). During the 1980s, interest grew in the identification and description of global varieties of English (Bolton 2003). These varieties of English throughout the world were termed as “International Englishes”, “World Englishes” or “New Englishes”. Tom McArthur (1992) defines “New Englishes” as: “a term in linguistics for a recently emerging and increasingly autonomous variety of English, especially in a non-western setting such as India, Nigeria, or Singapore”. Meanwhile, the word *English* began to have the acceptance of its plural form *Englishes*. During the 1980s and the 1990s, information on major regional varieties of English increased dramatically (Pan 2005: 25), and articles on “New Englishes” were published with a great number mainly by the three journals: *English World-Wide* (1980 onwards, edited by Manfred Goerlach); *World Englishes* (1981 onwards, edited by Braj Kachru and Larry Smith); and *English Today* (from 1985, edited by Tom McArthur). Two bibliographies (Goerlach 1984, 1993) covering the period from 1965 to 1993 listed more than 2,200 publications (Jiang 2008: 53). The studies on world Englishes have become a serious topic of linguistic research.

1.2.2 World English Studies approach

Bolton (2005) provides an up-to-date summary of approaches of studies of world Englishes. He notes that the studies include English studies approaches, sociolinguistic approaches, applied linguistics approaches, lexicography approaches, “popularizer” approaches, critical linguistics approaches, etc. Some of these approaches are sometimes overlapped used in world English research. The shift of these approaches is from the approach of traditional English studies, English corpus linguistics, to the approach of the sociolinguistic study (Wolf & Polzenhagen 2009). The main approaches are to be listed and introduced below:

The English studies approach

The “English studies” approach originated in English philology, the study of the history of English, and phonetics (ibid.). The focus is mainly on linguistic usages and features in a broader varietal framework and the related scholars are such as Randolph Quirk (1962, 1972, 1990), Burchfield (1985), Quirk and Widdowson (1985), McArthur (1992, 1998), Goerlach (1995, 1998), etc. Situated against a tradition of English Studies dating from the late nineteenth century, they describe varieties of English from eclectic descriptive and historical perspectives. In many senses, recent initiatives in English corpus linguistics may be seen as an extension of this earlier English studies tradition, and the survey of English usage continues to play a major role in this field in the works by Greenbaum (1996), Schneider (2000), Meyer (2002), and Nelson, Wallis and Aarts (2002).

The Sociolinguistic approach

The sociolinguistic approach is in itself a heterogeneous category and includes the following four sub-classifications: the linguistic features approach takes a micro-sociolinguistic focus on linguistic variation in and among the different varieties

of English and the related scholars are such as Trudgill and Hannah (1982), Cheshire (1991), Bauer (2002), etc; the linguistic situation approach is often coupled with the linguistic features approach and its research focus is on the linguistic situation of world Englishes with the framework of the historical development of the linguistic situation, of the regional, social, and functional distribution of English, language policy, and on speakers' attitudes. The related scholars are such as Gramley and Paezold (2004), Schmied (1991), Wolf (2001), etc; the socially realistic studies of world Englishes takes a macro-sociolinguistic perspective on the implications of the spread of English in culturally diverse settings and resulting issues of linguistic and literary creativity. The related researches are mostly done by Braj Kachru (1982, 1983, 1986, 1992, etc.); the sociology of language approach concentrates on questions pertaining to multilingualism, ethnicity and identity, language loyalty, nationalism, language and religion, language and education, language development and planning. The seminal figure in this field is Joshua Fishman (1977, 1996). All these pluricentric approaches as a whole have been presenting the dynamic situations of world Englishes.

Applied linguistic approaches

Applied linguistic approaches comprise a broad spectrum of research on problems of bilingualism and pedagogical issues of teaching English in second language contexts. The related scholars can date from MacIntosh and Strevens (1964), Kachru (1990), and Brown & Law (2002). Recent textbooks for university students have included two rather different work on world Englishes by Jenkins (2003), and Melchers & Shaw (2003). They explore the implications of world Englishes on language learning and teaching. Meanwhile the related scholars develop theories on second language acquisition in the research of error analysis, interlanguage studies, language transfer, etc. The theories are applied in English education and other relevant fields.

Critical linguistics approaches, popularizers, and linguistic futurology

Critical linguistic approaches focus on socio-political, socio-cultural, and general ideological implications of linguistic and sociolinguistic developments. Key notions include that of “linguistic imperialism” (Phillipson 1992), “linguistic human rights” (Phillipson 2000; Skutnabb-Kangas 2000), and “linguistic diversity” (Nettle 1999; Nettle & Romaine 2000). The exponents of critical linguistics are Phillipson (1992) and Pennycook (1994, 1998). Derived from a Marxian political analysis and postcolonial theory, Phillipson expressed resistance to the linguistic imperialism and cultural hegemony of English in his landmark *Linguistic Imperialism* (1992), which has encouraged a keen interest in the politics of English since its publication.

Popularizers of world English include McCrum, Cran and MacNeil (1986), Crystal (1995, 2002), etc. They intend to arouse interests of a mass reading public in issues of world Englishes and notify that English is becoming the global language. Linguistic futurology is led by Graddol (1997). He rejects the claim that global English is by definition neo-colonialistic in its orientation, and dismisses Crystal’s notion of World Standard English but in favor of a polycentric future for English standards. He projects the vision of a growing world middle class adopting English as an additional language, particularly in the Asian region.

1.2.3 Shift of study approach: the multi-dimensional study

With the literature review of world English studies approach above, it is clear that there is a shift from traditional English study, which is mono-dimensional linguistic in orientation focusing on the description of linguistic features, to a multi-dimensional study approach, which is into a discussion of the sociohistorical, sociopolitical and ideological underpinnings of the discourses of world Englishes. In the context of world globalization, the development of English in non-native countries is involving many problems beyond sole linguistic area such as English and history, English and identity, English and policy making, English and functions, etc. With the considerations above, this study is going to continue with the multi-dimensional

approach: the English studies approach and the four sub-classifications of the sociolinguistic approaches (for methodology of this study, see 0.2). The purpose is to present the general view of linguistic uniqueness with a context analysis of Chinese English.

1.3 A Current problem: English norm study

1.3.1 English norm models and problems in non-native world

English world diffusion causes the norm study with multi-level consideration for the reason that world Englishes are different in terms of language status such as national or first language, second language, and foreign language. In English norm study, pedagogical norm is more important especially in countries where English is not a native language because of the null authority of English standardization. A pedagogical norm of English refers to the model that the students are to be taught, and to the particular variety of English that will provide a proficiency scale against which their performance can be measured (Kachru 1992). In how best to choose a standard as a pedagogical norm, it is important to distinguish the three different contexts given by Kachru's paradigm (1985, 1992) in his three circle theories of world Englishes (for Kachru's three circle theories, see 1.1.2). As for English norms in the three circle countries, the inner-circle Englishes are spoken as "norm-providing": they provide norms and, less abstractly, teaching models and physical materials such as textbooks; the outer-circle Englishes are "norm-developing": it is processing the localization of English and adopting their regional or local model; the expanding circle Englishes are termed "norm-accepting" or "norm-dependent": native English is considered the prestige model (Kachru 1992). Kachru, Y. and Nelson, C. (2006) add that "in expanding circle countries, the norms still come from outside, from the inner circle. This is basically true of China, Japan, Thailand and Korea in Asia and in most of the countries in the Middle East, a large part of Europe and Latin America".

It is the case that the exonormative norm models of inner circle English such as

Britain or America are preferred in non-native countries. The relevant problems are becoming obvious.

First of all, the problems of English norms are not only related to the consideration into the pedagogical area that Kachru claimed, but also to the description of the features of certain English varieties, and the study of the pragmatic norms that Bamgbose claimed as feature norm and pragmatic norm (for details, see 1.4.2). As a standard variety of English from inner circle countries, the pedagogical norm is basically code norm. But functionally English is used by Chinese English speakers with foreigners and the fellow Chinese. As a result, a pragmatic norm of English develops which functions but is probably not accepted by the people who actually use it. Therefore, it is necessary to explore the existence of Chinese English variety with the pragmatic norm or behavioral norm and the orientation of the acceptance of the pragmatic norm.

Another problem is that English in the expanding circle is also meeting the problem of localization because of an ever-increasing population and more frequent use in local contexts. The distinction between ESL (English as a second language) countries and EFL (English as a foreign language) countries is becoming weaker with the policy of English promotion. In addition, for the majority of the people, English is learned and used in local context with local people. With an appeal to external norms, namely, native English norms, much in localized English is wrong even if they function well in communication. In communication with the outsiders, some problems still need consideration and investigation. First of all, the increasing non-native English speakers have outnumbered native English speakers and consequently the communication opportunities of non-native speakers are becoming more. Even in communication with native English speakers, it does not mean all the language norms especially in pragmatic level must be according to native standard. Within the development of English around the world, localized English is forming the pragmatic or behavior norms. Whether these norms are adopted by local people and the outsiders becomes more significant. Different from outer circle countries which are struggling for the national language identity with the adopted English norm, the expanding circle

countries are more urgent to distinguish language innovations from language errors, which is not only significant for English teaching, but also for presenting lingual and cultural uniqueness around the world, exploring English norm orientation, English development, and consequently for global communication.

1.3.2 Argument on English norms and conceptual shift

The world wide diffusion of English and the process of English localization lead to one of the most problematic topics: whether Englishes will be normalized into a world English with one norm or will be localized into different accepted English varieties with multi-norms. The Arguments between monolithic or pluralistic standard of world Englishes are led mainly between Quirk (1985:6) and Kachru (Y. Kachru 1993: 266).

Monolithic standard of English and international core English

Quirk recommended a “single monochrome standard” for all English users of the world. He says that “the relatively narrow range of purposes for which the non-native needs to use English (even in ESL countries) is arguably well catered for by a single monochrome standard form that looks as good on paper as it sounds in speech” (Quirk 1985:6). He also “strongly called for an “International Standard English” if British English cannot serve the norm for non-native speakers” (Pan 2005: 33) and carried on some projects such as sending qualified English teachers from inner circle to the world for diffusing the Standard English. Meanwhile, a certain number of scholars on second language acquisition in inner circle claim that the Englishes in different regions with different features are regarded as “interlanguages”, “errors” or “fossilized language”. These terms imply that the localized English is deficit rather than differences.

Based on the theory of “mutual intelligibility” and “international core English” (Strevens 1992; Jenkins 2000; Kubota 2001), there have been several attempts to provide a common standard for mutual intelligibility in international interactions.

They include Gimson's "rudimentary international pronunciation" (1978) aiming at devising a model of pronunciation by simplifying the phonemic system of English, Quirk's "Nuclear English" (1981) calling for a simplification in morphology and syntax, Jenkins' "common core" (1998) for pronunciation focusing on specifying the phonological features that do not cause intelligibility problems and so on. However, these attempts fall in the domain of prescriptivism because such ways of standardization ignore the natural development of a language, which is used intensively and extensively in the domestic daily lives of individuals. Berns (2005) states that in the expanding circle countries, linguistic creativity is more commonly realized in mass media, advertising copy, slogans and catch phrases, and names for shops and products. Such a variety of English as an international language has not developed yet and the imposition of standards in a top down manner cannot escape the charges of prescriptivism.

Kachru's argument and conceptual shift

Kachru argues against the concepts of "interlanguage" and "fossilized language" with the following part: "the question of why a stable system should be characterized as an 'interlanguage' is not answered. It is also not clear what the difference is between 'stable' and 'fossilized': that which is fossilized is surely unchanging and therefore stable. Additionally, if 'an entirely fossilized interlanguage competence' refers to a community ... it is difficult to see why it is an 'interlanguage' and why it is 'fossilized'. Presumably American English developed as an interlanguage among a large portion of the immigrant population from the non-English-speaking parts of Europe. Does this mean that American English represents an 'entirely fossilized interlanguage'?" (Y. Kachru 1993: 266) He promotes a pluricentric approaches to World English and stresses that both sociolinguistic realities and bilingual creativity are important for world English study.

With the claims of Kachru and other scholars (Kachru 1985, 1992; Strevens 1990; Nelson 1992, etc.), there appears a conceptual shift from the deficiencies, the

deviations to the innovations towards the localized English varieties.

Traditionally, the use of English by non-native speakers has been judged by how it approximates native language use. Differences in non-native language use have often been seen as deficiencies, and variations in institutionalized non-native varieties have been labelled as “mistakes” or “errors” which should be corrected to avoid fossilization (Acar 2006). The ideal learning target is to overcome the “interlanguage”, which refers to the English with certain local features, and reach the competence level of native speakers. This traditional eyesight has been changing with the present development and situations of world Englishes: for instance, the non-native speakers have outnumbered the native speakers; the non-native speakers use English for communication mostly among non-native speakers in international contexts. In this context, it is becoming a conceptual shift that world Englishes represent linguistic, cultural, and pragmatic realities and pluralism is now an integral part of world Englishes. English in the outer and expanding circle are in the process of varieties formation and recognition. The studies on non-native English varieties (Kachru 1985, 1992; Strevens 1990; Nelson 1992) have suggested that the unique language used in a certain sociocultural context can not be simply considered as deficit characteristics. Kachru (1992) argues for a distinction between the terms “mistake” and “deviation”:

A ‘mistake’ may be unacceptable to a native speaker since it does not belong to the linguistic ‘norm’ of the English language; it cannot be justified with reference to the sociocultural context of a non-native variety; and it is not the result of the productive processes used in an institutionalized non-native variety of English. On the other hand, a ‘deviation’ has the following characteristics: it is different from the norm in the sense that it is the result of the new ‘un-English’ linguistic and cultural setting in which the English language is used; it is the result of a productive process which marks the typical variety-specific features; and it is systematic within a variety, and not idiosyncratic.

His arguments provided a new point of view to see the “deviations” as “innovations” instead of “errors” or “mistakes”. “Innovations” have the implication of “difference”, but “errors” or “mistakes” imply “deficiency”. This view gives recognition to the

non-native norms of English.

The continuing dispute between the monolithic standard and multi-norms has never been blocking the process of world Englishes development, and it is obvious that localized English varieties with different norms are forming in non-native countries. It is believed that world Englishes are in the pluricentric situation and there is a long way to go for the recognition of localized English varieties.

1.3.3 Criteria for the existence of localized English varieties and innovations recognition

Criteria for the existence of localized English varieties

With the conceptual shift from mono-norm to multi-norms of world Englishes, scholars and researchers are exploring criteria to recognize the existence of certain localized English. Butler (1997) points out five criteria for the existence of a native variety of English. These five criteria are: (1) a standard and recognizable pronunciation handed down from one generation to another; (2) words and phrases that express key features of the physical and social environment and which are regarded as peculiar to the variety; (3) a history in the sense that the variety is seen as part of a speech community; (4) a literature written in that variety without apology; and (5) the existence of reference works. For the development and acceptance of non-native institutionalized varieties, Kachru (1992) suggests his three-phase process: the first phase is “non-recognition” of the local variety. This phase is exemplified by conscious identification with native speakers by local users of English; the second phase sees the “development of varieties within a variety” when the local model may be widely used but remains socially unacceptable; and the third phase occurs when the non-native variety is accepted as the norm and becomes socially acceptable.

Bolton (2000) is against Butler’s criteria by evaluating the existence of a Hong Kong variety of English and concluded that it meets all but the final criterion of the existence of works of reference. He also points out that many established varieties of

English would fall down against Butler's fifth criterion. With Butler's criteria (1997) and Kachru's "three-phase model" (1992), Kirkpatrick and Xu (2002) analyzed the pragmatic norms of Chinese English and stated that Chinese English is a "developing variety" in the period of "Phase One" and slowly moving towards "Phase Two". That is to say, Chinese English, as a local English variety, is widely used but remains socially unacceptable. In demonstrating the existence and different norms of localized Englishes in non-native countries, the focus is on the development of localized English variety in the context with different perspectives. The core problem is the recognition of the innovations of the localized English varieties.

Innovations recognition and local model challenge

The requirement for accepting a localised English norm is that the localised English with different features from the exonormative norm should be regarded as "innovations" instead of "deficiency". That is, a deviation should be considered as "innovation" but not "mistakes" or "errors". According to Bamgbose (1998: 3), there are five factors for deciding on the status of an innovation. They are "demographic" (the number of users), "geographical" (the spread of an innovation), "authoritative" (the actual use or approval of use of an innovation by writers, teachers, media practitioners, examination bodies, publishing houses, and influential opinion leaders), "codification" (in the restricted sense, putting the innovation into a written form in a grammar or pronouncing dictionary, course books or any other type of reference manual) and "acceptability" (the ultimate test of admission of an innovation).

These five factors imply the same rules as the four stages of language standardization or normalization which are selection, codification, expansion and acceptance (Jenkins 2005). Codification and acceptability among them are the most important since without them "innovations" will still be viewed as "errors". In the case of the inner circle varieties, various channels of linguistic regulation like dictionaries, literary works, textbooks and media have led to the establishment of the "Standard English" such as British English and American English. In the non-native countries, however,

while innovations are used quite intensively and extensively in the local context of non-native speakers, the codification of these innovations has not been well established yet. In pedagogical area, the codification and related problems make it difficult to adopt these non-native varieties as pedagogical norm models. Consequently, some “contradictories” happen in non-native circle countries: codified English varieties of inner circle such as British English norms and American English norms are mostly seen as “ideal” or “perfect” models of English; different from the exonormative norm models of inner circle, the more frequently-used localized English could accumulate itself with some indigenized linguistic features; these localized English with features meets challenges in being adopted, and its development needs explorations. As a non-native country, China also meets this phenomenon: the codified British or American English is the “perfect” model in English teaching and learning, but the practical English performance of the students or their teachers have “Chinese markedness”, features of Chinese. Whether this Chinese English is going to be accepted by Chinese English speakers and the world or in what orientation it is developing arouses much focus. This study is to interpret the development of Chinese English with the theoretical framework of linguistic norms with the base of the presentation of its sociohistorical profile and linguistic profile.

1.4 The framework of English norm study and exploration of this research

1.4.1 The concept of language norm

The concept of norm is, firstly, central and inherent to language with the view of Saussure (1917) and its development by Taylor (1990). Emphasizing the importance of language form, Saussure (1917) pronounces that the linguist deals with the form of language, not its substance for the reason that form enables the combination of phonetics, words, and strings of words to create meaningful statements. Taylor develops this idea by arguing that language form is a normative activity, an activity that matters to its participants because they make it do (Taylor 1990: 119). Form is

dependent on norm. “In a given speech community, there can be no form without norm (Andreasson 1994:1)”. The second consideration on norm is the relationship between linguistic freedom and correctness. The presence of language norms presupposes freedom on the part of individuals, who can exercise their freedom by calling anything by whatever word they want and combine words together in any way they choose. This ambiguity indicates that individuals are free linguistic agents with a certain language system that combines communication and creativity. But we do not exercise our freedom regardless of the norms because the normative conventions can avoid the danger of misunderstanding. We want the particular sense in which we are using words to be readily recognized and we want the listener to be able to interpret the utterance with a minimum of ambiguity (Bartsch 1987: xii). In other words, we limit our freedom because we want to be understood. Bartsch (ibid) interprets language norms as: “Norms are the social reality of correctness notions. Norms are the constellations in social reality that create, delimit, and secure the notions of correctness. These norms consist of relationships between people, in which it is determined what the models and standards which have to be followed are, who has to follow which model, who provides models, and who enforces, if necessary, adherence to the models”.

1.4.2 Definitions and characteristics of linguistic norm: a framework of the norms study

The term of language norm has been used in several different senses, including the norm as a standard or chosen variety (Haugen 1972: 252), the norm as a linguistic feature (Crystal 1980:243), the norm as expected behaviour (Hymes 1972:63), norms of use or usage (Fishman 1974b: 1642), norms of appropriateness (Straker 1980:106), norms of interaction (Hymes 1972: 63-64). According to Swann and others (2004:225), linguistic norm refers to linguistic practices which are typical or representative of a group. Two types of social norms are commonly distinguished in sociolinguistics and sociology: regularity norms and oughtness norms. Regularity

norms are also called subsistent norms (Gloy 1975) such as linguistic practices or customs as well as behavior patterns which occur repeatedly and habitually within a speech community; oughtness norms are prescribed standards. For those who do not conform to these norms will be ridiculed, excluded or even punished. For example, in the German-speaking part of Switzerland private conversations take place in the regional variety of Swiss German and not in standard German. The regional variety is a regularity norm reflecting a custom, a regular type of behavior in the certain area; the oughtness norm, standard German, is not used here for its use will probably lead to ridicule and possibly even exclusion from the conversation.

Bamgbose (1987, 1998) defined a language norm as “a standard language form or practice that serves as a reference point for other language forms or practices” and proceeded to recognize three types of norms: code norm, feature norm and behavioral norm. Code norm refers to a standard variety of a language or a language selected from a group of languages and allocated for official or national purposes; Feature norm refers to any typical property of spoken or written language at whatever level such as phonetic, phonological, morphological, syntactic, orthographic, etc. and the rules that go with its production or use; Behavioral norm refers to the set of conventions that go with speaking including expected patterns of behavior while interacting with others, the mode of interpreting what is said, and attitudes in general to others’ manner of speaking.

Rubin (1977) summarizes the characteristics of language norm as: it is a reference point or system by which users constantly assess their own performance or judge the performance of others; There is a value assignment, such that the reference point is associated with “correct” or “appropriate” use; Specification is made as to when and for what purposes the norm is to be used; There is some degree of acceptance of the norm by a significant group of people within the speech community.

The norms in this dissertation refers to the standards of world Englishes. Kachru named it as “models” (Kachru B 1982) when he analyzed the pedagogical norms of world Englishes.

1.4.3 Exploration of this research

With many unique characteristics such as a long orient history, a large population of English speakers, fast developing economy, more frequent international communication, China, as an expanding circle country, must take on a different view in its English development. Some issues related to English norms seem contradictory: all English learners are willing to study idiomatic British or American English, but they are told their practical English is neither British nor American; Chinese English teachers advocate English should be English style and keep correcting mistakes of their students, but only to find many failures; some scholars have pointed out that there has been a Chinese English variety but have not supported how this localized English can be adopted by Chinese English speakers and speakers world wide. Meanwhile, some practical problems need explanations such as: teachers and students are concerned with what English they are teaching or learning; textbooks editors have to consider what English materials to choose; with Chinese English speakers being unaware of how appropriate imitating R P or General American accent, if unable to speak with RP or General American accents, how much of the Chinese English is allowed to be retained and how is an appropriate level determined. So how to face these similar problems conceptually, how to solve them practically and what the influencing factors for them to have the conception are important to explore. The core problems of all these questions are on whether the Chinese English variety exists and how the norm of Chinese English is adopted. This needs the corpus of the pragmatic English used by Chinese for further studies. But currently it is meaningful to explore the usage of Chinese English and its core problem, the discussion of English norms.

Based on theories of English language norms, this research is to analyze Chinese English norms in three aspects: the practical/pragmatic norm of Chinese English in use, the “oughtness norm” or code norm in pedagogical area, and the acceptance of Chinese English in orientation. These interpretations of Chinese English norms orientation are to be done with the sociolinguistic approaches via the presentation of the historical, social, and linguistic profiles. The norm orientation of Chinese English

is to be investigated with the empirical study as well.

Chapter 2 History of English in China: a historical profile before the new century

In this historical profile before the new century, the evolution of Chinese English in different historical contexts is to be presented. The first contact of English language with China took place in 1637 when an expedition of four ships under the command of the British Captain John Weddell arrived in Macau and Canton (Bolton 2002). Since then, English in China went through the period of “pidginization” (the formation of Chinese Pidgin English) and “depidginization” (the development of school instructed English) in the semi-colonized society (1842-1949), the period of “politicization” (English with the politicized feature) in the political movements time (1949-1978), and English in the early implementation of the Open Door policy before the new century (1978-2000). The presentation of each period includes the different historical context, different English policies, and English with different features. The last part of this chapter is on the evolution of the English models.

2.1 “Pidginization” and “depidginization” of English in the semi-colonized society

2.1.1 *Social context and shift of English policy*

European Colonization

Around the year 1500, the scientific advances in astronomy, nautical engineering, ship-building, and navigation had provided possibilities for the European countries to explore the world. In 1492, Columbus succeeded a voyage to North America which was a beginning for European powers to be involved in world trade, military conquest and imperialism. Over the following 400 years, mercantilism became a means for

European capitalism, Christianity and colonization throughout the Americas, Africa, and Asia.

The European people got the impression of China from the mythic and fanciful accounts of the earlier travelers such as Marco Polo, Sir John Mandeville, etc (Niu 2008). Their travels included descriptions of headless men and women, and other freakish phenomena. For instance, according to Mundy's description, "Chinas excellencies include Antiquity, Largenesse, Richenesse, Healthynesse, Plentiffullnesse. For Arts and manner off government I think noe Kingdome in the world Comparable to it." (Temple 1919:303). Frank (1998) has argued that the economies of Asia were "far more advanced" than those of Europe until at least 1800s. With these fanciful imaginations, trade ships loaded from Europe had been ready to launch to the mysterious Orient.

The first European power to establish trading settlements in Asia was Portugal (Bolton 2002), firstly in India in 1503, and in the 1540s began to trade with overseas Chinese. In early 1550s, the Portuguese traders moved to the narrow peninsula of Macao, and by 1560 had managed to establish themselves there with unofficial permission of the Chinese authorities (Wade 2001). Qing government at that time forbid trade abroad and no other western nations had been able to enter China's ports officially.

Chinese Empire

China is one of the countries in the world with rich civilization and continuous history. Its greatneses and advancements existed historically. One of the examples is such as four great inventions in medieval time: the invention of making paper, printing, the compass, and the gunpowder. This past greatness was still enjoyed by Qing Dynasty in the time between the 18th and 19th century.

Supremely ignorant of the West, the emperor and his officials still had the beliefs: the Middle Kingdom was indeed the center of civilization; the Son of Heaven (*tianzi*: the emperor) actually represented all mankind in his functions as a moral and ceremonial

intermediary; all the surrounding tribes and peoples should naturally recognize this central fact that Middle Kingdom was a universal empire; foreign rulers who wished contact or trade with the empire should first enroll as tributaries, accept investiture, and send envoys to perform the kowtow before the Son of Heaven. Some information such as modern geographical knowledge from the West also passed into China, but Qing government and Chinese people held the overall rejection of the West. The conservative scholars quoted irrelevant Confucian classics to refute the newly introduced western knowledge. One representative of the anti-western-science scholars, Juan Yuan (1764-1849) said that it was unbelievable that the earth was rotating around the sun and he who believed it rebelled against the Confucian classics (Teng & Fairbank 1979). But this situation of the ignorance of the West did not keep long time for the west powers were ready for breaking into China with gunships soon. A contact between China and the western world was definitely to start.

The process of semi-colonization (since 1842)

The western powers' contact to China in 1840s was not with tributaries but with guns. It started with the affair of imported opium into China from British merchants. The over importation of the opium into China caused two harmful consequences. Firstly, the number of Chinese opium smokers increased fast and opium smoking caused serious physical and social problems to Chinese people; secondly, China's silver supply was draining out of the country in the opium trade. In order to control this problem, the official Lin Zexu took the mission by the emperor and destroyed the opium of British merchants in 1839 for the benefit of the government and Chinese people, but it became the fuse of the first Opium War from 1840 to 1842 between China and Britain. The war ended with the failure of China and the unequal treaty was signed in Nanjing in 1842. According to the treaty and its supplements, five Chinese ports of Guangzhou, Shanghai, Ningbo, Xiamen, and Fuzhou were declared treaty ports; foreign merchants and consuls had permission to reside and operate freely there; in each treaty port the westerners were granted extraterritoriality, which meant they

were subject only to the legal jurisdiction of their consul; they could buy land and open schools in the treaty ports. In addition, the warships of the foreign powers could anchor in the treaty ports. The items were afterwards also applicable for America, France and other western powers (Teng & Fairbank 1979). From then on, Chinese sovereignty was being encroached and China began to step into a semi-colonized society.

Nanjing treaty, however, was solely the first one of the unequal treaties with western powers. With the conciliation of the Qing government, China's contacts with the western powers were followed with wars, failures, and more unequal treaties. Britain and France started the second Opium War (1856 -1860) to China then. Tianjin treaty and Beijing treaty were signed after the war. According to the treaties, ten more Chinese ports were declared for treaty areas and western vessels were allowed access to certain inland water ways and importation of opium was made legal. Japan started Jiawu War in 1894 and signed the Maguan treaty with China; Britain, American, France and all eight western powers attacked into Beijing City in 1900 and Xinchou treaty was signed after the war. By the turn of the 19th century, over forty Chinese cities had been opened to western powers and a system of treaty-port semi-colonialism had been established in China (Bolton 2003). The western powers occupied and controlled China via controlling the government. China had become a semi-colonization country.

Republic of China (1912—1949)

Since the formation of the semi-colonization in China, Chinese people had been searching for ways to protect the national sovereignty. Some officials of Qing government took efforts of government reformation, and movements of the people attempted to overturn Qing government for establishing a republic China. In this background, Sun Zhongshan led Xinhai Revolution, overthrew the Qing government, and established a Republic of China on January 1st in 1912. But this republic ideal was damaged soon when Yuan Shikai, the previous minister of Qing dynasty, took the

regime in the same year. Yuan's regime, Beiyang government, did not keep long for the conflicts of warlords and ended in the year of 1928, when Jiang Jieshi took the regime. Till the foundation of the People's Republic, China had been in the overturns of the regime, civil wars, and anti-Japanese war. The western powers kept their benefits in China and the quality of semi-colonized society of China did not change until the foundation of the People's Republic in 1949.

Shift of foreign language policy

The ignorance and rejection of the West in Qing dynasty resulted in the less attention to the communication and language translation with the western countries. But the policy of "self-centered and rejection to the West" had shifted with the response to the colonization of the western powers.

China's first official institution to study foreign languages, *Hui Tong Guan* (the Office of Interpreters), was established in 1276 (Fuchs 1931). *Si Yi Guan* (an Office of Translators) was later set up in 1407 (ibid). Both these organizations were active in preparing glossaries of "Chinese-barbarian-translated-languages" (*hua yi yi yu*) for Asian languages, particularly the languages Mongolian, Tibetan Sanskrit, Persian and Siamese. There were also vocabularies of English, French, German, Italian, Latin and Portuguese, but these had received little attention in the academic literature. The Qing government and Chinese people had a general negative view of foreigners and the foreign languages. In Chinese people's eyes, all the unfamiliar people with unintelligible languages and "red" hair from the sea are "barbarians" like any minority nationalities in China or from the countries nearby. There was never the tradition that people from the "Middle Kingdom" took downward to learn their languages. Without any attempts in learning about the West or their languages, the emperor and his officials concentrated wholly on the continuous ruling of their dynasty. They closed the gate of China tightly with the regulations such as that trade abroad officially in Chinese ports was forbidden, and those who taught foreigners Chinese were executed. This tradition of restricted engagement towards foreign and foreign languages

remained till the time when the west powers broke into China with gunships. Response to the western powers, Chinese people realized that the barbarians' language became military aggressors in the phase of wars. Some Chinese elites first, and then the Qing government attempted to learn the foreign languages in order to access technological knowledge for self-protection. Regarding Chinese Pidgin English (for details, in 2.1.2) with low esteem always, both the government and the Chinese elites started to put them forward for the instruction of English. Therefore, in the colonized society of China there are two pushing powers of English extension. Firstly, the colonizing powers headed by the UK extended the policy of language colonization by establishing English missionary schools in the opened ports and cities of China; and secondly, Qing government and the elites paid more attention to the study of English and other languages. In the Republic time, English was a compulsory subject in both secondary schools and tertiary institutions. Studying abroad, most notably in the United States, grew in popularity since the early days of the Republic (Keen 1977). All the historical contexts and the shift of foreign language policy had paved the way for the early development of English in China.

2.1.2 Chinese Pidgin English

The term of Chinese Pidgin English (CPE) was coined by Hall (1944). It took shape in the early trade between Chinese and British merchants in the nineteenth century, developed into the treaty ports and open cities after the Opium War (Bolton 2003), and declined in the early of the 20th century (Hall 1944).

The formation of CPE

The long disconnection between China and the Western world resulted in the difficulty of language communication. Since the first British trading post established in Guangzhou in 1664, the language difficulty in trade became more and more severe. Meanwhile the attitudes that two countries held did not encourage neither Chinese nor

English as one of communicative medium. The Chinese regarded the British as all “foreign devils” in low esteem, and would not stoop to learn the foreign tongue in its full form; The British regarded the “heathen Chinese” as beyond any possibility of learning, and so began to modify their own language for the natives’ benefit (Whinnom 1971). This situation kept even after the Opium War. The following instance represented the situation then. “In 1844, where an unfortunate British acting-consul was having a hard time doing business with the local Chinese authorities: lacking a competent interpreter, the Englishman in an interview would address his remarks in English to a Singapore Chinese, who would repeat them in Fukienese to a local Chinese, who would then state them in Mandarin to the officials (Teng & Fairbank 1979: 41)”.

In this context Pidgin English came into being firstly in Guangzhou and Macao. It was used between English speaking foreign traders to the Chinese merchants, and also to local employees, personal servants, local shop keepers, etc in the trading stations between the 1720s and the 1830s (Bolton 2003). After the two Opium Wars, more cities were open to Western powers and the trade from Guangzhou went northwards. Consequently Chinese Pidgin English spread into land China as well. By the 1870s, it was reported that “the ‘uncouth and ridiculous jargon’ was the almost exclusive medium of communication between natives and foreigners at the open ports” (Nevins 1872: 204). It was spoken not only by the English residents in communicating with their servants and employees, but also by the merchants and visitors to China of all other nations (Shaw 1897: 553-4). According to Hao (1970), some knowledge of English was a requirement for the position of comprador, “as through his expertise in Pidgin English and his knowledge of the West, he became a middleman between East and West”. During the period of its expansion, it was used between foreigners and upper-class Chinese, as well as by servants and tradesmen (Hall 1944).

The linguistic description of CPE

CPE is a hybrid language to mix both English and Chinese with simplified lexis and

syntactic structures. Baker (1987), Baker and Muehlhaeusler (1990), and Shi (1991) described CPE as English embedded with Chinese language and context. This Chinese-embedded feature could be presented in the following examples of Chinese Pidgin English with Cantonese consonant system, with two-character words, with different collocation, with the inversion of the negative word, with the structure of four-character idioms, and with the simple and positional grammar and syntax. All these features have become the early examples of the contact between English and Chinese.

- With the Cantonese consonant system: Phonologically Chinese Pidgin English has its features in consonant system, which is influenced by Cantonese. The first prominent feature is English with the features of Chinese consonant clusters with the influence of Cantonese. For instance, CCV(C) is altered to CVCV(C) as *sitop* for *stop* and *sileek* for *silk*; words ending in a plosive are often represented with a final /i/ as in *sedee*, *makee*, etc; words with a final /f/ are added /o/ or /u/ as *thiefo*, *wifo*.

Another phonological feature is that there are some Cantonese displacements for some English phonemes, which are difficult to articulate for the Cantonese. Here are some examples: /v/ is usually represented as /b/ or /p/ as *hap* or *hab* for *have*; /θ/ and /ð/ are written as /t/ and /d/ as *ting* for *thing*, *dat* for *that*; /z/ is as /j/ or /g/: *squigi* for *squeeze*, *pigeon* for *business*; Lack of contrast between /s/ and /ʃ/ as *joss* for *josh*; /r/ is typically represented by /l/ as *lice* for *rice*.

- With two-character words: Lexically, Chinese Pidgin English represents the features in language contact as code-mixing, lexical borrowing, loan translation, etc. The Cantonese-derived words include such as: *chin chin* (*worship, greeting*), *hoppo* (*senior customs officer*), *fanquei* (*European: literally foreign devil*), *typan* (*supercargo*), *fukki* (*friend*), *swan pan* (*abacus*), *man* (*slowly*). Different from Western languages, the language of Chinese basically consists of certain numbers of characters but not words. In the Chinese writing system, the characters are monosyllabic and each usually has a corresponding to a spoken syllable with a basic meaning. Many content words are made up of two synonym characters such as *si xiang* (*think and consider*), *diao cha* (*investigate and check*), *jie shi* (*explain and interpret*), *liang li*

(bright and beautiful), etc. One typical example of CPE with two-character words is *look-see*: it is literally derived from the Chinese two-character word *kang* (look) *jian* (see). The meaning is to see, to perceive, to analyze, to examine, or to evaluate. Another interpretation of this word is: look, then see, related to you can see a lot by looking.

- With different collocations: The collocations of Chinese are different from those of English. For example, both the verb *go* and the preposition *to* are used as only one Chinese equivalent *qu*. The English equivalents of the Chinese word group *qu bei jing* are *go Beijing* or *to Beijing*. That is to say, it is correct Chinese when either *go* or *to* is used. One of the CPE is *where-to* with the Chinese equivalent *na* (where) *qu* (to/go). Its meaning is: where are you going to, where are you headed, or where do you want me to take you.

- With the inversion of negative word: syntactically Chinese language is different in negation from English: in English, negatives are added after an auxiliary verb except the verb *be*. For example, *I do not go*. In Chinese, negatives are directly added before the verb of the sentence. For example, *wo* (I) *bu* (no/not) *qu* (go). By this influence, CPE with the inversion of negative word are such as *no* (bu) *can* (neng) *do* (zuo), *no-go* (bu qu), etc. The meanings of the two are to be unable to do/ do not attempt to do, and not okay/do not go there respectively.

- With the structure of four-character idioms: The paralleled structure of words, idioms, and sentences is used widely in Chinese language. The structure of four-character idioms could reflect in CPE. Most four-character idioms are Chinese *Chengyu*, which are a type of traditional Chinese idiomatic expressions with four characters. The typical examples are *long time no see* and the structure of *no this no that*. The Chinese equivalent of long time no see is *hao* (very) *jiu* (long time) *bu* (not) *jian* (see). Its meaning is: haven't seen (you) in a long time/ we have not seen each other in a long time. The structure of no this no that is: if you have no this (e.g. a cause), then you have no that (e.g. a consequence). For example, *no* (mei) *ticket* (piao), *no* (mei) *shirt* (chenyi). The meaning is: if you don't have a laundry receipt, I won't give you your shirts. The idioms with the derived pattern are No pains, no gains, No

plan, no money, etc.

- With the simple and positional grammar and syntax: grammatical categories are indicated by the position of words in the sentence rather than by inflectional endings, prepositions, or the like. Typical sentences are:

Hab gat lening Kum daun: Have got raining come down (There is rain coming down.)

Tumolo mai no kan kum: Tomorrow my no can come (Tomorrow I can't come)

Mai no hab kachi basket: My no have catch basket (I didn't bring a basket.)

All these examples of CPE have proved the fact and the consequence of language contact between English and Chinese. Meanwhile the Chinese language is influenced by the Western languages as well (in 2.1.4).

Attitude and decline

Chinese Pidgin English played an important role in many respects particularly in the trade between China and Western powers, but it continued to attract disapproval and condemnation from both those outside China and Chinese people. Foreign people described it as “vile jargon”, “a grotesque gibberish” and “revolting baby talk”. Chinese people regarded it with low prestige since its appearance (Bolton: 2004). Going through the stages of original, classical, and expanding, Chinese Pidgin English came to its declining by the early twentieth century, when there was greatly increased access to educated varieties of English through missionary schools and other sources. It has ceased to be used in intercourse with educated Chinese in Hong Kong of the 1930s (Hall 1944). During the 1950s and 1960s, it continued to be spoken in Hong Kong among trades people and servants, but most contemporary writers claim that Chinese Pidgin English no longer exists, even in Hong Kong now.

2.1.3 Depidginisation

From the late nineteenth century onwards, Pidgin English declined gradually because of the development of the instructive English in China. It refers to school English with

the study standard models instead of the Pidgin English, the mixing of the familiar language for practical and immediate purposes of communication. The development of the school English is the process of English “depidginization”, which started in 1842 and accelerated after 1860 (Bolton 2003). The contribution to this process was given by the establishment of Western missionary schools and universities, the foundation of the translation institutes by the Qing officials, the early development of modern school system of the government, and the projects of training students abroad. All the contributions led to the appearance of Chinese indigenous English-language intellectuals, which reflected the consequence of the process of the “depidginization”. From then on, the reflection of Chinese English was not only the Chinese Pidgin English with the general negative attitude, but also the educated English with prestige spoken by Chinese indigenous English-language intellectuals. Chinese English education had its early development from late Qing Dynasty to the Republic period.

Missionary schools and universities

According to Nanjing treaty, in treaty ports and open cities, Western powers could open schools. For the protestant missions, the Western powers established many missionary schools in the treaty ports and open cities. This was encroaching upon China’s sovereignty obviously, but at the same time, it provided Chinese people with school English development. Mainly by Britain and the United States, the first missionary schools were set up in treaty ports. The earliest one was the Morrison Education Society School founded in 1839. The constitution of the subjects and curriculum could show a Chinese-western combination: English was taught intensively and some subjects as mathematics, geography were taught with a teaching medium of English. The curriculum in missionary schools typically consisted of both Chinese and Western subjects, and the Chinese Classics often occupied a central position, in that most missionaries hoped to cultivate the students with the quality of the West knowledge and the Chinese traditions. In the time of the 1870s there were only 20 mission schools with about 230 students. By 1925, more than 250,000

children were being educated in 7,000 Christian elementary schools and around 26,000 students in Christian middle schools (Deng 1997). Besides the schools, American protestant missionary universities were set up in China as well. The 13 protestant Christian colleges such as Yenching University had a profound influence on Chinese education. In addition to these 13 colleges, there was also Tsinghua University with money from the Boxer Indemnity Fund. The influence of the missionary schools and universities made contributions to China's modernization in technological, social and even political respects. Meanwhile English education in China experienced its early development.

The translation institutes by the Qing officials

The aggression and power of the Western countries caused a shift of some officials of the Qing government from being ignorant of the West and self-centered to attempting to learn from the Western powers. The Qing Officials such as Lin Zexu, Wei Yuan, etc did their contributions. Lin Zexu was an official of Qing government, who took the mission to go to Guangdong province to destroy the opium of the British merchants in 1839. He experienced the whole process of the first Opium War and became aware of the developed technology of the Western powers. He took efforts to know the West by setting up translation institutes and translating English materials into Chinese. By doing this, he is regarded as the first man to see the world in China. With his leading, Wei Yuan, another official, compiled a famous world geography book named *Hai Guo Tu Zhi* (maritime countries), in which the principle of "using barbarians to control barbarians" (*shi yi chang ji yi zhi yi*: use the developed technology of the Western powers to fight against them) was pointed out. Their contributions had started the way of knowing the world positively and forced the actions done by the Qing government in giving attention to learning from the West, foreign affairs, and the relevant affairs.

The early development of modern school system of the government

In order to learn mathematics, engineering and techniques of the West, Qing government officials started to know the importance of the language. Tong Wen Guan, a college for cultivating interpreters, was set up in Beijing in 1861. Modeled as Tong Wen Guan, a similar language school was set up in Shanghai in 1863. In 1866, a scientific department of astronomy and mathematics was added by admitting students of high attainment of Chinese learning. Soon afterwards Tong Wen Guan's curriculum started to include astronomy, mathematics, chemistry, and the Western science subjects. These curriculums had become the essential references of the modern school system of China. In the last decades of Qing dynasty (in late 19th century and early 20th century), large numbers of Chinese-run modern schools were established in cities such as Shanghai, etc (Bolton 2003). Based on the model of an interpreters' college, China had started its modern school education in late Qing Dynasty.

In both late Qing Dynasty and the Republic period of China, the subject of English and other foreign languages had earned attention in the modern school system.

The Qing government issued new school regulation (*Xue Tang Zhang Cheng*) in 1904 (Niu 2008). According to the regulation, school education includes three phases and seven grades: primary school for three grades (three or four years), middle school for one grade (four years) and higher education for three grades (three to five years). Foreign language class with the first status of English teaching was compulsory from middle school. This regulation kept to the end of Qing government in 1911. In the four years of middle school, English lessons were given nine hours per week. Teachers were mainly foreigners for the lack of Chinese staff with good English capability. The goal of English study was to master the skill of language, and to know about the world.

In the Republic period of China, the school system of Qing government was maintained. English study still played the most important role among foreign languages study in schools and universities. In the government of Guoming Dang, English lessons were given even from primary school to university for a certain time. In the time between 1920, some intellectuals with the experience of study in the United States and Europe started to explore education reform in China. The idea of

American education influenced this reform a lot (ibid.). Middle school time was changed into six years from four years and the three year higher education became four year university. This new system was a try to integrate Chinese education with the world standard. English instruction had its early development in China.

Projects of training students abroad

With the purpose of mastering the secrets of the Western technology and the language, the Chinese government would consider it necessary to send young men to Western countries for training. The projects were promoted by Rong Hong, the first Chinese graduate from an American university. He had his school time in missionary school, studied in Yale University, and got his degree in 1854. Under Rong's promotion, 120 Chinese students were brought to the United States in the decades of 1872-1881. According to the projects, the children lived with American families for language learning, and then went to primary, middle schools, and received education in universities. They had to study Chinese Classics as well. In 1877, the Qing government also sent 30 students to study in Britain. Meanwhile, the number of Chinese overseas students was increasing from different places such as Europe, America, Japan, etc. Many Chinese elites were from the projects such as Sun Zhongshan, the founder of Republic China. They were the first group of intellectuals with the view of world wide since the start of the colonization of China.

Chinese indigenous English-language intellectuals

The contributions mentioned above all facilitated the development of English instruction, or the process of depidginization of Chinese English. As a consequence, more and more Chinese people had opportunities to study English and some of them studied abroad and came back to China working with English. An indigenous English-language intellectual culture developed in the late 1920s and 1930s (Bolton 2002). In Shanghai, for instance, the Chinese bilingual intellectuals fell into three

groups according to their educational background: the “English-language group”, the “French-German” group and the “Japanese language group”. Lin Yutang was one key figure among English-speaking Chinese intellectuals and his life story reflected English education and English used by Chinese people. Lin had his secondary education with study of Chinese and English, and received his college education in St. John’s University Shanghai which was “the best school for studying English in China” in his own words (ibid). In 1919 he went to the United States for graduate study, and finished his PhD in linguistics in Germany in 1923. In the same year, he began to teach in Peking University. From 1928 he started writing in both Chinese and English with a great number of creations. He was very active in the popularization of classical Chinese literature in the West, as well as the general Chinese attitude towards life. The appearance of indigenous English-language intellectuals like him reflected the result of the “depidginization” of English in China. Different from Chinese Pidgin English, their English creations could show Chinese uniqueness in the perspective of instructive English with prestige.

2.1.4 Influence of the early development of English in China

As presented above, the formation of Chinese Pidgin English, the process of the depidginization (School instruction of English in China), the appearance of the Chinese indigenous English-language intellectuals, etc could reflect the early development of English in China. Language contact between English and Chinese caused the influences into Chinese language as well. In the historical background of “the Vernacular Chinese Movement”, a Westernization movement of Chinese language, Chinese language was influenced by the Western languages, mostly English.

“The Vernacular Chinese Movement”: the Westernization of the Chinese language

In the process of language contact, the impact of English on the Chinese language was significant. In the first half of the twentieth century, China came into a more frequent contact with foreign countries. Many works were translated from English and other languages into Chinese. By the time of mid 1910s and 1920s the “New Culture Movement” sprang. Scholars called for the creation of a new Chinese culture based on global and Western standards. One major starting point of their claims was the introduction of Vernacular Chinese, which was called Vernacular Chinese Movement (Baihua Wen Yundong: the avocation of using vernacular Chinese instead of the written form). Since May of 1918, Vernacular Chinese started to be used in the journal of *New Youth* and later vernacular was used in school education. The reform of the Vernacular Chinese was referenced with English language in terms of lexicon and syntax. The new lexical items were formed by transliteration or by compounding words with similar meanings (Wang 1955). There were a certain number of lexicons translated via Japanese instead of direct translation from English. It’s estimated that 70% Chinese of the nouns and special terms in social science and humanity are from Japanese, which are the translation from Western language (Niu 2008: 151). The examples are in art, academy, philosophy, literature, culture, civilization, society, politics, law, etc. On the syntactic level, for instance, the influence of English on Chinese can be exemplified by the length of phrases and the use of passive verb forms (Cheng 1982):

- The length of phrases:

In Chinese, the modifying part comes after the modified. The Westernized Chinese sentences, however, often contain long modifiers before the head noun to accommodate English subordinate clauses. Here is an example:

(1) English:

People who regard literary taste simply as an accomplishment, and literature simply as a distraction, will....

(2) Chinese in the structure of traditional Chinese:

人们如果把文学行为认为纯然一种才艺，把文学认为纯然一种消遣品，将...

Word order of English translation of the sentence above:

People if (they) regard literary taste simply as an accomplishment, and literature simply as a distraction, (they) will...

(3) Westernized Chinese:

那些把文学行为认为纯然一种才艺，把文学认为纯然一种消遣品的人们，将...

Word order of English translation:

Those regard literary taste simply as an accomplishment, and literature simply as a distraction ('s) (people), will....

With the same meaning of (1), the modifying part in (2), which is underlined in English translation, is after the modified *people*; but the long modifying part in (3), the underlined part, is before the head noun *people* to accommodate its subordinate clause. The difference between the classic Chinese and the Westernized Chinese is the different place of the modifier, which has become one of the evidences of the Westernization of Chinese language.

● The passive preposition *bei*:

The passive preposition (also called co-verb) *bei* was limited to sentences expressing suffering from some action in traditional Chinese. The English passive has extended the use of *bei* beyond pejorative to positive sense. With the influence of English, Chinese passive preposition *bei* can be used in positive sense as well.

(4) 他在交通事故中被伤了。 He was hurt in the traffic accident.

(5) 他被夸奖了一番。 He was greatly praised.

Originally (4) can be used since it is the action that suffering, while (5) can not be used in Chinese because *bei* is only used in expressing suffering from some action. But the Westernized Chinese (5) is correct since Westernized Chinese is used in both suffering or not. The examples of the westernization of the Chinese language can be found in Wang (1955).

As presented above, the early development of English in China has made the shape of Chinese Pidgin English and the Westernization of Chinese language.

2.2 English in New China: a country with sovereignty

2.2.1 Social context

A nation with the full sovereignty and early national development

The foundation of People's Republic of China in 1949 marked a clear turning point in China's history. From then on, China was able to become a nation with the full sovereignty. Taiwan's existence had no possibility to prevent the fact that China had, for the first time in a century, a government with the national dignity in the world. China overthrew the semi-colonized society and stepped onto the road to strengthen the comprehensive power of the nation: to build a strong China politically, economically and militarily. In 1952 China succeeded to fight the United States to a standstill in Korea and defied Russia threats in the 1960s. The first five year plan (1953-1957) was on the whole a great success: the national income grew at an average rate of 8.9 percent; the agricultural output expanded about 3.8 percent as against population growth of about 2.4 percent (Fairbank 1986). Compared with other developing countries with growth averaged only about 2.5 percent, this success became an attractive model for the third world countries (Rozman 1981). The success in the early development since the foundation of the PRC became very obvious in the domestic affairs.

Isolation from the world and political movements

Until the 1970s since its foundation, China was isolated from the world particularly from the English-speaking countries. This isolation was determined by the world situations of that time. After the Second World War, world countries were divided into two groups, namely, communism group and capitalism group. Soviet Union and the United States, as the two powers of these two groups, were in the Cold War. A number of English speaking countries failed to recognize the sovereignty of the PRC because China was in the group of the communism. The USA remained a strong supporter of the Guoming Dang in Taiwan and imposed an economic blockade in the PRC

(Adamson 2002). Mao Zedong had secured a thirty year alliance against aggressive action by Japan or any Japanese ally such as the USA in Yalta Agreement in 1951. In addition, the hostility between China and the USA deepened with the outbreak of the Korea War. As a socialist country, China kept close relationship with Soviet Union in the beginning of the foundation. Soviet assistance in the first decade was on large scale important to China's development. In the time before 1960s, about 12,000 Soviet technicians came to China and over 25,000 Chinese technicians and thousands of Chinese students were sent to the Soviet Union (Rozman 1981). Russian became the primary foreign language taught in China. But the relation with Soviet Union was cut off with the policy of the president Krushchev of the Soviet Union. With the departure of Soviet technicians from China in the early 1960s, China started into a period of being isolated from almost the whole world.

In order to consolidate the China Communist Party's power in the face of the influences of the Guoming Dang and traditional feudal ideas, there had been series of movements in China such as the Class Struggle, the Anti-rightist Campaign, the Great Leap Forward and the Cultural Revolution. Among them, the Great Leap Forward (1958-1960) damaged the economy of China and the Cultural Revolution damaged the social heritage in many perspectives. It was little argument that the policies of the Cultural Revolution (1966-1976) represented a self-imposed isolation: formal education was drastically modified with politics and higher education suspended completely between 1966 and 1970. Students were sent from school to the countryside. In June of 1966, the programs of sending Chinese students abroad were stopped. And in July of the same year, the receiving of foreign students coming to China was also canceled. Foreign trade including importing of technology was plummeted. During the last half of the 1960s China was more inward looking than it had been since the imperial times (Rozman 1981). China closed its door again since late Qing Dynasty.

The Open Door policy and Four Modernizations

The overthrow of the Gang of Four in October of 1976 marked the end of the Cultural Revolution and in 1978 the policy of Four Modernization was announced as a goal of national construction. It referred to the modernization in industry, agricultural, national defense, and science and technology. This modernization movement soon evolved into the Reform and Opening policy or Open Door policy (Dillon 1998: 109). The isolated nation was opened and China began to develop itself in the context of the world. The American president Nixon's visiting China in February 1972 began to normalize and improve the Sino-American relation. In 1978, the United States extended formal recognition to the People's Republic, and that same year, Japan and the People's Republic signed a Treaty of Amity and Friendship. Vice Premier Deng Xiaoping's visit to the United States in January 1979 brought a formal end to three decades of hostility and invective (Rozman 1981). By 1982, Soviet Union increased trade with China for its domestic economy was declining. Relations improved further with Gorbachev announcing his new view of the Asia-Pacific in 1986 and Sino-Soviet relations were normalized in a summit meeting in May 1989 (Lam 2005).

On the domestic front, China was also regaining its momentum for educational and economic developments. University enrolment resumed in 1978; the communes (farming collectives merged with local governments) were abolished in 1982 and their political functions were returned to local governments (Gray 1991: 267); foreign experts were invited to visit China, and students and scholars were sent abroad again. Fairbank (1987) summed up the period as one of "disillusioned optimism: China suffers from many evils, but it is a country we can get along with". In the process through interaction, reformation and adjusting, China was chasing the developed world at an exceptional speed. By the end of the twentieth century, China has been done much successfully for integrating itself into the world setting.

2.2.2 English policies in different periods

In different social contexts since the foundation of the PRC, English education policy changed. Based on the different dividing ways by Hayhoe (1991), Scovel (1995) and

Lam (2005), the broad division of three periods with the mark of Cultural Revolution is applied here. That is the period before, during, and after the Cultural Revolution.

English before the Cultural Revolution

This period was a focus on national construction: to consolidate the power of China Communist Party (CCP) and to recover the economy for self-strengthening. English was less favored by political events. A number of English speaking countries headed by the United States failed to recognize the PRC. In the anti-US tide it “became somehow unpatriotic to study the language of our enemies (Tang 1983: 41)”. With low official status, English was on the curricula of very few secondary and tertiary institutions (Adamson 2002, Lam 2005). Instead of English, Russian language received a lot of initial attention meanwhile because China attempted to align itself with the communist country, the Soviet Union. In 1949 Russian lessons were broadcast on the Beijing People’s Broadcasting Station; in 1950, National plans to teach foreign languages, mainly Russian language, in junior secondary school at three lessons per week and senior secondary school at four lessons per week were announced; the same year, Russian departments were established in nineteen higher education colleges and Russian training courses were organized in several party, government and military sections.

However, English was not completely ignored as a means of access to science and technology. During the imitation of the Soviet Union, English made its first appearance in foreign language education. After the relation with the Soviet Union was cut off in late 1950s, China was ready to pursue better ties, at least economically, with the West. The status of English increased to some extent. Some teachers who taught Russian were retrained as English teachers. The Education Ministry announced that from 1959 to 1960, the better schools should start the teaching of foreign languages in junior secondary with one-third of them teaching Russian and two-thirds teaching English and other languages. In 1960, the Education Ministry decided that the People’s Education Press should develop a new set of English materials for

primary and secondary schools. In 1963, ten foreign language schools to start teaching foreign languages from Primary 3 were proposed and the Education Ministry announced there should be more teachers training for teaching English and more English classes for students. In 1964, English was established as the first foreign language in higher education (Lam 2005: 76). The attention was paid to improving the quality of English teaching, though this attention was given shortly for the coming of the Cultural Revolution.

English during the Cultural Revolution

The Great Cultural Revolution was the largest and longest of the political movements. Its aims were to re-establish class struggle as the main thrust of policy and social action, to eradicate feudal customs, culture and ideas, and to place the country under a supreme leadership (Hsu 1990). Students were sent from schools to the countryside, educational organizations were closed down and intellectuals were assigned to the countryside for manual labor. English teachers were major targets because their association with English caused the connection with capitalism, privileges and other negative political labels. Many English teachers and students were denounced as “only expert and not red” (having only certain knowledge but no love for the Party or the country) and were vilified and persecuted, even to death (Tang 1983). The whole society was full of anti-English learning atmosphere with some slogans such as: “I am Chinese. Why do I need foreign languages?” “Don’t learn ABC. Make revolution!”(Qun and Li 1991). In this political climate, teachers dared not teach English because of the worry of getting suffered from the government; students did not learn English because proficiency for English would not bring promotion in study and work. English teaching disappeared throughout China. This social context, which is isolated from the world and completely concentrated on series of political movements, led to the formation of Chinese Politicized English (as mentioned in 2.2.3).

There was a turning point for English when Chairman Mao’s statement was published

in 1968. He told “Red Guard” leaders at Peking University that “It is good to know English. I studied foreign languages late in life. ... One has to learn foreign languages when one is young.” (Unger 1982:282) English started to reappear on the school curriculum soon, but the change was short-lived, for a new radical political group known as the “Gang of Four” came to prominence in 1973 and a successive political persecution continued until 1976 when the Gang of Four was arrested.

English after the Cultural Revolution

With the overthrow of the Gang of Four and the implementing of Deng Xiaoping’s Open Door policy, China started into the process of modernization in the world setting. After the Third Conference of the Eleventh Central Committee of the Chinese Communist Party (which is regarded the marking point of the new policy implementation) in 1979, “English was given a new status and was regarded as an essential tool for international trade, scientific and technological exchange, modernization and progress” (Cheng 1982: 135). With this background, the policy of foreign language education was re-established. In 1977 the reinstatement of admission to higher education was announced. In 1979 more support for foreign language teaching in primary and secondary school was announced. By 1979 most schools started teaching English again (Zhao and Campbell 1995:381). In 1980 First conference on applied linguistics and ELT (English Language Teaching) was held in Guangzhou with participation from twenty-two higher education institutions in China and three institutions from Hong Kong. In 1985 it was announced that CET (College English Testing: the most popular testing for colleges students till now) standardized exams for College English would be implemented in 1987. In 1986 the first delegation from China attended the TESOL (Teaching English to Speakers of Other Languages) conference in Anaheim near Los Angeles. They introduced the College English syllabus in China at the conference (Lam 2005). English teaching became established as a professional discipline in the world perspective. In tertiary level of foreign language education, undergraduates started to have opportunities to study

overseas, and native speaker teachers were recruited to work in Chinese universities (Adamson 2002).

Meanwhile the status of English and English learners was promoted in the whole society. More educational, occupational and economic advantages became attached to learning English. Jobs of translators and interpreters became well paid and people with good English proficiency were admired. For being able to speak better English, many adults afforded to the participation in night school courses, television courses, English corners (face-to-face communications for practicing English and making friends) and latterly access to the Internet English study. In 1999 the National English Test for evaluating staff for recruitment or promotion into different staff grades was initiated (Adamson 2002). English ability became a key to the promotion of staff grades. By the time of 1990s, English was the most common foreign language in both school and tertiary education. In 1999, over 50 million secondary students were studying English and the number of full-time secondary English teachers had risen to nearly half a million (Liu 1995 in Adamson 2002). English was a compulsory subject for all tertiary students and the nationwide English examination, CET (College English Testing), attracts around 5.5 million candidates annually (Yang 2001: 73). The private English educational institutes also provided courses for people with different education background to pass their examinations and to improve their English levels. There came to the phenomena of the popular enthusiasm for learning English, which was called English mania in China, through the whole nation.

From nativized English to English in world context

English history since the foundation of the PRC shows the shift from the nativized English closed in the domestic range to Chinese English open to the world. English went through the time of being “less favored” before the Cultural Revolution, “strictly forbidden” during the Cultural Revolution, and “a school compulsory subject” after the Cultural Revolution. The policy of “less favored” and “strictly forbidden” led to the formation of the nativized English, the politicized English, which remained the

unique features of China's political context, but incomprehensible to world English speakers. However, in order to communicate with the world, China will have to use English which is familiar to the world instead of localized English since the Open Door policy. With the localized features, Chinese English need to be negotiated or adjusted according to the world norm. Some English teachers pointed out their views against the use of Sinicized English. "China is now eager to learn foreign things and ways, and English teachers are collecting foreign English-language textbooks to aid their compilation of teaching materials... As the current trend is toward modernization, it is felt that there is a need to teach and use 'genuine' and 'idiomatic' English (Cheng 1982)." The emphasis only on China's own society was shifted to the exclusion of the foreign culture in English teaching. Many original English reading materials were introduced in China. Some English language teachers also considered the intelligibility of some fixed translations on Chinese terms. Zhu (1978) mentioned that according to Western English norm (which refers to British and American English), the authorities selected and corrected the English which were inappropriate to foreign norms, Sinicized, or related solely to China for better communication with the world. English education had started to integrate into world context with the modernization process of China.

Meanwhile, the attitude towards English had changed. During the Cultural Revolution, learning or reading English was regarded as *chong yang mei wai* (worship and have blind faith in things foreign) and anyone who dared to do it without official permission would be punished. But since the implementing of Open Door policy after the Cultural Revolution, English became more and more popular through the nation in late of last century. English became a means for self-promotion and national development.

2.2.3 *Politicized English*

Formation and function

The prominent uniqueness of English in China from the foundation of PRC to 1980s is the appearance of Chinese politicized English. It refers to Chinese English with the political register in the political movements especially in the Cultural Revolution time (Cheng 1982). During the Cultural Revolution (1966-76), “the Chinese people were deeply involved in a series of political movements and struggles, and China was to a large extent cut off from the outside world (Cheng 1982: 131)”. Chinese English in this period took on the different features with strong political marking especially in lexicon. It was hard to be understood by even the English native speakers who did not know the political background of China (Brumfit 1977). It is also termed as “Sinicized English” (Cheng 1982: 131) for its Chinese marking.

This politicized English remained its unique features because of the context of the political movements and also its functions within the range of domestic China. It was used in the government publications to serve the international community. But the isolated context of China lacked the communication with other countries. In the domestic side, the common people such as students and teachers were not the intended readership because of the policy of “English-forbidden”. With less international communication and less domestic readership, this politicized English was mostly on political movements of China and its language forms entailed the political atmosphere as well.

The linguistic description

Cheng (1982) illustrates the phenomenon in the political register of Chinese English. The distinct Chinese cultural element in English is shown mostly in Chinese idioms, phrases coined during political movements, lexical connotations and semantic shifts, and the style of discourse. Some selected examples are from the journal of the government publication *Beijing Review*:

- Chinese saying and idioms in the following two sentences:

When one drinks water, one must not forget where it comes from; when we think of these things, how can we not show our profound gratitude to our great leader

Chairman Mao and our respected and beloved Premier Chou and cherish their memory? (April 7, 1978, p.16)

In this sentence, the italicized part is the Chinese saying, *yin shui si yuan* (饮水思源). It means that one must be grateful for those who have constructed the well when he drinks the water from it.

But they were like “*mayflies lightly plotting to topple the giant tree.*” (Ibid)

The Chinese saying is *fu you han shu* (蚍蜉撼树). It means that not to recognize one's own limited strength or resources and likely to overstate things out of its own capability.

- Phrases coined during the political movements as followed:

Bad egg: huai dan (坏蛋) It means villain or bad guy.

Running dog: zou gou (走狗) It means lackey.

Capitalist roader: zou zi pai (走资派) It means someone who takes the road leading to capitalism.

Educated youth: zhi shi qing nian (知识青年) It refers to the young people in the Cultural Revolution time who stopped school education and moved to the countryside to work.

red and expert: you hong you zhuan (又红又专) It means to love the party and the people and to be an expert in one's area of learning.

- No-apparent-logical-sequence phrases appear in the same order

We must grasp the three great revolutionary movements of *class struggle, the struggle for production* and *scientific experiment* at the same time... (April 28, 1978, p. 4)

In the sentences above, the paralleled parts of *class struggle, the struggle for production* and *scientific experiment* have no apparent logical sequence, and according to English, they can not be the paralleled members. The second one is the same.

The general task facing our people in the new period of development in socialist revolution and socialist construction is *firmly to carry out the line of 11th Party Congress, steadfastly continue the revolution under the dictatorship of the proletariat,*

deepen the three great revolutionary movements of class struggle, the struggle for production and scientific experiment.... (March 10, 1978, p. 13)

- Lexical connotations:

The seeming problematic lexical connotation shows that in different societies some words have certain social values or stigmas attached to them. The following example could demonstrate that in China, *Capitalist* and *bourgeois* are negative, but *communist* and *propaganda* are positive.

At the Chinese Communist Party's National Conference on *Propaganda* Work in 1957, Chairman Mao made a scientific analysis of the intellectuals in our countries. (July 8, 1977, p. 13)

2.3 Norms ideology and models evolution

2.3.1 Norms ideology: deviation and Standard English

Chinese culture lays great importance on the role of standards and models (Kirkpatrick and Xu 2002). This tradition can go back to Xunzi, the Confucian philosopher. He said that "To be without a fixed standard in your actions is called inconstancy" (Watson 1967:27). The models and standards used in Chinese language differed over time. For instance, different models were used in the eight-legged essay, the literary language (classic Chinese), and the vernacular language. Parallel with the norm ideology of Chinese language, English in China also involved itself into the problem of models, standards, and ideological shift of norms.

The earliest example of the value of English standards is the attitudes towards Chinese Pidgin English. CPE came to its existence in a natural contact between English and Chinese Cantonese without school instructions. Cheng (1982) said that it deviated considerably from Standard English and was mainly used for the purposes of communication in the trading areas. Some of its features have survived and made it into the accepted Chinese English. But it was seen in low esteem in the two sides of the communication. The Western people described it as "vile jargon", "a grotesque

gibberish” and “revolting baby talk” and used it with vicious racism attitude (Bolton 2003:186). Chinese speakers of the CPE especially the educated Chinese became insulting to employ this trading language (ibid). Consequently soon after the gradual development of the instructed school English, CPE declined and in Mainland China and then in Hong Kong. It shows some properties of influences that higher varieties share and perhaps provided a basis for the acceptance of Chinese English variety.

The shift of English models and standards in China was obviously seen in the evolution of the two historical periods: the phase from late Qing Dynasty to the Republic and that from the early foundation of the PRC to late of last century, which presented in 2.3.2 and 2.3.3.

2.3.2 *Westernization in late Qing Dynasty and the Republic China*

The depidginisation of English (the development of English as a school subject) in China underwent since late Qing Dynasty to the time before the foundation of the PRC. This was a westernized process: learning from the West countries mainly from Britain and the United States. Britain had broken into China and took the first step in establishing missionary schools, and the latecomer, America surpassed Britain and its influence was deeper in China’s English education.

British influence

The British influence to Chinese English instruction started with the establishment of the missionary schools in the treaty ports. This influence extended into the university education as well till the time of 1950. Take the courses at the university level for instance, English learning meant memorizing the works of Shakespeare and other writers of the past. The methods of English learning in China were no difference from those in British universities. This caused that English majors could write essays in imitation of Charles Lamb, but they were unable to write short articles to comment on current national and international situations (Cheng 1982). “Bookish rather than

colloquial English was the norm in conversations (Zhu 1978)". The reason of this educational model was the direct transplantation of curricula from British universities.

American influence

The United States took every advantage of the privilege in China that British gained in the first and second Opium War. Its prominent influence was shown in university education. At the turn of the twentieth century its 13 protestant missionary universities had a "profound influence on Chinese education" (Cheng 1982). They included St. John's University, Hangzhou University, Nanjing University, Yanjing University, etc. Through 1920s and 1930s, the number of these universities seemed not to satisfy the need of Chinese people for an increasing numbers of middle-class parents sent their children to these universities to be educated. A number of these universities now rank among the very best universities in the PRC (Bolton 2002). As for the school system, the influence of the United States was reflected much in China's national school reform in 1920 (Niu 2008). Middle school time was changed into six years from four years and the three year higher education became four year university.

With the records on educational influence to China, the United States outnumbered Britain in many respects. According to Niu (2008:106) for instance, till 1855, the number of male missionary in China was 70, among which 24 were British and 46 were American; in the ten years after the Opium War, the main missionary schools set up by Britain and the United States were listed 6 in total: 1 was British and the other 5 were established by the United States. The universities mentioned above also show this point.

2.3.3 Models evolution since the foundation of the PRC

British model and anti-US

From the foundation of the PRC to the Open Door policy, with the interruption of the

Cultural Revolution, “British English has remained more or less the standard” (Cheng 1982:130).

In the early time of foundation of the PRC, China was very much influenced by the system of the Soviet Union in many areas including education. English curricula were designed on the basis of those of the Soviet Union, where British English was more or less the standard (Xiong and Cheng 1980: 38). In 1953 a press report from the State emphasized the importance of English in the secondary school curriculum because it was an international language so as to learn from the Soviet Union.

Till late of last century, China had little contact with the United States and Chinese English was still influenced by Britain. The relation between China and the United States was not normalized. In contrast, the United Kingdom announced the recognition of the People’s Republic of China in January 1950 and established diplomatic relations in 1954. Some British citizens were on the editorial staffs of English language publications in Beijing (Cheng 1982). Until 1979 foreign English language experts were provided primarily by the governments of Britain, Canada and New Zealand (Cowan et al. 1979). The most apparent feature of British English in China was the spelling. Lehmann et al. (1975), reporting on the visit by the first U.S. linguistics delegation to China in 1974, mentioned that British English was obviously preferred there. The textbook of Longman New Concept English by L.G. Alexander was very popular in China even now. The British English teaching video *Follow me* was broadcasted in CCTV (China Central Television) in January 1982. This program aroused the boom of English learning in China and the sales amounted to more than several millions.

English model with “indigenous Chinese” elements

During the time between the 1960s and the 1970s, China was isolated from the world especially English speaking countries and involved itself in domestic political movement, the Cultural Revolution. English in this inward-looking mentality was filled with Chinese elements and became politicized English, which was only inward

China but without extension to the world. Consequently, this “indigenous Chinese” model led to the non-intelligibility even to English native speakers. As mentioned by some scholars: that politicized English “appear to the English native speaker as bizarre in some sense” (Brumfit 1977). This is essentially what Kachru identifies as language pragmatics of non-native Englishes. But this indigenous model of English was different from Kachru’s points in terms of functional perspective because it lacks readership in the nation as well. As for intranational function, the sociopolitical context of the Cultural Revolution did not allow Chinese people to read English and Chinese with English skill were not the intended readership. In other words, this Sinicized English came into being without the contact of the world and lacked local readers. As a result, this politicized English was only the production in certain limited highly politicized period.

Models in westernization

Since China opened its door to the world, China was eager to learn foreign things and ways for the goals of its modernizations. Chinese English needed to be more familiar with the Westerners. The norm of Chinese English shifted from the indigenous model in the Cultural Revolution to a Western norm in the global context, namely, British and American English norm. The authorities encouraged more materials written in the West instead of the materials which were inappropriate to foreign norms, Sinicized, or related solely to China. Meanwhile, it was an important work to clean up old English translations which render the Chinese meanings inadequately.

This reflects that in the beginning of modernization, the political ideas on English were to be diminished and a different norm should be done which must be according to the West way. This is the start of exploring a reasonable way of Chinese English, which is intelligible to the world. As for the practical problems, I think that is the negotiation between English norm and Chinese context for finding a way out. But this way must be based on the context of English usage. By the end of the twentieth century, China is ready for expressing its culture and uniqueness that nothing can be

equivalent to. The development of Chinese English model is going to have some different orientations, which are to be discussed in the following part of the dissertation.

Chapter 3 English in China today: a social profile since the new century

This Chapter is to give a social profile of Chinese English. It includes presentation of the context of China, Asia and the world, English policy and attitude, the development of English education and cram schools (English training institutes by private foundation), and English functions in current China. The focus is on the importance and necessity of the promoted English policy in China. The development of English education and the extension of the functional use of English lead to the discussion of the functional trend of Chinese English: English has become a semi-official language particularly in center cities such as in Beijing.

3.1 Context: China, Asia and the world

3.1.1 China's fast development and the integration into the world

Since the Open Door policy by Deng Xiaoping in the 1980s, the principle of “getting rich first” (to promote the policies of economy development and encourage some people and some regions to get rich first) has been operated. Deng initiated China's economic reform and believed that the highest priority for economic reform was to increase productivity and provide the people with a comfortable life. Based on the principle on economy-centered policy, the government of Jiang Zemin aims for “building a well-off society, *xiaokang* society” (the term *xiaokang* describes a society in which most of the population are of modest means or have reached the middle-class and have achieved a comfortable level of living): to develop the economy and care for social stability. With the present “scientific development” approach, Hu Jintao's policy aims to “build a harmonious society” for achieving a sustainable development: the pursuit of China's long-term development in terms of more even distribution of

economic, legal and political rights between different regions and different social groups. Social reforms are being carried out in areas such as welfare, medical care, education, public transportation, etc. With the implementation of these policies, China has been undergoing a rapid socio-economic transformation and the average annual growth rate of GDP has kept increasing above 10% for the past quarter of a century. The per capita gross domestic product reached US\$ 1,200 in 2004, a figure approaching that of middle income countries. The GDP of 2008 was 7.8 trillion measured with purchasing power parity (Zheng & Fewsmith 2008). Meanwhile, China has succeeded in promoting economic development and reducing the scale of poverty in the country. “Based on the World Bank’s \$1/day income measure, the number of poor people dropped from about 490 million in 1981 to 88 million in 2002, a decline in poverty incidence from 29% to 6.9% of the population. With the great contribution to the cause of poverty reduction, China has been regarded by the World Bank, the UN and other international organizations as a ‘paradigms of development’ for other countries (Zheng & Fewsmith 2008)”.

An increasingly open economy has created the base necessary for an open society to the world. Chinese government has accepted international development ideas to fit its own development agenda. In the past years, the Chinese government has encouraged major international organizations such as the United Nations Development Program, the World Bank and International Monetary Fund to participate in China’s development. Meanwhile, China is active to participate in international affairs for the integration into the world. China officially became a member of the World Trade Organization on November 10, 2001, held Beijing Olympic Games in 2008, and Shanghai World Exposition in 2010. All the international participations make China integrate into the global community. China’s integration into the world requires an international language medium, which the Chinese government and people regard as English.

3.1.2 *China, Hong Kong and Asia*

Hong Kong is a window from China mainland to Asia and the world. It was a long existence as a colony of Britain for over 150 years until its “Handover” back to the People’s Republic of China in 1997. Hong Kong has a cosmopolitan reputation, but its population is made up of 98% Chinese, most of whom speak Cantonese as their first language. English is firmly established as one of two official languages and the main language of education, commerce, technology, culture, etc. (Hung 2007). English is taught from the first year of primary school, which has Chinese as its medium of instruction. English is the medium of instruction in some secondary schools and in all universities. There are two major English newspapers and two English channels on TV. Hong Kong English was originally modeled on British English for its colonial past, but the influence of American English is increasing felt through movies, TV, pop music, etc. Meanwhile, Hong Kong English is influenced by Cantonese.

As a “Special Administrative Region” of Chinese government, it implements the policy of “one country two systems”. This innovation with Chinese intelligence leads to the following two results. For one thing, Hong Kong still continues its world economic status and for another, this special region could provide a reference for mainland China in its economy reform in its developing process. In this sense, it is the window out of which Chinese people could know Asia and the whole world.

Hong Kong also reflects in cultural-lingual influences into mainland China. Since the early 1980s, many products from Hong Kong were introduced into mainland including popular music and TV plays. Partly due to the lack of cultural production in mainland of China in those days, many TV plays attracted Chinese people very quickly. The life style in the plays and the way to speak both gave much influence to Chinese people of China mainland. At the time when the TV plays and movies on the stories of Hong Kong policemen were becoming very popular in mainland China, English with features of Hong Kong appeared. For instance, people call policeman with a title of family name plus sir. That is to say, if the family name of a policeman is *Li*, he is called *Li Sir* instead of Mr. Li. In Chinese, if a man with a family name *Li*, we call him *Li Xiansheng* (Li Mr./sir). As we know, sir can not be used with a family

name according to the native norm of English. But Chinese people call Mr. Li as Li sir. This Chinese English is derived from the popular culture of Hong Kong. Another example is about English names. In Hong Kong TV plays, many Chinese people have English names. Mainland Chinese like this and some parents also give children names with English pronunciation. Students are happy to have English names at English classes and use them when they get along with foreigners. But many English names of Chinese people do not have the legal status but just for daily use. As one of the “four little Dragons of Asia” (four fast-developing territories in Asia), Hong Kong’s influence since the Open Door policy into mainland is being broadened into more perspectives.

Apart from Hong Kong, the other “Dragons of Asia” include Singapore, South Korea and Taiwan. These regions were noted for maintaining exceptionally high growth rates and rapid industrialization between the early 1960s and 1990s. In the 21st century, they transformed into advanced economies and high-income economies. All four “Asian Dragons” have a highly educated and skilled workforce and have specialized in areas where they had a competitive advantage. For example, Hong Kong and Singapore became world leading international financial centers, while South Korea and Taiwan became world leaders in information technology. Followed by the “Four Asian Dragons”, Japan got its economic success. For the three decades, Japan's overall real economic growth had been spectacular: a 10% average in the 1960s, a 5% average in the 1970s, and a 4% average in the 1980s. According to a recent report (World Economic Outlook Database 2006-09-01), the economy of Japan is the second largest economy in the world after the United States at around US\$5 trillion in terms of nominal GDP and third after the United States and People’s Republic of China when adjusted for purchasing power parity. The workers of Japan rank 18th in the world in GDP per hour worked as of 2006. Its economy is highly efficient, highly diversified, and very competitive, being ranked 19th among 111 countries on productivity. The fast development of Asia also reflects in India, Malaysia, Indonesia, Philippines, etc. This development is to produce so much market potential in Pacific Rim that the commercial and cultural exchange will become more

frequent. All the ever-increasing communication in Asia and from Asia to other continents is causing a process of world globalization, in which Asian uniqueness forms including languages.

3.1.3 *English in Asia*

English has earned its firm status internationally around the world for its historical and current reasons. Historically English with the colonization of the United Kingdom diffused to the whole world and the power of the United States accelerated this status as its economic and international influence in the world and currently this phenomenon is deepening. For many countries, English is the most important language medium to communicate with other countries and modernization or westernization is, to some degree, Englishization. This “Englishization” goes further in Asian countries with their current fast economic development as well. Asia comprises almost a quarter of the world’s population and English development in Asia is earning more focus now.

“Greater Asia” and English Three circles

The claim of “Greater Asia” (Kachru B. 2005, Kachru, Y. & Nelson 2006) has provided a framework to study the geographical context of Asian English. According to the Map of “Greater Asia”, Englishes in Asia “have included discussions of the spread and functions of English in Australia and New Zealand, East Asia, South Asia and Southeast Asia. The justification for including Australia and New Zealand is that they share the southern hemisphere with Asia and are intimately connected with Asia in population migration patterns and in economic ties” (Kachru, Y. & Nelson 2006). According to an official white paper, Asia took 56 percent of Australian merchandise exports in 2002, seven out of ten top Australian export markets are in Asia, and increasing importance is being attached to economic relations with Japan, China, the Korean Peninsula, Indonesia and India (ibid). The geographical and economical

relations between Australia and New Zealand, and Asian countries become valuable in presenting the context of Asian English with Kachru's English three circle theory (details in 1.1.2). Englishes in "Greater Asia" include all the three circle countries: the inner circle countries are Australia and New Zealand; the outer circle are such as India, Singapore, Philippines, etc; and the expanding circle are China, Japan, South Korea, Thailand, etc. The presentation of the three circle countries within the "Great Asia" area could establish a basic framework in study on the environment of English in Asia.

Historical influences and current English policy

English in Asia is different from other areas such as in Europe in terms of stratification of different circles because of historical influences and current English policy. Historically Asian countries were colonized, semi-colonized, or initiatively westernized by Western countries. India, Malaysia, Singapore were the colonies of the UK; Vietnam, Laos and Cambodia were colonies of France; the Philippines were colonized firstly by Spanish and then America; China had a history of semi-colonization by several Western countries (details in 2.1.1); Japan was initiatively westernized through its reformation. English was diffused in Asia with the westernization and colonization in the past and the present representation of English influence firstly lies in the existence of the nine Commonwealth countries of the United Kingdom in Asia, which are Cyprus, Bangladesh, Brunei Darussalam, India, Malaysia, Maldives, Pakistan, Singapore, and Sri Lanka. English in the most of these countries is an official language and used frequently both intra-and inter-nationally.

Meanwhile with the accordance of world trend, a policy of promoting English has been implemented in many Asian countries such as Japan, South Korea, China, etc. For instance, the starting time of English varies from Grade Three to Grade One. In South Korea, the government announced the plan to teach English in all elementary school grades by 1995 and this policy increased the "English fever" greatly (Park 2009). More teachers training programs are being given in English native countries.

Beyond the system of education, English testing for employees are also needed for promotion. Both the historical influences and the current English policy have promoted the importance of English extension in Asia.

Lingua franca within Asia

With the historical background and the promotion of the current policy English, “English is the lingua franca that Asians now share with one another and with the rest of the world. ... the centre of gravity of English as a native language continues to be the North Atlantic, the centre of gravity of English as a second language or lingua franca is manifestly Asian” (McArthur 2003: 22). It’s natural for people to communicate with those from the countries where English is the second official language like Singapore, Malaysia and India. In addition, Asian people from countries where English is a foreign language like China and South Korea have more possibilities to communicate with English instead of the native language of the two sides of the communicators. The average educated persons have received much time of English lessons (for middle school graduates about 10 years and for college graduates about 14 years). But for most of Asian local languages, people start to learn as foreign languages at college time. In this case, it’s easy to use English in tourism, business and this potential is becoming larger with the fast development and reform of English education in Asian countries. The reformation of English education is focused on the development of English listening and speaking, which is for the communication of common people instead of the professionals. The development of English in Asia is causing the dynamic situation of English circles. That is to say, English in a certain circle of Kachru’s could change its status for the multi-functions of English in this circle. Asian English is also endorsed by the observation that Chinese speakers are more likely to use the language with other English speakers in the East Asian regions rather than with speakers of the inner circle varieties of English (Kirkpatrick & Xu 2002). With the Englishization of the world, English is experiencing a process of its localization or nativization in Asia in the perspectives of pronunciation,

lexicon, grammar, and conventions of using language to perform various acts. The nativized variety is used in everyday life, in media, and in other domains of national life (Kachru, Y & Nelson 2006). This interactional influence of English and local language could bring forth a new variety of English, and scholars are pointing out “English is an Asian language” (McArthur 2003) or “Asian Englishes” (Bolton 2003).

3.2 English policy and attitude in current China

3.2.1 *A promoted policy: a need for social advance and personal development*

For centuries, social policymakers, academics and common people in China have seen English as a crucial panacea for social advance and personal development. Since the Open Door policy, foreign language promotion policy has been implemented because of its critical role in China’s modernization and individual learners’ access to new socioeconomic opportunities. Apart from a very brief interlude with the Russian language in the 1950s as part of an attempt to find an ally in the Soviet Union, English has been upheld as the most valuable foreign language in China (Lam 2005) and its promoted status has been kept in the new century.

Significance and a need for China’s modernization and internationalization

The history of Qing Dynasty and the lessons of the Cultural Revolution have both conceptualized Chinese people and government that it is extremely necessary for China to learn from the world. The construction of China’s modernization mostly means to build the nation with learning the developed techniques and administrative methods from the Western countries (Niu 2008). In learning from the West, English plays a key role because of two reasons. First of all, English native countries occupy a large part among the developed countries that China tend to learn from such as America, Britain, Australia, etc. The second reason is that the fact of English as a world lingua franca has caused its importance in China’s communication with

non-native countries such as with European countries like Germany and France, Asian countries like Japan and South Korea, etc. Therefore, English has become a language tool for China to accumulate its national power by learning from other countries in the process of its modernization. China's economy during the past years has developed quite quickly.

The accumulation centered with economy development has led China to the process of internationalization and the status of English in China still remains high. "As further economic reforms opened up China's interior to foreign investments, transnational capitalism gained a strong footing in the country (You 2010:137)". The socialism reform has caused that a market economy also gradually replaced a centrally controlled economy. Based on the internationalization of the economy, China's active participation into world organizations and important events has promoted the role of English as well. English became much more valued politically, economically, and culturally because it was seen as not only a tool for acquiring Western science and technology but also an indispensable means of flourishing in the various forms of transnational capitalism (ibid.).

A promoted policy and need for individual development

With a nationally promoted status, English has become a necessity for a personal development. A Chinese person who speaks fluent English is often much admired and considered a great asset to the community. Fong (2009: 49) cited from the newspaper China Daily: "Civil servants not only need to acquire modern skills such as computer literacy, English and driving skills". English fluency has become one of the skills of public servants in China. Fluent English does not only provide opportunities for self promoted such as to study or travel abroad, but almost guarantees a well-paid, and decent job (Zhang 1997).

The importance of English reflects firstly in the system of education. Early English education is always promoted in primary school. Since 2006, English starts at Grade 3 and in many cities it has started at Grade 1 or even earlier. In middle school which

includes three-year junior and three-year senior, English is one of requested examination subjects, together with Chinese, Mathematics and X (The entrance to senior middle school and to university examination are 3+X: 3 refers to Chinese, Mathematics and English; X is a comprehensive testing for Art or Science, which one can choose). Currently, the educational resources are not enough and not in balance in many areas such as financial investment, teachers' quality, and local environment. This problem reflects impressively in university education. In China, universities are roughly divided into three levels: national top universities, provincial universities, and local universities. The entrance examination of universities is the most crucial because the total grade is decisive for what kind of university to go, which is important for the students' development.

The importance of English still keeps in higher education. All college students are requested to take Testing either for English majors (Band 4 and 8 of MET: English Testing for English Majors) or for non-English majors (Band 4 and 6 of CET: College English Testing). Passing of CET Band 4 has always been ever one of the requirements to have bachelor's degree in many universities. Now all the grades can be referenced in national college evaluation system, which is vital for all the colleges and universities because the bad results could lead to a decision of matriculation restriction. CET (College English Testing), with an original target of evaluating English capability of college students, has become a requirement of employment as well. In addition, nation-wide English examinations are needed for Masters Programs and Doctor's study as well.

English examinations are also given to academic professionals, public servants, and even taxi drivers during preparation for Beijing Olympic Games. English is an essential proficiency requirement for almost everyone in centre cities. It is believed that English is a world lingua franca and could equip China with a tool essential for its internationalization.

3.2.2 A national target: a tool to interpret Chinese culture to the world

As Western powers broke into the gate of China in the 1840s in late Qing dynasty, China started to be forced to know about the world and learn from the Western countries like England, the United States, etc. This “learning” damaged some Chinese traditions. The New Culture Movement of the mid 1910s and 1920s sprang from the disillusionment with traditional Chinese culture to address China’s problems. Scholars like Chen Duxiu, Cai Yuanpei, Li Dazhao, Lu Xun, and Hu Shi, had classical educations but began to lead a revolt against Confucian culture. They called for the creation of a new Chinese culture based on global and Western standards, especially democracy and science. The policy of learning for national protection and fighting against Western powers had lasted till the time when Mao Zedong’s policy was implemented, learning from Russia but with a positive attitude. His attitude towards Chinese traditions was reflected on the political movement of Discarding the Four Olds (*Po Si Jiu*: to discard the old thoughts, old culture, old customs and old habits) in the 1960s and Condemning Confucius in 1970s. So for a long time, “*Na Lai Zhu Yi*” (learning from the West and selecting the suitable things for use) was quite encouraged in constructions of political, economical, and cultural respects (Hao 2008). The process of “*Na Lai*” (learning and taking from Western countries) was helpful for the modernization of China, but on the other hand, Chinese people had a common negative attitude towards Chinese traditions and sometimes ignored their own cultural identity.

Since the implementation of the Open Door policy in the 1980s, the reform of the social system and the development of the economy have established more uniqueness in political, economical, and cultural respects with distinct Chinese features. China has started to pay more attention to its cultural identity such as in its cultural heritage. In the reform of official public holidays in 2008, three traditional Chinese holidays – Qingming Festival, Duanwu Festival and Mid-Autumn Festival were added. In the opening ceremony of the Beijing Olympic Games, elements of Chinese traditions were everywhere. Confucius Institutes, as non-profit education organizations, devote themselves to enhancing understanding of the Chinese language and culture around the world. Until July 2009, 331 Confucius Institutes in 83 countries and regions have

been established. With the modernized global values, China advocates a national harmony with different ethnic groups and the world harmony with multi-culture. China has finished the period of being forced or passive to know and come to the period of being active to be known. The diffusion of Chinese culture needs Chinese language spread by the methods such as establishing Confucius Institutes, but international communication needs English language much more when the situation of world languages is considered. Besides the language of Chinese, English is playing an important role in interpreting Chinese tradition and culture to the world. An upsurge of translation of Chinese classics is in the making. English has become a tool to let the world know about China. “English is definitely useful no matter for whom... we need to introduce Chinese to the West by learning English. We need to learn English to tell the world about China” (Fong 2009: 49).

3.2.3 “English fever” and English attitude

With the national promoted policy of English, there has been a boom of English study in China since the new century. The typical feature is large population of English learners at different ages in different fields. The number of English learners reached 300,000,000 in 2006, which is one fourth of the total Chinese population. The number of school students is over 100,000,000 and that of college students is 23,000,000. Some scholars predict that the number of English learners in China will be over the total of English countries in several years (*People’s Daily March 27, 2006*). The number for those who have learned English is 400,000,000, among which 20,000,000 have the practical English proficiency to communicate (*Xinmin Daily 2006-9-19*). English learners include school and college students, those who prepare to study abroad, academic professionals, public servants, and even retired people and kindergarten children. Chinese people are in the “fever of English”.

Study abroad: learn the developed things

“English heat” comes together with the heat of study abroad and emigration to English speaking countries and other developed countries. It’s a long history since the first group of Chinese students was sent to the United States by Qing government. From then on, the heat of study abroad continued only with the interruption of the Cultural Revolution. Since the implementation of the Open Door policy and especially the coming of the new century, many more Chinese both government-and self-financed go abroad to study and some of them emigrate after study. According to Xinhua news agency, in the years between 1978 and 2008, the total number of going abroad of Chinese people reaches 1,390,000. The number in 2008 is 168 times of that in 1978. Their choices are North America and Australia countries for they belong to immigrant countries and or the United Kingdom for its tradition of education system. Other European countries are also in the options but English speaking countries occupy the major part. A large number of Chinese people who study English for passing required examinations include scholars for academic and scientific exchange, students for education, labors for international employment, and people for emigration. The examinations are various but the main part is English examinations. According to China Education Yearbook (2008: 455), in 2007, the total of overseas testing in China is 707,678 persons and the number of English testing is about 345,781, which includes 66,587 for TOFEL, 69,914 for GRE, 8,764 for GMAT, and 200,516 for IELTS.

The stream of going abroad aroused “English fever” of studying English and meanwhile, there comes another stream of overseas returning since the new century. From 1978 to 2007, the total of overseas returnees comes to 319,700 and “this talent group is playing an important part in the areas of education and scientific research” (Zhang 2007). This good comment is given not only by their international worldview but also by their developed professional quality with good English proficiency. Good English proficiency of the returnees is always one of the symbols of international qualities and their returning could help to provide more opportunities to use English in China.

Inside China: “winners” of examinations, contests and early education

The national goal of modernization and internationalization requires the same quality of employee and future employees, Chinese students. The requirement of English for them becomes a necessity. Both students and employee are requested to pass different English examinations. Since 1986 passing CET4 has become a requirement for getting the first degree in many universities. In 1991, English testing for academic employee started. (On December 9, 2003, *Shanghai Youth*) Public servants are requested to pass certain English tests for working in an international center city. People go to evening schools, take correspondence courses, or spend good money seeking private English tutors, in order to learn English. Their main target is to pass various examinations for the promotion of study and work. There have appeared a great number of English training enterprises. They help English learners to become the “winners” of different examinations.

Another group of English “winners” appear in various English contests. The success at English contests is a great honor among teachers, students and parents. English contests of both spoken and written form are popular in schools, colleges and in society. Both participating into the final contests and winning the contest are like winning the honors of Olympic Games. English talk can be a talent show and some people train themselves with English skill without considering using it in daily life. In Chengdu, an old man with grey hair, for seventeen years, has kept a habit of reading English aloud every day and became a good example for other English learners. In Wenzhou, an old lady at her eighty participated in English contest and won the third place, but never thought of using English some day.

Children also join in the group of English learners and their starting age is becoming younger. There is a tradition of education emphasis for children in China and every parent hopes his child, only one for the majority of Chinese since One-Child policy, to become the best, in Chinese saying, to become the winner at the starting line of the race. In order to provide their children a good start, many parents take their children to English Weekend Schools and Cambridge English Testing system for Children

become flourishing very soon in China. Cambridge English Testing is a testing for children from 7 to 12 years old in non-native countries. This testing system was introduced into China in 2000. In 2003, 80,000 children, with an increase of 58% than the previous year, took this testing in China. In the same year, the number of participants of this testing only in Beijing reaches 22,000. With the large number of English learners in China, English publishing is mainly on English study, information and strategies of English examinations. China becomes a country of English study and English testing.

Attitude towards English

The present Open Door policy of China causes an open attitude towards Western countries and the whole world. The development of modern economy needs more international cooperation and communication. These emphases of China's development cause a general positive attitude towards foreign languages especially English. Learning English means to grasp an international language medium of learning from other developed countries and getting integrated into the modernization of the world.

The positive attitude towards English exists when Chinese people want to show the levels of modernization of China. The central government and the people tend to show English skills of the citizens to the world people in the international affairs such as the participation of World Trade Organization, hosting the Olympic Games of Beijing and the international Expo of Shanghai. Taking the chance of participation into international affairs, the government succeeded advocating the necessity of English for all the citizens. For the Beijing Olympic Games of 2008, many English programs were given to common citizens such as public servants, student volunteers, community servants, taxi drivers, and even retired persons and children in the kindergarten. Many English activities like English contests were organized with slogans that WTO needs English or the Olympic needs English. It is generally believed that both the country and every citizen need English.

With the open attitude towards English, modern Chinese language has adopted English words in forms of semantic transposition, phonetic transcription and direct transfer of abbreviations (Andersson 2007). Semantic transposition consists of the use of indigenous morphemes to capture the most salient features of the foreign concept as *telephone* into *dian hua*: *dian* means electricity and *hua* means speech; phonetic transcription consists of borrowing directly from the source language, using Chinese characters to approximate the source language pronunciation as *sofa* into *sha fa* ; direct transfer of abbreviations is in Latin script as IT (information technology), CD (compact disc), DNA, etc (Zuo 2005). This last type of loanwords has emerged during the last two decades. According to Zuo (2005:287), phonetic transcription has become more popular, although semantic transposition is the most preferred manner of borrowing. The process of English adoption has accelerated in recent times since the beginning of the 1980s. A dozen abbreviations including GDP, NBA, IT, MP3, DVD and CEO are among the 5,000 most-frequently used words in the Chinese-language media in 2006. “As more Chinese people learn foreign languages, especially English, in recent years, using abbreviations has become a trend among the educated people” said Hou Min, a professor from Communication University of China. This trend of using English words in the Chinese language creates some English words with different usages between China and Western countries. For example, PK (player kill) is used more frequently in China than in other English countries. With the patterns of English abbreviations, some innovations are created by Chinese people and used only in Chinese context. For example, ML is abbreviation of making love, which is a euphemism of sexual intercourse used only in China. In addition, the phenomenon of code switch from English to the Chinese language seems more prominent in daily life and internet chat especially among young people in center cities or economy-developed regions. This attempt to innovate English with regional features would reflect the acceptable attitude towards English.

3.2.4 *Complaints and conflicts*

English Tests vs. English fluency

The first complaint is about English testing in various respects. There is a Chinese saying: “examinations serve as the baton and everything else dances to it” (Tian 2006). “In many cases, tests are seen by learners as dark clouds hanging over their heads, upsetting them with thunderous anxiety as they anticipate the lighting bolts of questions they don’t know, and worst of all, a flood of disappointment and even disaster if they don’t make the grade” (Brown 2001: 373). A lot of tests are harmful because they create too much anxiety in students. Moreover, the test items are overwhelmingly designed on the basis of structuralism. That is to say, too much emphasis is put on accuracy and little on fluency. Some students said they like English, but they hate tests.

Public examinations could provide equality for the entire population when the opportunities are limited compared with the number of applicants. English ability is highlighted in China for the reason that it is a tool to become modernized and internationalized. With this consideration, various English tests are given to candidates in such as masters program, doctor’s study, and other programs. For instance in National Matriculation English Test for postgraduates, there are four examinations that are politics, English and two examinations on relevant to major study. It is the same for those whose majors are art painting, Chinese study, etc. So many people complain that it is common that the applicants with good major talents can not catch the opportunities only for the reason of English which will never be used in their study probably. Instead, for those their major study potential is ordinary but with good grade of English testing. They could have the opportunity for further study.

High cost but low efficiency

English goes through almost the whole system of education in China. Primary school students start English class at Grade Three (Many start at Grade One in practice).

Middle school graduates have completed 10 years English study with 2 hours per week in the first four years and 5 hours per week in next six years. Undergraduates from universities or colleges are required to have 2 years College English program with at least 5 hours per week. Master programs and Doctor Study also need credits for English courses. With such a long duration for English study, most Chinese are not able to use English smoothly. Most of them have no opportunity to experience the success of English study but disappointment, discouragement and even frustration especially in practical English communication. As a result, most people complain that the long time study is high cost and the unsatisfactory result is low efficiency. Their English proficiency is not equal to the efforts and time they have consumed.

Accuracy in English expression

Many English learners in China would like to say “My English is poor” when they give the introduction to other English speakers. There must be some reasons such as the modesty of Chinese character, less practice of spoken English, etc, but one of the important reasons, in my point of view, is that the accuracy of the exonormative standards, the native English norms is encouraged in real English communication. This sense of correctness results mostly from the items of the tests. With the more opportunities of English communication in China, English speakers focus on the content of using English but not only the form of the language, and their conception on English accuracy and expression will be changed as well. The problems mentioned here involve the conception of English norms, which is to be discussed in Chapter 5.

3.3 English education and beyond

3.3.1 English reform and objective

Since the foundation of People’s Republic of China, English has been upheld as the most valuable foreign language in China in between the Russian language took a very

brief interlude in the 1950s (Lam 2005). But the influence of this interlude from Russia in foreign language teaching theories and approaches lasted long and some of them are influential even now. In the beginning of the foundation of PRC, the syllabus, teaching methods, and textbooks were introduced from Russia into China. The Russian textbook *Advanced English* was used for college English majors. By using this textbook, the teaching methods of grammar-translation and intensive reading were introduced into China (Li & Xu 2006). These teaching methods have functioned in the old days, but their disadvantages become visible in the changed situation of China and the world. In intensive reading teaching, correct knowledge of English vocabularies and grammar was given much attention but the pragmatic ability was ignored. Reading and writing were more focused than listening and speaking. The names of the courses such as advanced English, intensive reading and extensive reading still remain but a reform of English education has been carried out in China since the new century.

The English education reform is based on the current situations and referenced with the latest development of linguistics theories. It is being done in the main stream of English education reform by most countries such as Japan, South Korea, and many European countries. This reform includes some shifts. Firstly, the age of starting English learning is earlier than before: the starting time is in the third grade and in some cities this time becomes earlier in the first grade; secondly, the importance of listening and speaking is focused than that of only reading and writing, and the language proficiency in all respects is given much attention. This shift shows that English was a requirement for English professionals such as English educators, translators and interpreters before, and now it is a basic requirement for any common educated persons; thirdly, the days when the same standard was used to judge students from different regions have passed away. Different requirements are given for students from different regions now. The newly published *College English Curriculum Requirements* can reflect this reform of English education in the following fields: “the objective is to develop students’ ability to use English in a well-rounded way, especially in listening and speaking, so that in their future studies

and careers as well as social interactions they will be able to communicate effectively, and at the same time enhance their ability to study independently and improve their general cultural awareness so as to meet the needs of China's social development and international exchanges"(College English Curriculum Requirements: 23). In order to reach the goal of English education, the process of learning is given enough attention to and so "the evaluation of students learning consists of formative assessment and summative assessment (ibid: 32)".

With the objective and the evaluation of English education reform, the value of teachers and English teaching approaches are changing as well. Teachers' focus has been changing from the total attention to English grammar knowledge before to the extra attention to communicative ability of English language now. This shift appears in the phases of both school and tertiary education. The shift of the study objective and teaching values has changed English teaching in the areas of teaching approaches and methods, English textbooks edition, English testing, and other related fields. One of the most obvious changes will be the more value of English fluency in finishing practical communicative tasks than English knowledge accuracy in accomplishing English test questions.

3.3.2 English from schools to universities

English-medium content instruction is becoming a trend from schools to universities of China, though the degree of English as a medium of teaching varies. At primary schools, the natural situation with English learning is encouraged. Grammar and translation method is not stressed at this period of development of the children. By imitating utterances, chanting, singing, and games playing with using English, pupils could establish a base for further study, which is formed not by the accumulation of grammar knowledge or translation comparison, but more with a natural language situation. In another word, English is much more acquired in natural or near natural situation (the situation where mother tongues are acquired), but not learned with deep concentration or awareness. From the very beginning of leaning, English is not only a

subject but also an instructive medium and the latter function is becoming more and more important with the ever-improving English communicative ability. When children proceed to middle schools, and they are presumed to be better to communicate with the teacher in English to some degree, the teacher will start to use some basic English to conduct the class. This so called “language medium” is developing not only in English lessons, but also in bilingual courses. In 1992, Shanghai Middle School firstly set up courses of science through medium of Chinese and English, which was the first try of bilingual subject in China. Afterwards other schools in Shanghai, Guangzhou, Shenzhen set up bilingual schools (Zhao 2006). In 2001, Shanghai planned to establish 100 bilingual schools in five years. This decision has influenced neighbor regions such as Jiangsu province and Liaoning province as well. Liaoning province promoted bilingual education by bilingual teachers training programs and had provided bilingual courses in 100 schools till the year of 2004. (Li *et al* 2004). Also in 2004, bilingual courses had been given in 260 schools and the number of the students who had received bilingual education reached 55,000 in Shanghai. The executive director of Shanghai Schools Bilingual education Zhu Fu said that by the end of 2011, the number of schools participating bilingual education will be up to 500 only in Shanghai (Chen & Song 2007). With the reform of China’s compulsory education such as reform of Entrance Examinations for universities (“3+X” examination, for details read in 3.2.1), and the increasing exchange programs internationally, the trend of English as a medium of teaching keeps developing fast in schools.

At the tertiary level, the use of English as a medium of instruction has become more popular and it is not restricted to English courses for English majors. Firstly, college students of non-English majors are provided four semesters English course, the content of which is not for knowing about certain knowledge but for improvement of the comprehensive English skills. The medium of instruction is encouraged for establishing the English language environment. Secondly, many colleges and universities have been experimenting with the use of English as a medium of instruction for science, history, economics and whatever courses for which there are

qualified teachers. The essential requirements for bilingual teachers include two: good control of major theories and subject knowledge, and good ability of English use. Some teachers are scholars with international experiences of study or work. Some are scholars with excellent English ability such as with the first degree of English study. The students are those who have good ability of English so as for communication with teachers at class for the medium of instruction is English most time. The textbooks for these courses are directly from some original English version, or re-edited by Chinese scholars with the language of English. In the process of teaching, English is the main language medium of instruction. The goal of these courses is to cultivate international talents of China. For this goal, some universities of developed places such as Guangdong province invite professors directly from English countries to give lectures inside China. In 2001, the Ministry of Education issued a document encouraging bilingual teaching in universities. It says that in order to meet the challenge of globalization and the rapid development of science and technology, colleges and universities should provide facilities for teaching some public and major undergraduate courses in English. The Ministry also expects that the courses instructed in English should take 5 to 10 percent of all the courses in three years. All these practices indicate that English has been more and more favored as a medium of instruction in education (Pan 2005). Besides the exploration of these bilingual courses in universities of China's government, some English universities are setting up branches in China such as Nottingham University of Ningbo, Liverpool University of Suzhou. Teachers in these universities are employed internationally, the teaching medium is English and even the administration is with the language of English. The foundation of these universities is to deepen the practice of English as a medium of content instruction.

3.3.3 *When English becomes a big business: English cram schools*

Better life, international education and English study

Traditionally China has the social climate of respect for teachers and education (*zun shi zhong jiao*) and this climate could develop gradually to its full extension with the fast economic and social development. To receive education of excellent quality is becoming an urgent need for Chinese people. Excellent quality means to a large extent international standard of education. To receive the international education indicates the needs of material life, social status need, and parents' care for their children. International education establishes a possibility of being employed and living in developed countries, which is to provide a better salary and therefore more qualified life compared with the general conditions of China. With the Open Door policy, there has been the trend of learning from the developed foreign countries in China. Many standards of the West including education are also imported and promoted in China. Even if coming back to China after overseas study, those with foreign study or work experiences would have more or less better opportunities of employment. In order to realize the dream of their children studying in foreign countries, a great number of parents would like to invest big money on learning foreign languages and mainly English. Meanwhile this promotion of foreignness has established the strong atmosphere of English study with the national policy of English. Consequently it causes the urgent needs and large market potentials of English study in China.

Compulsory education and cram schools

As I mentioned in 3.2.1, English learning starts early in primary school and lasts till PhD study. But there still exists some practical problems. For instance, teaching resources are not distributed in balance; there lacks qualified English teachers; the number of students in English classes is too large. In some top junior middle schools, the number of one class reaches 60 or more. The compulsory education system cannot meet the need of English study of the students and their parents, so the majority of the students take cram schools after school in the weekends. There are kinds of cram schools with different teaching goals. Some are for improving grammar and structures of English, which is useful for different examinations and the typical one is New

Orient School; some are for practicing listening and speaking with the aim of speaking like English native speakers and these kinds of schools include Daily English (*yang hua lian pian*) and Li Yang's crazy English. English cram schools vary in teachers and equipments. Some schools are equipped with qualified teachers and enough facilities such as multi-media classrooms; some are equipped with some desks and one board and run by only a teacher who does all the things of teaching, organizing alone. Some cram schools have the permission of the government with official registrations and some do not, but have great number of students because of the large market of English study.

Participants and big business

All the English cram schools try to satisfy the urgent need of the participants such as children and young learners, English learners for passing examinations, international employees for international communications, etc. In the study of the second language acquisition, the theory of "critical age" in language learning has a history but the conclusion keeps open even now. This theory, however, is well known in China. Many parents believe that there is a critical age of learning English and they push their children to study English at very early time out of government educational system. One of the most popular English cram schools for young learners is training programs for Cambridge Young Learners' English Tests (for details, read 3.2.3). The similar English study courses for young learners also include You and me, and others.

The main part of participants of English cram schools are those who want to pass certain examinations of English and join in test preparation courses such as domestic examinations of entrance examinations for universities, college English testing (CET), postgraduate programs entrance examinations, etc; and overseas examinations of SAT, TOFEL, GRE, GMAT, IELTS, etc. With the development of international cooperation, more international employees study English for international jobs in China and overseas. Some adults, who have missed the opportunities of learning English or learning English well enough, joined different English classes for not only searching

jobs but also improving life quality. The participation of the great number of English learners causes English teaching to become a new industry. Many cram schools or English teaching institutes have commercial success, and Chinese English teachers have better income.

The typical success is the enterprise of New Oriental Group, the largest provider of private educational services in China. It offers educational programs, services and products of English and other language training, overseas and domestic test preparation courses, primary and secondary school education, etc. Since its founding in 1993, New Oriental has had over 7 million student enrollments, including approximately 1.5 million enrollments in fiscal year 2009. On September 7, 2006, New Oriental was listed on New York Stock Exchange. Today, they have a network of 48 schools, 270 learning centers, 23 New Oriental bookstores, over 5,000 third-party bookstores, and approximately 5,200 teachers in 40 cities, as well as an online network with over 5 million registered users.

According to an official report, there are over 1,000 training centers in Beijing. Each year 300,000 participants take the courses and the total income reaches 2,000,000,000RMB (approximately 200,000,000 Euro). In China, the number of English training institutes reaches 50,000 and the total of English training market is 15,000,000,000 RMB (approximately 1,500,000,000 Euro). English cram schools exist in wherever in center cities or small counties. Beyond the official statics, some English teachers have more jobs of teaching on holidays without registrations. All these teaching could provide more possibilities for English learners to use English in China.

3.3.4 Learners' English or used English?

Chinese Learners' English

With the national policy of English promotion and individual needs of English learning with different goals, China has become a country with the largest number of

English learners. The government educational system and private educational services provide the great number of English learners' possibilities of improving their English proficiency. English learning lasts life long for the majority of the citizens in order to realize different goals such as better employment, working promotion, etc. Their English proficiency is different but their goal is the same: to improve English from lower levels to higher levels. Learning English for the majority of Chinese people is to have an aim of a certain English certificate. For instance, a middle school student is supposed to have better English grade for going to a better university, have the certificate of CET for graduation from university, and pass a certain English examination for professional employee promotion. If his or her job is not related to using English, English study for him or her means only a tool to be promoted instead of a tool for communication. Consequently topics of English in China were ever mainly on methods of teaching and learning, strategies of passing various examinations, correctness of mistakes in accordance with native English standards, etc. English academic authorities of China gave more focus on the similar topics and less on the topics of using English in China before the new century. All these facts led to a conceptual stereotype: English in China is learners' English because it has many lingual features of learners of Chinese people and needs improving.

Trend: from learners' English to used English

But with the fast socioeconomic development of China and the more frequent communication with other countries around the world, the situation of learners' English is changing. The first reason is English education reform since the new century. The new English reform (as mentioned in 3.3.1) is focused on listening and speaking, which is helpful for using more English but not only learning language knowledge from teachers. More courses with teaching medium of English have begun to be conducted in both universities and schools in the country (Jiang 2003). The promotion of self-study put the focus onto learning process instead of only value on the result of the examinations. With widely used English self-study centers, college

students are very convenient to use computers to study English by themselves.

The other cause to use more English is the internalization of the center cities in China such as Beijing, Shanghai, Guangzhou, etc., where more international corporations register and more international employments take place. This process of globalization can provide more opportunities of using English in international employment and participation into international events. This trend will reflect in all the fields such as academic areas, commercial cooperation, and cultural communication. More professionals, especially young people, are using English, for example, in email communication (Li 2000). Official documents, business brochures, advertisements, and public announcements, among others, are almost without exception originally written in Chinese. But many of them are now being changed into English. The official websites of governments, colleges and universities, industrial companies, and tourist agencies have English versions. The academic journals in science and humanities in China are required to have English titles and abstracts. The dissertations written in Chinese are officially required to have an English abstract too (Jiang 2008:177). In this context, Chinese people have to consider the practical problems of using English because the analysis of error correctness or strategies of passing examinations can not contribute. The trend is certain to happen from learning English to using English.

3.4 English functions and the new trend

3.4.1 Environment of English use

The environment of English use in China is developing in the domains of education, media, foreign trade and tourism, science and technology, and even personal communication between Chinese. English media is becoming more popular. “English is regarded as a second language in the media ranking next to Chinese” (Pan 2005:185). English newspapers and magazines are published for domestic as well as international consumption such as *China Daily*, *Beijing Review*, *China Today*,

Shanghai Star, *China's Foreign Trade*, etc. *China Daily* is one of the most influential quality English newspapers in China. It has a circulation of 350,000 and covers more than 150 countries and regions. Radio and TV such as CCTV 9, Beijing International Broadcasting, Shanghai TV international, etc. are also enhancing the status of English in China. Recent information of English around the world and new Hollywood movies are available on internet. With the host of international activities like the Olympic Games, and World Exposition, bilingual signs with Chinese and English are commonly used in center cities. Both Chinese and English announcements are available on any of the public transportations such as buses, subways, and trains. Shops and hotels with bilingual (Chinese and English) signs are quite common, and according to the program of news 30 minutes of CCTV (China Central Television), in Wuhan, the capital of Hubei province, there is a good number of stores with English-only signboards. With the guide of the national English policy and the pressure of different English examinations, students of schools and universities are keen to study English with the convenient access to huge amount of English data on internet, which consist different contents from China to the world. With a belief that “practice makes perfect” and the quality of good self-discipline of Chinese people, a great number of English learners are exploring learning English by using with their peers at English corners, English cram schools (English training institutes), English space on internet , etc. The pop culture is influencing Chinese youth so deeply that it's common to comment on Hollywood movies with English, to frequently use English abbreviations or code switch in daily life. English use is becoming more frequent both intensively and extensively.

3.4.2 English function in China: EFL or ESL?

English in China is playing a more important role in each of the four functions mentioned by Kachru (1982): the instrumental, the regulative, the interpersonal, and the creative or imaginative function. Pan (2005) analyzed the four functions to demonstrate the development of Chinese English. According to her, the instrumental

function of English is realized in education, media, foreign trade and tourism, science and technology, translation and international communication. This function is being practiced by more and more people on a larger scale with the social and economical development; as for regulative function of English in China, some phenomena indicate the possibility of some kind of change. That is, in 2004, an English version of the *Shenzhen Government Work Report* was distributed to the 40 foreigners sitting in the congress. Shenzhen is the second city after Shanghai to do so. This change helps English start to fulfill its regulative function in China; interpersonal function of English is increasing with the overseas returning of Chinese students, and international employees. Pan's investigation shows that 58% speak English with their friends and colleagues in daily life (Pan 2005:188). In addition, in Internet chat rooms, in casual conversations code-mixing or switching become quite common; in terms of creative or imaginative function of English, many Chinese bilingual writers have produced and are still producing "contact literature" which received recognition from English speakers and also Chinese English readers. This demonstration indicates that the distinction between English as a second language and English as a foreign language in Chinese context is not an absolute one in functional perspective, and there are more functional changes of English with the national English promotion policy and individual needs of English study.

Also in the functional perspective, Jiang (2008) argued that the tri-model of ENL (English as a native language), ESL (English as a second language), and EFL (English as a foreign language) is fast becoming invalid, but the distinction between L 1 (first or native language) and L 2 (second language) varieties is constructive in capturing the characteristics of English in the world. As the patterns of English use have changed significantly, many dimensions are shared by ESL and EFL varieties. They both are acquired through formal schooling; they belong to contact varieties between English and the local languages; they have external pedagogical norms of mainly British or American rather than local variety; they are heavily influenced by the local languages and cultures; the learners and users of both types varieties are exposed to a limited input and English is used for restricted purposes. With the extension of

English policy and English reform, it's becoming more and more unclear to distinguish ESL and EFL in China. In another word, English also represents its ESL function features along with the features of EFL functions. This vague cut is to cause widen functions of English in China.

3.4.3 Trend: a semi-official language

National, official and second official language

The shift of English status in China makes it necessary to consider the related language terms: national language, official language and second official language. National language is usually considered to be the main language of a nation. A government may declare a particular language or dialect to be the national language of a nation. Usually, the national language is also the official language. That is the language used in government and courts of law, and for official business. However, in multilingual nations, there may be more than one official language, and in such cases the term "official language" is often used rather than "national language (Richards et al 2000: 302)." As historical reasons, English is one of the official languages in Asian countries as India, Singapore, the Philippines, and Malaysia. National language is also a sociopolitical term for its function of national identity. The national and official language of China is *Hanyu*, Chinese language, which is the identity symbol of Chinese people.

The influence of English language is growing throughout the world. The adoption of the role of the second official language remains controversial in many EFL countries and districts. Crystal (1997: 3) said that English played some kind of official role in over seventy countries and the list of these countries is becoming longer now. Countries such as Chile, Korea, Malaysia, the Philippines or Sri Lanka have since then discussed whether English should attain some kind of official status in specific domains or regions (Diaz 2005; Ko, 2000; Ko-rea Herald 2005; Poon 2004; Rother 2004; Sprague 1999). With the development of English, as a lingua franca around the

world, English as a second official language was pointed out even in countries or regions where there has been a major official and national language such as Japan, South Korea and China Taiwan. Japan was an industrial power but was lagging behind the rest of the world in the IT revolution (Warabi-shi Shicho 2001). Yoshio Terazawa (2000), vice-president of Japan's leading stock brokerage company Nomura Securities, pointed out that as an international actor in the financial world Japan suffered from poor proficiency in English. In January 2000, an advisory commission to the late Japanese Prime Minister Keizo Obuchi published a report in which they suggested that English be adopted as the second official language of Japan. The proposal aimed for solving the unequal distribution of knowledge pertaining to computer technology and English and for having the global literacy, but it became controversial as well. However, it has been repeatedly linked to linguistic imperialism (e.g. Moteki 2002; Tsuda 2003) and loss of national identity. The similar responses to the proposal happened in Korea and China Taiwan as well.

The term of second official language cannot be adopted smoothly for the mixed use of the terms of official and national language especially in the countries with a long history and strong national identity such as China. There are too many questions to be answered for Chinese people to adopt English as the second official language, though English is being more and more widely used. This situation is suitable for countries of European Union: English is not an official language in Germany but used very widely and educated people have good English proficiency. We can apply the term of semi-official language. It means that English is playing important role in the four functional respects and the functions are becoming more obvious with the internationalization.

Trend: semi-official language or the functional second language?

There is no necessary connection between English diffusion and economic power of a certain country, but it is obvious that in almost all the countries with a prosperous economy, English is an official language, or it is used very much widely (Jiang 2008).

With the consideration of national identity, it is almost impossible to make English one of the working languages in government, public affairs, legislation, etc in Japan, Korea and China. The proposal of making English as a second official language in Japan is for improving English levels of the people. For the globalization with the base of economy development especially in information technology times, China has been taking the policy of English promotion and there is a new trend of English development. In 1980, Bloomfield said that “English is going to be the second language choice in China, after Mandarin” (Pride & Liu 1988: 49). Twenty years later, The Journal of Foreign Languages Teaching and Research predicted that “English will most probably be the second language of many Chinese people in the 21st century” (Pan 2005). English is used more widely and is having the function of a semi-official language, which is represented in the following part.

English is becoming a second educational language in China

According to an earlier British Council study, China had 200 million English users in 1995. Now 20 million English speakers each year are being added as a result of new education policies that require English to be a compulsory subject in primary schools. Based on this big population, English policy makes it possible for English as a medium language in education. As mentioned before (in 3.3.2), English as a subject at primary school also takes an instructive function and some subjects except English are starting to be given in the medium of English in some center cities such as Guangzhou, Qingdao, etc. The newly issued English Curriculum Standard includes 9 levels of English, which gives higher requirements for students, one of which is that middle school graduates are required to have the level of CET 4, which is required for college students. In tertiary education, courses with medium of English are supposed to occupy 5% to 10% of the total. At the same time, textbooks of English version are encouraged to be used. In Tsinghua University, there are more than 50 English-given courses among the total 1440 courses, of which 500 are going to be selected for using English version textbooks.

English has started to be a second language for public servants, at public places, and in public affairs.

English requirement for professionals in China has been issued and been carried out since 1995 (Lam 2005). The testing is necessary for professional promotion. In academic field, more Chinese journals with English version are issued for international readers and even journals in China also require English abstract. In the preparation for Beijing Olympic Games, English requirement is necessary for all citizens, but first of all, for public servants. 100,000 public servants in Beijing had taken English training with different requirements before the Olympic Games. Before the 2008 Beijing Olympic Games, 30,000 employees of public transportation for bus and 600 for subway received English training. The employees younger than 35 are supposed to have certificates of spoken English test. All the employees are supposed to have at least 200 hours of English training. Along with the preparation for Shanghai World Expo of 2010, another testing, BULATS (Business Language Testing Service) was introduced for public servants of Shanghai in 2003. It is given by ALTE (Association of Language Testers in Europe) and public servants younger than 40 before 2007 have to pass Level 2 and those younger than 30 have to pass Level 3. And this policy is carried out in Guangzhou, Hangzhou and Liaoning province as well. Public places such as railway stations, airports, subways, etc. are filled with English signs especially in center cities. Bilingual (English and Chinese) announcements on buses or subways, street signs of cities, official websites are common. Even the Chinese police clothes and hats are with both Chinese and English words on them. For the convenience of international dwellers, in 2004, an English version of the *Shenzhen Government Work Report* was distributed to the 40 foreigners sitting in the congress (Pan 2005). Besides, public affairs such as conferences or press with any probabilities of the attendance of foreigners are given in Chinese with the translation of English.

A language for instructions of commercial products

The commercial products from economy developed regions such as Guangzhou, Shenzhen, Shanghai, etc. are with bilingual instructions and sometimes even no Chinese. The reason is that some of the products were originally for exportation and the same principle is used for products purchased inside mainland China. Meanwhile, some enterprises follow this regulation of bilingual instructions and more products are equipped with English instructions. Among the commercial products, Chinese films are becoming more and more international. Almost every Chinese film now has an English name and some films have Chinese and English subtitles. There are some reasons for this phenomenon. The first reason is that the number of co-produced films with Hong Kong, Taiwan and foreign countries are increasing for the policy that less than 10 % of foreign films are allowed to enter China mainland. Secondly, and consequently by films co-production, the distribution of co-produced films and even Chinese films can be very common in China mainland, Hong Kong and Taiwan, and there are more potential markets in other countries where there are Chinese dwellers. The overseas income of Chinese films reached 1,500,000,000 RMB (approximately 150,000,000 Euro) in 2005. Also in this year, 28 Chinese films exhibitions were being held in Hong Kong, Macao, Taiwan and foreign countries. The cooperation and commercial consideration are main causes for having English names and the bilingual subtitles of Chinese films. There is going to be a new potential to consume Chinese films with bilingual languages: the next generation of Chinese emigrants. They were born and grew up in foreign countries instead of China and they want to know about China and Chinese culture by the help of English. Some parents want some films or TV plays with Chinese and English subtitles for their children to know about Chinese culture. In addition, some American films are released with both translated and original versions in center cities such as Beijing, Shanghai, Shenzhen, etc. Film channel of CCTV (China Centre Television) shows English original films with Chinese subtitles as well for Chinese audience.

McArthur is likely to have been the first scholar to talk about English as “a Chinese language”, in the sense of a “language of China”, like Mongol or Uighur, but one that

might become for many Chinese a “second first language”, much as it is in several of the countries of northwestern Europe. (McArthur 2002)

Regional differences between center cities and other cities

The administrative divisions of China include five levels: province, prefecture, county, township, and village level, but the cities are mainly in municipalities (The highest level classification with status equal to that of the provinces including Beijing, Shanghai, Tianjin and Chongqing), provincial capital cities (28 in 23 provinces and 5 autonomous regions), and prefectural cities (333 in China). Cities at different administrative levels normally have different situations in economic, social and cultural areas. Besides administrative levels, the development of cities also depends on the differences of their location. Generally the most economy-developed are coastal regions, then middle regions and then west regions from east to west of China. The economy development of the coastal areas reflects strongly in the 14 open coastal cities with preferential policies since 1984. So with the consideration of administrative levels and economic development differences, the situations of cities in China can be divided into center cities, cities in economy developed regions, provincial capitals, and prefectural cities. With the different economic and social situations, the role of English varies from one to the other but with same basis features.

As said above, English in China has the role of semi-official language, which is reflected in the second educational language, a second public language, and a second language for commercial product. These functions reflect strongly in center cities such Beijing, Shanghai, and some coastal cities, but in other cities especially in economy undeveloped regions such as the West regions, the number of foreign affairs is limited compared with domestic ones because of less foreign investment and co-operation. English requirements for public servants, places, and affairs are not so much as in center cities or coastal cities. Popular culture centered on English is improving from the transfer of center cities or provincial capitals with the direct transfer from foreign

countries. So the main functions of English reflect in educational system with the atmosphere of English fever. Regional differences including teaching resources, dialects of mother tongue, and social backgrounds cause the difference between one another. English teachers and students easily come across the realistic problems such as which standard to follow in their teaching process; in order to improve their ability, they attend cram schools, read classics, magazines and blogs, but it is certain that students in different regions are having different social contexts. English education reform in China is causing a phenomenon: with a general development of English ability, Chinese students are to have different English levels with different features. These differences are certain to make them have different attitudes towards different English and different self-awareness towards English they create themselves.

Chapter 4 Issues of nature of English in China: a linguistic profile

This chapter is to present a linguistic profile of Chinese English. It includes a general linguistic view of Chinese English with characteristics on the phonological, lexical, syntactical, and discourse level; current Chinese English exists with the different reflections such as Chinglish with negative attitude, New Pidgin English, Internet Chinese English, and world accepted Chinese English; it also points out the importance of the study of English norms in defining Chinese English.

4.1 A general linguistic characteristics: a different way of using English

It is a well-recognized fact that different language-speaking communities have different ways of speaking, which are reflected with linguistic features of a certain language. As more Chinese people are learning and using English, more localized English features are appearing. The features of Chinese English are becoming more obvious. Chinese scholars (Wang 1991; Li 1993; Du and Jiang 2001; Huang 2005; Jia and Xiang 1997; Jiang 1995; Jiang and Du 2003; Wei and Fei 2003) have discussed several salient linguistic features in justifying Chinese English as a variety of English. The observations are essentially centered on phonological, lexical, syntactic and discourse perspectives.

4.1.1 *Features on the phonological level*

According to Crystal (1999), Widdowson (1994), and Trudgill and Hanna (1994), Standard English may be pronounced with any accent, native or non-native. But there must be a certain phonological standard, which makes the Englishes spoken by speakers from different L1 backgrounds intelligible to each other. The standard is in a

dynamic continuum from minimum to maximum acceptability (Jiang 2002:11). China is large and has rich dialects, so the selected features on the phonological level can not be said common to all speakers of Chinese English (Kirkpatrick 2007). With the main consideration of the lingual influence of Putonghua, the Standard Chinese, the phonological features of language are reflected in two aspects: segmental phoneme and supersegmental phoneme.

In terms of the segmental phoneme, Chinese English speakers sometimes: insert a final /ə/ to the words ending with consonants as /lukə / instead of /luk/ for *look*; replace /θ/ with /s/ as /sink/ instead of /θink/; replace /ð/ with /d/ as /dis/ instead of /ðis/; avoid weak forms for function words over-precisely as *as, of, for, and, will*, etc. For example, they employ the same /fɔ:/ in “what is it for?” and “This is for you.”; In some areas (South China like Sichuang Province) of China, people do not distinguish between /l/ and /n/, the lateral and the alveolar nasal. In their dialects, these two sounds are not two phonemes, but allophones of one phoneme. The transfer of this feature to their English creates confusion between word pairs like *night* and *light* or *nap* and *lap*. In terms of supersegmental phoneme, the typical feature is that Chinese English speakers have a tendency to pronounce multisyllabic words or word groups with syllable-timing: with almost the same stress and efforts for every syllable with the same duration of each syllable. As a result, assimilation and liaison lack in the speech of Chinese English. For instance of the following part, the black words indicate the stress.

Chinese English: *Walk a long the street **and you will find it in the end.***

English: *Walk along the street **and you will find it in the end.***

In the sentence of “Chinese English”, each syllable is given almost the same stress with the same duration. Consequently, the assimilation and liaison of the underlined part do not happen. The language of Chinese is syllable-timed language and English is stress-timed language. The rhythm performance of Chinese English is the transfer of Chinese. This is also described by Kachru, Y and Smith (2008): in inner circle varieties of English, the stressed syllable has a longer duration as compared to the unstressed syllable; in fact, the characteristic rhythmic pattern of British English is

such that in a multisyllabic word; but in localized varieties, all the syllables are pronounced long irrespective of their stressed or unstressed character.

4.1.2 Features on the lexical level

Lexis of Chinese English has got much attention from scholars both in China and abroad and become the proof of the existence of Chinese English variety (Jiang 2002: 13). Many western scholars (Bliss 1966; Cannon 1988; Bolton 2003) claim that it is an objective reality that there exist Chinese borrowings in English. In general, China-specific words and expressions are rendered into English through one of two means: transliteration and loan translation (He & Li 2009).

Transliteration: some lexical items are directly used in Chinese Pinyin (pronunciation transcription of Chinese Mandarin) in English expression. For example, Putonghua (Standard Mandarin), Renminbi (Chinese currency: RMB), yamen (the office of officials in imperial China), fengshui (geomancy), Taichi (Chinese martial art), maotai (a good brand of alcoholic drink), erhu (a traditional musical instrument) jin (Chinese measurement of weight) etc.

Loan translation: some lexical items of Chinese English are formed by translating them word for word or literally into English. For example: One country and two systems (in PRC two different systems in mainland and in Hong Kong), Four Modernizations (modernizations of industrial, agricultural, science and technology, and national defence), Open Door policy (the policy of being opened to the world), bare-foot doctors (doctors of villages), dragon well tea (Chinese green tea from Xihu Lake) laid-off workers (unemployed workers), etc.

The following examples can show Chinese features or Chinese indigenization of English words (Guo 2003) in the Chinese context in lexicon.

Drugstore is a direct translation with Chinese word, Yao (medicine) Dian (shop) and refers to a shop where only medicine is sold with the equivalent meaning of pharmacy, while drugstore in North America is a shop where you can buy medicines and other goods.

Individualism in China is a derogatory word with the meaning of selfish and the English equivalent is “egoism”, but in English, it is a positive word whose meaning is the idea that the rights and freedom of the individual are the most important rights in a society. Lexis like this (with appreciative, positive, or neutral connotations in English culture while their counterparts have pejorative or negative associations in Chinese culture) also include *idealism, authorities, landlord, capitalism, liberalism, ambitious, criticism, metaphysics, equalitarism, eclecticism, etc.*

Propaganda is a word with derogatory meaning in western point of view. It means to let the people know in an over-rightly way. In Chinese context, however, it is used in a positive way. Lexis like this (carrying negative connotations in English culture but their counterparts reveal appreciative or positive associations in Chinese culture) also include *peasant, labor, dragon, politician, do-gooder, etc.*

4.1.3 Features on the structure and syntactic level

Kachru (1982) claimed that the transfer of a non-native English speaker’s native linguistic and cultural elements are not restricted to the lexicon, but appear in syntax as well. Chinese characteristics are also likely to emerge in syntax of Chinese English. According to scholars such as Jia and Xiang (1997); Cao (2000); Pinkham (2000); Li and Wang (2002); Yang and Yan (2002), Chinese English has its own syntactic characteristics, which may be summarized in four points (He & Li 2009):

Structures with four morpho-syllables

There exist a large number of four Chinese morpho-syllables (characters) which convey deep cultural elements. This structure remains in English expression. For instance, *Long time no see (hao jiu wei jian), No pains, no gains (bu lao wu huo), Effort halved, result doubled (shi ban gong bei)*. This feature originates from Chinese idioms, but it is listed here because its transfer happens in syntactical level of Chinese English.

Parallel structure

This rhetorical structure is frequently used in Chinese to express words of wisdom, so it is commonly used in Chinese English, for example: *a fall into the pit, a gain in your wit* (*chi yi qian, zhang yi zhi*); *Safety is first and prevention is most* (*an quan di yi, yu fang wei zhu*); *The higher authorities have policies and the localities have their counter-measures* (*shang you zheng ce xia you dui ce*) The Chinese influence is obvious because there is no logic connections between the paralleled parts. This style can demonstrate the different emphasis between the hypotaxis of English and the parataxis of Chinese.

Topicalization of adjuncts

Modifiers such as adverbials or adverbial clauses are generally placed in front of the main verb(s) of a sentence. For example, *I very like this book. This morning I bought a book. Before I left the office, I had finished the work.* Some scholars (Lu 1983; Zhou and Feng 1987) even argue that the syntactic switch to the sentence-or utterance-initial position of Standard English resulted from the influence of Chinese languages.

Null subject parameter

A subject is required in an English sentence while it is optional in Chinese. For instance, it is quite common for Chinese English speakers to write sentences like *very glad to write to you again* and *miss you a lot* in a letter or an email in English. Chinese people like to use *Winter is very cold* rather than *It is very cold in winter*. It also appears in native English, but Chinese people are more likely to use this style of English.

4.1.4 Features on the discourse level

In the perspective of discourse and text, scholars (Kaplan 1966; Connor 1996; Scollon and Scollon 1991; Smovar and Porter 2004) generally agree that Oriental writing and English writing by native speakers of Oriental people are indirect and inductive. The most significant point tends to be delayed until a considerable amount of background information has been presented, while the typical Anglo and Western writings are direct and deductive: the main topic typically comes at the beginning with supporting material postponed.

Based on Hoey's (1983) and Kaplan's (1966) research, Wang and Li (1993) investigated the English writings of Chinese students and found that General-Particular Pattern (which is the most commonly used one in English discourse) is not commonly used in Chinese students and their main pattern is clearly Problem-Solution. The following part can show the unique features of Chinese English in the level of discourse by Kirkpatrick (2000 in Jiang 2008: 184). This is a letter by a mainland Chinese to the China Service of Radio Australia. Letter 1 is to reflect the typical Chinese schema while Letter 2 is a typical English letter.

Letter 1:

Respected Radio Australia producers,

I have been a loyal listener to Radio Australia's English teaching programmes and to "Songs You Like" for several years. I consider both programmes to be extremely well produced.

Let me describe myself a little: I am a middle school student, I am eighteen and my home is in X, a small border city. The cultural life really isn't too bad. Because I like studying English, I therefore follow those programmes closely. But because the Central Broadcasting Station's English programmes are rather abstruse, they are not really suitable for me and therefore I get all my practice in listening comprehension and dialogue from Radio Australia's English programs. This practice has been of

great benefit. As I progress, step by step through the course, I am keenly aware that not having the teaching materials presents several difficulties. Because of this, I have taken time to write this letter to you, in the hope that I can obtain a set of Radio Australia's English programmes teaching materials. Please let me know the cost of the materials.

In addition, I hope to obtain a Radio Australia calendar. Wishing Radio Australia's MSC programmes even more interest.

Listener X (date)

Letter 2:

Dear Radio Australia,

I would be very grateful if you would be kind enough to send me teaching materials for your excellent English language teaching programmes. I am learning English from your programmes but am finding it difficult without the materials.

I would also be very grateful if you would be kind enough to send me a Radio Australia calendar.

Yours sincerely

XX

The schema of the typical Chinese letter can be represented as Salutation-Facework-Reason(s) for Request-Request(s)-Sign off: the Salutation and Facework are reflected from the start of "*Respected Radio Australia producers*", "*a loyal listener*", and "*I consider both programmes to be extremely well produced*"; the Reason is presented with the story of "my" listening to the program; and then the Request of having the teaching materials is given; Sign off comes at the last place. The typical schema of the English letter is Main point-Reason(s) for request-Facework-Sign off: the Main point is to have the teaching materials; the Reason for request is given very concise; and the Facework is in the expression of the request; the last is Sign off. This is one of the reflections of Chinese English at the

discourse level. The linguistic feature of Chinese English in the discourse level is earning more focus. To capture the real Chineseness of Chinese English, one needs to challenge the sacred cow of sentence grammar and go into the area of discourse and rhetoric (Jiang 2008).

All the generalized features in the phonological, lexical, syntactical, and discourse levels above are the lingual presentation of Chinese English. They could show the indigenization of English in China and prove the existence of Chinese English as an English variety. The performance of these features as pragmatic norms of Chinese English is to be presented in the first part of Chapter 5: English norm orientation in China in order to demonstrate the Chinese English with features in the functional perspective.

4.2 Convergence and development of English with Chinese language and the social context of China

4.2.1 *Chinglish: Chinese English with negative attitude*

Chinglish and its interpretation

As many scholars agree, Chinglish, also called Chinese English, is that misshapen, hybrid language that is neither English nor Chinese but that might be described as English with Chinese characteristics (Pinkham 2000). More generalizations on Chinglish are in the following part. It is a combination of the words Chinese and English, and an awkward mixture in which ideas conceived in Chinese are ungrammatically or unidiomatically expressed in English (Li 2007); it refers to the incorrect use of English with Chinese grammar, syntax and tone; it is actually word-for-word translation from Chinese to English, which strikes native English speakers (Zhang 1997). Chinglish can be interpreted as interlanguage with errors and as a contact English in China.

Chinglish as interlanguage with errors

Chinglish was firstly used as interlanguage for Chinese English learners to correct their mistakes in English acquisition (Pinkham 2000). The mistakes include the levels of lexicon, syntax and grammar. They result from the negative transfer of Chinese language, namely, the transliteration of Chinese. Consequently Chinglish is regarded as English without English norms. Some common mistakes are in the following examples:

**I go to the library yesterday. *He like reading a lot. *Take the two apple back home, please.*

Chinglish, however, expresses its features much more in deeper sense than in simple grammar rules. Pinkham (2000) demonstrates the features of Chinglish in the perspective of unnecessary words and sentence structure.

The part of unnecessary words includes unnecessary nouns and verbs, unnecessary modifiers, redundant twins, repeated references to the same thing, etc. The following part is to show some examples (A is Chinglish and B is suggested revisions with “normative English”):

A: *to accelerate the pace of economic reform* (unnecessary noun)

B: *to accelerate economic reform*

A: *it is impossible for us to accomplish the transformation of the whole society overnight* (unnecessary modifiers)

B: *it is impossible for us to transform of the whole society overnight*

A: *that theory too is a valuable ideological treasure of the Party* (unnecessary modifiers)

B: *that theory too is an ideological treasure of the Party*

A: *this is the only road leading to affluence and prosperity* (redundant twins)

B: *this is the only road leading to prosperity*

The part of sentence structure includes the noun plague, pronouns and antecedents, the placement of phrases and clauses, dangling modifiers, parallel structure, logical connectives, etc. Here are some examples (A is Chinglish and B is suggested revisions

with “normative English”):

A: “Every top official should go and spend several days in a number of impoverished villages before they make decisions concerning poverty alleviation,” said President ...

(Disagreement between pronoun and antecedent)

B: “All top officials should go and spend several days in a number of impoverished villages before they make decisions concerning poverty alleviation,” said President ...

A: We should also review our experience frequently and make adjustments in light of the actual conditions when we find problems. (Misplaced clause)

B: We should also review our experience frequently and, when we find problems, make adjustments in light of the actual conditions.

A: Timber is needed for construction and to withstand floods. (Mismatched elements in parallel structure)

B: Timber is needed to provide material for construction and to withstand floods.

A: While fighting corruption, we must demonstrate our will not to change the policies of reform and opening to the outside world and our resolve to deepen the reform and open even wider to the outside world. (Misused logical connectives)

B: While fighting corruption, we must demonstrate our resolve not to change the current policies but, on the contrary, to deepen the reform and open even wider to the outside world.

Chinglish as a contact English in China

Chinglish is also used to describe contact English with Chinese characteristics. Wang & Zhou (2008) said that differences in cultures, languages, and contexts lead to a fact that English learners of China in some occasions produce English with English grammar, but with the language mechanism of Chinese. Chinglish with this conception is not regarded as interlanguage with errors or mistakes, but grammatically correct English with Chinese lingual and cultural conventions. This Chinglish perhaps can be understood by Chinese people, but not understood or not appropriate by English native speakers, or other nonnative speakers. Examples are in the following

part (A is Chinglish and B is suggested revisions with “normative English”):

A: *You go first! (nin xian zou)*

B: *After you!*

A: *He is very able! (ta hen you cai)*

B: *He is an able man.*

A: *I am going out for some minutes.*

B: *I will be back in some minutes.*

A: *yellow hair*

B: *blond/blonde*

A: *He only said a few sentences. He made us very disappointed.*

B: *We were quite disappointed that he said only a few words.*

A: *I think he shouldn't go.*

B: *I don't think he should go.*

A: *I very like music.*

B: *I like music a lot.*

A: *Last night I worked for my dissertation and slept very late. (sleep late=go to bed late).*

B: *Last night I worked for my dissertation and went to bed very late.*

A: *Do you want something to drink?*

B: *Would you like something to drink?*

A: *Your English is very good. Thank you.*

B: *Your English is very good. No, no. It's very poor.*

4.2.2 “New Pidgin” and “Internet Chinese English”

New Pidgin English: innovation with fun

Chinglish is a result of linguistic and cultural contact between English and Chinese language. A very important reason is that it is used mainly in the context of China with the background of Chinese culture. Some of them are not used in the real

communication at all because they are probably homework performance of English learners, or some jokes made for fun between Chinese people. Here are some examples of Chinese English for play. Most of them are literal translation directly from Chinese with innovations and only shared among English speakers of Chinese people. Xiong (2007) also call them “New Pidgin Chinese English”.

People mountains, people sea. 人山人海 (very crowded: people are as high as mountains and as wide as the sea)

Long time no see. 好久不见。(We haven't seen each other for ages.)

We two who and who? 咱俩谁跟谁 (We have close relationship: who and who refers to not common relation)

How are you? How old are you? 怎么是你? 怎么老是你? (Why is that you? Why is that always you?)

You don't bird me, I don't bird you 你不鸟我, 我不鸟你 (You don't care me. I don't care you.)

You have seed. 你有种。(seed refers to strong minded)

I will give you some colour to see see. 给你点颜色看看 (I'll treat you with my power.)

Together up. 一起上 (go to fight together.)

You me you me. 彼此彼此 (We share certain things in common.)

No three no four. 不三不四 (a person without judging his/her identity)

Close your bird mouth. 闭上你的鸟嘴。(bird is a bad word to call the names)

Roast English. 烤英语 (roast has the same pronunciation with “test” in Chinese)

The utterances above can not be compared with the Chinese Pidgin English in the early trade in port cities of China because most of them are not functionally used. They are only direct word for word translation from Chinese and so some of them do not mean anything if they are not aware of Chinese language and culture.

Internet English: innovations in communication

Internet English, mostly by young people with the influence of popular culture, is

another example to show the development of Chinese English. Young English learners send email in English to each other or chat with English. Some of them write their English blogs on internet for showing their differences. Their English, with Chinese way of mistakes, errors and innovations, reflect features of language contact between Chinese and English. Below are three excerpts from English blogs by Chinese young people.

- Excerpt 1

Long time no write here,,,,hahaha,,,,

In Excerpt 1, it's obvious that *long time no write here* has the same structure as *Long time no see*, which is from Chinese language structure. The interjection of *hahaha* is from Chinese pinyin, the transcription of Chinese pronunciation.

- Excerpt 2

Last nite I saw one Japanese movie by Internet. My B-Friend recommended it to me to watch this. When I saw this I was so suppressed, because this movie looks like our life exactly same. So many things are same as my life...Just like this movie based on our life,,,,

In Excerpt 2, the phrase of *by internet* is a mistake. It should be on the internet. The part of *to watch this* is unnecessary in English but it's OK in Chinese. The last sentence is not a sentence of English in fact, but the literal translation of Chinese.

- Excerpt 3

Last Sunday, I went to 大菜市 with roommate and his sister. There is one of my favourite place in Dalian. Because there are so many goods. Especially for seasonally events. This time I wanted to buy for X'mas!!! There are already sell X'mas goods. (@ ^__^) ㄟ We already got X'mas tree last year. So in this year we have to buy only decolations.... U know what, hehe,,,but this time i didn't buy many things..haha,, Anyway looking for X'mas!!

In Excerpt 3, the first sentence is a code mixture for there is no exact equivalent to name the market with Chinese feature. *There are already sell X'mas goods*: It is also a Chinese sentence structure. The last sentence is a mistake. The writer wanted to say, I guess, anyway I am looking forward to X'mas!

The linguistic and cultural convergence of English and Chinese leads to English with Chinese features with different terms as mentioned above: accepted Chinese English, Chinglish, New Pidgin English and Internet English. On one hand, the different terms show the development of English in current China. On the other hand, they lead to some questions such as what the conditions of the accepted Chinese English are, and whether the indigenized English could become members of the accepted English. Xiong (2007) revised some of them linguistically to convert them into the more acceptable English. For example, *no three no four* is revised into *neither three nor four*, which refers to those who can not be judged as to a certain quality. These attempts to adjust or codify the “candidates” of normative English make it necessary to study the problem of English norm and to define Chinese English, which is to be discussed in the following part (in 5.3.2).

4.2.3 Accepted Chinese English by the world

English in the context of China has been contacted with Chinese language and the social context. This convergence causes different names of English in China with different language attitudes. However, some of these expressions in Chinese English have become accepted English and reflect the identity of Chinese English speakers around the world.

Lexicon contribution to “normative English”

A certain number of Chinese borrowings have been accepted by native English speakers and become the members of the “normative English”: native English. With the evidence of acceptance of Chinese borrowings in leading desk dictionaries (details in Yang 2009), Cannon (1988) demonstrated there was a total of 979 lexical items in English imported from Chinese. The contact between English and Chinese has been phenomenal since the early 1980s (Yang 2009), and most of the Chinese borrowings collected in multiple dictionaries that Cannon examined have remained in English,

and seem to be more frequent (Yang 2009).

With the rapid development and advancement of science and technology, the linguistic influence of China is continuously expanding. According to Xiong (2007), the advanced Oxford dictionary has collected 1,189 words of Chinese origin, ranking 11th on the lexical-loan hierarchy. Semantically, we can classify those “China words” into 19 categories, such as culinary arts and cooking utensils (190 words), biology (175), geography (110), arts (100), religion and philosophy (49), government and political terms (48), ethnical expressions (34), occupation (34), measurement and currency (31), language and writing (28), dynasty (23), garment (17), recreation (16), association and community (9), martial arts (8), medicine (7), economics (6), geology (6), and color (5) (Huang 1988). All these words result from the translation of corresponding Chinese expressions into English, and so, they belong to the stock of Sino-English (Xiong 2007).

The Chinese borrowings are of two types: loanwords and loan translations. Their semantic fields include:

Philosophy and religion: *Confucian, Taoism, yin, yang, etc.*

History and politics: *Ch’ing, Kuomintang, Maoism, Tai-ping, yamen, etc.*

Food and drink: *ketchup, litchi, maotai, tea, chow mein, tofu, etc.*

Martial arts: *tai chi, kung fu, qing gong, etc*

Dress and fabrics: *pongee, shantung, Canton crepe, etc.*

Amusement: *mahjong, fan-tan, tangram, etc.*

Cannon (1988) argues convincingly that the largest parts of the borrowings are in the category of food and drink. Yang found that “among the 47 additional loanwords recorded only in the newer dictionaries, food and drink is no longer even the largest semantic field” (Yang 2009:103). That indicates Chinese borrowings have come to a higher level in becoming member of accepted English.

Chinese English with cultural identity: from China to the world

The convergence of English and Chinese in linguistic and cultural perspectives in

world wide leads to a phenomena: Chinese English with Chinese cultural identity, which is reflected in works of literature and movies by Chinese authors and directors with the language of English.

As for Chinese writers who write in English, also called bilingual Chinese writers (Pan 2005), they published their works mostly in English countries. In the first half of the last century, there were Lin Yutang, Han Suyin, Chang Ailing, Ye Junjian, etc. Since the second half of the 1980s, many more bilingual Chinese writers emerged. Most of them went abroad after they received high education in China and their fictional resources are from Chinese stories unexceptionally. The popular contemporary writers include Ha Jin, Jung Chang, Da Chen, Hong Liu, Anhua Gao, etc. Their works reflect Chineseness: Chinese cultural identity with the medium language of English. Pan (2005) analysis this in four aspects of the nativization of context, Chineseness in rhetorical strategies, linguistic realization of Chinese thought, and striving for a balance of the two voices.

Take Jung Chang's *Wild Swan* for example, the 28 titles of each chapter's are easily found its Chineseness such as: three-inch golden lilies (*san cun jin lian*: a metaphor of Chinese women's little feet); talking about love (*tan lian ai*: knowing each other to falling in love); when a man gets power, even his chickens and dogs rise to Heaven (*yi ren de zhi, ji quan sheng tian*: when a person gets power, his family members, his relatives and acquaintance or anything which have relation with him will have better condition); father is close, mother is close, but neither is as close as Chairman Mao (*Die qin niang qin bu ru mao zhu xi qin*); giving charcoal in snow (*xue zhong song tan*: bring things in need in time).

In terms of Chinese directors in English countries, Li An (also spelled as Ang Lee) must be a good representative. He completed his main education in Tai Wan and studied in the United States later. His great success is based on his movies with a lot of Chinese culture sources. Most of the stories are from Tai Wan or Chinese traditional materials. The movie names indicate Chineseness directly: Pushing Hands (*tui shou*: a kind of Chinese martial art, taichi); Wedding Banquet (*xi yan*: a banquet for relatives and friends at Chinese wedding); Eat Drink Man and Woman (*yin shi nan*

nv: human desire) Crouching tiger, Hidden dragon (*wo hu cang long*: tiger and dragon refer to excellent ones or heroes, and they do not show themselves by crouching or hidden)

The Chinese cultural identity successfully reflected by cultural creations in such as literature, movies, etc. may be transmitted into world culture. In the meanwhile, more Chinese English is coming into the group of the accepted English of the world. The development of China and the world globalization both could accelerate this process. More on the acceptance of Chinese English is to be discussed in Chapter 5.

4.3 Norm problem in defining Chinese English

4.3.1 Names argument in study of Chinese English

English in China have several special terms such as Chinese Pidgin English (Bolton 2003), Sinicized English (Cheng 1992), Chinglish (Ge 1980), Chinese English (Wang and Ma 2002) and China English (Ge 1980; Jiang and Du 2003; He and Li 2009). The following part is to give a brief introduction to the different names.

Chinese Pidgin English, also called “broken English”, “jargon”, or “mixed dialect”, was used for trade in treaty ports and cities in late eighteenth and early nineteenth century especially after Opium War between Britain and China. Its spread always went with the low-prestige and disappeared between 1950s and 1960s with the end of China’s semi-colonised history (for details, read 2.1).

Sinicized English was pointed out by Cheng (1982). It is also called politicized English (for detail, read 2.2). It refers to English with political influence under special historical period of Cultural Revolution. Most of them were transliteration of Chinese political terms which could not be understood by those without related background knowledge.

Chinglish is a term loaded with social stigma, and so it is unwelcome in China as a blend of Chinese and English (Kirkpatrick and Xu 2002). It refers to English with influence of the language of Chinese and this influence cause some problems of

intelligibility or ungrammaticality. Chinglish is English without English norm. It perhaps can be understood by Chinese people, but the language mechanism is not English grammar, but Chinese grammar, which is certain not to be understood by native speakers, and other nonnative speakers except Chinese. They are transliteration of Chinese. Chinglish is also named as Chinese English (for more, read 4.2.2).

China English was firstly pointed out by Ge (1980). It is used to describe the emerging variety of English in China. Chinese English, however, still remains the meaning of beginner's English or interlanguage which needs to be improved. For the first time historically, the name of China English has no derogative attitude and Chinese scholars agree that China English is more appropriate to describe the performance variety of English in China.

All the terms reflect different levels of language contact between English and Chinese. Their changing and different interpretations reflect different attitudes towards the process of acceptance of localized English in China. Scholars are trying to define the term of China English without derogative meaning and this is also a start of demonstrating the existence of a Chinese English variety.

4.3.2 Defining China English

To define the name of China English is the start of English variety study in China. According to the summary of He, D (2009), the term China English has been used by different Chinese scholars with slightly different meanings.

Wang (1991:3): China English is “the English used by the Chinese people in China, being based on Standard English and having Chinese characteristics”.

W. Li (1993: 19): China English is a variety with “normative English” as its core, but with Chinese characteristics at the levels of lexis, syntax and discourse; it is free from cross-linguistic influence from the Chinese language, and is employed to express content ideas specific to Chinese culture by means of transliteration, borrowing and semantic transfer.

Xie (1995: 7-11): China English is an interference variety of English used by Chinese

people in the intercultural communications on the basis of “normative English”.

Jia and Xiang’s (1997:11): China English refers to a variety of English which is used by the Chinese native speakers with “normative English” as its core but which unavoidably manifests Chinese characteristics or helps transmit Chinese culture.

Jin (2002:72): China English is a variety of English which has the international “normative English” as its core and which facilitates the transmission of Chinese-specific cultures, linguistic expressions, ideologies, and traditions in international settings by means of transliteration, borrowing and semantic transfer.

With slightly different meanings presented by the scholars, China English has been interpreted with two key points: normative English and with Chinese characteristics. But how to define the normative English and what the accepted and intelligible Chinese characteristics need further study. It must be based on the usage of China English with determining the intelligibility and acceptance of English norm in China.

4.3.3 The efforts to clarify China English

In order to define the term of China English and find a way for Chinese English to develop, some Chinese scholars take efforts to clarify China English in linguistic and cultural perspectives. The following selections include Xiong’s (2007) categories, Guo’s (2003) cultural and linguistic Chineseness and Englishness, Kirkpatrick’s (2002) pragmatic norms, and Jiang’s (2008) discourse study of Chinese English.

Xiong’s five categories

Xiong (2007) categorizes Chinese English into five parts and believes that the efficiency in the use of Chinese English differs from person to person in terms of linguistic proficiency, education, biological make-up, etc. The five categories are:

1. The English being spoken according to some Chinese language habit does not differ (much) from the native English.
2. The English being spoken according to some Chinese language habit is not

completely idiomatic but is grammatically all right.

3. The English being spoken according to some Chinese language habit is not completely grammatical but is communicatively acceptable or tolerable.

4. The English being spoken according to some Chinese language habit is slightly different from Standard English but is understandable.

5. The English being spoken according to some Chinese language habit can only be understood by the Chinese people but not by peoples outside the Chinese culture.

He explains that Chinese and English are two different language systems. They differ from each other in terms of vocabulary, syntactic structures, and semantic and conceptual system distributions. If a Chinese tries to speak English the English way, his limitations in pronouncing words, etc, may give rise to Chinese English; if a Chinese speaks English the Chinese way, Pidgin English may come into existence (Xiong 2007:143).

Guo's linguistic and cultural Englishness

Guo (2003) claims that to make China English an acceptable standard variety in international communication, the key point is to avoid linguistic interference of the Chinese language and to explore to what extent China English can be shaped by Chinese culture and to what extent it should protect itself from the influence of Chinese syntax. The division of linguistic Englishness and cultural Englishness in English as an international language is applicable in solving this problem. Linguistic Englishness/Chineseness is determined by structural rules of the language including the ways sounds are produced, the rules sentences are patterned, etc. Cultural Englishness/Chineseness is determined by pragmatic rules including cultural conventions, cultural and social taboos, etc.

The model for English used by native Chinese and the new definition of China English as an English International Language variety are: linguistic Englishness + cultural Englishness or + cultural Chineseness. Theoretically speaking, Chinese people may replace cultural Englishness with corresponding Chineseness when using

English to communicate, but not mechanically. Chinglish is linguistic Chineseness but China English is linguistic Englishness with sociocultural Chineseness. For example, in English we say “*drink like a fish*”, while in Chinese people express the same meaning by *niu yin* and its literal translation is “*drink like a bull*”. Both the two are Englishness linguistically, but the latter is Englishness culturally and the former is Chineseness culturally. In this case, *drink like a bull* can be China English: linguistically Englishness + culturally Chineseness.

Jiang’s discourse study

Jiang (2008) believes that China English, as a distinct variety of English, can never be justified in terms of phonology, lexicon, and syntax. He rejected the syntactic features of China English as the following examples: *Mary yesterday bought a dictionary. For me to get up before 6 o’clock is impossible. Today is Sunday.* He said (Jiang 2008), these sentences are not characteristic of China English. Such syntactic arrangements do appear in Chinese English learner’s English, but they are considered as “errors” to be corrected and thus are seldom found in the English written by Chinese professionals and in Chinese English publications. The exploration of real Chineseness of China English lies in the area of discourse and rhetoric, where “cultural thought pattern and writing tradition have their role to play” (ibid.).

Pragmatic norms of Kirkpatrick and Xu

Kirkpatrick and Xu (2002) contrasted discourse and rhetorical norms of Modern Standard Chinese with a comparable selection of discourse and rhetorical norms of an “inner circle” variety of English. They found that the development of a China English with Chinese characteristic may be an inevitable result. Functionally, the purpose of learning English for Chinese people is not as a lingua franca for intra-ethnic communication as in India or Nigeria, but for the ever-increasing number of non-native English speakers. While officials may demand an exornormative model

such as British or American English, Chinese people would suggest that the natural processes of language change will inexorably lead to a shift away from an exornormative model of English used exclusively by educated elites to a vernacular model. This shift is as the one that took place at the beginning of the twentieth century away from the wenyan (literary model) to baihua (vernacular model).

4.4 Summary and discussion

The study of Chinese/China English indicate the process of the indigenization of English in China. Chinese English study was in the field of error analysis before the name of China English was pointed out. Trying to define the term of China English is a crucial stage of English study in China, which could demonstrate whether Chinese English variety exists. The research work done by scholars is mostly in linguistic aspects, but none of them was done in the sociohistorical perspectives. Language development study need to study language variation and the change of language must be based on many sociohistorical elements such as historical influence, English policy of the government, social functional influence and people's attitudes. To study China English need study with more perspectives.

The key point for English development in China is not to distinguish the difference between Chinese English and China English, but to analyze what norm Chinese English should abide. First, both the two terms are still used not only in laymen but also in English academic field (Xiong 2007). Second, there seems no possibility to distinguish the two terms unless the problem of linguistic norm is solved. I don't think it is possible that China English can cut the relationship with the influence of Chinese language. The characteristics of China English include linguistic features on phonological, lexical, syntactic and discourse levels reasonably because of the practical performance of Chinese English speakers and the presentation of scholars study (Wang 1991; He & Li 2009; Tu 2002; Zhang 2002; Deng & Liu 1989). Jiang (2008) claims that the most important feature of China English lie in the study of China English in the discourse perspective. Some characteristics as in syntax are not

characteristic of China English, but considered as “errors” to be corrected and thus are seldom found in the English written by Chinese professionals and in Chinese English publications. I hold different idea from Jiang. I think the reason that they do not appear is that Chinese professionals produce the English sentence according to native English standard, and some of these so called “errors” are corrected by editors also with the standard of native speakers. Consequently, the key point is not to claim what features reflect the most features of China English, but to explore what English can be considered acceptable English in China, or on which level China English can be accepted more. And this acceptable English can become the base to normative China English. The findings presented in this dissertation are to give strong proof to demonstrate the existence of China English. The term of Chinese English is still being used and this study in Chapter 5 is to answer the questions above and find channels of the development of Chinese English.

Chapter 5 English norm orientation in China

Based on the historical, social, and linguistic profile of Chinese English, Chapter 5 is to demonstrate the norms of Chinese English with the three perspectives: a pragmatic norm or behavioral norm of Chinese English performance, an oughtness norm or code norm of Chinese English in educational system, and on the acceptance of the pragmatic norm of Chinese English. It is also to explore the trend of Chinese English development and give a hypothesis of its norm orientation in the linguistic, functional, and ideological perspectives.

5.1 Performance of the features of Chinese English: a pragmatic norm

5.1.1 Indigenization of English in the context of China

The context of China is providing more opportunities for the formation of Chinese English with Chinese features. It is mentioned that mainland China has the largest English-learning population in the world (e.g. Bolton 2003; Crystal 2008). Crystal (2005) said that “currently with some 220 million speakers of English, China plans to increase this total dramatically as the Olympics approaches”. With the policy of English promotion and reform of English education, Chinese speakers of English are ever increasing in number and improving in language proficiency. China is undergoing a process of modernization and integration into the global community, which provides more opportunities to communicate with the semi-official language, English.

In international communication, English is a global language medium connecting China with the world. With the national major aim of developing the economy, China plans to realize its modernization with the integration into the whole world. The strategies include learning mature experiences and developed techniques from others,

and active participation into world affairs. At the same time, China's development and large potentials attract other world countries. The ever-increasing cooperation between China and the world is certain to make more intercultural communication with the language of English. English is not only for communication with native English speakers, but more with non-native ones. In addition, cultural uniqueness of China also relies on the interpretation of the language English with Chinese features. "In such interaction, the English English, or American English conventions of language use are not only irrelevant; these may even be considered inappropriate by the interlocutors" (Kachru, B. 1982: 357). English with features of Chinese language and culture used in international communication reflects the exotic features of English language and Chinese cultural identity.

Intranational communications between Chinese speakers of English are increasing as well. The popularity of Chinese students in English-speaking countries (which include English programs in non-native countries) has been increasing. *People's Daily* claims that more than 400,000 Chinese students studied abroad between 1978 to 2000, and some 110,000 have subsequently returned to China to start their career (Bolton 2003: 252). The intranational communications happen in interpersonal communication of English Chinese bilinguals. The majority of them happen in English learning, which includes learning in educational system and beyond. Under the policy of English promotion, it is a belief for Chinese people that English is a universal modern skill for the development of the nation and individuals. In educational system, the learning of English is not just for remembering the principles of grammar any more, but focuses on the communicative ability based on the accumulation of practice. It is very common for a primary school student to give a self introduction in English, or a PhD candidate to present an English report. In the whole educational system and cram schools (details for the function of educational system and cram schools in 3.3), the improvement of the basic skills of listening, speaking, reading and writing for English communication are given enough focus. "Swimming theory": learning is practicing is widely believed among teachers and students. In addition, the beliefs of teachers have changed with the communicative teaching approach. Teachers are more tolerant of the

students' English utterances with "incorrectness" and not so easily to correct or give instructions. Furthermore, in order to solve the problem of the limited number of teachers and large number of students, self-study strategies are being encouraged in college. Having certain knowledge and skills of English, college students are becoming the largest potential to produce Chinese English when they study via computer and internet, and with other fellow students such as in English corners. Beyond the system of education, the situations are similar. Both sides of the speakers and listeners or writers and readers in terms of writing practice are Chinese, and the contents of the practice are also mostly on China or the familiar topics of Chinese situations. Pan's investigation (2005) shows that among the 442 subjects, 58% speak English with their friends and colleagues in daily life occasionally, 49% speak English in family occasionally, 11% speak English regularly with friends and colleagues, and 3% regularly at home. 39% of the subjects send messages via mobile phone and chat on the Internet in English occasionally, and 24% regularly. Consequently it is certain to create indigenized English with Chinese features functioning in certain contexts.

5.1.2 Features of Chinese English in use: a pragmatic norm

World English variation results in different English varieties with local or regional features on the phonological, lexical, grammatical and discourse levels. Chinese English has regional features on all the levels as well (details in 4.1). The features of Chinese English result from the influence of the Chinese language, Chinese sociocultural situations, Chinese thinking style, etc. In practical communication, the English with these features functions well among Chinese English speakers or with other English speakers. Here are some selected reflections on certain linguistic levels for showing the pragmatic norm of Chinese English.

The transfer of Chinese language is reflected on phonological and syntactic level of Chinese English. Chinese phonological contrasts are different from English ones and consequently Chinese speakers of English do not speak exactly according to native standard such as RP. For instance, because there is no difference between short vowels

and long ones in Chinese language, Chinese speakers of English are likely to speak /u/ and /u:/ with the same time length. This also gives influences the articulation of diphthongs such as /ei/, /au/ /ai/, etc, because they do not give enough time length for the first vowel. Different from stress timed English, Chinese language is syllable timed and it makes Chinese English with feature of Chinese language rhythm. Another outstanding feature of Chinese English is in the place of Chinese language articulation. Generally speaking, the place of Chinese language articulation is forward near the lips. In other words, the majority of vowels and consonants are articulated in the place near the teeth and lips. For instance, Chinese *yi* as in *yifu* and /i:/ have similar place of articulation, but *yi* is much near the dental, but /i:/ is backward. The schwa sound /ə/ can become forward to dental place as well. These features do not cause misunderstanding in communication as long as they use “good articulation” as claimed by Hung (2007): good articulation is a universal quality totally independent of any particular accent, and can be acquired just as easily by anyone speaking any accent.

In terms of syntactic level, the obvious features are the topicalization of adjuncts and null subject parameter. Chinese English is more related to content instead of linguistic forms. The following sentence shows the feature of the topicalization of Chinese English.

*I have seen his new furniture: the sofa is nice, but **the tea table I very dislike** and the bookshelf should not be in his bedroom.*

In the bold type part of the sentence, the topic is firstly pointed out and then the subject. This is very commonly used in Chinese English even for college English teachers. The Null Subject parameter is that English demands a subject but Chinese may omit it. Deterding (2000) presented examples such as *Pushed URA Officer Down*, and *Hurt Girlfriend With Lighted Butt*. Chinese sociocultural transmission into Chinese English is reflected mostly in lexis and this has become the strong proof for the existence of Chinese English variety (related examples are in 4.1). The influence of Chinese thinking style is reflected in discourse and rhetorical levels of Chinese English. Kaplan (1966) drew five idiosyncratic diagrams to illustrate his ideas on the

culturally embedded rhetorical patterns (Jiang 2008: 21). Thinking way is mainly reflected in syntactic and discourse levels, and rhetorical patterns could be reflected consequently. English sentences focus on hypotaxis and Chinese sentences focus on parataxis. English sentences with reflection of Chinese parataxis can be found easily in Chinese English. For example:

I was born in a small town, in the town there was only one school, I studied there for six years. (Sun & Huang 2009)

It was raining, the match was postponed. (Kirkpatrick 2002)

Try to be quick, you will be late. (From Students writing)

But an English way is like this:

I was born in a small town, where there was only one school. I have studied there for six years.

Because it was raining the match was postponed.

Try to be quick, or you will be late.

In the discourse perspective, it is observed that Chinese English, as one of Oriental writing, is more indirect and inductive while the typical Anglo writing is direct and deductive (Kaplan 1966; Hinds 1987; Connor 1996). In the indirect Chinese English text, the organizing of sentences and paragraphs are said to be “turning and turning in a widening gyre.” The circles or gyres turn around the subject and show it from a variety of tangential views (Kaplan 1966). This discourse feature of Chinese English reflect thinking style of Chinese or oriental people and become one of the most important identification of Chinese English variety.

All the examples of Chinese English with features listed above are from the practical usage of Chinese English speakers and their use has established a pragmatic norm of Chinese English.

5.1.3 Functions of the pragmatic norm and existence of Chinese English variety

The uniqueness in the perspectives of Chinese language, Chinese sociocultural background, Chinese thinking style, etc has established a localized context of Chinese

English. The ever-increasing number of Chinese speakers of English and inter-and-intra-cultural communications with English have provided functional possibilities of Chinese English. Chinese English with features of Chinese uniqueness has proved the existence of Chinese English variety. A pragmatic norm of Chinese English is forming and functions in the context of China and gradually to the world.

Firstly, the pragmatic norm of Chinese English functions within the conventions of Chinese sociocultural context. As I mentioned before, English study is becoming the work of almost the whole Chinese people and this situation cause an ever-increasing potentials of its use. In whatever the situations of English use within educational system or beyond, Chinese English is being used as a localized pragmatic norm. Many ways of Chinese English expression work well in China between Chinese speakers of English when without considering exornormative model. When a Chinese teacher of English explains the usage of the phrase *ask somebody to do something*, he/she will write *ask sb to do sth* and there is no possibility of misunderstanding for the students. So it's natural for students to decorate a classroom with a *Propaganda Column* on the wall: a space for news and messages. With Chinese cultural conventions, when a girl named *Zhu* (family name) *Xiaofei* (given name) never introduces herself with the western order of *Xiaofei Zhu* because the similar sound of it means *small (Xiao) fat (fei) pig (zhu)*. A male teacher with the family name *Tian* is called *Tian sir* by his students instead of *Mr. Tian*. The greeting of "Good morning, teacher!" is used to greet a teacher at the very beginning of a class with all students standing up formally. Examples like these are many and are going to become more with the development of Chinese English.

Secondly, the pragmatic norm of Chinese English is developing to the world with the identification of Chinese language and culture. In the increasing international communication, the traditional monolithic standard of English, as claimed by Kachru (1980) is being replaced by the pluralistic norms of world Englishes with multicultural and sociolinguistic characteristics. The increasing number of non-native English speakers and the more frequent communication between speakers from different countries around the globe are challenging the old conception of English

norms. Cultural identities reflected in diversified world Englishes are demanded. It is neither necessary nor possible to keep only norms of native speakers. English with features of Chinese language and culture used in international communication takes the responsibility for interpreting and propagating Chinese traditions and cultural values to the world. Chinese English in English novels and films by Chinese bilinguals in the world area demonstrates the point. Some popular contemporary bilingual Chinese writers in English such as Ha Jin, Jung Chang, Da Chen, Hong Liu, etc. have used English as medium to express Chinese uniqueness. Some selected examples from Ha Jin's works are: *A frog at the bottom of the well* refers to people with short sights (Pan 2005: 208); *have the strong bones* refers to a man with a strong will (ibid: 209); *a ghost knocking at your door* means that a punishment from the god *Tian* (ibid: 211). Meanwhile, the English names of the films by Chinese director Li An indicate Chinese traditions and values. The names of the films are in the following part:

wo hu cang long: Crouching Tiger, Hidden Dragon means *undiscovered talents*; *yin shi nan nv: Eat Drink Man Woman* means *prime wants of human*; *xi yan: The Wedding Banquet*; *tui shou: Pushing Hands* refers to *a kind of Chinese Kongfu*.

With transliteration of Chinese language, the English names of his films show both Chinese stories and Chinese language structure. As claimed by Kirkpatrick (2002: 270): "it is clear that we are considering a developing variety". The pragmatic norm of Chinese English has demonstrated the existence of Chinese English variety. But this norm hasn't been socially accepted in China or around the world. Kachru's (1992: 56) three phases seems to interpret this phenomenon: the first phase is "non-recognition" of the local variety. This phase is exemplified by conscious identification with native speakers by local users of English. The second phase sees the "development of varieties within a variety" when the local model may be widely used but remains socially unacceptable. The third phase occurs when the non-native variety is accepted as the norm and becomes socially acceptable. The pragmatic norm of Chinese English is in the second phase through which "non-institutionalised" varieties pass (Kirkpatrick 2002: 270). The process of its social adoption causes the discussion of

the code norm or the oughtness norm in pedagogical area (It is discussed in 5.2).

5.2 The ideal accuracy and pedagogical model of Chinese English: a code norm

5.2.1 *Making of a code norm with prestige: prescribed standards world wide*

Code norm and four stages of language norm development

Code norm (Bamgbose 1987: 105, 1998: 2), also called regularity norm or oughtness norm (Swann et al 2004), refers to a standard variety of a language or a language selected from a group of languages and allocated for official or national purposes. The process of its standardization includes the suppression, formation and promotion of this language at all levels of phonology, orthography, lexicon, grammar, etc. As prescribed standard of a certain language, code norm is also used in educational system and called pedagogical norm. Haugen (1971 in Beal 2004: 90) states that there are four main processes involved in the standardization of languages, and that these may happen either in stages or simultaneously. The four main processes are as the following:

1. Selection of an existing language or variety as the basis of the standard. This is usually that of the most powerful or influential group.
2. Codification, involving the reduction of variability within the selected language or variety and the establishment of norms.
3. Elaboration, which ensures that the standard can be used for a wide range of functions.
4. Implementation, whereby use of the standard is encouraged by making texts available in it, discouraging the use of alternative varieties, and fostering loyalty to, and pride in the standard.

This developing pattern is applicable to the standardization of many languages such as English RP, German, Standard Chinese Putonghua, etc. As far as British and American English concerned, both of them have experienced the four stages, but the

difference is that they have been expanding their standards to the world in the stage of elaboration and implementation and got their prestige.

Making of a code norm with prestige: standardization of British and American English

Standard language is just another dialect with “a fancy uniform” (Halliday 2003). As pedagogical norms in English teaching or ideal norm in ideology of English learners or speakers in the outer and expanding circle countries, native English of British and American did not have their “uniforms” with prestige one day. According to Crystal (2004: 222), “Standard languages arise in many ways. They can evolve over a long period of time associated with a particular body of religious or literary writing. Or an official body can be created which “institutionalizes” a language by organizing the compilation of dictionaries, grammars, and manuals of style.” Both British English and American English went through their standardization from a diversified and unacceptable dialect to a norm English with prestige and the process of their standardization needs selection and codification. As inner circle countries, these two countries spread their concepts with the medium of English to their colonies and countries where English is learned as a second or foreign language. Both the prestige of language and the culture behind the language can be benefited in the propaganda of the culture and language. It is natural for language learners as a second or foreign language to appeal to the norm of native language. The difference of English from other languages is its world diffusion with the making of the norms. Consequently English, originally in Britain and then America, becomes a powerful language world wide with its norms. It is widely accepted that a perfect English speaker is supposed to speak English with the same norm as a native English speaker of Britain or America even the communication is not for a native speaker, the place is not in native country, and the content is not about the affairs of native countries. Another conflict is the hard choice between British and American English. If believing the ancestor of English is Britain, some prefer British English classics; if considering the diffusion

with its commercials such as films or news press, some choose American English modernity. But these kind of ideologies need thinking critically for the shift of English contexts and increase of non-native English users in the world. The conception and application of English mono-standard have brought problems in English teaching, testing, and using. With the review of making of British and American English standard, it becomes clear that the standardization of both British and American English underwent with the identity of a nation: a united language within and an independence or identity towards other nations. Neither of them was for world intelligibility and neither of them is developing towards that. Meanwhile the review of their standardization can provide a base to explore and analyze the ideal and pedagogical norm of English in China.

5.2.2 Code norm in pedagogical field and beyond

As presented above in 2.3.3, English models in China varied with the different historical situations. Britain started the model first in their missionary schools. America joined and contributed American model in missionary schools, universities. The educational system reform of the Republic government was influenced much by America. Before the foundation of the PRC, America's influence was more powerful than that of Britain. With political reasons since China having full sovereignty, British English influenced much because China learned from the Soviet Union in the educational system. In Cultural Revolution period, English model was towards indigenous trend with a short time. Since the Open Door policy, China is entering a stage of integrating into world setting and English models in pedagogical field start to have some new change with remaining the heritage such as the preference of British model learned from the Soviet Union. Here is to demonstrate this in the perspectives of the edition of the school textbooks and teaching materials. The conceptions of teachers and students as regards standards of English would be also presented.

School textbooks and teaching materials

Textbooks play a very important part in English learning in schools. China is a big country with local places of different situations, but education administration is according to the same criterion. Almost all the schools, 300,000 primary schools and 80,000 middle schools, use the same textbook for every subject. This situation has been changing more or less since the new century, but the phenomena of “one textbook one subject” in the whole country still exists for the equality of national exam efficiency. The authority of publishing school textbooks is the publisher, People Education Press. Since the Open Door policy, there have been some new trends in development of textbooks and three periods of school English textbooks have been experienced: Stage 1(1978-1988), Stage 2 (1988-2001) and Stage 3 (since 2001) (Liu 2008).

Stage 1 (1978-1988): the first stage is self production of textbooks with references of structuralism linguistics theories. It includes the edition of English textbooks of primary school (four books for four semesters) and junior middle school (six books for six semesters) in 1980, and senior middle school (three books for three years) in 1984. This set of books was used till 1998, in which the last group of users graduated from their senior middle schools. The books were edited independently by Chinese English professionals Zhang Zhigong and Tang Jun of People Education Press. Based on the principle of grammar translation approach, this set of textbooks applies some linguistic structuralism theories such as the emphasis of drills practice. The references include books of *Situational English*, *Look, Listen and Learn*, *New Active English*, *Access*, *English 900*, *New Concept English*, etc (Liu 1986). Most of them are edited by British English professionals such as Alexander, the editor of *New Concept English* and *Look, Listen and Learn*, which are still popular in China now.

Stage 2 (1988-2001): in the second stage, the editions of textbooks were with the cooperation of British experts and press. China had opened the door to the world and Chinese experts and editors of English textbooks had known about the English world. In 1988 a proposal of a new set of English textbooks JEFC (Junior English for China) was agreed and supported by the UNESCO. Chinese and British chief editors are

respectively Liu Daoyi and Neville Grant. The consultant adviser is Alexander from Britain. The books were co-published by People Education Press of China and Longman of Britain in 1990 and started to be used in schools of all the places except Shanghai since 1993. With the same cooperation, in 1996 the textbook of SEFC (Senior English for China) started to be used in senior middle schools of the whole country. The core teaching principle is based on the combination of structuralism and functionalism, which is appropriate for China's practical situation such as the big class and Chinese context. This set of textbooks was used till 2005 without much revision. Meanwhile textbooks for primary schools students were also published with cooperation of Singapore SNP and started to be used since 1992.

Stage 3 (since 2001): in this stage, the situation of multi-textbooks with national standards and different requirements was promoted. This avocation was pointed out in the 1990s and only one edition of textbook by People Education Press was used in all the rest of China. At the turning of the new century, English education reform has been carried out in China. It includes English study at early age in primary school and different requirements for students from different regions. According to evaluation committee of education ministry (Liu 2008), there are 30 sets of textbooks for primary school students, 10 sets for junior middle school, and 7 for senior. All these textbooks are edited according to national curriculum standards. Teaching approach is based on function, structure, topics and tasks. Half of them are imported from English native countries with adjustment according to China's cultural background; the rest are done with the cooperation of Chinese experts and English experts from Britain, America, Canada, and Asian country Singapore. The authority press People Education Press still occupies much in the whole country and its new version of middle school textbook *Go for it* in 2001 is cooperated with Thomson Learning, American publishing press. The co-editors are David Nunan, Guy de Vickers and Edward Vickers from America and Australia. The primary school textbooks are cooperated with Singapore SPN and the Singaporean co-editor is Chailee Dodds.

The three stages of textbooks edition reflect that when China edited school English textbooks independently before joining Universal Copyright Convention in the first

stage, references were mainly from Britain and British model was kept then; since China started to integrate into world setting with knowing about the world, the edition of English textbooks was also cooperated with Britain and British model remained; in the third stage after coming into the new century, mainly with British cooperation, the edition has been with different countries such as America, Canada and Asian country Singapore. With remaining of British model, American model started to be applied and become popular. Meanwhile Asian context is given consideration as for the cooperation with nonnative country as Singapore. Besides the textbooks and teaching materials, British and American dictionaries and their tests such as American TOFEL, GRE, GMAT and British IELTS are also influencing in codification of Chinese English (Niu 2008).

Conception of teachers and students, and beyond

Models and standards have always been of great importance in Chinese culture. This value is not only the case in Chinese language but also in English language. The standard Chinese language is Putonghua, which is popularized with great efforts in all China. People from different regions believe that there is only one standard of Chinese language. They would rather use this standard language though it is also true that they speak different dialects and Putonghua with different accents. English is also the same in their mind and this could reflect deeply in the views of Chinese teachers of English and their students. With the pedagogical model of British and America, teachers believe that native models are the criterion that students must obey strictly when they use English. Besides having certain of English knowledge, students have to make their “monitor” work in speaking or writing. This “monitor” system can suggest them with models of “correctness” in the whole process of output production. When the monitor system is not strong enough, in other words, without enough knowledge of native models, or mother tongue works stronger, they say, negative transfer of Chinese language or cultural convention, errors will be produced. According to structural principle of teaching, teachers’ job is to correct the errors including

linguistic ones or cultural differences. Teachers believe anyone could apply the ideal norm of native English when their “errors” are repeatedly produced and repeatedly corrected by teachers. Every student can speak the ideal norm if he/she works hard enough. When students utter something different from native norms, the output must be identified and confirmed by native speakers. If not, they will consider those errors and choose those which have been used by native speakers according to native norms. This belief does not exist in the concept of common English teachers, but also extends to related institutes of the government. Most English research institutes in China are focused on the language acquisition and teaching methodologies. Numbers of important research projects are related to error analysis. These beliefs on teaching and research have existed for a certain time since the start of English instruction in China and its influence is widely among teachers, students and other Chinese people.

With the ideal standard of external models in their conception, Chinese teachers of English prefer to be immersed in English context of Britain or America. They dream of going to study in target language countries and make their English more perfect. As a result, teachers with experience of study or working in native countries would be more valuable because people presume the English they speak must be idiomatic. Some of them never heard of the concept of Chinese English variety, but only having the belief that English with Chinese characteristics is not correct English and should be improved. In the faculty of English department of a university, certain number of English native speakers is required for presenting the necessary model for students and teachers. Most teachers and students believe that the Standard English is from British or American English speakers or other native speakers. Except those standards, they would feel critical for any other English varieties including Chinese English. This phenomena result from the mono-exposure of English to Chinese teachers and students of English. A strict standard must be obeyed; English is used mostly at class with being corrected by teachers; the only available listening materials are VOA or BBC by broadcasters with RP or GA; all the reading materials are from British or American magazines or other publications. Due to the English they are exposed to, Chinese English speakers are critical about the performance or variations of English

and they complain that few English can be compared with RP or GA. This attitude makes them unacceptable to different varieties of English. This conception existing among teachers and students also influences others beyond educational system. Chinese people think that localized English performance such as Indian English, African English and European English have strong accents and many Chinese English by the fellow persons are not as perfect as they hope. This mono-standard belief also results in the common dissatisfaction with English study.

In short, pedagogical norm in China since the foundation of New China has remained British model. After the turning of the new century, this mono-standard results in some problems in the shifting situation of China and the world. Meanwhile, some new trends appear.

5.2.3 Problems of a mono standard

As mentioned above, the conception of mono-standard of English in China's educational system and beyond has caused some practical problems. There are some conflicts such as the performance of the imperfect English with the ideal oughtness, common dissatisfaction with English study and complaint about English low efficiency with high cost, the confusion of errors and innovations, the confusion of choosing the model of British or American, etc.

Keeping the pedagogical standard of exonormative norm, teachers and educators have just found the reality of imperfect English with the existence of pragmatic norm of Chinese English. Textbooks and teaching materials are imported from Britain or America. Teachers take efforts to expose the input of English with the norms of native English, but find that English output by their students is not as perfect as they wish on many levels such as phonology, syntax, and discourse. In order to hear RP pronunciation of his students, a Chinese teacher of English is much stricter with himself when presenting his English to his students at class than with other English speakers in daily life. He articulates every phoneme, syllable and stress with great care and corrects any different pronunciation from RP. Instead of hearing the RP of his

students, he still gets pronunciation with local accents in return. This kind of reality is also common in other respects besides pronunciation. A pedagogical standard can not make an ideal norm in reality because language behavior or performance must be based on the certain context. In the background of China, the speakers and listeners are Chinese, and the topic is about China, so it is certain that the practical norms of English have some local features, which are different from the ideal norms of native English.

The reality of imperfect English causes a common dissatisfaction with English study in China. The majority of English learners in China do not have enough confidence in their English and their frequently said “my English is very poor”. People complain that learning English takes too much time and efforts but make very little progress. The distance between the ideal standard and performance of English is quite far. Learning English does not have much sense of achieving, but means correcting errors and mistakes according to the mono-standard. But for the majority of Chinese learners of English, it seems hopeless to output idiomatic English just as native speakers do. The conflict between Chinese context of English learning and using, and testing criterion of exonormative standards causes the consequence of high-cost and low-efficiency of English study. Chinese English speakers are not prepared to adopt their own “poor” English.

The application of the exonormative standards of English also causes the confusion of errors and innovations. Testing criterion of native standard determines correctness of English. If any new output is different from the norm, it is an error or mistake, though it works well in a localized context. But language is changing according to the context it is used in. This conflict makes the confusion of distinguishing innovations from errors. For instance, to address a male teacher with the family name *Tian* as *Teacher Tian* or *Tian sir* is not correct and should be *Mr. Tian* according to native standard of English, but *Mr. Tian* is not a Chinese way to address a teacher. Another example is on a Chinese table manner. According to the Chinese custom of persuading guest to drink more, a host often says *gan bei* (to finish the wine in the glass) to his guest. The transliteration of *gan bei* is bottoms up or to empty the glass. To say “Empty” instead

of “Cheers” must be regarded as an “error”, but it works as an “innovation” of English if the guest knows this Chinese custom. In the context of China, it is difficult to distinguish which English is mistake, and which is innovation. Language variations are natural consequences of different languages contact, but the mono-standard conception makes it impossible to have innovations against the prescribed principles.

It has been a problem for Chinese learners and users of English to choose the British model or American especially since the beginning of the new century. In the beginning of the Open Door policy, it was not a question because the pedagogical model was British and English was only used in limited areas. With the development of English in China, many people including teachers, students and their parents started to have questions like which English is more popular, or which English should Chinese people imitate. Some phenomena seem contradictory. For example, most textbooks appeal to British model but they meet some problems about other varieties besides British English. Middle school students between the 1980s and 1990s must have met the following problem. The textbooks tell them the spelling of *colour* and *favourite*, the lexicon of *autumn* and *elevator*, and the sentence of *I have an apple*, but later they find different spelling of *color* and *favorite*, lexicon of *fall* and *lift*, and sentence of *I've got an apple* or *I got an apple*. And these different ones are used more widely. The same problems on choosing different pronunciations happen to them as well. The reality tells us it is impossible for Chinese people to speak exactly like a British or American person. As a result, it is time to consider a question like this with the enlightenment provided by the self-awareness into the pragmatic English they use. Language, whatever a mother tongue or a foreign language, is a form to express oneself in communication and Chinese English can be a language identity of Chinese people and culture.

As the code norm in the pedagogical area of China, the exonormative standard of English in China in educational system and in the conception of Chinese people has caused some practical problems now. It is necessary to explore how the pragmatic norm becomes adopted. The orientation of the acceptance of Chinese English with features is to be discussed in 5.3.

5.3 Toward accepted conventions of Chinese English: the accepted norm

5.3.1 New orientations and the acceptance of the pragmatic norm

As demonstrated before, there exists a pragmatic norm of Chinese English, but it is not adopted by Chinese English speakers; the exonormative norm is regarded as a code norm, or an oughtness norm in pedagogical field, but there are some practical problems because of the application of the exonormative standards. In this situation, some new orientations of English norm in China are developing. The first trend is the fact that Chinese English, as a localized English variety, has been demonstrated to exist. From the appearance of Chinese Pidgin English in nineteenth century, to English school instruction by western missionaries and Chinese government, and then to early English education by new China with full sovereignty, the mono-standard of exonormative English had remained. But this phenomenon started to change since “China English” was pointed out in 1980. Chinese scholars (e.g. Ge 1980; Sun 1989; Li 1993; Wang 1995; Jiang 2003, etc. in Lu 2009: 4) and scholars around the world (e.g. Kirkpatrick 2003; Bolton 2003) have paved the way for demonstration of the existence of Chinese English variety with large number of research work. Meanwhile the belief of English localization and indigenization has been diffused in China, firstly in Chinese scholars, and then among English educators and students.

Secondly, the diffusion of the beliefs of indigenized Englishes has caused considerations and discussion of the practical problems on norms of native English and localized English. The reality of more international communications among non-native speakers makes Chinese people to take different consideration into the problems of the oughtness English standard, English performance, the external standard and self language identity, etc. While getting used to world English varieties with different cultural and lingual characteristics, Chinese English speakers start to have the idea: it is neither possible nor necessary for Chinese people to speak exact British or American English, and Chinese English with features can become Chinese

identity around the world. Meanwhile it is becoming urgent for Chinese people to consider and find solutions for the practical problems on Chinese localized English. The latest example is about the correction of Chinglish signs translation for Shanghai World Expo 2010. The guidelines for English translation in public places were issued on November 30, 2009 by the Shanghai municipality, Jiangsu and Zhejiang Province for correcting all the wrong translation signs. But this kind of Chinglish arouses different concern from English native speakers. The Guardian (25 August 2009) reported that “The language style has attracted a cult following, with a Facebook group, Flickr pages and even a book dedicated to the subject”, and “the ‘Save Chinglish’ Facebook group has attracted more than 8,000 members and more than 2,500 Chinglish examples” are listed. The practical problems like this force the Chinese people to reflect and think deeper about the possible solutions.

Thirdly, based on the considerations and reflections on coming problems about English norms, the old beliefs are being outdated and a more tolerant attitude towards Chinese English is being established. According to the theories of Second Language Acquisition, English with influence of mother tongue and culture is named interlanguage, which is not really language but a learning inter-period from mother tongue habit to target language habit. English proficiency improvement is to avoid the negative transfer from the mother tongue and establish a totally new language frame. With the theory of world Englishes diffusion and consideration of language problems, Chinese scholars and educators of English start to change from the old concepts and become more tolerant toward Chinese English. CCTV (China Centre Television) reported (September 12, 2009) that 70% netizens in China agree the use of Chinglish. They think Chinese English can exist with British, American, Indian, Singaporean English, etc. CCTV also commented that “Chinglish is a cultural phenomenon”. The topic on Chinglish becomes hot now. An activity of Top Ten popular Chinglish in 2009 is voted on the website and some selected are: *good good study, day day up* (Work hard and get better everyday.), *you ask me, me ask who?* (You ask me, but whom should I ask?), *you have seed. I will give you some color to see see* (You are tough-minded, but I will let you know how strong I am.). This tolerant attitude has

started the path to the adoption of Chinese English. More preparing works need to be done such as constructing Chinese English corpus for describing its features more specifically. One of these corpuses has been done by Li Wenzhong (Xiao 2009: 41). It can be said that the early debates of Chinese scholars on Chinese English have paved the way for its further study, and the awareness of localized English and the tolerant attitude toward Chinese English are pushing Chinese English into a new stage. That is to turn much attention to the study and acceptance of the pragmatic norm of Chinese English. The following part is to demonstrate the acceptance of the pragmatic norm of Chinese English in three perspectives: how innovations distinguish from mistakes and become adopted in linguistic perspective; communication model with overlapped conventions in functional perspective; and cultural consciousness from learning imported English to using my English in ideological perspective.

5.3.2 How innovations distinguish from errors and become adopted in linguistic perspective

The study on distinguishing innovations from errors in linguistic perspective is crucial because “innovations” can become candidates of the accepted Chinese English. The principle of the correctness is a framework and the adoption of the innovations must go through the process of selection and codification.

A correctness principle based on the indigenization of world English

Since the new orientations on Chinese English norm have changed the conception and attitude of Chinese English speakers, and especially CCTV reported that Chinglish is “a cultural phenomenon” with some promotion, a new correctness principle is being discussed. The interpretation of errors and mistakes shifts from the scope of Second Language Acquisition (for SLA in the following part) to the range of language contact and English indigenization. According to the theory of SLA, correctness must be within the range of native English norms; errors and mistakes are distinguished: an

error is the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning, whilst a mistake made by a learner when writing or speaking by lack of attention, fatigue, carelessness, or some other aspect of performance (Richards. et al 1992: 159). For example, when the past tense *went* is written as *goed*, it is an error made; when it is written as *wint*, it is a mistake. The explanation is *goed* results from incomplete knowledge, and it is a generalization of past tense verbs though it is not within the correctness; but *wint* is a mistake without any principle of language system. With the definitions in SLA, we could see the Top Ten Chinglish promoted by CCTV:

1. *Good good study, day day up.*

hao hao xuexi, tian tian xiangshang (Work hard and get better everyday.)

2. *How are you, how old are you?*

Zenme shi ni, zenme lao shi ni (How come it's you? How come it's always you?)

3. *You have seed. I will give you some color to see see.*

Ni you zhong. Wo yao gei ni dian yanse - kan kan (You have guts. I will teach you a lesson/I will kick your ass/butt.)

4. *You ask me, me ask who?*

Ni wen wo, wo wen shei (You ask me, but who should I ask?)

5. *We two who and who?*

Zan lia shei gen shei (We are buddies. You are welcome. Don't worry about it.)

6. *No three no four.*

Bu san bu si (He is weird. He has no manners. He is not decent.)

7. *Horse horse, tiger tiger.*

Ma ma hu hu (Not too bad. Just OK.)

8. *People mountain, people sea.*

Ren shan ren hai (It's crowded/packed/jam-packed.)

9. *If you want money, I have no. If you want life, I have one.*

(ni) yao qian (wo) you mei, -(ni) yao ming (wo) (you) yitia. (I have no money. My life is all I got.)

10. *One car come, one car go. Two car pengpeng, one car died.* (It's a description of a car accident.)

(For clarity, Chinese transcription Pinyin below are given with contrast of one English word to one Chinese word)

All these utterances look like errors or mistakes of English, but these ten Chinglish are very popular among Chinese English speakers, and soon become accepted (not as teaching models) as language innovations instead of errors or mistakes. We need to analyze them in order to discover how errors become innovations. When measured according to norms of SLA theories, all of these Chinglish are errors but not mistakes because all of them are word-for-word transliterations from Chinese language but not the results by lack of attention, fatigue, carelessness, or some other aspect of performance. There are no spelling mistakes as that *people* is written as *poeple*. The difference is that most of them are not in native English sentence structure, but within the sentence structure of Chinese language. In other words, they are correct English words with correct Chinese syntax. Thus we discover that there exists a different principle of correctness which functions when accepting the errors or mistakes as innovations. All errors are potentials of indigenized English innovations, because they are not arbitrarily made, but within both the two language systems of English and localized language. For instance, the sentence of *You ask me, me ask who?* (No. 4) is a Chinese sentence structure with English words. The subjects and objects are not differently marked in Chinese language, so there are no differences between the first *me* as an object and the second *me* as a subject. Meanwhile in the process of word-for-word transliteration, reconstruction within the bilingual system of Chinese and English takes place. Its innovation also reflects in the creation of the English structure for expressing content of localized language, and vice versa. The ninth is a typical example. Chinese sentence is *yao qian mei you, yao ming yi tiao*, but it is reconstructed in the process of transliteration. Firstly, the sentence structure is Anglicized with *if*; secondly, English subject *you* is added; thirdly, English negation *have no* is used for the Chinese negation here: *mei* (no) *you* (have). Besides identifying it as an error or innovation, this reconstruction within the bilingual system

reflects the innovation of Chinese English. These innovations do not include output or creation within the language system of neither English nor Chinese and those are mistakes. Chinglish with mistakes are, generally perhaps not absolutely, hopeless to become innovations such as Chinglish *gent leman* (for gentleman). With the demonstration above, the innovations are the creation within the language system of English and a localized language. The mistakes are outside the language system. This principle of correctness could establish a framework of the acceptance of Chinese English.

Innovation adoption: selection and codification

Based on this new principle of correctness, more innovations of Chinese English are to be created by Chinese English speakers. More importantly, they would be analyzed and discussed among Chinese scholars of English because their discussion and attitude can become guidance to accepting them. This is the process of selection and codification. It is believed that there are two channels to codify the innovations of localized English. One is to codify the innovations and promote the code norms from the side of the authority; the other is the realistic communication, where English users establish conventions during the process of communication and new norms are to be adopted (Milroy and Milroy 1992:56). Different from the inner circle and outer circle countries, where English has the status of official language and its codification mostly is done by making dictionaries overtly and formally, the selection and codification of Chinese English undergo in both channels but in covert and informal way. The selection and codification of authorities has been done through the debate starting with names of Chinese English, the increasing of research and scholars such as China English corpus construction, and the report on Chinglish by China's official broadcaster CCTV. The consequence of the accepted innovations can become probabilities in the pragmatic norm of Chinese English. Based on the guidance of the authority, English innovations are selected and codified among different English speakers including Chinese English speakers and English speakers world wide. The

codified innovations of Chinese English can become the adopted pragmatic norms, but they are dynamic and shifting based on different speakers who share certain overlapped information in international or intranational communication (which is to be discussed in 5.3.3).

But as in other expanding circle countries, localized English in China can not become the pedagogical norm so easily though some of them are accepted. Besides codification of the localized English, pedagogical English models are being codified as well. This codification takes place as for practical questions such as choice of British or American English as a model, or the negotiation between native English and localized English. With remaining exonormative standard as pedagogical English models, the selection and codification of Chinese English take place covertly and informally. The acceptance of Chinese English would influence the educational model. For instance, some innovations could survive and go into the group of the normative English such as *Long time no see*. Meanwhile this conception could deepen the understanding of the practical problems such as to grade Chinese students in China with the strict criteria of the exonormative standards. With the understanding, more efficient strategies are likely to be applied to solve the problem of high-cost and low-efficient English learning.

Another influencing factor in codification of Chinese English is from the ideological response of the world in Chinese English and other localized English. With the diffusion of world English theories, non-native Englishes are undergoing a construction and identification of local English varieties. Even in inner circle countries, the descriptive grammarians also support the phenomenon of nativized English. The report of the Guardian (mentioned in 5.3.1) is one typical example for supporting the phenomenon of Chinglish. The other side is from world Chinese English speakers or Chinese bilinguals with the nationality of inner circle countries such as Ha Jin, Chinese American novelist, and Li An, Chinese American director. With the acceptance of their works, the English with Chinese features they used can become a guidance of Chinese English selection and codification. This kind of feedback from the world can increase the adoption and give references of codification

of Chinese English.

In the process of adopting the lingual innovations of Chinese English, selection and codification are based on the framework of the correctness principle. Whilst the codification of native English, as a code norm, takes place in pedagogical field, the codification of Chinese English, as an expanding variety, happens in covert and informal way. The codified innovations of Chinese English can become the adopted pragmatic norms, but they are dynamic and shifting depending on the conceptions of English speakers around the world.

5.3.3 Communication model with overlapped conventions in functional perspective

Focus from norms of target language to norms of target communicator

Strictly appeal to the exonormative standards of English, the conception of intercultural communication refers to communication between English speakers from a certain country and native countries of Britain or America. Thus, in China it refers to communication between Chinese English speakers and British or American English speakers. With this conception, all Chinese English learners must know about British and American culture and norms besides mastering English language skill for an efficient communication. This is not equal on one hand. On the other hand, the following realities make it impossible to have a successful communication. The first one is that non-native English speakers have outnumbered native English speakers and English is more frequently used between non-native English speakers. This phenomenon is going to be more prominent with the policy of English promotion and improvement of English teaching and learning. The second fact is that standard of native English are diversified such as the differences between British, American, Australian English, etc. Even within one country such as in the land of Queen's Standard English, Great Britain, English is also variable in different regions and the RP speakers occupy only some percentage. The third fact in China is that Chinese

English speakers have more opportunities to communicate with fellow Chinese besides with international English speakers because of the big population of China. In the changed situations of intercultural communication, focus must shift from only norms of target language onto those of the communicators. That is to say, when a Chinese communicates with a German via the medium of English, norms are not totally decided by British or American cultural and language conventions, but both the communicators must pay attention to the norms of the opposite side.

Communicators in inter-and intra-national communication

The communication for Chinese English speakers includes Chinese people with native English speakers, with non-native English speakers, and with fellow Chinese people. In international communication of the first two, more communications are with non-native English speakers than with native speakers. In the communication between non-native English speakers, English functions as a neutral language medium instead of a cultural identity of any English-spoken country because it does not represent norms or conventions of any of the two interlocutors. Besides English language skills, considerations must be taken into the language norms and cultural conventions of the opposite interlocutor. This is the equal respect for both sides and more importantly for an efficient communication because any indigenized English reflects norms or conventions of local language and culture. Here is an example of phatic communion when a Chinese communicates with a German in English. Phatic communion refers to the social interaction of language (Hu 2002) and it is helpful for a successful communication. When a German sneezes, the other person is certain to say “*Gesundheit*”, which means health, for a phatic communion. When a Chinese does the same thing, the other would say “Someone must miss you”. British people would say “Bless you”. In the phatic communion between a Chinese and a German with English language medium, both “Good health” according to German norm and “Someone must miss you” according to Chinese norm can be used instead of the British norm “Bless you”. When one of the interlocutors knows and uses the convention of the

opposite side, the phatic communion would become successful, which is more efficient than using British norm though they use English for communication.

Even when a non-native English speaker communicates with a native English speaker, it is equal, reasonable, and efficient for a successful communication to take considerations into the language norms and cultural conventions of both sides of interlocutors, but not only British or American standard. In all the communication of any two of a Chinese, a German and an American, the phatic communion sentences of “Someone must miss you”, “Good health”, and “Bless you” are optioned with the equal possibility. Thus, it is believed that a successful language communication must be based on norms of language and culture shared with the two sides of the communication instead of only one. In the situation of world globalization with English as a lingua franca, any English communicators including English native speakers are supposed to know about the pragmatic norms of localized English by the opposite communicator. The shared parts in communication are to become potentials of the dynamic accepted norms of English.

Besides international communications, Chinese English is also used in intranational communications, namely between fellow Chinese English speakers. The largest part of intranational communication in China takes place in English study both in educational area and beyond. It is believed in China that English study is crucial for both national and individual development. With the tradition of diligence in study, Chinese people take much energy, efforts and money in English study. In the area of educational system, communicative teaching approach and task-based teaching method provide Chinese students to use English with their fellows. Beyond the system of education, more opportunities of using English appear (details in 3.3.4). In intranational communication, Chinese English with features of Chinese language and culture is easy to form the pragmatic norms because the communication takes place in the same cultural and language context. The example of the phatic communion sentence can demonstrate this again. In a communication between two Chinese English speakers, one sneezes and the other one says “Someone must miss you”. It is no doubt to complete a successful communication and at the same time, establish a

pragmatic norm of Chinese English. The establishment of the pragmatic norms must rely on the frequent intranational communication.

Overlapped conventions and the pragmatic or behavioral norms

With the focus on culture and conventions of target communicator instead of quasi-target culture of native English, Chinese English whatever in international or intranational communication has the same model of the pragmatic norms (here is also called behavioral norms): overlapped conventions or shared background information are the basis of the establishment of Chinese English behavioral norms. A successful communication with Chinese English speakers, to a large degree, relies on knowing about and getting used to Chinese English with reflections of Chinese language and cultural conventions. The overlapped convention model is divided into two parts. The first part is that the two sides of the interlocutors have the same or similar conventions in mother tongue or self culture. Take the overlapped cultural convention for example, in Asia, both Chinese and Japanese would use the family name first and then given name such as Chinese names of Lin Yutang, Zhang Ailing and Japanese names of Yamada Sachiko and Suzuki Takashi. Another example is on collocation from the overlapped language convention of Chinese and Italian. Both Chinese and Italian say big snow: *da* (big) *xue* (snow) in Chinese and *grande* (big) *nevicata* (snow) in Italian when they want to say it's a *heavy snow*. So their English would be it's a *big snow*. The second part is that the overlapped conventions have been established through accumulation of communicative experiences or learning from others. This part occupies much and determines the dynamic quality of the pragmatic norms. In the phatic communion on sneezing, Chinese English "Someone must miss you" on this occasion occupies option of one second equally with German English and American English. When the two sides of the communicators share one of the three, a pragmatic norm would form. It is obvious that the interlocutors in intranational communication could succeed easily. But two problems exist in intranational communication. One is that how bilinguals become colinguals: English speakers from the same country use

English to communicate. For example, English communication between Chinese English speakers (Schell 2008). It is agreed and well known that the total number of English speakers in China is very large. But we have to become aware that on what occasions Chinese bilinguals use English to communicate. That needs exploring with attention (to be investigated in Chapter 6). The other problem is that the pragmatic norms form easily, but their acceptance relies on channels to codification (have been discussed in 5.3.2) and their ideology of localized English innovations (to be discussed in 5.3.4).

5.3.4 Self awareness: from “learning imported English” to “using my English” in ideological perspective

Significance of language ideological study

Language ideology is defined as the cultural system of ideas about social and linguistic relationships, together with their loading of moral and political interests (Irvine 1989). Its study is related to a large range such as the symbolic representation of national identity by a highly codified standard language, the degree to which a language variety is prescribed as legitimate within the educational system, and the ways in which a language variety can be infused with the values of cultural and political resistance toward potential invasion, etc. (Watts in Blommaert 1999: 67). The study of standard language in ideological perspective is on language identity, language attitude, language conceptions, etc. In the situation of English localization in the world, the ideology of the English speakers is the most important one of the factors influencing the formation of localized English pragmatic norms. Personal channels of communication are very influential in persuading persons to adopt innovations. The advance of standardization relies on the promotion of a standard ideology, which refers to a public consciousness of the standard. In other words, people believe that there is a right way of using English, although they do not necessarily use the correct forms in their own speech (Milroy and Milroy 1992). Thus,

it's crucial to explore the ideological perspective of Chinese English speakers and to know what kind of attitude they have toward Chinese English, whether Chinese English is a symbol of China's identity or a contemptuous comment against native norms, and what is the crucial cause to have those ideological beliefs.

Self cultural awareness in globalization context

Cultural awareness or consciousness is defined and interpreted by Chinese scholar Fei (1997): people who live in a certain culture have self awareness for their own culture, and consciousness for its development. Its advance is based on local cultural heritage and development in the context of world globalization, and claims the cultural concept of cultural differences in the context of world harmony. Culture can not be described as good or bad, and the basic feature of world cultures is that different cultures exist and develop in world globalization. It is the feature of difference that could cause the prosperity and harmony of the whole world. This self cultural consciousness embodies four essential principles: cultural equality awareness, reflection awareness, mutual complement awareness, and development awareness (Gao 2003). With the four principles, Chinese people need to redefine Chinese traditional culture, reconstruct Chinese cultural identification within the regulation of world development and for the contribution to world multi-culture harmony. At the same time, the globalization causes more opportunity to reflect self cultural consciousness because "globalization enhances people's desire for cultural identification, hence the more globalized our world is, the more intense we are to locate our roots (ibid.)". Thus to develop Chinese uniqueness is beneficial to the development of both Chinese culture and world multi-culture. This local culture development depends on local cultural diffusion and its efficient communication with others in the world via some channels, of which language is essential and crucial. It is important to spread Chinese language with the culture it carries such as establishing Confucius Institutes around the world, and it is crucial as well to apply the other language medium of Chinese English in diffusing Chinese culture. Chinese English can be used not only as a language

medium for world communication, but also as language identification along with other English varieties in the world.

From “learning imported English” to “using my English”

With the self consciousness ideologically, Chinese speakers of English start to establish a new concept: from “learning imported English” with the exonormative standards to “using my English” with the identification of Chinese English.

The concept of “my English” firstly represents the identification of Chinese English in the multi-varieties of world Englishes. With the heritage and reconstruction of Chinese traditions, and innovations resulted from Chinese characteristics in culture and society, Chinese English indicates or carries Chinese concepts but without equivalents of native English. Some innovations in Chinese English lexicon could show the identity of China such as *Xiaokang*, *Hexie*, *one country two systems*, etc. These three items are used directly in English, though the first two are Chinese Pinyin and the last one indicates Chinese social-historical situation. The word, *Xiaokang*, is originated in *Shi Jing*, one of Chinese classics. As a concept of a national development target, it was pointed out firstly by Deng Xiaoping in 1979. In the twelfth conference of Chinese Communist Party in 1982, it was officially documented. It refers to an affluent society but this English translation can not indicate its total connotation, but the direct Pinyin is used in many English writings. The word of *Hexie*, is originated in *Zuo Zhuang*. It appeared in the documents of the communist party in 2002 and was pointed out officially in 2003 with the connotation of *harmony*. The other identification of Chinese feature represents in Chinese English with the angle of Chinese people or the government. For instance, to describe the historic event of Hong Kong in 1997, the British government uses a single word “handover”, while Chinese describe it as “the resumption of the sovereignty of Hong Kong” or “the regression of Hong Kong to the motherland”. For many native speakers of English, such expressions sound awkward and queer, but Chinese insist on using them in international communication. The reason is that for Chinese, the Hong Kong event

was not a “handover” but a return of the sovereignty in nature. The cultural Englishness born by “handover” is something that Chinese cannot bear and it must be replaced by corresponding cultural Chineseness (Guo 2003: 28).

Secondly, the concept of “using my English” represents using English with the acceptance of Chinese English. “English one learns” is English in general, but “English one uses” is necessarily a kind of English which belongs to the user of the language (Tanaka 2006:53). So the notion of “my English” is from the perspective of a speaker or a user instead of prescribed exonormative standards. In principle, nobody can use English in general, but in specific form with certain interlocutors in certain context. Therefore, this notion in the perspective of a speaker or user is based on self awareness, which reflects consciousness of mother tongue and culture in intercultural communication. Under the notion of learning imported English, Chinese English stays always distant from the norms of the imported native English. This distance forms alienation between idealized English and localized English. The greater the alienation is, the greater a learner’s feeling of inadequacy becomes. But in the notion of “using my English”, “my English” becomes an identity of “me” in communication with “you”, and as a result, the English speaker can end up with experiencing alienation between the critical me and the performing me (Stevick 1976). With the gradual acceptance of features of “my English” in communication with fellows or others, a dynamic norm of English between “you” and “me” is established. The models of linguistic norms vary between the case of “learning English” and that of “using my English” (Faerch and Kasper 1983). Model in learning English is adaptation model in which learners attempt to adapt their English to the norms of idealized English or Standard English; while the model in using English is mutual understanding model with negotiations of the interlocutors for successful communication. Based on this notion of “my English”, therefore, Chinese speakers of English tend to accept Chinese English while the pragmatic norms of Chinese English are being established with the ever-increasing opportunities of using English in inter-and-intra national communication.

5.4 Summary

With the presentation of Chinese English in the perspectives of the pragmatic norm, the code norm, and the orientation of the acceptance of the pragmatic norm, it is concluded as the following part.

Firstly, with representation and discussion of features of Chinese English, it is certain that Chinese English has the pragmatic norm. It functions within the conventions of Chinese sociocultural context and is developing to the world with the identification of Chinese language and culture. But the reality is that this pragmatic norm is not generally accepted by Chinese English speakers.

Secondly, with the review of the formation of native English code norm, and historical models of English in China, it is demonstrated that code norm of Chinese English, which exists in educational and conceptual perspective, is the exonormative standards of native English: British and American English. But this pedagogical and conceptual mono-standard causes some practical problems such as the distance between the ideal norms and the performance of Chinese English speakers.

Thirdly, with the presentation of new orientations of Chinese English, it is predicted that Chinese English with pragmatic norms is forming. The formation of the pragmatic norms of Chinese English is dynamic with the code norms of native English. This orientation has been presented with the linguistic, functional, and ideological perspectives.

In short, the pragmatic norm of Chinese English exists; code norm of English is still exonormative in pedagogical and conceptual perspectives; the conflicts between the pragmatic norm and code norm cause a new orientation: a dynamic pragmatic norm of Chinese English. For a deeper exploration of Chinese English norms, an empirical investigation in the acceptance of the pragmatic norm is to be done in linguistic, functional and ideological perspectives in Chapter 6.

Chapter 6 An Empirical study on English norm orientation of college English majors and teachers

6.1 Introduction

6.1.1 A brief review and exploration

This dissertation with its first four chapters has presented a sociohistorical profile of Chinese English, and a large amount of the fifth chapter has been devoted to demonstrate English norm orientation in China in the perspectives of the pragmatic norm, the code norm, and the acceptance of the pragmatic norms. A brief conclusion has been drawn: the pragmatic norm of Chinese English exists; code norm is the exonormative native standards in a large part in pedagogical and conceptual perspectives; the acceptance of the dynamic pragmatic norm of Chinese English is forming with the coming new orientations. For the pragmatic norm of Chinese English, it is widely believed that Chinese English has its characteristics and its salient linguistic features have been presented by many scholars (e.g He and Li 2009; Deterding 2006; Hung 2005; Jiang and Du 2003; Wei and Fei 2003; Du and Jiang 2001; Jia and Xiang 1997; Jiang 1995). For further study of Chinese English feature and its pragmatic norms, it is required to establish corpus of Chinese English, one of which is being done by Li as I mentioned in 5.3.1.

For the other two: code norm and the acceptance of the pragmatic norm, however, their orientation is to be further explored and demonstrated in this empirical investigation.

Firstly there are still some exploring potentials with remaining exonormative standards as pedagogical models of English teaching and learning in China. Some questions and new orientations can be interpreted with the empirical investigation.

The related questions entail: the codification of Chinese English such as the edition of the textbooks, the dictionaries that Chinese English speakers use, etc; conceptual and practical norms of English in pedagogical field of China; the practical choice of major native English norms, that is, whether they choose American, British English, or some other English variety; the conceptions of possibilities of Chinese English as a pedagogical norm.

Secondly, the acceptance of the pragmatic norm of Chinese English is to be explored in three perspectives: the usage of Chinese English in linguistic perspective such as what English they use, what English they adopt etc; the functions of Chinese English in functional perspective such as the interlocutors of English communication, the frequency of their English communication, and the orientation of creation of Chinese English; and the conceptions of Chinese English in ideological perspective such as the relation between acceptance and intelligibility, the attitude towards Chinese English, in what extent Chinese English speakers accept Chinese English, self-awareness of localized English, etc.

This empirical investigation is to explore the questions above for supporting the conclusions drawn in the preceding parts and finding something new in the related topic.

6.1.2 Study subjects and participants

Subjects and participants

This empirical study is of college English majors and teachers in two universities of different regions in China: Capital Normal University in Beijing and Hulunbeir University in Inner Mongolia Autonomous Region.

As the capital of China, Beijing is recognized as the political, educational, and cultural center of the People's Republic of China. It is also described as one of the world's great cities. As of February 2010, its combined population of permanent and non-permanent residents exceeded 22 million, with the latter standing at eight to nine

million (*China Daily* 26 February 2010) Beijing is amongst the most developed cities in China with tertiary industry accounting for 73.2% of its GDP. It was the first post industrial city in China mainland, and is home to 26 Fortune Global 500 companies, the third most in the world behind Tokyo and Paris. Since the Olympic Games of 2008, Beijing has stepped fast into the group of world international cities. The development of economy and internationalization has provided more job opportunities and better English language environment for college English majors and other residents.

Capital Normal University is a key university of Beijing covered by the Project 211 (That means in the 21st century, China's government mainly invests in top 100 universities in China). Presently it embraces 5 colleges and 18 academic departments, and current enrollment numbers 17,584 including undergraduates and postgraduates. 29 specialties offer masters degree and 7 specialties offer doctoral course in the university. Normal universities in China have traditions of teachers' education and the main study fields are related to educational science and education of specific subjects. Graduates from Normal universities mostly take the teaching job. One of the main education aims of Capital Normal University is to educate qualified school teachers for the municipality of Beijing.

Hulunbeir is a remote city with the population of 267,000 in north east of Inner Mongolia Autonomous Region, which is amongst the West Region of China. Three areas with different economic development in China are the East Coast Region, the Middle Region, and the West Region, in which the West is the most undeveloped area. Mongolia ethnic people along with other minority nationalities amount to 15% of Hailar's total population. It has rich natural sources, but is not very industrialized and working opportunities are limited.

Hulunbeir University is a full-time comprehensive university having the tradition of teachers' education too. As a colleges-combined university, it has its major branch teachers' college. There is a faculty of 717, of which 480 are full time teachers including 19 professors and 131 associate professors. The full time students are around 12,000. There are 21 departments or colleges. Most English majors of the university will become English teachers in middle or primary schools in the range of

Inner Mongolia after their graduation.

Motivations

The reasons to decide the study subjects embrace two. One is for the study focus on “future English teachers” (English majors of Normal universities) and present college English teachers. The other is for showing a general view and a comparison with different universities in different regions.

Firstly, the English majors and teachers of college together for the study and the findings can be referenced to English in China. The research focuses on “future English teachers” and college English teachers, which is significant in investigating Chinese English orientation in China. It is natural for common English speakers of China to be influenced by their English teachers in English language conceptions or ideology, and especially their school English teachers. The formation of language conceptions and ideology for those teachers takes place more in the phase when they are being educated in universities. So it is valued to study the usage and conception of English language of college English majors. With this consideration, it is more efficient to have a direct investigation into college English majors and their teachers, present college English teacher. The educational target of Capital Normal University is, apparently for its name, school teachers. English education is one of the institute of Foreign Languages Department and most of the students are going to become school English teachers after graduation. Hulunbeir University is located in the boundary of Russia, Mongolia and China. English is not frequently used in trades and tourism between the countries and English majors mainly work in schools after graduation. In addition, Hulunbeir University was founded in 1993 with the combination of its main part Hailar Teachers' College, which was a college for teachers' education. The majority of students graduating from English department of Hulunbeir University are going to have teachers' job. Both English majors from Capital Normal University and Hulunbeir University are future school English teachers for cities of Beijing and Hulunbeir. Meanwhile the investigation into the college teachers from both

universities is also meaningful to interpret the reasons when they have the same responses, or show the orientations with comparisons when they have different ones. Secondly, this empirical study is to show a general view and a comparison with the two universities in different regions. For one thing, the study into the two is for presenting a view of Chinese English together. The study of Chinese topics must involve the complication of China geographically, ethnically, etc because China is large. As a result, it is difficult to draw a clear line for many things in China. It is really far to describe the general view of Chinese English and the relevant questions when we only focus on one place. With some differences, the universities in Beijing and Hulunbeir could present a broader view. The hypothesis is that there will be differences regarding the evaluation of English usage between English majors in remote and urban regions because of the context of English learning and using English. But we have no idea of how different and how big these differences might be and what may cause them. This study is also meant to compare the English teachers in the two universities and we may know how different teachers and students have views on English norms in China. English is a foreign language in China and the English input for the students comes mostly from their teachers in class. Consequently knowing that would permit inferences on the kind of input college majors and students in general are exposed to.

6.1.3 Methodology

The empirical study applies the qualitative methodology: the specific methods include interviews and questionnaires. The interviews are designed to provide the perspective of target audience members through immersion in a culture or situation and generate rich, detailed data with the people under study (Weinreich 1996); the questionnaires together with the statistical methods are used to test predetermined hypotheses and the results are expected to be replicable. To combine both the data can provide a more complete picture of the issue being addressed and result in getting the best of research world.

The interviews include an in-depth-interview and a pilot interview. The in-depth-interview is with a distinguished professor as both an editor of English textbooks and an English educator. It is focused on the norm orientation of Chinese English in historical and social perspective. The focus is certain, but the conclusion is open before the interview. The other interview is a pilot study for both investigation into certain items and the questionnaires design. As a result, some of the responses are used in the quantitative method. This also reflects the integration of both quantitative and qualitative methodologies.

The questionnaires are divided into two: the forced choice questions and scale responses questions. For the first 20 questions, each includes 5 or 6 forced choices, in which the last choice is not a forced choice, but a make-up-statement when there is no choice applicable; the next 20 are the scale responses questions with five scales values. The whole 40 questions are designed with the consideration of the measurement, the software of SPSS because the data are to be analyzed with this software. All the questions are predetermined with certain hypotheses or considerations, which are given by the demonstration of the preceding part of the dissertation.

6.2 Hypothesis and empirical study design

6.2.1 *Purpose and hypothesis*

As pointed out in 6.1.1, the norm orientation of Chinese English can be investigated in this empirical study with the focus study of code norm and the acceptance of the pragmatic norm. With the demonstration of the preceding chapters, some hypotheses and explorations can be given as following:

First of all, there are some open questions for exploring the historical evolution and present orientation of norms in the qualitative method of interviews.

1. What are the evolutions in choosing English from different countries as teaching references and as pedagogical norms in China?
2. In terms of codification of English in China, what dictionaries are being used

more frequently by college English majors and their teachers? What English materials are referenced more in editing college English textbooks?

3. In using British and American English as pedagogical norms, which one is more popular in China currently?
4. In terms of the perception of English norms, what is the relation between ideal norms (also as code norms or pedagogical norms) and English performance? Is it probable for Chinese people to utter the so called idiomatic British or American English?
5. What attitudes do English educators and users of China have towards English with Chinese features? Do they have the beliefs such as the localization of English, codification of Chinese English, language ideology of self-awareness, etc?
6. Do Chinese English speakers tend to adopt English with Chinese features in phonological, lexical, syntactic, and pragmatic levels? Which levels of Chinese English can be accepted more easily?

Secondly, based on the preceding demonstration of this study, some hypotheses are given as the following part and to be verified with the survey of the designed questionnaires.

On code or pedagogical norms

1. Code norms of English remain in a large part exonormative native standards of British and American English in China. In practical codification of Chinese English such as using dictionaries, American English tends to be more preferred whilst British English standard still functions in some way. (Questions: 1-5, 10-12)
2. It is hypothesized as well that English that is taught and learned in China is supposed to approach the exonormative standard, and at the same time, some Chinese English users have started to realize English usage has to be considered with the interlocutors of the other side, and the socio-cultural context of China and the world as well in functional perspective of English norms. (Questions: 6-9

13-15)

On the acceptance of the pragmatic norms

3. Practically some Chinese English users have started to use Chinese English with pragmatic conventions of Chinese features, but the number of them can not be large. These are hypotheses in linguistic perspective. (Questions: 16-20)
4. Chinese English users have increasing international and intranational communications of face-to-face and other forms with the medium of English language. Intranational communication plays an increasing important role. There must be some Chinese English users who have started or prepared to publish English works. These are hypotheses in functional perspective. (Questions: 21-29)
5. Some Chinese English users do not adopt Chinese English and still believe that it is a shame if the English of one speaker is identified with Chinese English because Chinese English is deficient language which needs correcting. But there must be some who have language ideology of self-awareness and believe that English is for anyone who uses it and Chinese English includes many lingual innovations when being codified by English professionals of China. These are hypotheses in ideological perspective. (Questions: 30-33 38-40)
6. As for the acceptance of Chinese English, Chinese English speakers have different attitudes in the levels of phonology, lexicon, semantics, syntax and super-syntax. It is hypothesized that English with Chinese features in lexicon level is the most easily to be adopted. (Questions: 34-37)

On comparisons with differences

7. It is hypothesized that there must be some different responses in the relevant questions between the students from the two regions, and ones between the students and their teachers. However, the details are open before the

investigation.

Referenced with the relevant studies by Kirkpatrick and Xu (2002), Pan (2005), and He and Li (2009), this empirical investigation includes interviews and questionnaire surveys.

6.2.2 *Design of Interview questions*

Interview I: with an editor of college textbooks and a distinguished English educator, Professor Mei

Codification, textbooks and dictionaries, and conceptual investigation

Braj Kachru (1991: 10) argues that “the codification for English is primarily sociological, educational and indeed attitudinal”. “Codification involves activities directed at establishing prescriptive norms of the linguistic code through the publication of grammars, spellings rules, style manuals or dictionaries (Swann, et al 2004: 41)”. In countries where English is used as a foreign language, English codification does not happen in the same way as that in native and second language countries. The process of teaching and learning with textbooks and dictionaries is a process of English codification. The textbooks and dictionaries students use are worth investigating for knowing the pedagogical norms.

Textbooks are very important in educational system of China. As for English education, students and teachers tend to have a certain textbook and expect to use it from the beginning to the end in both school and college education. The study of college English majors consists of two stages: basic and advanced stages. In basic stage, students improve their English skills in the respects of listening, speaking, reading and writing which are to establish a base for the advanced study when they, with the medium of English, study theories and knowledge on literature, linguistics, and culture. Comprehensive English (also called intensive reading) course is given through the two stages. It occupies the largest part of time especially in the basic

stages (half of the total time: 6-8 hours per week) and attracts the major focus of teachers and students. The target of the course is to improve the comprehensive English skills of the students. The textbook of this course includes passages, glossaries, grammar and comprehensive exercises. In the process of learning, students are required to read a passage, remember the glossaries, and finish the exercises with directions of teachers and help of dictionaries. Teachers have teachers' books which present correct answers to questions on comprehensive passages and keys to the exercises on grammar and reading comprehension. The textbooks are edited by English professionals from the authorities of English education field who provide the standard to test the students. So teachers often present the keys to the students without much freedom of extension.

This interview with Professor Mei, from Beijing Foreign Studies University, is to investigate the textbook: *Contemporary College English*, which is used widely for college English majors in China, in grammar, spellings rules and dictionaries. The investigation into dictionaries usage is to be done in questionnaires survey in 6.2.3.

Questions of Interview I

1. As the chief editor, what are the background and the linguistic basis of this textbook?
2. Do you think there has been some change or evolution in choosing English from different countries as teaching references and norms in China?
3. As for the textbook by Professor Xu Guozhang, do you think English in that textbook is closely connected with China's context instead of the world? (The textbook by Professor Xu is recognized as the first textbook made in China.)
4. As for the transcription of English pronunciation, what is your consideration in the option of British Received Pronunciation, General American English, or something else?
5. How is it as for spelling and semantic interpretation? Did you have a reference dictionary? If yes, is it Oxford, Longman, Webster, or something else?

6. As for grammar and exercises, what is your consideration in the correctness of English, American standard, British standard, or something else? Where are the materials from?
7. Nowadays some English scholars advocate the nationalization or localization of world English, whilst others promote the purified English with mono-standard. What is your opinion on English variation in localized context with native English standard? How did you balance this in making the textbooks?

Interview II: with Doctor Lian from Peking University, also as a pilot study for the questionnaires design

The purpose of this interview is to explore the perception of Chinese English speakers into the relationship between the ideal norm (code norms), and the acceptance of the performance English (pragmatic norms) through knowing the answers to questions such as to what English varieties do they prefer conceptually, what are the attitudes towards Chinese English, in which levels do they accept, when Chinese English could be adopted, etc. Almost all questions in this interview are meaningful as a pilot study for the design of the questionnaires survey as well.

Questions of Interview II

1. What English do you think you have learned? Is it British, American, or other English?
2. Do you think English that we Chinese people use has some different features with the influence of Chinese culture and language? If the differences block the communication, do you think you will keep them? Whose fault is it?
3. Do you think it is necessary to study a certain Standard English? Is it probable?
4. Do you have English teachers with strong style of certain English such as British or American?
5. Do you think your English output can be identified as Chinese English sometimes?

If yes, is it a praise or a shame for you?

6. If we adopt Chinese English, in which levels do you think the features could remain and be accepted? Is it in the level of pronunciation, lexicon, syntax and grammar, or pragmatic? (explain the four levels with examples respectively)

6.2.3 Design of Questionnaire survey

Socio-economic and educational information

The Socio-economic and educational information includes items: university where you study/work and location of your university, age, sex, years for English study, education, years for working, academic title, in-job study, overseas education, years of overseas study, etc.

Design of the questions

The whole questionnaire consists of 40 questions with two parts: Part I (Question 1-20) includes 20 forced multi-choice questions, and Part II (Question 21-40) includes 20 statements with 5-scaled values.

Part I of the questionnaire (Question 1-20)

Question 1-5 are on the codified norm of Chinese English. The first four are on a general codified source dictionary, and detailed perspectives of pronunciation transcription, lexical spelling, and lexical interpretation. The dictionaries include Longman, Oxford, Webster, Australian, English-Chinese dictionary. The fifth is on a practical problem in applying dictionaries: *you've selected and used a way of a word or expression in terms of pronunciation, spelling, interpretation, but you find it doesn't work in real communication. What do you think the reason is?* This question can be used to explore the perception of the relationship between the code norm and

the context of English use.

1. *The dictionary you use most frequently in English study is:*

(1) *British Longman* (2) *British Oxford* (3) *American Webster* (4) *Australian dictionary* (5) *English-Chinese dictionary of China* (6) *others* _____

2. *You'll select _____ in the dictionary in English study:*

(1) *British transcription* (2) *American transcription* (3) *Australian transcription* (4) *transcription with the consideration of Chinese people's pronouncing habit* (5) *others* _____

3. *You'll select _____ spelling in the dictionary in English study:*

(1) *British* (2) *American* (3) *Australian* (4) *spelling with consideration of Chinese people's habit* (5) *others* _____

4. *You'll select _____ interpretations in the dictionary in English study:*

(1) *British* (2) *American* (3) *Australian* (4) *with consideration of Chinese people's contexts* (5) *others* _____

5. *You've selected and used a way of a word or expression in terms of pronunciation, spelling, interpretation, but you find it doesn't work in real communication. You'll think the reason is from _____:*

(1) *the dictionary you use* (2) *your understanding* (3) *English level of the other side of communication with you* (4) *the context of the communication* (5) *others* _____

Question 6-9 are on conceptual and practical norm of English in pedagogical field of China. They include in what norm English is to be taught, learnt, and referenced. The view of choosing foreign teachers can present the perceptual ideal norm.

6. *In China, teachers are supposed to use and teach an English that is common in _____ in their teaching.*

(1) *Great Britain* (2) *US* (3) *Asian countries* (4) *China* (5) *all countries in the world* (6) *others* _____

7. *In China, students are supposed to learn and use the English that is common in _____.*

(1) *Great Britain* (2) *US* (3) *Asian countries* (4) *China* (5) *all countries in the world* (6) *others*_____

8. *Besides using dictionaries, the best way is to ask for help from _____ when meeting any questions of English usage.*

(1) *British people* (2) *American people* (3) *English speakers of Asian countries* (4) *English speakers of China* (5) *English speakers of world countries* (6) *others*_____

9. *The best choice of foreign teachers is English professionals from _____*

(1) *UK* (2) *US* (3) *European countries* (4) *Asian countries* (5) *all countries in the world* (6) *others*_____

Question 10-12 are on the practical choice of major native English norms: American or British English in English teaching of China. They include usages of spelling, lexicon, and sentence of American and British English. The usages are referenced from Trudgill and Hannah (2000), and the selection is done with the consideration of the practical situation of Chinese English users in terms of the simplicity, familiarity and used frequency of the selected words or sentences. The esoteric words for Chinese English users are not included. All the words are given with the Chinese equivalents to make clarity of the interpretation. The choices of the students and teachers could show the orientation of English usage in China.

10. *Which of the following words do you think are Standard English in English teaching?*

color, encyclopedia, judgment, meter, apologize, traveled, skillful, check, daydream, elite

colour, encyclopaedia, judgement, metre, apologise, travelled, skilful, cheque, day-dream, elite

11. *Which of the following words do you think are Standard English in English teaching?*

faucet, line, to call, couch, can, gas, to make a reservation, eggplant, sweater, living room

tap, queue, to ring, sofa, tin, petrol, to book, aubergine, jumper, sitting room

12. *Which of the following usages do you think are Standard English in English teaching?*

- | | |
|--|--|
| (1) <i>We'll come see you soon.</i> | (2) <i>We'll come to see you soon.</i> |
| (1) <i>Go fix it now.</i> | (2) <i>Go and fix it now.</i> |
| (1) <i>Can I come have a cup of coffee with you?</i> | (2) <i>Can I come and have a cup of coffee with you?</i> |
| (1) <i>I'll help mow the lawn.</i> | (2) <i>I'll help to mow the lawn.</i> |
| (1) <i>Have you got fresh cod?</i> | (2) <i>Do you have any fresh cod?</i> |
| (1) <i>He learned English with interest.</i> | (2) <i>He learnt English with interest.</i> |
| (1) <i>I will tell you later.</i> | (2) <i>I shall tell you later.</i> |
| (1) <i>You don't need to be so rude!</i> | (2) <i>You needn't be so rude!</i> |
| (1) <i>I'll do it Sunday.</i> | (2) <i>I'll do it on Sunday.</i> |

Question 13-15 are on the norm orientation in function. They include the ideal norm in communication with native and non-native English speakers, and the practical or pragmatic norm in function of English. The terms of British, American, or Chinese English are too abstract to understand for common students and teachers, so the description is changed. For example, British English is the English that is common in Britain.

13. When communicating with native English speakers, you are supposed to use the English that is common in _____.

- (1) UK (2) US (3) Asian countries (4) China (5) countries of the world (6) others_____

14. When communicating with non-native English speakers, you are supposed to use the English that is common in _____.

- (1) UK (2) US (3) Asian countries (4) China (5) countries of the world (6) others_____

15. You think the English that you use in the communication of your daily life is the English that is common in _____.

- (1) UK (2) US (3) Asian countries (4) China (5) countries of the world (6) others_____

Question 16-20 are on the usage of Chinese English. They include the Chinese English *long time no see* in greeting, the pragmatic norm of the response to the sneezing and greeting a teacher, Chinese innovations of *people mountains people sea*, and the fossilized Chinese English *How to spell...* These are to show the orientation of Chinese English innovations and the gradual adoption of Chinese English in the context of China. These questions are in linguistic development of Chinese English.

16. You will say _____ when you greet a friend with English that you have not seen for a long time.

(1) *Long time no see!* (2) *How are you?* (3) *How are you doing?* (4) *How are you going?* (5) *Others* _____

17. You will say _____ when others sneeze.

(1) *Somebody must be talking about you.* (2) *Somebody must be missing you.*

(3) *Bless you.* (4) *I wish you have good health.*

(5) _____.

18. Which of the following is the most correct sentence to describe the crowded people in sight-seeing spots in Chinese holiday?

(1) *There were too many people there.* (2) *It was too crowded.*

(3) *People mountains, People Sea.* (4) *others:* _____.

19. You'll say _____ when you greet your teacher, Mr. Li.

(1) *Good morning, Teacher Li.* (2) *Good morning, teacher.*

(3) *Good morning, sir./Mr. Li.* (4) *Good morning, Li sir.*

20. You'll say _____ when you want to know the spelling of some word.

(1) *How to spell the word of ...?* (2) *How could you spell the word of ...?*

(3) *What is the spelling of the word of ...?* (4) *How do you spell it, please?*

(5) *others:* _____?

Part II of the questionnaire (Question 21-40)

This part includes 20 statements with 5-scaled values and the values signify differently. The numbers of Question 21-28 signify:

1: never; 2: occasionally; 3: regularly; 4: often; 5: very often

Whilst the numbers of Question 29-40 signify:

1 strongly disagree; 2 disagree; 3 no opinion or don't know; 4 agree; 5 strongly agree

Question 21-29 are on English using situations of English bilinguals of China. They are functions of Chinese English in terms of the communication of listening and speaking, reading and writing. Question 29 is on the creative writing of English, which could show the development of Chinese English functionally.

With foreigners, you communicate in English with foreigners in the form of:

21. *Face-to-face*
22. *email or letters*
23. *listening to radio or watching TV*
24. *reading materials*

You communicate in English with Chinese English speakers in the form of:

25. *Face-to-face (such as at class or English corner)*
26. *email or letters*
27. *listening to radio or watching TV*
28. *reading materials*
29. *With the development of your English level and the need of your expressing, I have published (or am going to publish) literary work in English.*

Question 30-40 are questions in ideological and attitudinal perspective.

Question 30-33 include the relation between acceptance and intelligibility, the attitude towards Chinese English, and in what extent English bilinguals in China still regard Chinese English as a deficient inter-language.

30. *I accept English with Chinese characteristics for its easy comprehension.*
31. *I don't accept English with Chinese characteristics even it is easily understood.*
32. *It's a shame that I was told I speak English with Chinese characteristics.*
33. *English with Chinese characteristics has many deficient errors and needs improving.*

Question 34-37 are on the adoption of Chinese English in the level of phonology, lexicon and semantics, syntax and super-syntax.

34. *I accept English with Chinese characteristics in phonological level such as: I love you. (read as ai lao hu you)*
35. *I accept English with Chinese characteristics in lexical and semantic level such as one country, two systems, Xiaokang, long time no see.*
36. *I accept English with Chinese characteristics in syntactic level such as I think he shouldn't go.*
37. *I accept English with Chinese characteristics in super-syntactic level such as Because he was ill, so he didn't come to school.*

Question 38-40 below indicate the self-awareness of localized English. They could show the ideological views of English speakers of China.

38. *English belongs to everyone who uses it and Chinese English speakers are supposed to make innovations for expressing ourselves more exactly.*
39. *Everyone has a right to speak his native language in his country and it's the same that everyone has a right to speak his localized English, which needs basic respect, in the world.*
40. *Some codified English with Chinese characteristics can become pedagogical norms or model like models of British and American English.*

6.3 Data analysis and findings

6.3.1 Findings of the interviews

The two interviews with Professor Mei and Doctor Lian are transcribed in English. The transcripts have been read carefully and analyzed for the following findings:

The principle of the textbook edition

The textbook of *Contemporary College English* is used widely in China because

Professor Mei said that when they edited the textbook, they had to consider the balance between the English level of the students in Beijing Foreign Studies University (BFSU) and those from other colleges in China. BFSU is the most prestigious university of foreign and foreign languages studies. Its attached publishing house, Foreign Language Teaching and Research Press where *Contemporary College English* is published, is one of the two most important publishing houses of foreign languages. The other is Foreign Language Education Press in Shanghai. The prestige of BFSU in foreign language teaching and research could show the universality of the textbook usage and the authority of Professor Mei. The other two principles are the times change and the development of linguistic theories.

(T: As the chief editor, what are the background and the linguistic basis of this textbook?)

M: It is based on the following three: first, we considered the English level of the students in my university and also other places of China. With the improvement of English education development in China, the English level of the students had become higher than before, but not in balance. We had to find a balance between them because the English level of the students in my university is much higher than that of those from other places; second, we considered the differences of the times. For example, the first lesson of the old version textbook is Long Life Chairman Mao. But it is totally different now. The third, we considered the development of linguistics theories abroad, which suggested us inspirations and references.

Evolution and situation of pedagogical norms since the foundation of PRC

Professor Mei studied as an English major in BFSU in the early years of the foundation of PRC. He started his teaching there as well since his graduation in 1950s and has continued until now in his seventies, as a supervisor of PhD students. He has witnessed the history and development of English education of China. As a result, he has an authority to introduce the evolution of pedagogical norms of English in China. What he's said has proved the preceding demonstration of this dissertation: in

different historical and current situations, Chinese English was influenced respectively with British English, China's political environment, and American English and English of the world. His response also reflects the perceptions of the senior generation of China.

Since the foundation of PRC, English pedagogical norms were from UK with the influence of USSR and the Sino-British relations. The textbooks of English teaching were directly introduced from USSR. With the influence of USSR as well, references were used mostly from UK in editing the first college English textbook of China in 1960s. The period of Cultural Revolution was out of the regulations and English then was influenced with the political environment. Since the Open Door policy, American references and materials of the world were applied much more.

(T: Professor Mei, do you think there has been some change and evolution in choosing English from different countries as teaching references and norms in China?)

M: There has been some change in choosing English materials as study references. The period of Cultural Revolution is an abnormal one so I would not say it here. The earliest textbook since new China was introduced from USSR directly, when I was a student in the time between 1949 and 1955 because we had difficulty in making this by ourselves. Till 1960, a textbook conference was held and the first set of college English textbook of China was edited by Professor Xu Guozhang from our university with the cooperation of Beijing University, and Fudan University. The references of the textbooks should be mainly from Britain in the early time. One reason is probably the influence from USSR, and the other is that English materials are easily got for the relationship between China and the UK then. The materials from America are limited then. Since the Open Door policy, it is unthinkable easy to get materials from America. In addition, the amount of American publication is much as well. As a result, we used more materials from the US.

In the perspective of editors, we did not tend to use British English or American English with a distinguished line. However, we tried to have a balance in using the materials. American materials are used more by comparison. British, Australian, and

Canadian materials were included as well. Take Book 5 and 6 for example, roughly one third is from British writers; the rest is from American writers including American-Chinese writers, American-Indian writers, and black writers since 1980s.

(T: As for the textbook by Professor Xu Guozhang, you have said there were some quotations by Chairman Mao. Do you think English in that textbook is closely connected with China's context instead of the world?)

M: Yes. They had a principle that English should be idiomatic, but they had to apply to the political environment then and this features reflected strongly in the part of the exercises. As for the selection of the texts, it was comparably wide, but it was still in the limit of the political atmosphere.

Codification in the detailed perspectives

According to Professor Mei, the pedagogical codification of Chinese English is in a combination of British English in basic phase of study, American English in advanced phase, and in both phases the context of China and the difficulties of Chinese English learners are taken into consideration. In the textbook of basic phase, IPA is applied for the transcription of the pronunciation, and British dictionaries such as *Learners of Oxford* are used; in advanced phase, American dictionaries such as *Webster New World* are used. In the part of grammar exercises, the difficulties of Chinese English students are focused on. This point of Professor Mei also shows that he still regards Chinese English as learners' language in a large part.

(T: As for the transcription of English pronunciation, what is your consideration in the option of British Received Pronunciation, General American English, or something else?)

M: We used IPA. There are transcription in Book 1 and 2, but not in Book 5 and 6.

(T: How is it as for spelling and semantic interpretation? Did you have a reference dictionary? If yes, is it Oxford, Longman, Webster, or something else?)

M: We used British dictionaries. We needed simple interpretations in the early study period and British dictionaries could do it better than American ones. English

education materials are more available. We referenced more from Learners of Oxford. In Book 5 and 6, we used more from Webster New World. We need correct and brief definitions and Webster could do it well.

(T: As for grammar and exercises, what is your consideration in the correctness of English, American standard, British standard, or something else? Where are the materials from?)

M: It is difficult to set a determined American or British standard for the exercises. We focused on the difficulties of Chinese students in English study. The editors made them according to their teaching experiences.

Ideological conceptions of English localization

According to Professor Mei, the phenomenon of Chinese English exists but the localization of English is not advocated. English should keep its own language features for international communications. There are two points to be taken into consideration when Chinese English speakers use English. For one thing, a spokesman for China's government should keep the English with Chinese features for expressing identity of China. On other occasions, for example, when Professor Mei was interviewed by CCTV in an English talk show, it is not necessary to keep Chinese identity on purpose, but try to be understood by the listeners. In his opinion, there must be a balance between the perfect ideal and the intelligible performance of English with the goal of communication.

(T: Nowadays some English scholars advocate the nationalization or localization of world English, whilst others promote the purified English with mono-standard. What is your opinion on English variation in localized context with native English standard? How did you balance this in making the textbooks?)

M: I don't advocate the localization of English, though I admit some localized English such as people's commune has become the member of accepted English. The purpose of English study for Chinese people is to communicate with native English speakers and non-native English speakers but not with Chinese people. As a result, you have to

master the features of English language itself. You have to consider the cultural background of the listeners and use the idiomatic English to express what you think. But when you translate government files of China into English, you have to consider Chinese culture and China's standpoint and you can not do much change according to the culture of English language. The perfect aim is to combine the two aspects above. For example, when I speak at television talk show, I could use what I think British or American English to express myself. But when a speaker expresses the standpoint for China's diplomacy ministry, he or she is supposed to use English with some Chinese features.

When China wants to integrate itself into the world, Chinese English must be understood by others. English such as Sichuan English and other localized English does not work in communication. But it is not promoted that all English speakers use Queen's English and that is not possible. We have to find a balance between the two: it needs not to be so perfect, but should be understandable. The final aim is to communicate.

Ideal norm, practical performance, and the perceptions

Doctor Lian graduated from Peking University and studied in Berlin for two years in an international exchange program with the language medium of English. He was born in 1983 and his idea could show the perceptions of Chinese youth.

According to Doctor Lian, the ideal norm of English is perfect Standard English, which can be realized in practical English performance with efforts. English norm in pedagogical field is not a concrete English variety such as British or American English, but a Standard English without the features of any dialects. The recent Standard English tends to be American way. The perfect English ability could reflect with using American slangs and accent. It is probable for Chinese English users to speak English with an exact American accent. Chinese English users are supposed to change the expressing way when meeting blocks in practical communication in English.

(T: What English do you think you have learned? Is it British, American, or other English?)

L: I think what I have learned is English, but not British or American English. It is a kind of Standard English instead of English dialects. And the standard tends to be American for most Chinese English learners. For example, we use American English slangs and accents. I had this idea when I studied in senior middle school and university.

(T: Do you think English that we Chinese people use has some different features with the influence of Chinese culture and language?)

L: Definitely.

(T: If yes, do you think these differences would block the communication with others?)

L: Mostly not.

(T: If the differences block the communication, do you think you will keep them? Whose fault is it?)

L: I do not use English with Chinese features on purpose. If the listener can not understand, I will change another way. In my opinion, the reason for that happens is on my side.

(T: Do you think it is necessary to study a certain Standard English? Is it probable?)

L: It is not necessary, but it's probable if you really want or prefer a standard.

British English, American English, and Chinese English

As Doctor Lian said, American English is much more preferred among teachers and students in current China. With the strong influence of American English in popular culture, few Chinese use British English. It is not a good comment that a Chinese English user speaks English with Chinese features. Chinese English can be accepted in the levels of lexicon, syntax, and super-syntax, but not in the level of phonology. His response could reflect the perception of Chinese youth to a large extent.

(T: Do you have English teachers with strong style of certain English such as British or American?)

L: Yes. The majority of my English teachers use American style of English but few of them use British way. Some of them studied in US, but the most important reasons are English they acquire in daily life such as movies, TV series, and entertainment. British English is not in the main trend. That is to say, few Chinese people use British English. If you use British way, others will feel strange and laugh at you.

(T: Do you think your English output can be identified as Chinese English sometimes? If yes, is it a praise or a shame for you?)

L: It is very probable. There must be some reasons. If my English is identified as Chinese English, I don't think it's a good comment. We should make our English idiomatic. For example, if a foreigner can speak Chinese with Beijing accent, you will think his Chinese is idiomatic. If I could use some words such as slangs in American TV series without any problems, I would think my English is idiomatic.

(T: If we adopt that Chinese English has some features, in which levels do you think the features could remain and be accepted? Is it in the level of pronunciation, lexicon, syntax and grammar, or pragmatic? (T explains the four levels with examples respectively))

L: The features of pronunciation do not need to remain. Chinese English in terms of pronunciation can be American style; the features of lexicon could remain in my opinion such as one country, two systems; the features of syntax could remain also such as the sentence: I think it is not cold; and the features of pragmatic could remain such as Good morning, Teacher Tian! But generally speaking, the so-called features in the level of pronunciation should not be adopted.

6.3.2 Findings of the questionnaire survey

Data collection and analysis

The questionnaire survey was done with 180 college English majors and 56 teachers from English department of Hulunbeir University (HU for the following) and Capital Normal University (CNU for the following). 160 valid responded ones by the students

(80 from each university) and 50 by the teachers (30 from HU and 20 from CNU) were collected. All these valid values of the data were entered into the computer and analyzed with the software of SPSS. The output of the analyzed values is divided into four parts: the output of the students from the two universities, the teachers from both universities, the students from HU, and the students from CNU. This division could not only show the results of the Chinese students as a whole, but also compare the differences of the results between the students and teachers, and between the students from HU and CNU. The findings with analyzing the results of the Chinese students as a whole are to be presented in the current part, whilst the findings with analyzing the differences are to be given in 6.3.3. The findings mentioned now are to be presented in the perspective of code norm and pragmatic norm as followed:

On code or pedagogical norms

Practical code norm

According to the data analysis, in practical terms, code norm of English in China remains in a large part exonormative native standards of British and American English. American English tends to be more preferred. British English plays an important role in pedagogical codifications. At the same time, there is an orientation to consider the context of China in choosing the lexical interpretations of the dictionaries. The responded results of Questions 1-5, and Question 10-12 could prove as followed in details:

The majority of the subjects use British dictionaries most frequently (Question 1): 52.5% for *Oxford* and 31.3% for *Longman*. As Professor Mei said, British dictionaries are more suitable for English learners especially in basic study phase. Except the limited percentage in dictionaries use, namely, only 0.6% of the subjects use *Webster*, American English is more preferred in practical usage: 48.8% of the subjects use pronunciation transcriptions and spelling of American English, whilst British English is 37.5% and 38.8% respectively (Question 2 and 3).

Question 1

The dictionary you use most frequently in English study is:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid British Longman	50	31.3	31.3	31.3
British Oxford	84	52.5	52.5	83.8
American Webster	1	.6	.6	84.4
English-Chinese dictionary of China	8	5.0	5.0	89.4
others	17	10.6	10.6	100.0
Total	160	100.0	100.0	

Question 2

You select _____ transcription in the dictionary in English study.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid British	60	37.5	37.5	37.5
American	78	48.8	48.8	86.3
with the consideration of Chinese people's habit	16	10.0	10.0	96.3
others	6	3.8	3.8	100.0
Total	160	100.0	100.0	

Question 3

You select _____ spelling in the dictionary in English study.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid British	62	38.8	38.8	38.8
American	78	48.8	48.8	87.5
with the consideration of Chinese people's habit	16	10.0	10.0	97.5
others	4	2.5	2.5	100.0
Total	160	100.0	100.0	

With remaining the exnormative standards, there is an orientation to consider the context of China in choosing the lexical interpretations of the dictionaries and in practical communication. As the biggest number, 33.1% of the subjects consider Chinese people's habit in choosing lexical interpretations of the dictionaries (Question 4). In practical communication, 47.5% of the subjects consider the context and 38.8% consider the interlocutors of the communication (Question 5). Code norms are applied with the integration of context.

Question 4

You select _____ interpretations in the dictionary in English study.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid British	49	30.6	30.6	30.6
American	52	32.5	32.5	63.1
with the consideration of Chinese people's habit	53	33.1	33.1	96.3
others	6	3.8	3.8	100.0
Total	160	100.0	100.0	

Question 5

When your English doesn't work in communication, you'll think the reason is from:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid the dictionary you use	2	1.3	1.3	1.3
your understanding	62	38.8	38.8	40.0
English level of the other side	8	5.0	5.0	45.0
the context of the communication	76	47.5	47.5	92.5
others	12	7.5	7.5	100.0
Total	160	100.0	100.0	

In selecting the standard of English as pedagogical norms, American English is more preferred than British English in spellings and synonyms. Among the given 10 pairs of words with different spellings (Question 10), 66% of the subjects choose more than 6 American spelling (28.1% choose more than 8); only 17.5% of the subjects choose more than 6 British spelling (9.4% choose more than 8). The similar results happen to the 10 pairs of the synonyms (Question 11): 53.2% of the subjects choose American and 13.2 choose British. Comparatively with British English, American English in spelling is more regular or less marked, and consequently easier to acquire. For example, *meter* with *metre*, *skillful* with *skilful*, and *daydream* with *day-dream*. As for the synonyms, there are some different reasons. The first reason is the codification of English such as textbooks edition. American lexicons such as *sweater*, *can*, *to call* are applied in middle school textbooks in China; the second reason is the popular culture of America. For example, Chinese people say *couch potato* instead of *sofa potato*. Besides, some British lexicons such as *tap* and *book* are used because of their simplicity.

However, in sentences usage (Question 12), British English is more preferred. Among the 9 pairs of synonyms, 86.9% of the subjects choose British words more than 5. Practically Chinese students use more American English when they have face to face communication, but when they write or give a judgment of correctness between American and British English, they are likely to choose British, which seems more formal. For example, *Go and fix it now* is more preferred than *Go fix it now*. This point also reflects the codification of English in China and the responded results of the teachers could be more British way.

Question 10

Which of the following words do you think are Standard English in English teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid American English (8-10)	45	28.1	28.1	28.1
American English (6-7)	59	36.9	36.9	65.0
equals (5:5)	28	17.5	17.5	82.5
British English (6-7)	13	8.1	8.1	90.6
British English (8-10)	15	9.4	9.4	100.0
Total	160	100.0	100.0	

Question 11

Which of the following words do you think are Standard English in English teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid American English (8-10)	31	19.4	19.4	19.4
American English (6-7)	54	33.8	33.8	53.1
equals (5:5)	54	33.8	33.8	86.9
British English (6-7)	11	6.9	6.9	93.8
British English (8-10)	10	6.3	6.3	100.0
Total	160	100.0	100.0	

Question 12

Which of the following usages do you think are Standard English in English teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid American English (5-7)	21	13.1	13.1	13.1
British English (5-7)	84	52.5	52.5	65.6
British English (8-9)	55	34.4	34.4	100.0
Total	160	100.0	100.0	

Conceptual code norm

Different from practical choices in practical norms, the conceptual code norms here refer to beliefs and ideas on code norms. According to the data analysis, conceptual norms of English in China are native English, British and American English, of which American English is more preferred. There is an increasing orientation as for the consideration of world English and Chinese English has started to be realized as the practical English performance.

21.3% and 33.1% of the subjects believe teachers are supposed to use British English and American English respectively (Question 6). 20% and 25.6% of the subjects think that students are supposed to learn British and American English (Question 7). The best choice for foreign teachers of English has the similar results (Question 9). In both Question 6 and 7, 31.3% and 31.9% of the subjects choose English which is common around the world as a standard of English teaching and learning respectively. 40% and 38.8% of the subjects think British and American English are supposed to use in communication with English native speakers (Question 13). 32.5% of the subjects think English of the world countries is supposed to use in communication with non-native English speakers (Question 14). This results show that Chinese English users start to realize English does not belong to native English countries only. 28.1% of the subjects think that when they meet questions of learning, the best choice is English professionals of China (Question 8) because they believe only Chinese professionals know the difficulties of Chinese students. In addition, 45% of the subjects believe that the English they use in daily is Chinese English (Question 15). These beliefs are helpful for having self-awareness of language.

Question 6

In China, teachers are supposed to use and teach an English that is common in

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	34	21.3	21.3	21.3
US	53	33.1	33.1	54.4
Asian countries	4	2.5	2.5	56.9
China	7	4.4	4.4	61.3
all countries in the world	50	31.3	31.3	92.5
others	12	7.5	7.5	100.0
Total	160	100.0	100.0	

Question 7

In China, students are supposed to learn and use an English that is common in

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	32	20.0	20.0	20.0
US	41	25.6	25.6	45.6
Asian countries	14	8.8	8.8	54.4
China	11	6.9	6.9	61.3
all countries in the world	51	31.9	31.9	93.1
others	11	6.9	6.9	100.0
Total	160	100.0	100.0	

Question 8

When meeting questions of English usage, besides using dictionaries, you will ask for help to people of

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	41	25.6	25.6	25.6
US	36	22.5	22.5	48.1
Asian countries	9	5.6	5.6	53.8
China	45	28.1	28.1	81.9
all countries in the world	12	7.5	7.5	89.4
others	17	10.6	10.6	100.0
Total	160	100.0	100.0	

Question 9

The best choice of foreign teachers is English professionals from

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	71	44.4	44.4	44.4
US	72	45.0	45.0	89.4
European countries	7	4.4	4.4	93.8
all countries in the world	4	2.5	2.5	96.3
others	6	3.8	3.8	100.0
Total	160	100.0	100.0	

Question 13

When communicating with native English speakers, you are supposed to use the English that is common in

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	64	40.0	40.0	40.0
US	62	38.8	38.8	78.8
Asian countries	1	.6	.6	79.4
China	5	3.1	3.1	82.5
all countries in the world	15	9.4	9.4	91.9
others	13	8.1	8.1	100.0
Total	160	100.0	100.0	

Question 14

When communicating with non-native English speakers, you are supposed to use the English that is common in

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	31	19.4	19.4	19.4
US	38	23.8	23.8	43.1
Asian countries	10	6.3	6.3	49.4
China	20	12.5	12.5	61.9
all countries in the world	52	32.5	32.5	94.4
others	9	5.6	5.6	100.0
Total	160	100.0	100.0	

Question 15

You think the English that you use in the communication of your daily life is an English that is common in

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	28	17.5	17.5	17.5
US	47	29.4	29.4	46.9
Asian countries	3	1.9	1.9	48.8
China	72	45.0	45.0	93.8
all countries in the world	3	1.9	1.9	95.6
others	7	4.4	4.4	100.0
Total	160	100.0	100.0	

On the acceptance of the pragmatic norms

In linguistic perspective

The results of the analyzed values have roughly verified the hypothesis that there is an orientation for some Chinese English users to have started to apply Chinese English with pragmatic conventions of Chinese features in linguistic perspective. Furthermore, more valuable findings have been shown with the data: firstly, Chinese English users are likely to apply Chinese English, which has been also used by native English speakers; secondly, some Chinese English in daily greetings or frequently used situations is applied as pragmatic norms; thirdly, the pragmatic norms of Chinese English are still dynamic with regard to the exonormative standards of different native English.

As a greeting of Chinese English, *Long time no see* is chosen by 38.8% of the subjects (Question 16). It is commonly heard in American soap operas and many Chinese people believe that this greeting is understandable in communication. Some Chinese English in daily greetings such as *Good morning, teacher* and the sentence of *How to spell the word* are also most applied (Question 19 and 20), 45.6% and 61.9% respectively. These two utterances are regarded as incorrect sentences, or fossilized interlanguage according to native English standard, *teacher*, as a profession, is not used to address a person and the latter is not used this way because it is not a complete sentence. The data results still prove the important role of native English standards (Question 17 and 18), and with this background, the dynamic state of Chinese English pragmatic norms is reflected in Question 16. Except the Chinese greeting *long time no see*, the other three, *How are you*, *How are you doing*, and *How are you going* are respectively regarded as British, American, and Australian English (Kirkpatrick 2007: 23). The results show the even choices: 22.5%, 18.8%, and 20% respectively. This shows the open state of Chinese English norms.

Question 16

When you greet a friend with English that you have not seen for a long time, you will say

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Long time no see.	62	38.8	38.8	38.8
	How are you?	36	22.5	22.5	61.3
	How are you doing?	30	18.8	18.8	80.0
	How are you going?	32	20.0	20.0	100.0
	Total	160	100.0	100.0	

Question 17

You will say _____ when others sneeze.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somebody must be talking about you.	2	1.3	1.3	1.3
	Somebody must be missing you.	17	10.6	10.6	11.9
	Bless you.	130	81.3	81.3	93.1
	I wish you have good health.	5	3.1	3.1	96.3
	others	6	3.8	3.8	100.0
	Total	160	100.0	100.0	

Question 18

the most correct sentence to describe the crowded people in sight-seeing spots in Chinese holiday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	There were too many people there.	26	16.3	16.3	16.3
	It was too crowded.	115	71.9	71.9	88.1
	People mountains, People sea.	17	10.6	10.6	98.8
	others	2	1.3	1.3	100.0
	Total	160	100.0	100.0	

Question 19

You'll say _____ when you greet your teacher, Mr Li.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good morning, Teacher li.	6	3.8	3.8	3.8
	Good morning, teacher.	73	45.6	45.6	49.4
	Good morning, sir.	69	43.1	43.1	92.5
	Good morning, Li sir.	12	7.5	7.5	100.0
	Total	160	100.0	100.0	

Question 20

You'll say _____ when you want to know the spelling of some word.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid How to spell the word of...	99	61.9	61.9	61.9
How could you spell the word of ...	39	24.4	24.4	86.3
What is the spelling of the word of...	15	9.4	9.4	95.6
How do you spell it, please?	7	4.4	4.4	100.0
Total	160	100.0	100.0	

In functional perspective

The results in Question 21-29 show that generally the subjects have many forms of English communication. The values are nearly equal in international and intranational English communication, except one difference in face-to-face communication. A good number of the subjects agree they would publish English works.

English classes, first of all, play the most important role for the subjects to use English in any form such as listening, speaking, reading, and writing. More importantly, interpersonal function of English happens in daily life as well. The values for both international and intranational communication are very similar respectively in each item as the following table:

Table: **Inter-and intra-national communication of the students**

	International communication		Intranational communication	
	regularly	often	regularly	often
Face to face	45.6 %	<u>13.1 %</u>	42.5 %	<u>38.8 %</u>
Email/letters	21.9 %	6.3 %	20.0 %	7.5 %
Listening	45.0 %	22.5 %	40.6 %	23.8 %
Reading	39.4 %	26.3 %	36.3 %	25.6 %

This values show that both international and intranational communications are important for Chinese English study. The exception is that there is a big difference in face-to-face communication between inter-and intra-national communications. The

reason is that this question includes communication in English classes and English corners. Compared with the number of foreigners, the number of Chinese English speakers is much more and available than foreign English speakers. Consequently, there are more opportunities for the students to communicate with Chinese people. A good number (31.3 % agree and 6.3 % strongly agree) of the subjects agree that they would publish in English. This practical function of English could provide possibilities for the formation of Chinese English norms.

Question 21

You communicate in English with foreigners in the form of face to face.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	1	.6	.6	.6
	seldom	55	34.4	34.4	35.0
	sometimes	73	45.6	45.6	80.6
	often	21	13.1	13.1	93.8
	very often	10	6.3	6.3	100.0
	Total	160	100.0	100.0	

Question 22

You communicate in English with foreigners in the form of emails or letters.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	60	37.5	37.5	37.5
	seldom	51	31.9	31.9	69.4
	sometimes	35	21.9	21.9	91.3
	often	10	6.3	6.3	97.5
	very often	4	2.5	2.5	100.0
	Total	160	100.0	100.0	

Question 23

You communicate in English with foreigners in the form of listening to radio or watching TV.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	4	2.5	2.5	2.5
	seldom	39	24.4	24.4	26.9
	sometimes	72	45.0	45.0	71.9
	often	36	22.5	22.5	94.4
	very often	9	5.6	5.6	100.0
	Total	160	100.0	100.0	

Question 24

You communicate in English with foreigners in the form of reading materials.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	5	3.1	3.1	3.1
seldom	44	27.5	27.5	30.6
sometimes	63	39.4	39.4	70.0
often	42	26.3	26.3	96.3
very often	6	3.8	3.8	100.0
Total	160	100.0	100.0	

Question 25

You communicate in English with Chinese English speakers in the form of face to face.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	17	10.6	10.6	10.6
sometimes	68	42.5	42.5	53.1
often	62	38.8	38.8	91.9
very often	13	8.1	8.1	100.0
Total	160	100.0	100.0	

Question 26

You communicate in English with Chinese English speakers in the form of emails or letters.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	53	33.1	33.1	33.1
seldom	61	38.1	38.1	71.3
sometimes	32	20.0	20.0	91.3
often	12	7.5	7.5	98.8
very often	2	1.3	1.3	100.0
Total	160	100.0	100.0	

Question 27

You communicate in English with Chinese English speakers in the form of listening to radio or watching TV.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	14	8.8	8.8	8.8
seldom	32	20.0	20.0	28.8
sometimes	65	40.6	40.6	69.4
often	38	23.8	23.8	93.1
very often	11	6.9	6.9	100.0
Total	160	100.0	100.0	

Question 28

You communicate in English with Chinese English speakers in the form of reading materials.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	6	3.8	3.8	3.8
seldom	42	26.3	26.3	30.0
sometimes	58	36.3	36.3	66.3
often	41	25.6	25.6	91.9
very often	13	8.1	8.1	100.0
Total	160	100.0	100.0	

Question 29

With the development of my English level and the need of expressing, I have published (or plan to publish) literary work in English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	8	5.0	5.0	5.0
disagree	37	23.1	23.1	28.1
no opinion or don't know	55	34.4	34.4	62.5
agree	50	31.3	31.3	93.8
strongly agree	10	6.3	6.3	100.0
Total	160	100.0	100.0	

In ideological perspective

According to the data, numbers of the subjects do not adopt Chinese English and still believe that it is a shame if the English of one speaker is identified with Chinese English because Chinese English is deficient language which needs correcting. But some more have language ideology of self-awareness and believe that English is for anyone who uses it and Chinese English includes many lingual innovations when being codified by English professionals of China.

38.1% of the subjects believe that it is a shame when they are told their English has Chinese features (Question 32) and much more of them agree (58.8 %) or strongly agree (18.8 %) that Chinese English has many deficient errors and needs correcting (Question 33). These results are from the negative conception of Chinese English or Chinglish is very deeply inside of Chinese English users. At the same time, some

statements are controversial for the equal values of the responses by the subjects: 31.3% of the subjects agree that the reason to accept Chinese English is for its easy comprehension, whilst 40 % disagree (Question 30). 34.4 % of the subjects disagree that it is a shame of speaking Chinese English (Question 32); 31.3 % of the subjects believe that English belongs to everyone who uses it and localized English innovations are adopted, whilst 35.0% disagree (Question 38). In addition, there are a good number of the subjects who agree (51.9 %) or strongly agree (18.8 %) that every kind of localized English needs respecting (Question 39). 38.8 % of the subjects agree and 19% strongly agree that Chinese English could be codified by English professionals of China (Question 40).

Question 30

I accept English with Chinese characteristics for its easy comprehension.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	9	5.6	5.6	5.6
disagree	50	31.3	31.3	36.9
no opinion or don't know	19	11.9	11.9	48.8
agree	64	40.0	40.0	88.8
strongly agree	18	11.3	11.3	100.0
Total	160	100.0	100.0	

Question 31

I don't accept English with Chinese characteristics even it is easily understood.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	17	10.6	10.6	10.6
disagree	53	33.1	33.1	43.8
no opinion or don't know	31	19.4	19.4	63.1
agree	43	26.9	26.9	90.0
strongly agree	16	10.0	10.0	100.0
Total	160	100.0	100.0	

Question 32

It's a shame that I was told I speak English with Chinese characteristics.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	13	8.1	8.1	8.1
disagree	55	34.4	34.4	42.5
no opinion or don't know	18	11.3	11.3	53.8
agree	61	38.1	38.1	91.9
strongly agree	13	8.1	8.1	100.0
Total	160	100.0	100.0	

Question 33

English with Chinese characteristics has many deficient errors and needs improving.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	4	2.5	2.5	2.5
disagree	9	5.6	5.6	8.1
no opinion or don't know	23	14.4	14.4	22.5
agree	94	58.8	58.8	81.3
strongly agree	30	18.8	18.8	100.0
Total	160	100.0	100.0	

Question 38

English belongs to everyone who uses it and Chinese English speakers are supposed to make innovations for expressing ourselves more exactly.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	8	5.0	5.0	5.0
disagree	56	35.0	35.0	40.0
no opinion or don't know	32	20.0	20.0	60.0
agree	50	31.3	31.3	91.3
strongly agree	14	8.8	8.8	100.0
Total	160	100.0	100.0	

Question 39

Everyone has a right to speak his native language in his country and it's the same that everyone has a right to speak his localized English, which needs basic respect, in the world.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	4	2.5	2.5	2.5
disagree	20	12.5	12.5	15.0
no opinion or don't know	23	14.4	14.4	29.4
agree	83	51.9	51.9	81.3
strongly agree	30	18.8	18.8	100.0
Total	160	100.0	100.0	

Question 40

Some codified English with Chinese characteristics by Chinese English professionals can become pedagogical norms or model like models of British and American English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	12	7.5	7.5	7.5
disagree	31	19.4	19.4	26.9
no opinion or don't know	36	22.5	22.5	49.4
agree	62	38.8	38.8	88.1
strongly agree	19	11.9	11.9	100.0
Total	160	100.0	100.0	

Acceptance of Chinese English with features

The subjects have different attitudes in the levels of phonology, lexicon, semantics, syntax and super-syntax as for the acceptance of Chinese English (Question 34-37). The values of the acceptance possibility are respectively: phonology (18.8% agree), lexicon and interpretations (54.4% agree), syntax (32.5% agree) and super-syntax (23.1% agree). Lexicon and interpretations are the most probable to be adopted as Chinese English.

Question 34

I accept English with Chinese characteristics in phonological level such as: I love you. (read as ai lao hu you 爱老虎油)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	59	36.9	36.9	36.9
disagree	50	31.3	31.3	68.1
no opinion or don't know	16	10.0	10.0	78.1
agree	30	18.8	18.8	96.9
strongly agree	5	3.1	3.1	100.0
Total	160	100.0	100.0	

Question 35

I accept English with Chinese characteristics in lexical and semantic level such as one country, two systems, Xiaokang, long time no see.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	11	6.9	6.9	6.9
disagree	31	19.4	19.4	26.3
no opinion or don't know	17	10.6	10.6	36.9
agree	87	54.4	54.4	91.3
strongly agree	14	8.8	8.8	100.0
Total	160	100.0	100.0	

Question 36

I accept English with Chinese characteristics in syntactic level such as I think he shouldn't go.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	18	11.3	11.3	11.3
disagree	50	31.3	31.3	42.5
no opinion or don't know	32	20.0	20.0	62.5
agree	52	32.5	32.5	95.0
strongly agree	8	5.0	5.0	100.0
Total	160	100.0	100.0	

Question 37

I accept English with Chinese characteristics in super-syntactic level such as Because he was ill, so he didn't come to school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	28	17.5	17.5	17.5
disagree	72	45.0	45.0	62.5
no opinion or don't know	20	12.5	12.5	75.0
agree	37	23.1	23.1	98.1
strongly agree	3	1.9	1.9	100.0
Total	160	100.0	100.0	

6.3.3 The differences with comparison

Differences between the students from HU and CTU

The results of the data by the students from the two universities indicate the orientation of English in China and the differences reflect mainly in the following two:

Firstly, as far as the English codification, English norm conception, and practical norm options are concerned, the students in Beijing prefer American English much more than those in Hulunbeir. In the usage of dictionaries (Question 2-4), the percentages with comparison between the students in Beijing with those in Hulunbeir in choosing American pronunciation transcription, American spelling, and American interpretations are respectively 62.5% with 35.0%, 60.0% with 37.5%, and 40.0% with 25.0%; in the questions related to conceptions of English norms (Question 6-9), the percentages between the two groups of the university students, Beijing and Hulunbeir, have American orientation as well in supposed norms of English teaching (42.5% with 23.8%) and learning (32.5% with 18.8%), correctness in practical questions (35.0% with 10.0%), and ideal foreign teachers (66.3% and 23.8%); the percentages in practical norms options (Question 13-15) are also the same in the supposed norms with native English speakers (50% and 27.5%), the supposed norms with non-native English speakers (30% and 17.5%), and the English performance of themselves (40% and 18.8%). This large distances of the values have resulted from the process of globalization is to some degree Americanization especially in center cities. As the super power of the world in politics, economy, and socio-culture, America has been influencing the whole globe with its power in popular culture, entrainments, etc. Center cities are the first target to be influenced directly, whilst remote cities are indirect from the world and much more influence is from the center city of China.

Secondly, functionally the students in Beijing have more opportunities of inter-and-intra-national communication with the language medium of English than those in Hunlunbeir (Question 21-28). The percentages are more for the students in Beijing than those in Hulunbeir. With foreigners, face-to-face communications for the values of Beijing and Hulunbeir are: 51.3% with 40% (regularly), and 15.0% with 11.3% (often); emails and letters communications: 32.5% with 11.3% (regularly), 10% with 2.5% (often); listening radios and watching TV: 28.8% with 16.3% (often), 10% with 1.3% (very often); reading: 41.3% with 37.5% (regularly), 27.5% with 25.0% (often). With Chinese people, emails and letters: 22.5% with 17.5% (regularly),

13.8% with 1.3% (often); listening radios and watching TV: 41.3% with 40% (regularly), 26.3% with 21.3% (often); reading: 27.5% with 23.8% (often), 13.8% with 2.5% (very often). It is obvious that as an international city, Beijing could provide much more probabilities of English functions such as by hosting the Olympic Games and other international events, having more international stations of broadcasting and television, publishing more English newspapers or magazines, etc. In the remote city of Hulunbeir, however, all these facilities are not available.

Besides these two main differences, there are some others, but the distance is not so strong as the two mentioned above.

Differences between the students and the teachers

The differences between the students and the teachers are not so large, but there are still some:

Firstly, the teachers do not prefer the American English as educational norms so strongly as the students, but to consider different factors such as British English, English of the world countries, etc. These results are reflected in the responses to the questions on English codification, English norm conception, and practical norm options. In the use of the dictionaries, the results in Question 4 show this combination: 20.0% of the teachers choose British interpretations, 48.0% American, 2.0% Australian, 8.0% with the consideration of China's context, and 22.0% for others: choosing both British and American. With the same question, the results of students are respectively 31.3%, 52.5%, 0.6%, 5.0%, 10.6%. The similar results appear also in Questions 6-9 and 13-14, which are on the conceptual norms of English: the choice of American English is not much selected, the choice of English of the world, and the last choice of *others* are more chosen by the teachers than the students. In the make-up choosing item of *others*, all teachers wrote the combination of British and American English. The results of some questions show the more importance of British English: in choosing phonetic transcriptions and spellings of Question 2 and 3, as the majority in the whole, 62.0% and 50% of the teachers choose British English, whilst

the majority of the students choose American English. Question 12 shows the importance of British English as well: 90% (58.0% + 32.0%) of the teachers choose more than 5 items of British English.

It is not common for the teachers to choose mono-standard of American English because teachers generally have deeper thinking for the discussion of English norms in China than the students. As Professor Mei said in the interview, English standard can not be American or British. That must be a balance between the two and with the consideration of the context of China. The other reason must be the education background and the times of the teachers. In academic field of English studies, British English has been occupying a traditional position, which is not so easily changed though the power of America is obvious around the world.

Secondly, the data also shows that the teachers have more possibilities of inter-and intra-national communications in English, more tolerant attitude towards Chinese English, and stronger self awareness of language than the students. Question 21-28 show the more functions of English of the teachers. The values of teachers compared with the students in international communication of face-to-face, email or letters, and reading are respectively: 36.0% with 13.1% (often) and 16.0% with 6.3% (very often), 28.0% with 6.3% (often) and 14.0% with 2.5% (very often), 32.0% with 26.3% (often) and 12.0% with 3.8% (very often). The values of teachers are higher as well in intranational communication with English of face-to-face, emails or letters, and radio or TV (The detail values could be seen in the table part of Appendix). The tolerant attitudes towards Chinese English and the stronger self awareness of language are reflected in Question 32, and 36-40: 10.0% of the teachers strongly disagree and 32.0% agree that *it's a shame that I was told I speak English with Chinese features*, and the respective values of the students are 8.1% and 38.1%; 46.0% and 26.0% of the teachers tolerate English with the syntax and super-syntax features of Chinese, and the respective values of the students are 32.5% and 23.1%; 44.0% agree or strongly agree that *English belongs to everyone who uses it and Chinese English speakers are supposed to make innovations for expressing ourselves more exactly*, and the value of the students is 42.1%; 58.0% of the teachers, but 50.7% of the students agree or

strongly agree that some codified English with Chinese characteristics by Chinese English professionals can become pedagogical norms or models like models of British and American English.

The differences presented above could also reflect the differences between the two generations: the teachers and the students, which could show an evolution and a trend of the code norms of Chinese English. The limitation is that the numbers of the teacher subjects are much fewer than the students, so the comparison must be limited.

6.4 Summary

Based on the demonstration of the first five chapters, this empirical study has applied the methodology of interviews and questionnaire and has basically proved the hypotheses on the orientation of code norm and the acceptance of the pragmatic norm of English in China. Some important findings are presented as follows.

The orientation of code norm

With remaining exonormative standards as pedagogical models of English teaching and learning in China, there is an evolution since the foundation of PRC. In the very early time since the foundation of PRC, English pedagogical norms were from UK with the influence of USSR and the Sino-British relations. English in the period of the Cultural Revolution was influenced with the political environment. Since the Open Door policy, with applying American references and materials of the world, there have appeared some new orientations.

In current China, in the process of codification such as dictionaries usage and in conceptual perspective of college English majors and teachers, American English is much more preferred especially among the students. The students in Beijing prefer much more American style than those in Hulunbeir. British English plays an important role in pedagogical codifications among English teachers. Meanwhile there is an increasing orientation as for the consideration of world English and Chinese English

has started to be realized as the practical English performance.

The orientation of the acceptance of the pragmatic norm

In linguistic perspective, there is an orientation for some college English majors and teachers to have started to apply Chinese English with pragmatic conventions of Chinese features. Still in a dynamic state around the standard of native Englishes, the potentials of applying Chinese English are Chinese English used by native English speakers, frequently used Chinese English, or Chinese English used in daily greetings. In functional perspective, college English majors and teachers have many forms of English communication with nearly equal values in inter-and-intra-national ones. Compared with the students, the teachers have more opportunities of English communication. Compared with the students in Hulunbeir, those in Beijing have more. A good number of the students and teachers agree they would publish English works. The frequent English communication and the expectation to publish English works could accelerate the development of Chinese English.

In ideological perspective, numbers of the subjects do not adopt Chinese English and still believe that it is a shame if the English of one speaker is identified with Chinese English because Chinese English is deficient language which needs correction. But some more have language ideology of self-awareness and believe that English is for anyone who uses it and Chinese English includes many lingual innovations when being codified by English professionals of China. The language ideology of self-awareness exists stronger among the teachers than the students.

As for the Acceptance of Chinese English, the subjects have different attitudes in the levels of phonology, lexicon, semantics, syntax and super-syntax. The Chinese English with features in lexicon and interpretations are the most probable to be adopted.

Chapter 7 Conclusion

7.1 A Summary of the present study

7.1.1 *Historical evolution of Chinese English*

With the different historical context, different English policies, and English with different features, the history of English in China before the new century went through the period of “pidginization” and “depidginization” in the semi-colonized society (1842-1949), the period of “politicization” in the political movements time (1949-1978), and English in the early implementation of the Open Door policy before the new century (1978-2000). The historical profile in Chapter 2 has demonstrated the following summary.

Firstly, language contact of English and Chinese in the development of English in China caused the formation of English with Chinese feature with the lingual proofs of Chinese Pidgin English and Chinese Politicized English.

Chinese Pidgin English came into being in the increasing contact between China and the Western countries since the first Opium War in 1840. The lack of a common communicative language between Chinese and the western people caused its formation. It first appeared in the trading stations and then in the open cities of China in the communication of English speaking foreign traders with the Chinese merchants, English residents with their servants and employees, the merchants and visitors to China of all other nations. Mainly influenced by Chinese language and China’s context, it remains the lingual features of Cantonese consonant system, two-character words, different collocation, the inversion of the negative word, the structure of four-character idioms, and the simple and positional grammar and syntax. Without any codifications in its formation but with disapproval and condemnation from both those outside China and Chinese people, it declined by the early twentieth century.

Chinese Pidgin English is the earliest proof of English localization in China.

The appearance of Chinese politicized English from the foundation of PRC to the 1980s strongly reflects the localization of English in the unique context of China. China was, to a large extent, cut off from the outside world and the Chinese people were deeply involved in a series of political movements and struggles. English was only used in government publications. The linguistic features of Chinese politicized English include the use of Chinese idioms, political coined phrases, different lexical connotations and semantic shifts. This nativized English also shows the trend of indigenous model of Chinese English, but without the recognition of Chinese English users. The majority of them have become the history and few people use them now. The formation of Chinese Pidgin English and Chinese politicized English historically demonstrates the inevitability of Chinese English with the lingual and cultural influence of Chinese.

Secondly, the shifts and the differences of the English policy determined the evolution of Chinese English such as the pidginization, depidginization, and politicization of English in China.

The pidginization of English in China resulted from the closing to the world and negative English policy. In Chinese people's eyes of those days, all the unfamiliar people with unintelligible languages and "red hair" from the sea are "barbarians" and people from the "Middle Kingdom" never took downward to learn their languages. The emperor and his officials concentrated wholly on the continuous ruling of their dynasty. They closed the gate of China tightly with the regulations such as that trade abroad officially in Chinese ports was forbidden, and those who taught foreigners Chinese were executed.

Response to the Western powers, Chinese people realized that the barbarians' language became military aggressors in the phase of wars. Some Chinese elites and the Qing government attempted to learn the foreign languages in order to access technological knowledge for self-protection. Later the republic government encouraged the development of English in China as well. The efforts to promote English language included the foundation of the translation institutes, the

development of the modern school system, the projects of training students abroad, etc. This encouraged English policy led to the process of the depidginization, which was reflected with the appearance of Chinese indigenous English-language intellectuals and the formation of the instructive English.

Due to the world situation since the foundation of the PRC especially in the Great Cultural Revolution, China was involved in political movements with the isolation from the world. Educational organizations were closed down and the whole society was in the atmosphere of anti-English learning. Teachers dared not teach English for fear of being punished by the government. Students did not learn English because English proficiency would not bring promotion in study and work. The negative English policy in the isolated context from the world had determined the formation of the Chinese politicized English.

Thirdly, the historical evolution of Chinese English differed with different English models.

In the early development of English in late Qing and Republic time, the mixture of British and American model was applied. Britain had broken into China and took the first step in establishing missionary schools. The models of British university courses were applied as models in China then. The latecomer, America surpassed Britain and its influence was deeper in China's English education. One of the reflections is that a number of the universities funded by America now rank among the very best universities in the PRC.

In the period from the foundation of the PRC to the Open Door policy, British English had mainly remained as the model because China learned from the Soviet Union, which had the model of Britain. The atmosphere of anti-America existed because the world situation of Cold War. In the time between the 1960s and 1970s, China was isolated from the world, especially English speaking countries and involved itself in domestic political movement, the Cultural Revolution. English model kept the feature of indigenous elements in politization.

Since China implemented the Open Door policy, the model of Chinese English shifted from indigenous modeled to west norm with world context, namely, the model of

British and American English again. Chinese English in this phase can not be Pidgin English without instruction, not be politicized English with its own model, but English with codification in education system and with the negotiation of the exonormative norms.

7.1.2 Current social context and the functional status of Chinese English

With the presentation of the context of China, Asia and the world, English policy and attitude, the development of English education and training schools, and English functions in current China, the social profile since the new century in Chapter 3 has demonstrated the following summary.

Firstly, the context of China, Asian and the world determines the necessity of the promoted English policy in China. With the historical influence and the current economic development of Asia, English is becoming a lingua franca within Asia as well as between Asia and the world. As a nation developing quickly, with the largest population in the world, China has integrated itself into the world and stepped into the process of globalization. Like any other country, China is implementing the promoted English policy.

Secondly, the promoted English policy has established the important position of English and accelerated the development of Chinese English. English has become a need for social advance and individual development, a language tool to interpret Chinese culture to the world together with the spread of Chinese language, and the phenomenon of “English fever” remains since the start of the new century. These positive English attitudes encourage English use in many domains such as education, media, foreign trade and tourism, science and technology, and even personal communication between Chinese people. Meanwhile with the major positive attitude towards English language, some complaints and conflicts exist as well such as the conflict between English test and English fluency, high cost but low efficiency of English teaching, and accuracy focus in English expression.

Thirdly, the reform of English education and the development of the English training

schools become the key cause to use more English. Since the start of the new century, the reform of English education has been improved in many aspects such as starting age earlier in primary school, major importance with Chinese language, mathematics in middle school, requirement of English Chinese bilingual teaching in universities, and focusing on English proficiency instead of only language knowledge in the whole process of English education, etc. Meanwhile, English cram schools are playing an important role in English learning and using. The development of English cram schools in both numbers and interest accumulations could prove the investment of money and time of Chinese English learners. As a consequence, English is becoming from a “learned English” to a “used English” in and beyond English education.

The fourth, English is becoming a semi-official language functionally in China. English in China is widely used in the domains of education, media, foreign trade and tourism, science and technology, and even personal communication between Chinese. The distinction between English as a second language and English as a foreign language in Chinese context is not an absolute one in functional perspective. English is becoming a second educational language, a second language for public servants, at public places, and in public affairs, and a language for instructions of the commercial products, etc.

7.1.3 Linguistic profile of Chinese English and the core problems of Chinese English development

With the presentation of the general linguistic characteristics of Chinese English, the convergence and development of English with Chinese language and the social context, and norms problem in defining Chinese English, the linguistic profile in Chapter 4 has demonstrated the following summary.

Firstly, the presentation of the several salient linguistic features in the phonological, lexical, syntactic and discourse perspectives has justified Chinese English as a variety of English. It is recognized that Chinese English speakers have a different accent of English, but it is difficult to generalize the common phonological features because of

the rich dialects of the Chinese languages. The lexical features could show the objective reality that there exist Chinese borrowings in English. The features at the syntactic and discourse level show the salient features with the influence of Chinese language and the social context. All these features have established a base for the formation of the pragmatic norms of Chinese English.

Secondly, the current development of Chinese English based on the convergence of English and Chinese has led to the problem of English norm. The convergence of English with Chinese language and the social context causes the name of Chinglish with negative attitude, the development of Chinese English named “New Pidgin English” and “Internet Chinese English” with the discussion of “errors” or “innovations”, and the accepted Chinese English around the world. These convergence and development have led to the criterion to judge the normative Chinese English.

Thirdly, there have existed several names in the discussion of the development of Chinese English, but the core problem in defining the normative Chinese English is the studies on the acceptance of the pragmatic norms instead of the names argument. With the general negative attitude, English in China has different names such as Chinese Pidgin English, Sinicized English, Chinglish, and Chinese English. The term of China English has cleared up the derogative meaning and its interpretations need to clarify the channels to the acceptance of Chinese English. The channels could reflect the influencing factors for the development of Chinese English as an adopted English variety.

7.1.4 Norm orientations of Chinese English and the influencing factors of its development

Norm orientations of Chinese English

With the presentation of Chinese English in the perspectives of the pragmatic norm,

the code norm, and the orientation of the acceptance of the pragmatic norm, Chapter 5 has demonstrated the following brief summary.

Firstly, it is certain that Chinese English has the pragmatic norm with representation and discussion of the features of Chinese English. It functions within the conventions of Chinese sociocultural context and is developing to the world with the identification of Chinese language and culture, but the reality is that this pragmatic norm is not generally accepted by Chinese English speakers.

Secondly, with the review of the formation of native English code norm, and historical models of English in China, it is demonstrated that code norm of Chinese English, which exists in educational and conceptual perspective, is native English norms: British and American English. But this pedagogical and conceptual mono-standard causes some practical problems such as the distance between the ideal or the “oughtness” norms and the performance of Chinese speakers of English.

Thirdly, with the presentation of the new orientations of Chinese English, it is predicted that an orientation of a pragmatic norm of Chinese English is forming. It is pointed out that this pragmatic norm of Chinese English is dynamic in real English communication with remaining of native English code norms. This orientation has been presented with the linguistic, functional, and ideological perspectives.

In short, the pragmatic norm of Chinese English exists; code norm of English is still exonormative in pedagogical and conceptual perspectives; the conflicts between the pragmatic norm and code norm cause a new orientation: a dynamic pragmatic norm of Chinese English.

The influencing factors of Chinese English development

With the methodology of interviews and questionnaire, the empirical study in Chapter 6 has basically proved the hypotheses on the orientation of code norm and the acceptance of the pragmatic norm of English in China. The interpretations of the data results have shown some influencing factors of Chinese English development.

Firstly, the development of Chinese English is being influenced with the historical

evolution of English models, the English norm in pedagogical application, and the “oughtness norm” in conception of the Chinese English speakers. The interview with Professor Mei has shown the historical evolution since the foundation of the PRC. The historical application of British English model resulted from the influence of the educational system of the Soviet Union. This model to some degree remains and still functions in current China. The evolution from the British model to the American model took place after the Open Door policy was implemented. This historical evolution has established a base for applying the mixture of British and American English as the norm of Chinese English.

In applying the standard of English as the pedagogical norm, American English is more preferred than British English. This phenomenon results from the super power of the United States and the diffusion of its politics, economy, and cultural commercials, etc. Practically Chinese students use more American English in spellings, choosing American and British synonyms, and in face to face communication, but when they write or give a judgment of correctness between American and British English, they are likely to choose British English, which seems more formal. Teachers prefer British model when they judge the correctness of English in teaching. The remaining of the British model is caused by the historical evolution of English model.

Beyond the practical application of English models, Chinese English speakers have the “oughtness norm” of English in their conceptions. Some of them accept the existence of Chinese English but do not advocate the localization of English. Some similar beliefs exist such as that Chinese English is supposed to be understood by native English speakers and the ideal English is the native English; Chinese people could reach the level of speaking the idiomatic American English; the perfect English ability could reflect with using American slangs and accent. The influence given by the historical evolution, the application and conceptions in English norms is hindering the development of English localization in China.

Secondly, English localization in current China is developing with the promoting factors in the perspectives of linguistic convergence, functional increase, and the

ideology of self-awareness.

The linguistic convergence of English and Chinese has led to the features of Chinese English, which is encouraging the development of the pragmatic norms of Chinese English in its functional process. The candidates and potentials into these pragmatic conventions would be Chinese English ever used by native English speakers, frequently used Chinese English, or Chinese English used in daily greetings.

The functional increase of Chinese English includes the more opportunities of English communication and the more consideration into the context of China. College English majors and teachers have many forms of English communication with nearly equal values in inter-and-intra-national ones and many of them expect to publish works in English. They consider the context of China in choosing the lexical interpretations of the dictionaries and in practical communication, and have started to realize Chinese English as the practical English performance.

In ideological perspective, self-awareness is promoting the development of Chinese English. More intercultural communication has caused the enlightening of self language and culture. More Chinese English speakers have language ideology of self-awareness and believe that English is for anyone who uses it; Chinese English includes many lingual innovations when being codified by English professionals of China. The language ideology of self-awareness exists stronger among the teachers than the students. Chinese scholars also suggest that a spokesman for China's government should keep the English with Chinese features for expressing the identity of China.

In brief, English is being localized in China in a dynamic state with the hindering and the promoting factors summed up above. As Professor Mei said, in the pragmatic communication, "there must be a balance between the perfect ideal and the intelligible performance of English with the goal of the communication". This "balance" must refer to a successful point between the native norms and the Chinese pragmatic conventions. In this dynamic state, Chinese English is being adopted among English speakers within the world.

7.2 Discussion

With the theoretical framework of world Englishes and the literature review of Chinese English study, this research has presented the historical, social, and linguistic profile of Chinese English. Based on these presentations, Chinese English norm orientation has been demonstrated with an empirical investigation. All the studies have drawn the following conclusions.

Firstly, the historical diffusion and the current world lingua franca status of English in the situation of world globalization cause English language contact with certain local languages and its local social context. This contact leads to English localization inevitably. As a consequence in non-native English countries, different English varieties have started to appear and become lingual proofs of English localization. The nation of China has a continuous oriental history and the system of Chinese language is totally different from that of Western languages including English. The localization of English in China is certain to develop with obvious features influenced by Chinese language and social context. Historically and currently there are various terms of Chinese localized English such as Chinese Pidgin English, Chinese politicized English, New pidgin, Internet Chinese English, etc. This kind of localized English with Chinese features is used in the context of China or related to Chinese social context. These conventions are forming a pragmatic norm of Chinese English with showing Chinese identity in intercultural communication around the world.

Secondly, the premise of English localization is the important status in a certain country. The importance includes the necessity of the promoted English policy, the positive attitude towards English and English study, the more frequent use in inter-and intra-cultural communication. As many other countries around the world, China is implementing the three mentioned above. The context of China, Asian and the world determines the necessity of the promoted English policy in China. English means a social advance and personal development for China and Chinese people. In the background of the world globalization, the reform of English education and the development of English training schools are accelerating Chinese people to use more

English with positive attitude. English has become a semi-official language in China. These social factors are encouraging the process of English localization in China. Thirdly, the localization of English caused by English language contact with a certain local language in a certain social context is inevitable to arouse the problem of English norm or standard because of the conflict between the existence and the non-acceptance of a certain localized English variety. The core solution to this problem is to analyze the norm orientation in different perspectives and to explore the ways to the acceptance of the localized English. Chinese English norm orientation includes three perspectives. It has the pragmatic norm with representation of the features; the code norm in pedagogical application and in people's conceptions is exonormative English, British and American English; and the acceptance of the pragmatic norm of Chinese English is in its formation. The acceptance of Chinese English needs linguistic convergence, functional increase, and language ideological self awareness.

Based on the mentioned three conclusions, a suggested model of the development of Chinese English is being presented now. In the development of Chinese English from the acceptance to the existence of the English variety to an accepted English norm, there are some obstacles to hinder its acceptance. The historical evolution of English models has established a base for applying the mixture of British and American English as the norm of Chinese English; the exonormative English is still applied as the pedagogical norm; the "oughtness norm" of English in Chinese people's conceptions is to some degree the perfect British English or American English, the latter is much preferred. But with the development of Chinese English, the promoting factors have occupied a more important position. The linguistic convergence of English and Chinese is promoting the development of the pragmatic norm; the functional increase could provide more English communication and more consideration into using English in the context of China; the language ideological self awareness is changing the situation of "learning the imported English" to that of "using my English". All the promoting factors are playing more important role in the acceptance of Chinese English with the development of China and the extension of

world globalization.

All the conclusions above are drawn with the case study of China and Chinese English development. There must be some uniqueness because of China's continuous history, different oriental sociocultural elements, different language system, etc. But meanwhile, China has many universal factors the same as other non-native English countries as the conclusions mentioned in this study. It is expected for the findings in this research to enrich the study of world Englishes especially the development and acceptance of the localized English in non-native English countries.

7.3 Limitations and further study

With the exploration and the conclusions presented above, this study has some limitations and more research could be done to further this study.

Firstly, more corpus study needs to be done in showing the features and the practice of the pragmatic norm of Chinese English. There has been corpus studies on error analysis of the "learners' English" of Chinese with prescriptive method. More corpus description could present features objectively and make the demonstration more convincing.

Secondly, Speech sound of Chinese English needs to be added in the questionnaires of the empirical study when possible. Speech English plays an important part in judging a dialect or analyzing the phonological features. In the investigation of the acceptance of Chinese English, the phonological level is the least acceptance among others. The response would become more efficient with the real sound.

Thirdly, the subjects of the empirical study are within two places of China. One is the capital Beijing and the other is the remote place Hulunbeir. More subjects need to be investigated when possible because the results of the survey would have a higher validity. Further more, the subjects are only within the educational system. Most of them have no experiences of living or study abroad. But the response of the subjects with international experiences would reflect stronger in lingual ideology of self awareness.

Last but not least, this research is one of the explorations into Chinese English norm based on the historical, social, and linguistic profile. More related studies are expected for more findings on the development of localized English, which is very significant for the continued development of linguistic theories regarding world Englishes.

References

- Acar, Ahmet. (2006). Models, Norms and Goals for English as an International Language Pedagogy and Task Based Language Teaching and Learning. *Asian EFL Journal* volume 8. Issue 3
- Adamson, Bob (2002) Barbarian as a foreign language: English in China's Schools. *World Englishes*, Vol 21 No 2, pp231-43.
- Andeasson, Anne-Marie (1994) Norm as a pedagogical paradigm in *World Englishes*. Vol. 13. pp. 395-409.
- Andersson, Petter (2007) *Language attitudes in the People's Republic of China's leading English-language newspaper, China Daily* Degree thesis of Stockholm University
- Andreasson, A-M. (1994) 'Norm as a pedagogical paradigm', *World Englishes* 13/3: 395-409
- Bamgbose, Ayo (1987) Language norms. In *Proceedings of the International Congress of Linguists. Berlin/GDR, August 10-August 15, 1987*. Edited by Werner Bahner, Joachim Schildt, and Dieter Viehweger. Berlin: Akademie-Verlag. pp. 105-113.
- Bamgbose, Ayo (1998). Torn between the norms: innovations in world Englishes. *World Englishes*, 17(1), 1-14.
- Beal, Joan C. (2004) *English in Modern Times: 1700 - 1945* London: Arnold.
- Berns, Magie (2005) Expanding on the expanding circle: where do WE go from here? *World Englishes* Volume 24, pp. 85-93
- Bliss, Alan J. (1966) *A Dictionary of Foreign Words and Phrases in Current English*. New York: Dutton.
- Blommaert, Jan (1999) *Language Ideological Debates* (ed.) Berlin: Mouton Degruyter
- Bolton, Kingsley (2000). The sociolinguistics of Hong Kong and the space for Hong Kong English. *World Englishes*, 19 (3), 256-86.

- Bolton, Kingsley (2002) Chinese Englishes: from Canton jargon to global English. *World Englishes*, Vol 21, No 2, pp. 181-99.
- Bolton, Kingsley (2003) *Chinese Englishes: A Sociolinguistic History*. Cambridge: Cambridge University Press.
- Bolton, Kingsley (2005). Where WE stands: approaches, issues, and debated in world Englishes. *World Englishes*, Vol.24, No 1, pp. 69-83.
- Brown, H, D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Beijing: Foreign Language Teaching and Research Press.
- Brumfit, C. J. (1977) The English Language, ideology and international communication: some issues arising out of English teaching for Chinese students. *English Language Teaching Documents*, pp. 15-24. London: British Council. In Cheng, Chin-Chuan (1982) Chinese Varieties of English. In *The Other Tongue. English across Cultures*. Edited by Kachru, Braj B. Urbana: University of Illinois Press.
- Burchfield, Robert W. (1985). *The English Language*. Oxford: Oxford University Press.
- Butler, Susan (1997) Corpus of English in Southeast Asia: Implications for a regional dictionary. In *English is an Asian Language: The Philippine Context*. Edited by M.L.S. Bautista, Manila: The Macquarie Library, pp. 103-24
- Cannon, Garland (1988) Chinese borrowings in English. *American Speech* 63, 3-33.
- Cannon, P.S. (1936). The 'Pidgin English' of the China Coast. *Journal of the Army Educational Corps* 13: 137-40
- Cao, Lijuan (2000) Zhongguo yingyu chutan (The first exploration into China English). *Xibei Qinggongye Xueyuan Xuebao* (Journal of Northwest Institute of Light Industry) 18, 120-23.
- Chen, Shan & Song, Zeyou (2007) A report on the bilingual teaching plan and practice of a middle school of Shanghai in *Journal of Consumers* 2007.3 p 128-129
- Cheng, Chin-Chuan (1982) Chinese Varieties of English. In *The Other Tongue. English across Cultures*. Edited by Kachru, Braj B. Urbana: University of

- Illinois Press.
- China education yearbook (2008) People Education Press
- Coates, Austin F.H. (1978). *A Macao Narrative*. Hong Kong: Heinemann.
- College English Curriculum Requirements* Beijing. Higher education Press
- Connor, U. (1996) *Contrastive rhetoric: Cross-cultural aspects of second-language writing*. Shanghai: Shanghai Foreign Language Education Press.
- Cowan, J. Ronayn; Light, Richard L.; Mathews, B. Ellen; and Tucker, G. Richard. (1979) English teaching in China: a recent survey. *TESOL Quarterly* 13(4): 465-82.
- Crystal, D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.
- Crystal, David (1992). *Encyclopedic Dictionary of Language and Languages*. Oxford: Blackwell.
- Crystal, David (2001). *A dictionary of language*. 2nd ed. Chicago: University of Chicago Press.
- Crystal, David (2003a). *The Cambridge encyclopedia of the English Language*. 2nd ed. New York: Cambridge University Press.
- Crystal, David (2003b). *English as a global language*. 2nd ed. Cambridge: Cambridge University Press.
- Crystal, David (2004) *The Stories of English*, London: Allen Lane
- Crystal, David (2008) Two thousand million? *English Today* 24, 3-6.
- Crystal, David. (1980). *A first dictionary of linguistics and phonetics*. Boulder, CO: Westview.
- Da Silva, Beatriz (1998). *Cronologia de his toria de Macau:seculo XIX*. Macau: Fundacao Macau.
- Deng, Peng (1997) *Private Education in Modern China*. London: Praeger.
- Deng, Xiaoping (1979) *Analects of Deng Xiaoping Vol 3*
- Deng, Yanchang & Liu, Runqing (1989) *Yuyan yu wenhua* (language and culture) Beijing: Foreign Language Teaching and Research Press.
- Deterding, David (2006) *The pronunciation of English by speakers from China*.

English World-Wide 27, 175-98.

Deterding, David H. (2000) Potential influences of Chinese on the written English of Singapore. In *English in South East Asia: Proceedings of the 4th English in South East Asia Conference*. Edited by Adam Brown. Singapore: National Institute of Education, pp. 201-9.

Dillon, M. (ed.). (1998). *China: A cultural and historical dictionary*. Richmond, Surrey: Curzon Press.

Dinkman J. (2000) *On Chinglish Zhongshi yingyu zhijian* Beijing: Foreign Language Teaching and Research Press

Downs, Jacques M. (1997). *The Golden Ghetto: the American Commercial Community at Canton and the Shaping of American China Policy, 1784-1844*. Bethlehem: Lehigh University Press.

Du, Ruiqing and Jiang, Yajun (2001) Jin ershi nian 'zhongguo yingyu' yanjiu shuping (The general review of the research on 'China English' in the last twenty years). *Waiyu Jiaoxue Yu Yanjiu* (Foreign Language Teaching and Research) 1. 73-8.

Du, Zhengming (1998) Problems of China English and Others *Foreign Language Teaching* Vol.3 1998

Durkin, Philip. *History of English Five Events that Shaped the History of English*
<http://www.askoxford.com/worldofwords/history/?view=uk>

English and Multiculturalism--from the Language User's Perspective.Preview By: Tanaka, Shigenori. *RELC Journal*, Apr2006, Vol. 37 Issue 1, p47-66, 20p

Evan, Stephen (1998) The Morrison Education Society School and the Beginning of Anglo-Chinese Education in Hong Kong in *HKJAL* vol.3, No 1, June 1998 pp 17-40

Faerch, C, and Kasper (1983) *Strategies in Interlanguage Communication* London: Longman.

Fairbank, John King (1986) *The Great Chinese Revolution: 1800-1985*. New York: Harper & Row, Publishers.

Fei, Xiaotong (1997) Reflection Conversation Cultural Consciousness in *Journal of*

Peking University No. 3

- Fong, Emily Tsz Yan (2009) English in China: some thoughts after the Beijing Olympics *English Today* Vol 25: 44-49
- Frank, Andre G. (1998). *Reorient: Global Economy in the Asian Age*. California: University of California Press.
- Gao, Yongchen (2003) Cultural awareness in intercultural communication context in *Academic Journal of Suzhou University* No. 4
- Goerlach, M. (1984). A selected bibliography of English as a world language (1965-1983). In W. Viereck, E. V. Schneider & M. Goerlach, *A bibliography of writings on varieties of English, 1965-1983* (pp. 225-319). Amsterdam: John Benjamins.
- Goerlach, M. (1993). Writings on Englishes in the rest of the world. In B. Glaser, E. V. Schneider & M. Goerlach, *A new bibliography of writings on varieties of English, 1984-1992/93* (pp. 125-180). Amsterdam: John Benjamins.
- Gramley, Stephan and Paetzold, Michael (2004) *A Survey of Modern English*, 2nd ed. Electronic resource. New York: Taylor & Francis.
- Green, Owen M. (1934) Pidgin English. *Fortnightly*, 142, 331-9. In Bolton, Kingsley (2004) *Chinese Englishes: A Sociolinguistic History* Cambridge: Cambridge University Press
- Guo, Suihong (2003) *A study of China English and its implications for EIT in China* Master thesis of Southwest China Normal University
- Hall, Robert A. (1944) Chinese pidgin English grammar and texts. *Journal of the American Oriental Society*. 64. 95-113.
- Halliday, Michael A.K. (2003) Written language, standard language, global language in *World Englishes* vol 22. No. 4. pp.405-418.
- Hao Kexian (2008) From Nalai to Songqu *New Academic* 2008-02-037 pp 146-149
- Hao, Yen-p'ing (1970). *The Comprador in Nineteenth Century China: Bridge between East and West*. Cambridge, Mass.: Harvard University Press.
- Harvard - Yenching Institute (2005). *Confucian Convention and Enlightening State of Mind* Nanjing: Jiangsu Education Press

- Haugen, E. (1972): *The Ecology of Language*. Stanford, California: Stanford University Press.
- Hayhoe, R. (1991). The educational achievements of the People's Republic. In B. Hook and D. Twitchett (eds.), *The Cambridge encyclopedia of China* (pp. 117-119). Cambridge: Cambridge University Press.
- He, Deyuan & Li, David C.S (2009) Language attitudes and linguistic features in the 'China English' debate. In *World English* Vol. 28, No 1, pp 70-89
- Heath, Shirley Brice (1976). A national language academy? Debate in the new nation *International Journal of Sociology of Language* 11: 9-43
- Heath, Shirley Brice (1982) American English: Quest for a Model in Kachru (eds.) *The Other Tongue: English Across Cultures* Pergamon Press
- Hinds, J. (1987) Reader versus writer responsibility: A new typology. In T. Silva & P.K. Matsuda (Eds.) *Landmark essays on ESL writing* (pp. 63-74). New Jersey: Lawrence Erlbaum.
- Hoey, Michael (ed.) (1983) *On the Surface of Discourse*. London: Allen and Unwin.
- Hsu, Immanuel C. Y. (1990) *The Rise of Modern China*. Oxford: Oxford University Press.
- Hu, Jin (2007) *Modern China's English Education Environment* Changsha: Hunan People Press
- Hu, Zhuanglin (2002). *An Introduction to Linguistics* Beijing: Beijing University Press.
- Hung, Tony T. N. (2005) Phonological features of 'New Englishes'. Paper presented at the 1st International Conference on the Linguistics of Contemporary English, Edinburgh.
- Hung, Tony T. N. (2007) Hong Kong English in Nakano, Michiko (ed.) *World Englishes and Miscommunications* pp. 71-90 Tokyo: Waseda University International
- Hung, Tony T.N. (2007) English as a global language: the teaching of pronunciation in *World Englishes and Miscommunications* Tokyo: Waseda University International Co., Ltd.

- Hymes, D. (1972) 'On communicative competence' – in Pride, J. and Holmes, J. (Eds.) *Sociolinguistics*. Harmondsworth: Penguin
- Hymes, D. (1972). 'Models of the interaction of language and social life'. In: Gumperz, J.J. and Hymes, D. *Directions in Sociolinguistics*. Holt Rinehart & Winston. New York. pp. 35-71.
- Irvine, J. (1989). When talk isn't cheap: language and political economy. *American Ethnologist* 16(2):248-67.
- Jenkins, J. (2000). *The phonology of English as an international language*. Oxford: Oxford University Press.
- Jenkins, Jennifer (2005) *World Englishes* London: Routledge.
- Jenkins, Jennifer. (1998). Which pronunciation norms and models for English as an international language? *ELT journal*, 52(2), 119-126.
- Jenkins, Jennifer. (2003). *World Englishes*. London: Routledge
- Jenkins, Jennifer. (2006) *World Englishes: a resource book for students*. New York: Routledge
- Jenkins, Jennifer. (2006) *World Englishes: a resource book for students*. New York: Routledge.
- Jia, Guanjie and Xiang, Mingyou (1997) Wei zhongguo yingyu yi bian (In defense of Chinese English). *Waiyu Yu Waiyu Jiaoxue* (Foreign Languages and Foreign Language Teaching) 5, 11-12.
- Jia, Guanjie, and Xiang, Mingyou (1997) Wei zhongguo yingyu yi bian (In defense of Chinese English). *Waiyu Yu Waiyu Jiaoxue* (Foreign Languages and Foreign Languages Teaching) 5, 11-12.
- Jiang Yajun (2008). *World Englishes: A Metadisciplinary Perspective* Beijing: China Social Science Press.
- Jiang, Yajun (1995) Chinglish and China English. *English Today* 11, 51-23.
- Jiang, Yajun (1995) Literature review on World Englishes in late 20 years jin ershinian world Englishes yanjiu shupin in *Foreign Language Teaching and Research* vol 3 pp. 13-19.
- Jiang, Yajun (2002). China English: issues, studies and features. *Asian Englishes* 5,

4-23.

- Jiang, Yajun (2003). English as a Chinese language. *English Today*, 74, 3-8.
- Jiang, Yajun, and Du, Ruiqing (2003) Youguan 'zhongguo yingyu' de wenti (Issues on 'China English'). *Waiyu Jiaoxue* (Foreign Language Education) 24, 27-35.
- Jin Huikang (2004) *China English zhongguo yingyu* Beijing: Foreign Language Teaching and Research Press.
- Judge, Anne (2007). *Linguistic Policies and the Survival of Regional Languages in France and Britain*. New York: Palgrave Macmillan.
- Kachru, B. (1980) "The new Englishes and old lexicons". In Ladislav Zgusta (ed.), *Theory and Method in Lexicography* Columbia, S. C: Hornbeam.
- Kachru, B. B. (1977). The new Englishes and old models in *English Language Forum* (July) 29-35.
- Kachru, B. B. (1991). 'Liberation linguistics and the Quirk concern' *English Today* (25), Vol 7: 3-13
- Kachru, B.B. (1983). *The Indianization of English: The English Language in India*. New Delhi: Oxford University Press.
- Kachru, B.B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk and H. Widdowson (Eds.), *English in the world: Teaching and learning the language and literatures* (pp. 11-30). Cambridge: Cambridge University Press.
- Kachru, B.B. (1992a). Models for non-native Englishes. In B.B. Kachru (Ed.), *The Other Tongue: English Across Cultures* (2nd ed.) (pp. 48-74). Urbana: University of Illinois Press.
- Kachru, B.B. (1992b). Teaching world Englishes. In B.B. Kachru (Ed.), *The Other Tongue: English Across Cultures* (2nd ed.) (pp. 355-365). Urbana: University of Illinois Press.
- Kachru, Braj (1997). World Englishes and English-using communities. *Annal Review of Applied Linguistics* 17: 66-87.
- Kachru, Braj B (2005) *Asian Englishes Beyond the Canon* Hong Kong University Press

- Kachru, Braj B. & Smith, Larry E. (1985). Editorial. *World Englishes* 4: 209-12.
- Kachru, Braj B. (2005) *Asian Englishes Beyond the Canon* Hong Kong: Hong Kong University Press
- Kachru, Y. (1993) 'Interlanguage and language acquisition research', review of L. Selinker, *Rediscovering Interlanguage*. *World Englishes* 12/1:265-68.
- Kachru, Yamuna & Nelson, Cecil L. (2006). *World Englishes in Asian contexts*. Hong Kong: Hong Kong University Press.
- Kachru, Yamuna & Smith, Larry E. (2008). *Cultures, Contexts, and World Englishes*. New York: Routledge.
- Kaplan, R. B. (1966). Cultural thought patterns in intercultural education. *Language Learning*, 16, 1-20.
- Keenan, Barry (1977) *The Dewey Experiment in China: Educational Reform and Political Power in the Early Republic*. Cambridge, Mass: Harvard University Press.
- Kirkpatrick, Andy & Xu, Zhichang (2002). *Chinese Pragmatic norms and 'China English'*. *World Englishes*. Vol 21. No. 2. pp269-279.
- Kirkpatrick, Andy (2007) *World Englishes* Cambridge: Cambridge University Press
- Kovecses, Zoltan (2000) *American English: an introduction* Canada: Broadviewpress.
- Lam, Agnes S. L. (2005) *Language Education in China*. Hong Kong: Hong Kong University Press.
- Lehmann, Winfred P., et al. (1975) *Language and Linguistics in the People's Republic of China*. Austin: University of Texas Press.
- Leitner, Gerhard (1992) English as a pluricentric language. In *Pluricentric Languages: Differing Norms in Different Nations* Edited by Clyne, Michael Berlin: Mouton de Gruyter.
- Leitner, Gerhard (2004) *Australia's Many Voices: Australian English---The National Language*. Berlin: Mouton de Gruyter.
- Li Chuansong & Xu Baofa (2006) *A History of Modern Foreign Language Education in China* Shanghai Shanghai Foreign Language Education Press.
- Li Wenzhong (1993). *Zhongguo yingyu he zhongshi yingyu* (China English and

- Chinglish). *Waiyu Jiaoxue yu Yanjiu* (Foreign Language Teaching and Research), 96 (4), 18-24.
- Li, L. (2000) Email: A challenge to standard English. *English Today*, 64, 16-29.
- Li, Shaohua & Wang, Wanping (2002) Zhongguo yingyu he zhongguo yingyu jiaoxue (China English and English Teaching in China). *Guangdong Waiyu Waimao Daxue Xuebao* (Journal of Guangdong University of Foreign Studies) 2, 33-7.
- Li, Xiaohua & Qu, Kaiyue (2004) Development and its influencing elements of middle school English teaching of China *Teaching and Administration* February 2004 p 35-38.
- Li, Yamin (2007) A Study of Chinglish in News English Translation. MA Dissertation of Foreign Language Department China University of Geosciences.
- Liu, Daoyi (1986) *Present State and Perspectives* http://bbs.pep.com.cn/blog/index.php/289231/action_viewspace_itemid_2288.html
- Liu, Daoyi (1995) English language teaching in schools in China. Paper presented to the International language in Education Conference, The University of Hong Kong, December 13-15.
- Liu, Daoyi (1995) English language teaching in schools in China. Paper presented to the International Language in Education Conference, The University of Hong Kong, December 13-15.
- Liu, Daoyi (2008) School textbooks in 30 years since the policy of reform and open in *English Teachers* No. 10 Tianjin Education Press
- Lu, Guoqiang (ed.) (1983) *Modern English Lexicology*. Shanghai: Shanghai Foreign Language Education Press.
- Lu, Xuejing (2009) *On the Objective Existence and Significance of China English lun zhongguo yingyu de keguan cunzai ji yiyi* Master thesis of Heilongjiang University
- McArthur, T. (2002). Editor's note to 'Reading, writing, listening, and thinking in English.' *English today*, 70, 46.
- McArthur, Tom (1992). *The Oxford Companion to the English Language*. Oxford:

Oxford University Press.

McArthur, Tom (1998). *The English Languages*. Cambridge: Cambridge University Press.

McArthur, Tom (2003) English as an Asian language. *English Today*, 19 (2), 19-22.

McKay, S. L. (2003). Toward an appropriate EIL pedagogy: Re-examining common ELT assumptions. *International Journal of Applied Linguistics*, 13(1), 1-22.

Miles, Matthew B. & Huberman. A. Michael (1994) *Qualitative Data Analysis* London: SAGE Publications

Millward, Celia M. (1996). *A Biography of the English Language*. Fort Worth: Harcourt Brace College Publishers.

Milroy, James and Milroy, Lesley (1992) *Authority in language: investigating language prescription and standardization* New York: Routledge.

Morrison, John R. (1834) A glossary of words and phrases peculiar to the jargon spoken at Canton. In *A Chinese Commercial Guide Consisting of a Collection of Details Respecting Foreign Trade in China*. Edited by John R. Morrison. Canton: Albion Press.

Nelson, C. L. (1992). My language, your culture: Whose communicative competence. In B.B. Kachru (Ed.), *The Other Tongue: English Across Cultures* (2nd ed.) (pp. 327-339). Urbana: University of Illinois Press.

Nettle, Daniel (1999) *Linguistic Diversity*. Oxford: Oxford University Press.

Nettle, Daniel and Suzanne Romaine (2000) *Vanishing Voices: The Extinction of the World's Languages*. Oxford: Oxford University Press.

Nevious, John L. (1872). *China and the Chinese*. New York: Harper & Brothers.

Nicolson, H. (1955) 'The British Council 1934-1955' in *Report on the Work of the British Council 1934-1955*. London: The British Council:4-30

Niu, Daosheng (2008) *English and China*. Beijing: China Social and Scientific Press.

O'Sullivan, Dan (1984). *The Age of Discovery 1400-1500*. London: T.Becket and P. A. Dehondt.

Online references:

Pan, Zhangxian (2005) *Linguistic and cultural identities in Chinese varieties of*

- English Beijing*: Peking University Press.
- Pandharipande, R. (1987). On nativization of English. *World Englishes*, 6 (2), 149-158.
- Park, Jin-Kyu (2009) English fever in South Korea: its history and symptoms in *English Today* volume 25, Issue 01 pp 50-57
- Phillipson, Robert (1992) *Linguistic Imperialism* Oxford: Oxford University Press
- Phillipson, Robert (1992) *Linguistic Imperialism*. Oxford: Oxford University Press
- Phillipson, Robert (ed.) (2000) *Rights to Language. Equity, Power, and Education: Celebrating the 60th Birthday of Tove Skutnabb-Kangas*. London: Lawrence Erlbaum.
- Pinkham, Joan (2000) *The Translator's Guide to Chinglish*. Beijing: Foreign Language Teaching and Research Press.
- Platt, J., H. Weber & H. W. Lian. (1984) *The New Englishes*. London: Routledge.
- Pride, J. (1982) "International communication and the concept of nuclear English". In L. E. Smith (ed.) *English for Cross-Cultural Communication*. New York: St. Martin's Press.
- Pride, J.B & Liu Ru-Shan. (1988) Some aspects of the spread of English in China since 1949 in *International Journal of the Sociology of Language*. 74: 41-70.
- Quirk, R. (1981) International communication and the concept of unclear English In L.E. Smith (ed.) *English for Cross-Cultural Communication*. New York: St. Martin's Press.
- Quirk, R. (1987) The question of standards in the international use of English in P. H. Lowenberg (ed.) *Language Spread and Language Policy: Issues, Implications and Case Studies*. Washington D.C: Georgetown University Press.
- Quirk, R. (1990). 'Language varieties and standard language' *English Today* Vol 21. January Cambridge University Press. 3-10.
- Quirk, Randolph and Widdowson, Henry G. (eds) (1985) *English in the World: Teaching and Learning the Language and Literatures*. Cambridge: Cambridge University Press.
- Quirk, Randolph, Jan Svartvik, Geoffrey Leech, and Sydney Greenbaum. (1985). A

- Comprehensive Grammar of the English Language*. London: Longman.
- Qun, Yi and Li, Qingting (1991) *Waiyu Jiaoyu Fazhan zhanlue Yanjiu* (Research into foreign language education development strategies). Sichuan: Sichuan Education Press.
- Richards, J, Platt, John and Platt, Heidi (2000) *Longman Dictionary of Language Teaching & Applied Linguistics* Beijing Foreign Language and Research Press
- Richards, Jack C, Platt, John and Platt, Heidi (1992) *Longman Dictionary of Language Teaching & Applied Linguistics* Longman Group UK
- Rozman, Gilbert (1981) *The Modernization of China*. New York: The Free Press.
- Rubin, Joan (1977) *Language Planning Processes* Berlin: Walter de Gruyter.
- Russ, Charles V.J. (1983) The Geographical and social variation of English in England and Wales in *English as a world language* edited by Bailey, Richard W. and Goerlach, Manfred. The University of Michigan Press. (Cda 20408)
- Saussure, Ferdinand de (1917) *Cours de Linguistique Generale*. Paris: Payot.
- Schell, Martin (2008) Colinguals among bilinguals *World Englishes* Vol. 27, No. 1, pp. 117-130
- Schmied, Josef (1991) *English in Africa: An Introduction*. Burnt Mill: Longman.
- Schreier, Daniel. (2009) Assessing the status of lesser-known varieties of English *English Today* 97vol. 25, No. 1 pp19-24
- Scollon, Ron & Scollon, Suzanne (1991) Topic confusion in English-Asian discourse. *World Englishes* 10, 113-21.
- Scovel, T. (1995). English teaching in China. Unpublished report for the United States Information Agency.
- Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 11(2), 133-58.
- Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. *Annual Review of Applied Linguistics*, 24, 209-239.
- Selinker, L. (1972) 'Interlanguage', *International Review of Applied Linguistics* 10: 209-31
- Shaw, Wilkinson J. (1897). Canton English. *The New Review* 16: 548-55.

- Skutnabb-Kangas, Tove (2000) *Linguistic Genocide in Education: Or the Worldwide Diversity and Human Rights?* Mahwah (NJ) – London: Erlbaum.
- Smith, L. E. (Ed.) (1983) *Readings in English as an international language* Oxford: Pergamum Press
- Smith, L. (Ed.) (1981) *English for cross-cultural communication* London: Macmillan
- Smovar, Larry A. & Porter, Richard E. (2004) *Communication Between Cultures*, 5th edn. Belmont, CA: Thomson/Wadsworth.
- Sridhar, K. and Sridhar, S (1992) ‘Bridging the paradigm gap: second-language acquisition theory and indigenized varieties of English’, in B. Kachru (ed.) 1992
- Stevick, E. (1976) *Memory, Meaning, and Method* Rowley, MA Newbury House.
- Strang, B. (1970). *A History of English* London: Methuen.
- Stevens, P. (1980) “World English and the world’s Englishes”. *Journal of the Royal Society of Arts*. 120.
- Stevens, P. (1982). World English and the world’s Englishes in *Journal of the Royal Society of Arts*. 120.
- Stevens, P. (1992). English as an international language: directions in the 1990s. In B. B. Kachru, (Ed.), *The other tongue: English across cultures* (2nd ed.) (pp.27-47). Urbana: University of Illinois Press.
- Stevens, Peter (1972) *British and American English* London: Collier-Macmillan Publishers
- Sun, Taiqun & Huang, Yuangzhen (2009) On China English and approach to localization of English teaching in *Journal of Changsha University* May Vol 23 No. 3.
- Swann Joan, Deumert Ana, Lillis Theresa and Mesthrie Rajend. (2004) *A Dictionary of Sociolinguistics* Edinburgh: Edinburgh University Press
- Tanaka, Shigenori. (2006). English and Multiculturalism--from the Language User's Perspective in *RELC Journal*, Vol. 37 Issue 1, p47-66
- Tanaka, Shigenori. English and Multiculturalism—from the Language User’s Perspective. *RELC Journal*, Apr2006, Vol. 37 Issue 1, p47-66

- Tang, Lixing (1983) *TEFL in China: Methods and Techniques*. Shanghai: Shanghai Foreign Languages Press.
- Temple, Richard C. (ed.) (1919). *The travels of Peter Mundy, in Europe and Asia, 1680-1667*, vol. III, 1. Cambridge: Hakluyt Society.
- Teng, S. & Fairbank, J.K. (1979) *China's Response to the West: a documentary survey 1839-1923*. Massachusetts: Harvard University Press
- Tian Jinping (2006). *An Introduction to English Subject Educology*. Beijing: China Science and Technology Press.
- Todd, L. (1984). *Modern Englishes: Pidgins and Creoles*. Oxford: Basil Blackwell.
- Tongue, R. K. (1974). *The English of Singapore and Malaysia*. Singapore: Eastern Universities Press.
- Trudgill, Peter & Hannah, Jean (2000) *International English* Beijing: Foreign Language Teaching and Research Press
- Tu, Xiuqing (2002) *A Comprehensive Study of China English*. Master Thesis of Fujian Normal University.
- Wade, Geoff (2001). *The Portuguese as represented in some Chinese sources of the Ming dynasty*.
- Wang Rongpei (1991). *Zhongguoyingyu shi keguan cunzai (China English is an objective reality)*. In Wang Rongpei, *Yingyu cihuixue yanjiu (Studies in English lexicography)* (pp. 90-103). Shanghai: Shanghai Foreign Language Education Press.
- Wang, Fuzhen & Zhou, Huawen (2008) *Chinglish often spoken by Chinese people* Zhengzhou: Henan University Press
- Wang, Labao (2004) *When English becomes big business* in *English and globalization* edited by Kwok-kan Tam Timothy Weiss pp 149-167
- Wang, Li. (1955) *Zhongguo Yufa Lilun (Theory of Chinese grammar)*. Beijing: Zhonghua Shuju.
- Wang, Moxi & Li, Jin (1993) *Zhongguo xuesheng yingyu yupian siwei moshi diaocha (Investigation of the discourse model of Chinese English learners)*. *Waiyu Jiaoxue Yu Yanjiu (Foreign languages Teaching and Research)* 4, 59-64.

- Wang, Rongpei (1991) Zhongguo Yingyu shi keguan cunzai (China English is an objective reality). In R-P.I Wang, *Yingyu cihuixue yanjiu* (Studies in English lexicography) (pp. 90-103). Shanghai: Shanghai Foreign Language Education Press.
- Wang, Wenfeng & Gao, Xuesong (2008) English language education in China: a review of selected research in *Journal of Multilingual and Multicultural Development* pp. 380-399
- Watson, Burton (1967) *Basic writings of MoTzu, Hsun Tzu, and Han FeiTzu*. New York: Columbia University Press.
- Wei, Yun and Fei, Jia (2003) Using English in China. *English Today* 19, 42-7.
- Weinreich, Nedra Kline (1996) Integrating Quantitative and Qualitative Methods in Social Marketing Research in the Winter 1996 issue of the *Social Marketing Quarterly*. <http://www.social-marketing.com/research.html>
- Whinnom, Keith (1971) Linguistic hybridization and the special case of pidgins and creoles. In *Pidginization and Creolization of Languages*. Edited by Dell Hymes. Cambridge: Cambridge University Press, pp.91-115.
- Wierzbicka, Anna (2006). *English: Meaning and Culture*. Oxford: Oxford University Press.
- Wolf, Hans Georg & Polzenhagen, Frank (2009) *World Englishes: a cognitive sociolinguistic approach* Berlin: Walter de Gruyter.
- Wolf, Hans-Georg (2001) *English in Cameroon*. Berlin: Mouton de Gruyter.
- Xiao Hua (2009) *On China English and its Study Perspective Zhugou yingyu jiqi yanjiu qianjing tanxin* Master thesis of Shanghai International Studies University
- Xiong, Xueliang (2007) Chinese English in Nakano, Michiko (ed.) *World Englishes and Miscommunications* pp. 141-166 Tokyo: Waseda University International
- Yang, Huizhong (2001) *Towards Improving Marker Reliability*. Seminar presented at the University of Hong Kong, 24 May 2001.
- Yang, Jian (2009) Chinese borrowings in English. *World Englishes*, Vol 28, No 1, pp. 90-106.

- Yang, Narong & Yan, Hong (2002) Zhongguo yingyu de biao xian cengmian ji tezheng (Aspects and features of China English). *Xiandai Waiyu* (Modern Foreign Languages) 1, 39-42.
- Yano, Y. (2000). World Englishes in 2000 and beyond. *World Englishes*, 20(2), 119-131.
- You, Xiaoye (2010) *Writing in the devil's tongue: a history of English composition in China* Carbondale: Southern Illinois University Press
- Zhang, Ailing (1997) China English and Chinese English *English Today* Vol 52 No. 4 pp. 39-41.
- Zhang, Hang (2002) Bilingual creativity in Chinese English: Ha Jin's In the pond. *World Englishes*, 21 (2), 305-15.
- Zhao, Hui (2006) On Bilingualism shuangyu zongheng tan Tianjin Education Press
- Zhao, Y. & Campbell, K. P. (1995). English in China. *World Englishes*, 4(3): 391-404.
- Zheng, Yongnian & Joseph Fewsmith (2008) *China's Opening Society*. New York: Routledge.
- Zhou, Zhipei & Feng, Wenchi (1987) The two faces of English in China: Englishization of Chinese and nativization of English. *World Englishes* 6.
- Zhu, Luzi & Yang, Aixiang (2004) Crazy English Changsha: Hunan People's Press.
- Zhu, Shuyang. (1978) Luetan waiyu jiaoxue de yixie jingyan he gaijin yijian (Discussion on foreign language teaching experience and ideas for improvements). *Waiyu Jiaoxue Yu Yanjiu* (Foreign Language Teaching and Study) 2: 16-22.
- Zuo, Xiulan. (2005). Language planning with respect to English into China. *Terminology*, 11 (2), 283-292

References from the official websites:

<http://www.ep-china.net/article/economic/2004/03/20040320134502.htm>

<http://www.people.com.cn/GB/paper464/17198/1507653.html>

<http://news.163.com/09/0402/06/55SIQ4RF0001124J.html>

<http://english.peopledaily.com.cn/90001/90781/90879/6241904.html>

<http://yajunjiang.bokee.com/viewdiary.12719525.html>

<http://www.hanban.edu.cn>

<http://yajunjiang.bokee.com/viewdiary.12719525.html>

<http://www.edu.cn/20010101/1246.shtml>

<http://news.163.com/40928/9/11BUPRAC0001124T.html>

<http://www.insun.com.cn/Html/dyfxb/special/media/6207193096658.html>

<http://www.taody.com/iknow/86021123.html>

<http://www.ep-china.net/article/economic/2004/03/20040320134502.htm>

http://baike.baidu.com/view/53025.htm?fr=ala0_1

<http://www.xinzhitang.com.cn/jianqiao/kaoshengtongji.htm>

<http://news.sohu.com/20060507/n243122913.shtml>

<http://www.cein.org.cn/spcb/xiangxi.asp?id=10989>

<http://news.sohu.com/20060507/n243122913.shtml>

<http://news.sohu.com/20060507/n243122913.shtml>

<http://www.people.com.cn/GB/paper464/17198/1507653.html>

http://www.china.com.cn/economic/txt/2008-03/20/content_13178335.htm

<http://money.cnn.com/magazines/fortune/global500/2009/cities/>

Appendix

Transcribed draft of the interview

I. Tian with Professor Mei

Time: 2010-2-27

Tian (T in the following part) interviewed Professor Mei Renyi (M in the following part), from Beijing Foreign Studies University.

T: Professor Mei, I would like to make one clarification before the interview. What we are going to be involved in this interview is to be applied in my PhD study and its safety is to be guaranteed. Let's start it now. As the chief editor, what are the background and the linguistic basis of this textbook?

M: It is based on the following three: first, we considered the English level of the students in my university and also other places of China. With the improvement of English education development in China, the English level of the students had become higher than before, but not in balance. We had to find a balance between them because the English level of the students in my university is much higher than that of those from other places; second, we considered the differences of the times. For example, the first lesson of the old version textbook is *Long Life Chairman Mao*. But it is totally different now. The third, we considered the development of linguistics abroad, which suggested us inspirations and references.

T: Professor Mei, do you think there has been some change and evolution in choosing English from different countries as teaching references and norms in China?

M: There has been some change in choosing English materials as study references. The period of Culture Revolution is an abnormal one so I would not say it here. The earliest textbook since new China was introduced from USSR directly, when I was a student in the time between 1949 and 1955 because we had difficulty in making this by ourselves. Till 1960, a textbook conference was held and the first set of college English textbook of China was edited by Professor Xu Guozhang from our university with the cooperation of Beijing University, and Fudan University. The references of the textbooks should be mainly from Britain in the early time. One reason is probably the influence from USSR, and the other is that English materials are easily got for the relationship between China and the UK then. The materials from America are limited then. Since the Open Door policy, it is unthinkable easy to get materials from America. In addition, the amount of American publication is much as well. As a result, we used more materials from the US. In the perspective of editors, we did not tend to use British English or American English with a distinguished line. However, we tried to have a balance in using the materials. American materials are comparably more. British, Australian, and Canadian materials were included as well. Take Book 5 and 6 for example, roughly one third is from British writers; the rest is from American writers including American-Chinese writers, American-Indian writers, and black writers since 1980s.

T: As for the textbook by Professor Xu Guozhang, you have said there were some quotations by

Chairman Mao. Do you think English in that textbook is closely connected with China's context instead of the world?

M: Yes. They had a principle that English should be idiomatic, but they had to apply to the political environment then and this features reflected strongly in the exercises part. As for the selection of the texts, it was comparably wide, but it was still in the limit of the political atmosphere.

T: As for the transcription of English pronunciation, what is your consideration in the option of British Received Pronunciation, General American English, or something else?

M: We used IPA. There are transcription in Book 1 and 2, but not in Book 5 and 6.

T: How is it as for spelling and semantic interpretation? Did you have a reference dictionary? If yes, is it Oxford, Longman, Webster, or something else?

M: We used British dictionaries. We needed simple interpretations in the early study period and British dictionaries could do it better than American ones. English education materials are more available. We referenced more from Learners of Oxford. In Book 5 and 6, we used more from Webster New World. We need correct and brief definitions and Webster could do it well.

T: As for grammar and exercises, what is your consideration in the correctness of English, American standard, British standard, or something else? Where are the materials from?

M: It is difficult to set a determined American or British standard for the exercises. We focused on the difficulties of Chinese students in English study. The editors made them according to their teaching experiences.

T: Nowadays some English scholars advocate the nationalization or localization of world English, whilst others promote the purified English with mono-standard. What is your opinion on English variation in localized context with native English standard? How did you balance this in making the textbooks?

M: I don't advocate the localization of English, though I admit some localized English such as *people's commune* has become the member of accepted English. The purpose of English study for Chinese people is to communicate with native English speakers and non-native English speakers but not with Chinese people. As a result, you have to master the features of English language itself. You have to consider the cultural background of the listeners and use the idiomatic English to express what you think. But when you translate government files of China into English, you have to consider Chinese culture and China's standpoint and you can not do much change according to the culture of English language. The perfect aim is to combine the two aspects above. For example, when I speak at television talk show, I could use what I think British or American English to express myself. But when a speaker expresses the standpoint for China's diplomacy ministry, he or she is supposed to use English with some Chinese features.

When China wants to integrate itself into the world, Chinese English must be understood by others. English such as Sichuan English and other localized English does not work in communication. But it is not promoted that all English speakers use Queen's English and that is not possible. We have to find a balance between the two: it needs not to be so perfect, but should be understandable. The final aim is to communicate.

II. Tian with Doctor. Lian

Time: 2010-2-28

Tian (T in the following) interviewed Doctor Lian (L in the following), from Peking University.

T: Doctor Lian, I would like to make one clarification before the interview. What we are going to be involved in this interview is to be applied in my PhD study and its safety is to be guaranteed. Let's start it now.

What English do you think you have learned? Is it British, American, or other English?

L: I think what I have learned is English, which is not British, or American. It is a kind of Standard English instead of English dialects. And the standard tends to be American for most Chinese English learners. For example, we use American English slangs and accents. I had this idea when I studied in senior middle school and university.

T: Do you think English that we Chinese people use has some different features with the influence of Chinese culture and language?

L: Definitely.

T: If yes, do you think these differences would block the communication with others?

L: Mostly not.

T: If the differences block the communication, do you think you will keep them? Whose fault is it?

L: I do not use English with Chinese features on purpose. If the listener can not understand, I will change another way. In my opinion, the reason for that happens is on my side.

T: Do you think it is necessary to study a certain Standard English? Is it probable?

L: It is not necessary, but it's probable if you really want or prefer a standard.

T: Do you have English teachers with strong style of certain English such as British or American?

L: Yes. The majority of my English teachers use American style of English but few of them use British way. Some of them studied in US, but the most important reasons are English they acquire in daily life such as movies, TV series, and entertainment. British English is not in the main trend. That is to say, few Chinese people use British English. If you use British way, others will feel strange and laugh at you.

T: Do you think your English output can be identified as Chinese English sometimes? If yes, is it a praise or a shame for you?

L: It is very probable. There must be some reasons. If my English is identified as Chinese English, I don't think it's a good comment. We should make our English idiomatic. For example, if a foreigner can speak Chinese with Beijing accent, you will think his Chinese is idiomatic. If I could use some words such as slangs in American TV series without any problems, I would think my English is idiomatic.

T: If we adopt that Chinese English has some features, in which levels do you think the features could remain and be accepted? Is it in the level of pronunciation, lexicon, syntax and grammar, or pragmatic? (T explains the four levels with examples respectively)

L: The features of pronunciation do not need to remain. Chinese English in terms of pronunciation can be American style; the features of lexicon could remain in my opinion such as *one country, two systems*; the features of syntax could remain also such as the sentence: *I think it is not cold*; and the features of pragmatic could remain such as *Good morning, Teacher Tian!* But generally

speaking, the so-called features in the level of pronunciation should not be adopted.

Questionnaires

All the interview content is for the purpose of scientific research with good protection for the privacy of interviewees.

Socio-economic and educational information

University where you study/work: _____

Location of your university: _____

Student Teacher

Age: younger than 20 21-25 26-30 31-40 over 41

Sex: Male Female

Years for English study: less than 10 11-15 16-20 21-25 more than 26

Education: high school undergraduate graduate Ph.D

Major: English major Social science other than English Science and technology others

Years for working: 0 (student) 1-3 3-5 5-8 over 8

Academic title: no (student) assistant teacher lecturer associate professor professor

In Job study: no within 1 year 2 years 3 years more than 4 years

Overseas education: no English countries European countries such as Germany and France

Asian countries such as Singapore and India African countries South American countries

Years of overseas study: no within 1 years 2 3 over 4

Questionnaires

1. The dictionary you use most frequently in English study is:
(1) British Longman (2) British Oxford (3) American Webster (4) Australian dictionary (5) English-Chinese dictionary of China (6) others _____
2. You'll select _____ in the dictionary in English study:
(1) British transcription (2) American transcription (3) Australian transcription (4) transcription with the consideration of Chinese people's pronouncing habit (5) others _____
3. You'll select _____ spelling in the dictionary in English study:
(1) British (2) American (3) Australian (4) spelling with consideration of Chinese people's habit (5) others _____
4. You'll select _____ interpretations in the dictionary in English study:
(1) British (2) American (3) Australian (4) with consideration of Chinese people's contexts (5) others _____
5. You've selected and used a way of a word or expression in terms of pronunciation, spelling, interpretation, but you find it doesn't work in real communication. You'll think the reason is from _____:
(1) the dictionary you use (2) your understanding (3) English level of the other side of communication with you (4) the context of the communication (5) others _____
6. In China, teachers are supposed to use and teach an English that is common in _____ in their teaching.
(1) Great Britain (2) US (3) Asian countries (4) China (5) all countries in the world

- (6) others _____
7. In China, students are supposed to learn and use an English that is common in _____.
- (1) Great Britain (2) US (3) Asian countries (4) China (5) all countries in the world
(6) others _____
8. Besides using dictionaries, the best way is to ask for help from _____ when meeting any questions of English usage.
- (1) British people (2) American people (3) English speakers of Asian countries (4) English speakers of China (5) English speakers of world countries (6) others _____
9. The best choice of foreign teachers is English professionals from _____
- (1) UK (2) US (3) European countries (4) Asian countries (5) all countries in the world (6) others _____
10. Which of the following words do you think are Standard English in English teaching?
color, encyclopedia, judgment, meter, apologize, traveled, skillful, check, daydream, elite
colour, encyclopaedia, judgement, metre, apologise, travelled, skilful, cheque, day-dream, élite
11. Which of the following words do you think are Standard English in English teaching?
faucet, line, to call, couch, can, gas, to make a reservation, eggplant, sweater, living room
tap, queue, to ring, sofa, tin, petrol, to book, aubergine, jumper, sitting room
12. Which of the following usages do you think are Standard English in English teaching?
- | | |
|---|---|
| (1) We'll come see you soon. | (2) We'll come to see you soon. |
| (1) Go fix it now. | (2) Go and fix it now. |
| (1) Can I come have a cup of coffee with you? | (2) Can I come and have a cup of coffee with you? |
| (1) I'll help mow the lawn. | (2) I'll help to mow the lawn. |
| (1) Have you got fresh cod? | (2) Do you have any fresh cod? |
| (1) He learned English with interest. | (2) He learnt English with interest. |
| (1) I will tell you later. | (2) I shall tell you later. |
| (1) You don't need to be so rude! | (2) You needn't be so rude! |
| (1) I'll do it Sunday. | (2) I'll do it on Sunday. |
13. When communicating with native English speakers, you are supposed to use the English that is common in _____.
- (1) UK (2) US (3) Asian countries (4) China (5) countries of the world (6) others _____
14. When communicating with non-native English speakers, you are supposed to use the English that is common in _____.
- (1) UK (2) US (3) Asian countries (4) China (5) countries of the world (6) others _____
15. You think the English that you use in the communication of your daily life is an English that is common in _____.
- (1) UK (2) US (3) Asian countries (4) China (5) countries of the world (6) others _____
16. You will say _____ when you greet a friend with English that you have not seen for a long time.
- (1) Long time no see! (2) How are you? (3) How are you doing? (4) How are you going? (5) Others _____

17. You will say _____ when others sneeze.
 (1) Somebody must be talking about you. (2) Somebody must be missing you.
 (3) Bless you. (4) I wish you have good health.
 (5) _____.
18. Which of the following is the most correct sentence to describe the crowded people in sight-seeing spots in Chinese holiday?
 (1) There were too many people there. (2) It was too crowded.
 (3) People mountains, People Sea. (4) others: _____.
19. You'll say _____ when you greet your teacher, Mr. Li.
 (1) Good morning, Teacher Li. (2) Good morning, teacher.
 (3) Good morning, sir./Mr. Li. (4) Good morning, Li sir.
20. You'll say _____ when you want to know the spelling of some word.
 (1) How to spell the word of ...? (2) How could you spell the word of ...?
 (3) What is the spelling of the word of ...? (4) How do you spell it, please?
 (5) others: _____?

The following questions (21-28) are in the form of a 5-point scale. The numbers signify:

1: never; 2: occasionally; 3: regularly; 4: often; 5: very often

The context of the following questions includes English classes.

With foreigners, You communicate in English with foreigners in the form of:

- | | | |
|-----|-----------------------------------|-----------|
| 21. | Face-to-face | 1 2 3 4 5 |
| 22. | email or letters | 1 2 3 4 5 |
| 23. | listening to radio or watching TV | 1 2 3 4 5 |
| 24. | reading materials | 1 2 3 4 5 |

You communicate in English with Chinese English speakers in the form of:

- | | | |
|-----|---|-----------|
| 25. | Face-to-face (such as at class or English corner) | 1 2 3 4 5 |
| 26. | email or letters | 1 2 3 4 5 |
| 27. | listening to radio or watching TV | 1 2 3 4 5 |
| 28. | reading materials | 1 2 3 4 5 |

The following questions (29-40) are in the form of a 5-point scale. The numbers signify:

1 strongly disagree; 2 disagree; 3 no opinion or don't know; 4 agree; 5 strongly agree

29. With the development of your English level and the need of your expressing, I have published (or an going to publish) literary work in English.
 1 2 3 4 5
- 30 I accept English with Chinese characteristics for its easy comprehension. 1 2 3 4 5
- 31 I don't accept English with Chinese characteristics even it is easily understood. 1 2 3 4 5
- 32 It's a shame that I was told I speak English with Chinese characteristics. 1 2 3 4 5
- 33 English with Chinese characteristics has many deficient errors and needs improving.
 1 2 3 4 5
- 34 I accept English with Chinese characteristics in phonological level such as: *I love you.* (read as ai lao hu you 爱老虎油) 1 2 3 4 5
- 35 I accept English with Chinese characteristics in lexical and semantic level such as *one country*,

- two systems, Xiaokang, long time no see.* 1 2 3 4 5
- 36 I accept English with Chinese characteristics in syntactic level such as *I think he shouldn't go.*
1 2 3 4 5
- 37 I accept English with Chinese characteristics in super-syntactic level such as *Because he was ill, so he didn't come to school.* 1 2 3 4 5
- 38 English belongs to everyone who uses it and Chinese English speakers are supposed to make innovations for expressing ourselves more exactly. 1 2 3 4 5
- 39 Everyone has a right to speak his native language in his country and it's the same that everyone has a right to speak his localized English, which needs basic respect, in the world. 1 2 3 4 5
- 40 Some codified English with Chinese characteristics can become pedagogical norms or model like models of British and American English. 1 2 3 4 5

The questionnaires include 40 items and thanks for your time and patience again!

Table of all the students

Question 1

The dictionary you use most frequently in English study is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British Longman	50	31.3	31.3	31.3
	British Oxford	84	52.5	52.5	83.8
	American Webster	1	.6	.6	84.4
	English-Chinese dictionary of China	8	5.0	5.0	89.4
	others	17	10.6	10.6	100.0
	Total	160	100.0	100.0	

Question 2

You select _____ transcription in the dictionary in English study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British	60	37.5	37.5	37.5
	American	78	48.8	48.8	86.3
	with the consideration of Chinese people's habit	16	10.0	10.0	96.3
	others	6	3.8	3.8	100.0
	Total	160	100.0	100.0	

Question 3

You select _____ spelling in the dictionary in English study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British	62	38.8	38.8	38.8
	American	78	48.8	48.8	87.5
	with the consideration of Chinese people's habit	16	10.0	10.0	97.5
	others	4	2.5	2.5	100.0
	Total	160	100.0	100.0	

Question 4

You select _____ interpretations in the dictionary in English study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British	49	30.6	30.6	30.6
	American	52	32.5	32.5	63.1
	with the consideration of Chinese people's habit	53	33.1	33.1	96.3
	others	6	3.8	3.8	100.0
	Total	160	100.0	100.0	

Question 5

When your English doesn't work in communication, you'll think the reason is from:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid the dictionary you use	2	1.3	1.3	1.3
your understanding	62	38.8	38.8	40.0
English level of the other side	8	5.0	5.0	45.0
the context of the communication	76	47.5	47.5	92.5
others	12	7.5	7.5	100.0
Total	160	100.0	100.0	

Question 6

In China, teachers are supposed to use and teach an English that is common in

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	34	21.3	21.3	21.3
US	53	33.1	33.1	54.4
Asian countries	4	2.5	2.5	56.9
China	7	4.4	4.4	61.3
all countries in the world	50	31.3	31.3	92.5
others	12	7.5	7.5	100.0
Total	160	100.0	100.0	

Question 7

In China, students are supposed to learn and use an English that is common in

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	32	20.0	20.0	20.0
US	41	25.6	25.6	45.6
Asian countries	14	8.8	8.8	54.4
China	11	6.9	6.9	61.3
all countries in the world	51	31.9	31.9	93.1
others	11	6.9	6.9	100.0
Total	160	100.0	100.0	

Question 8

When meeting questions of English usage, besides using dictionaries, you will ask for help to people of

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	41	25.6	25.6	25.6
US	36	22.5	22.5	48.1
Asian countries	9	5.6	5.6	53.8
China	45	28.1	28.1	81.9
all countries in the world	12	7.5	7.5	89.4
others	17	10.6	10.6	100.0
Total	160	100.0	100.0	

Question 9

The best choice of foreign teachers is English professionals from

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	71	44.4	44.4	44.4
US	72	45.0	45.0	89.4
European countries	7	4.4	4.4	93.8
all countries in the world	4	2.5	2.5	96.3
others	6	3.8	3.8	100.0
Total	160	100.0	100.0	

Question 10

Which of the following words do you think are Standard English in English teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid American English (8-10)	45	28.1	28.1	28.1
American English (6-7)	59	36.9	36.9	65.0
equals (5:5)	28	17.5	17.5	82.5
British English (6-7)	13	8.1	8.1	90.6
British English (8-10)	15	9.4	9.4	100.0
Total	160	100.0	100.0	

Question 11

Which of the following words do you think are Standard English in English teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid American English (8-10)	31	19.4	19.4	19.4
American English (6-7)	54	33.8	33.8	53.1
equals (5:5)	54	33.8	33.8	86.9
British English (6-7)	11	6.9	6.9	93.8
British English (8-10)	10	6.3	6.3	100.0
Total	160	100.0	100.0	

Question 12

Which of the following usages do you think are Standard English in English teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid American English (5-7)	21	13.1	13.1	13.1
British English (5-7)	84	52.5	52.5	65.6
British English (8-9)	55	34.4	34.4	100.0
Total	160	100.0	100.0	

Question 13

When communicating with native English speakers, you are supposed to use the English that is common in

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	64	40.0	40.0	40.0
US	62	38.8	38.8	78.8
Asian countries	1	.6	.6	79.4
China	5	3.1	3.1	82.5
all countries in the world	15	9.4	9.4	91.9
others	13	8.1	8.1	100.0
Total	160	100.0	100.0	

Question 14

When communicating with non-native English speakers, you are supposed to use the English that is common in

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	31	19.4	19.4	19.4
US	38	23.8	23.8	43.1
Asian countries	10	6.3	6.3	49.4
China	20	12.5	12.5	61.9
all countries in the world	52	32.5	32.5	94.4
others	9	5.6	5.6	100.0
Total	160	100.0	100.0	

Question 15

You think the English that you use in the communication of your daily life is an English that is common in

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UK	28	17.5	17.5	17.5
US	47	29.4	29.4	46.9
Asian countries	3	1.9	1.9	48.8
China	72	45.0	45.0	93.8
all countries in the world	3	1.9	1.9	95.6
others	7	4.4	4.4	100.0
Total	160	100.0	100.0	

Question 16

When you greet a friend with English that you have not seen for a long time, you will say

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Long time no see.	62	38.8	38.8	38.8
How are you?	36	22.5	22.5	61.3
How are you doing?	30	18.8	18.8	80.0
How are you going?	32	20.0	20.0	100.0
Total	160	100.0	100.0	

Question 17

You will say _____ when others sneeze.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Somebody must be talking about you.	2	1.3	1.3	1.3
Somebody must be missing you.	17	10.6	10.6	11.9
Bless you.	130	81.3	81.3	93.1
I wish you have good health.	5	3.1	3.1	96.3
others	6	3.8	3.8	100.0
Total	160	100.0	100.0	

Question 18

the most correct sentence to describe the crowded people in sight-seeing spots in Chinese holiday

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid There were too many people there.	26	16.3	16.3	16.3
It was too crowded.	115	71.9	71.9	88.1
People mountains, People sea.	17	10.6	10.6	98.8
others	2	1.3	1.3	100.0
Total	160	100.0	100.0	

Question 19

You'll say _____ when you greet your teacher, Mr Li.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Good morning, Teacher li.	6	3.8	3.8	3.8
Good morning, teacher.	73	45.6	45.6	49.4
Good morning, sir.	69	43.1	43.1	92.5
Good morning, Li sir.	12	7.5	7.5	100.0
Total	160	100.0	100.0	

Question 20

You'll say _____ when you want to know the spelling of some word.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	How to spell the word of...	99	61.9	61.9	61.9
	How could you spell the word of ...	39	24.4	24.4	86.3
	What is the spelling of the word of...	15	9.4	9.4	95.6
	How do you spell it, please?	7	4.4	4.4	100.0
	Total	160	100.0	100.0	

Question 21

You communicate in English with foreigners in the form of face to face.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	1	.6	.6	.6
	seldom	55	34.4	34.4	35.0
	sometimes	73	45.6	45.6	80.6
	often	21	13.1	13.1	93.8
	very often	10	6.3	6.3	100.0
	Total	160	100.0	100.0	

Question 22

You communicate in English with foreigners in the form of emails or letters.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	60	37.5	37.5	37.5
	seldom	51	31.9	31.9	69.4
	sometimes	35	21.9	21.9	91.3
	often	10	6.3	6.3	97.5
	very often	4	2.5	2.5	100.0
	Total	160	100.0	100.0	

Question 23

You communicate in English with foreigners in the form of listening to radio or watching TV.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	4	2.5	2.5	2.5
seldom	39	24.4	24.4	26.9
sometimes	72	45.0	45.0	71.9
often	36	22.5	22.5	94.4
very often	9	5.6	5.6	100.0
Total	160	100.0	100.0	

Question 24

You communicate in English with foreigners in the form of reading materials.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	5	3.1	3.1	3.1
seldom	44	27.5	27.5	30.6
sometimes	63	39.4	39.4	70.0
often	42	26.3	26.3	96.3
very often	6	3.8	3.8	100.0
Total	160	100.0	100.0	

Question 25

You communicate in English with Chinese English speakers in the form of face to face.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	17	10.6	10.6	10.6
sometimes	68	42.5	42.5	53.1
often	62	38.8	38.8	91.9
very often	13	8.1	8.1	100.0
Total	160	100.0	100.0	

Question 26

You communicate in English with Chinese English speakers in the form of emails or letters.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	53	33.1	33.1	33.1
seldom	61	38.1	38.1	71.3
sometimes	32	20.0	20.0	91.3
often	12	7.5	7.5	98.8
very often	2	1.3	1.3	100.0
Total	160	100.0	100.0	

Question 27

You communicate in English with Chinese English speakers in the form of listening to radio or watching TV.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	14	8.8	8.8	8.8
seldom	32	20.0	20.0	28.8
sometimes	65	40.6	40.6	69.4
often	38	23.8	23.8	93.1
very often	11	6.9	6.9	100.0
Total	160	100.0	100.0	

Question 28

You communicate in English with Chinese English speakers in the form of reading materials.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	6	3.8	3.8	3.8
seldom	42	26.3	26.3	30.0
sometimes	58	36.3	36.3	66.3
often	41	25.6	25.6	91.9
very often	13	8.1	8.1	100.0
Total	160	100.0	100.0	

Question 29

With the development of my English level and the need of expressing, I have published (or plan to publish) literary work in English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	8	5.0	5.0	5.0
disagree	37	23.1	23.1	28.1
no opinion or don't know	55	34.4	34.4	62.5
agree	50	31.3	31.3	93.8
strongly agree	10	6.3	6.3	100.0
Total	160	100.0	100.0	

Question 30

I accept English with Chinese characteristics for its easy comprehension.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	9	5.6	5.6	5.6
disagree	50	31.3	31.3	36.9
no opinion or don't know	19	11.9	11.9	48.8
agree	64	40.0	40.0	88.8
strongly agree	18	11.3	11.3	100.0
Total	160	100.0	100.0	

Question 31

I don't accept English with Chinese characteristics even it is easily understood.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	17	10.6	10.6	10.6
disagree	53	33.1	33.1	43.8
no opinion or don't know	31	19.4	19.4	63.1
agree	43	26.9	26.9	90.0
strongly agree	16	10.0	10.0	100.0
Total	160	100.0	100.0	

Question 32

It's a shame that I was told I speak English with Chinese characteristics.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	13	8.1	8.1	8.1
disagree	55	34.4	34.4	42.5
no opinion or don't know	18	11.3	11.3	53.8
agree	61	38.1	38.1	91.9
strongly agree	13	8.1	8.1	100.0
Total	160	100.0	100.0	

Question 33

English with Chinese characteristics has many deficient errors and needs improving.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	4	2.5	2.5	2.5
disagree	9	5.6	5.6	8.1
no opinion or don't know	23	14.4	14.4	22.5
agree	94	58.8	58.8	81.3
strongly agree	30	18.8	18.8	100.0
Total	160	100.0	100.0	

Question 34

I accept English with Chinese characteristics in phonological level such as: I love you. (read as ai lao hu you 爱老虎油)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	59	36.9	36.9	36.9
disagree	50	31.3	31.3	68.1
no opinion or don't know	16	10.0	10.0	78.1
agree	30	18.8	18.8	96.9
strongly agree	5	3.1	3.1	100.0
Total	160	100.0	100.0	

Question 35

I accept English with Chinese characteristics in lexical and semantic level such as one country, two systems, Xiaokang, long time no see.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	11	6.9	6.9	6.9
disagree	31	19.4	19.4	26.3
no opinion or don't know	17	10.6	10.6	36.9
agree	87	54.4	54.4	91.3
strongly agree	14	8.8	8.8	100.0
Total	160	100.0	100.0	

Question 36

I accept English with Chinese characteristics in syntactic level such as I think he shouldn't go.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	18	11.3	11.3	11.3
disagree	50	31.3	31.3	42.5
no opinion or don't know	32	20.0	20.0	62.5
agree	52	32.5	32.5	95.0
strongly agree	8	5.0	5.0	100.0
Total	160	100.0	100.0	

Question 37

I accept English with Chinese characteristics in super-syntactic level such as Because he was ill, so he didn't come to school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	28	17.5	17.5	17.5
disagree	72	45.0	45.0	62.5
no opinion or don't know	20	12.5	12.5	75.0
agree	37	23.1	23.1	98.1
strongly agree	3	1.9	1.9	100.0
Total	160	100.0	100.0	

Question 38

English belongs to everyone who uses it and Chinese English speakers are supposed to make innovations for expressing ourselves more exactly.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	8	5.0	5.0	5.0
disagree	56	35.0	35.0	40.0
no opinion or don't know	32	20.0	20.0	60.0
agree	50	31.3	31.3	91.3
strongly agree	14	8.8	8.8	100.0
Total	160	100.0	100.0	

Question 39

Everyone has a right to speak his native language in his country and it's the same that everyone has a right to speak his localized English, which needs basic respect, in the world.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	4	2.5	2.5	2.5
disagree	20	12.5	12.5	15.0
no opinion or don't know	23	14.4	14.4	29.4
agree	83	51.9	51.9	81.3
strongly agree	30	18.8	18.8	100.0
Total	160	100.0	100.0	

Question 40

Some codified English with Chinese characteristics by Chinese English professionals can become pedagogical norms or model like models of British and American English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	12	7.5	7.5	7.5
disagree	31	19.4	19.4	26.9
no opinion or don't know	36	22.5	22.5	49.4
agree	62	38.8	38.8	88.1
strongly agree	19	11.9	11.9	100.0
Total	160	100.0	100.0	

Table of the Students' comparison

Question 1

Location of your university * The dictionary you use most frequently in English study is: Crosstabulation

			The dictionary you use most frequently in English study is:					Total
			British Longman	British Oxford	American Webster	English-Chinese dictionary of China	others	
Location of your university	Beijing	Count	33	26	1	5	15	80
		% within Location of your university	41.3%	32.5%	1.3%	6.3%	18.8%	100.0%
	Hulunbeir	Count	17	58		3	2	80
		% within Location of your university	21.3%	72.5%		3.8%	2.5%	100.0%
Total		Count	50	84	1	8	17	160
		% within Location of your university	31.3%	52.5%	.6%	5.0%	10.6%	100.0%

Question 2

Location of your university * You select _____ transcription in the dictionary in English study. Crosstabulation

			You select _____ transcription in the dictionary in English study.				Total
			British	American	with the consideration of Chinese people's habit	others	
Location of your university	Beijing	Count	17	50	8	5	80
		% within Location of your university	21.3%	62.5%	10.0%	6.3%	100.0%
	Hulunbeir	Count	43	28	8	1	80
		% within Location of your university	53.8%	35.0%	10.0%	1.3%	100.0%
Total		Count	60	78	16	6	160
		% within Location of your university	37.5%	48.8%	10.0%	3.8%	100.0%

Question 3

Location of your university * You select _____ spelling in the dictionary in English study. Crosstabulation

			You select _____ spelling in the dictionary in English study.				Total
			British	American	with the consideration of Chinese people's habit	others	
Location of your university	Beijing	Count	19	48	10	3	80
		% within Location of your university	23.8%	60.0%	12.5%	3.8%	100.0%
	Hulunbeir	Count	43	30	6	1	80
		% within Location of your university	53.8%	37.5%	7.5%	1.3%	100.0%
Total		Count	62	78	16	4	160
		% within Location of your university	38.8%	48.8%	10.0%	2.5%	100.0%

Question 4

Location of your university * You select _____ interpretations in the dictionary in English study.
Crosstabulation

			You select _____ interpretations in the dictionary in English study.				Total
			British	American	with the consideration of Chinese people's habit	others	
Location of your university	Beijing	Count	18	32	25	5	80
		% within Location of your university	22.5%	40.0%	31.3%	6.3%	100.0%
	Hulunbeir	Count	31	20	28	1	80
		% within Location of your university	38.8%	25.0%	35.0%	1.3%	100.0%
Total		Count	49	52	53	6	160
		% within Location of your university	30.6%	32.5%	33.1%	3.8%	100.0%

Question 5

Location of your university * When your English doesn't work in communication, you'll think the reason is from:
Crosstabulation

			When your English doesn't work in communication, you'll think the reason is from:					Total
			the dictionary you use	your understanding	English level of the other side	the context of the communication	others	
Location of your university	Beijing	Count	1	26	3	42	8	80
		% within Location of your university	1.3%	32.5%	3.8%	52.5%	10.0%	100.0%
	Hulunbeir	Count	1	36	5	34	4	80
		% within Location of your university	1.3%	45.0%	6.3%	42.5%	5.0%	100.0%
Total		Count	2	62	8	76	12	160
		% within Location of your university	1.3%	38.8%	5.0%	47.5%	7.5%	100.0%

Question 6

Location of your university * In China, teachers are supposed to use and teach an English that is common in
Crosstabulation

			In China, teachers are supposed to use and teach an English that is common in					Total	
			UK	US	Asian countries	China	all countries in the world		others
Location of your university	Beijing	Count	11	34		1	24	10	80
		% within Location of your university	13.8%	42.5%		1.3%	30.0%	12.5%	100.0%
	Hulunbeir	Count	23	19	4	6	26	2	80
		% within Location of your university	28.8%	23.8%	5.0%	7.5%	32.5%	2.5%	100.0%
Total		Count	34	53	4	7	50	12	160
		% within Location of your university	21.3%	33.1%	2.5%	4.4%	31.3%	7.5%	100.0%

Question 7

Location of your university * In China, students are supposed to learn and use an English that is common in
Crosstabulation

			In China, students are supposed to learn and use an English that is common in					Total	
			UK	US	Asian countries	China	all countries in the world		others
Location of your university	Beijing	Count	9	26	7	5	25	8	80
		% within Location of your university	11.3%	32.5%	8.8%	6.3%	31.3%	10.0%	100.0%
	Hulunbeir	Count	23	15	7	6	26	3	80
		% within Location of your university	28.8%	18.8%	8.8%	7.5%	32.5%	3.8%	100.0%
Total		Count	32	41	14	11	51	11	160
		% within Location of your university	20.0%	25.6%	8.8%	6.9%	31.9%	6.9%	100.0%

Question 8

Location of your university * When meeting questions of English usage, besides using dictionaries, you will ask for help to people of Crosstabulation

			When meeting questions of English usage, besides using dictionaries, you will ask for help to people of						Total
			UK	US	Asian countries	China	all countries in the world	others	
Location of your university	Beijing	Count % within Location of your university	12 15.0%	28 35.0%	2 2.5%	18 22.5%	7 8.8%	13 16.3%	80 100.0%
	Hulunbeir	Count % within Location of your university	29 36.3%	8 10.0%	7 8.8%	27 33.8%	5 6.3%	4 5.0%	80 100.0%
Total		Count % within Location of your university	41 25.6%	36 22.5%	9 5.6%	45 28.1%	12 7.5%	17 10.6%	160 100.0%

Question 9

Location of your university * The best choice of foreign teachers is English professionals from Crosstabulation

			The best choice of foreign teachers is English professionals from					Total
			UK	US	European countries	all countries in the world	others	
Location of your university	Beijing	Count % within Location of your university	18 22.5%	53 66.3%	1 1.3%	2 2.5%	6 7.5%	80 100.0%
	Hulunbeir	Count % within Location of your university	53 66.3%	19 23.8%	6 7.5%	2 2.5%		80 100.0%
Total		Count % within Location of your university	71 44.4%	72 45.0%	7 4.4%	4 2.5%	6 3.8%	160 100.0%

Question 10

Location of your university * Which of the following words do you think are Standard English in English teaching? Crosstabulation

			Which of the following words do you think are Standard English in English teaching?					Total
			American English (8-10)	American English (6-7)	equals (5:5)	British English (6-7)	British English (8-10)	
Location of your university	Beijing	Count % within Location of your university	24 30.0%	19 23.8%	19 23.8%	4 5.0%	14 17.5%	80 100.0%
	Hulunbeir	Count % within Location of your university	21 26.3%	40 50.0%	9 11.3%	9 11.3%	1 1.3%	80 100.0%
Total		Count % within Location of your university	45 28.1%	59 36.9%	28 17.5%	13 8.1%	15 9.4%	160 100.0%

Question 11

Location of your university * Which of the following words do you think are Standard English in English teaching? Crosstabulation

			Which of the following words do you think are Standard English in English teaching?					Total
			American English (8-10)	American English (6-7)	equals (5:5)	British English (6-7)	British English (8-10)	
Location of your university	Beijing	Count % within Location of your university	22 27.5%	16 20.0%	33 41.3%	2 2.5%	7 8.8%	80 100.0%
	Hulunbeir	Count % within Location of your university	9 11.3%	38 47.5%	21 26.3%	9 11.3%	3 3.8%	80 100.0%
Total		Count % within Location of your university	31 19.4%	54 33.8%	54 33.8%	11 6.9%	10 6.3%	160 100.0%

Question 12

Location of your university * Which of the following usages do you think are Standard English in English teaching? Crosstabulation

			Which of the following usages do you think are Standard English in English teaching?			Total
			American English (5-7)	British English (5-7)	British English (8-9)	
Location of your university	Beijing	Count % within Location of your university	10 12.5%	27 33.8%	43 53.8%	80 100.0%
	Hulunbeir	Count % within Location of your university	11 13.8%	57 71.3%	12 15.0%	80 100.0%
Total		Count % within Location of your university	21 13.1%	84 52.5%	55 34.4%	160 100.0%

Question 13

Location of your university * When communicating with native English speakers, you are supposed to use the English that is common in Crosstabulation

			When communicating with native English speakers, you are supposed to use the English that is common in						Total
			UK	US	Asian countries	China	all countries in the world	others	
Location of your university	Beijing	Count % within Location of your university	16 20.0%	40 50.0%		5 6.3%	8 10.0%	11 13.8%	80 100.0%
	Hulunbeir	Count % within Location of your university	48 60.0%	22 27.5%	1 1.3%		7 8.8%	2 2.5%	80 100.0%
Total		Count % within Location of your university	64 40.0%	62 38.8%	1 .6%	5 3.1%	15 9.4%	13 8.1%	160 100.0%

Question 14

Location of your university * When communicating with non-native English speakers, you are supposed to use the English that is common in Crosstabulation

			When communicating with non-native English speakers, you are supposed to use the English that is common in						Total
			UK	US	Asian countries	China	all countries in the world	others	
Location of your university	Beijing	Count % within Location of your university	13 16.3%	24 30.0%	4 5.0%	8 10.0%	25 31.3%	6 7.5%	80 100.0%
	Hulunbeir	Count % within Location of your university	18 22.5%	14 17.5%	6 7.5%	12 15.0%	27 33.8%	3 3.8%	80 100.0%
Total		Count % within Location of your university	31 19.4%	38 23.8%	10 6.3%	20 12.5%	52 32.5%	9 5.6%	160 100.0%

Question 15

Location of your university * You think the English that you use in the communication of your daily life is an English that is common in Crosstabulation

			You think the English that you use in the communication of your daily life is an English that is common in						Total
			UK	US	Asian countries	China	all countries in the world	others	
Location of your university	Beijing	Count % within Location of your university	6 7.5%	32 40.0%	1 1.3%	34 42.5%	2 2.5%	5 6.3%	80 100.0%
	Hulunbeir	Count % within Location of your university	22 27.5%	15 18.8%	2 2.5%	38 47.5%	1 1.3%	2 2.5%	80 100.0%
Total		Count % within Location of your university	28 17.5%	47 29.4%	3 1.9%	72 45.0%	3 1.9%	7 4.4%	160 100.0%

Question 16

Location of your university * When you greet a friend with English that you have not seen for a long time, you will say Crosstabulation

			When you greet a friend with English that you have not seen for a long time, you will say				Total
			Long time no see.	How are you?	How are you doing?	How are you going?	
Location of your university	Beijing	Count	27	14	24	15	80
		% within Location of your university	33.8%	17.5%	30.0%	18.8%	100.0%
	Hulunbeir	Count	35	22	6	17	80
		% within Location of your university	43.8%	27.5%	7.5%	21.3%	100.0%
Total		Count	62	36	30	32	160
		% within Location of your university	38.8%	22.5%	18.8%	20.0%	100.0%

Question 17

Location of your university * You will say _____ when others sneeze. Crosstabulation

			You will say _____ when others sneeze.				Total	
			Somebody must be talking about you.	Somebody must be missing you.	Bless you.	I wish you have good health.		others
Location of your university	Beijing	Count		4	68	2	6	80
		% within Location of your university		5.0%	85.0%	2.5%	7.5%	100.0%
	Hulunbeir	Count	2	13	62	3		80
		% within Location of your university	2.5%	16.3%	77.5%	3.8%		100.0%
Total		Count	2	17	130	5	6	160
		% within Location of your university	1.3%	10.6%	81.3%	3.1%	3.8%	100.0%

Question 18

Location of your university * the most correct sentence to describe the crowded people in sight-seeing spots in Chinese holiday Crosstabulation

			the most correct sentence to describe the crowded people in sight-seeing spots in Chinese holiday				Total
			There were too many people there.	It was too crowded.	People mountains, People sea.	others	
Location of your university	Beijing	Count	8	63	8	1	80
		% within Location of your university	10.0%	78.8%	10.0%	1.3%	100.0%
	Hulunbeir	Count	18	52	9	1	80
		% within Location of your university	22.5%	65.0%	11.3%	1.3%	100.0%
Total		Count	26	115	17	2	160
		% within Location of your university	16.3%	71.9%	10.6%	1.3%	100.0%

Question 19

Location of your university * You'll say _____ when you greet your teacher, Mr Li. Crosstabulation

			You'll say _____ when you greet your teacher, Mr Li.				Total
			Good morning, Teacher li.	Good morning, teacher.	Good morning, sir.	Good morning, Li sir.	
Location of your university	Beijing	Count	2	49	21	8	80
		% within Location of your university	2.5%	61.3%	26.3%	10.0%	100.0%
	Hulunbeir	Count	4	24	48	4	80
		% within Location of your university	5.0%	30.0%	60.0%	5.0%	100.0%
Total		Count	6	73	69	12	160
		% within Location of your university	3.8%	45.6%	43.1%	7.5%	100.0%

Question 20

Location of your university * You'll say _____ when you want to know the spelling of some word.
Crosstabulation

			You'll say _____ when you want to know the spelling of some word.				Total
			How to spell the word of...	How could you spell the word of ...	What is the spelling of the word of...	How do you spell it, please?	
Location of your university	Beijing	Count % within Location of your university	39 48.8%	25 31.3%	12 15.0%	4 5.0%	80 100.0%
	Hulunbeir	Count % within Location of your university	60 75.0%	14 17.5%	3 3.8%	3 3.8%	80 100.0%
Total		Count % within Location of your university	99 61.9%	39 24.4%	15 9.4%	7 4.4%	160 100.0%

Question 21

Location of your university * You communicate in English with foreigners in the form of face to face. Crosstabulation

			You communicate in English with foreigners in the form of face to face.					Total
			never	occasionally	regularly	often	very often	
Location of your university	Beijing	Count % within Location of your university		20 25.0%	41 51.3%	12 15.0%	7 8.8%	80 100.0%
	Hulunbeir	Count % within Location of your university	1 1.3%	35 43.8%	32 40.0%	9 11.3%	3 3.8%	80 100.0%
Total		Count % within Location of your university	1 .6%	55 34.4%	73 45.6%	21 13.1%	10 6.3%	160 100.0%

Question 22

Location of your university * You communicate in English with foreigners in the form of emails or letters.
Crosstabulation

			You communicate in English with foreigners in the form of emails or letters.					Total
			never	occasionally	regularly	often	very often	
Location of your university	Beijing	Count % within Location of your university	14 17.5%	29 36.3%	26 32.5%	8 10.0%	3 3.8%	80 100.0%
	Hulunbeir	Count % within Location of your university	46 57.5%	22 27.5%	9 11.3%	2 2.5%	1 1.3%	80 100.0%
Total		Count % within Location of your university	60 37.5%	51 31.9%	35 21.9%	10 6.3%	4 2.5%	160 100.0%

Question 23

Location of your university * You communicate in English with foreigners in the form of listening to radio or watching TV. Crosstabulation

			You communicate in English with foreigners in the form of listening to radio or watching TV.					Total
			never	occasionally	regularly	often	very often	
Location of your university	Beijing	Count % within Location of your university		14 17.5%	35 43.8%	23 28.8%	8 10.0%	80 100.0%
	Hulunbeir	Count % within Location of your university	4 5.0%	25 31.3%	37 46.3%	13 16.3%	1 1.3%	80 100.0%
Total		Count % within Location of your university	4 2.5%	39 24.4%	72 45.0%	36 22.5%	9 5.6%	160 100.0%

Question 24

Location of your university * You communicate in English with foreigners in the form of reading materials. Crosstabulation

			You communicate in English with foreigners in the form of reading materials.					Total
			never	occasionally	regularly	often	very often	
Location of your university	Beijing	Count		21	33	22	4	80
		% within Location of your university		26.3%	41.3%	27.5%	5.0%	100.0%
	Hulunbeir	Count	5	23	30	20	2	80
		% within Location of your university	6.3%	28.8%	37.5%	25.0%	2.5%	100.0%
Total		Count	5	44	63	42	6	160
		% within Location of your university	3.1%	27.5%	39.4%	26.3%	3.8%	100.0%

Question 25

Location of your university * You communicate in English with Chinese English speakers in the form of face to face. Crosstabulation

			You communicate in English with Chinese English speakers in the form of face to face.				Total
			occasionally	regularly	often	very often	
Location of your university	Beijing	Count	7	27	37	9	80
		% within Location of your university	8.8%	33.8%	46.3%	11.3%	100.0%
	Hulunbeir	Count	10	41	25	4	80
		% within Location of your university	12.5%	51.3%	31.3%	5.0%	100.0%
Total		Count	17	68	62	13	160
		% within Location of your university	10.6%	42.5%	38.8%	8.1%	100.0%

Question 26

Location of your university * You communicate in English with Chinese English speakers in the form of emails or letters. Crosstabulation

			You communicate in English with Chinese English speakers in the form of emails or letters.					Total
			never	occasionally	regularly	often	very often	
Location of your university	Beijing	Count	22	27	18	11	2	80
		% within Location of your university	27.5%	33.8%	22.5%	13.8%	2.5%	100.0%
	Hulunbeir	Count	31	34	14	1		80
		% within Location of your university	38.8%	42.5%	17.5%	1.3%		100.0%
Total		Count	53	61	32	12	2	160
		% within Location of your university	33.1%	38.1%	20.0%	7.5%	1.3%	100.0%

Question 27

Location of your university * You communicate in English with Chinese English speakers in the form of listening to radio or watching TV. Crosstabulation

			You communicate in English with Chinese English speakers in the form of listening to radio or watching TV.					Total
			never	occasionally	regularly	often	very often	
Location of your university	Beijing	Count	5	11	33	21	10	80
		% within Location of your university	6.3%	13.8%	41.3%	26.3%	12.5%	100.0%
	Hulunbeir	Count	9	21	32	17	1	80
		% within Location of your university	11.3%	26.3%	40.0%	21.3%	1.3%	100.0%
Total		Count	14	32	65	38	11	160
		% within Location of your university	8.8%	20.0%	40.6%	23.8%	6.9%	100.0%

Question 28

Location of your university * You communicate in English with Chinese English speakers in the form of reading materials. Crosstabulation

			You communicate in English with Chinese English speakers in the form of reading materials.					Total
			never	occasionally	regularly	often	very often	
Location of your university	Beijing	Count	4	14	29	22	11	80
		% within Location of your university	5.0%	17.5%	36.3%	27.5%	13.8%	100.0%
	Hulunbeir	Count	2	28	29	19	2	80
		% within Location of your university	2.5%	35.0%	36.3%	23.8%	2.5%	100.0%
Total		Count	6	42	58	41	13	160
		% within Location of your university	3.8%	26.3%	36.3%	25.6%	8.1%	100.0%

Question 29

Location of your university * With the development of my English level and the need of expressing, I have published (or plan to publish) literary work in English. Crosstabulation

			With the development of my English level and the need of expressing, I have published (or plan to publish) literary work in English.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Location of your university	Beijing	Count	4	19	33	20	4	80
		% within Location of your university	5.0%	23.8%	41.3%	25.0%	5.0%	100.0%
	Hulunbeir	Count	4	18	22	30	6	80
		% within Location of your university	5.0%	22.5%	27.5%	37.5%	7.5%	100.0%
Total		Count	8	37	55	50	10	160
		% within Location of your university	5.0%	23.1%	34.4%	31.3%	6.3%	100.0%

Question 30

Location of your university * I accept English with Chinese characteristics for its easy comprehension. Crosstabulation

			I accept English with Chinese characteristics for its easy comprehension.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Location of your university	Beijing	Count	5	21	16	29	9	80
		% within Location of your university	6.3%	26.3%	20.0%	36.3%	11.3%	100.0%
	Hulunbeir	Count	4	29	3	35	9	80
		% within Location of your university	5.0%	36.3%	3.8%	43.8%	11.3%	100.0%
Total		Count	9	50	19	64	18	160
		% within Location of your university	5.6%	31.3%	11.9%	40.0%	11.3%	100.0%

Question 31

Location of your university * I don't accept English with Chinese characteristics even it is easily understood. Crosstabulation

			I don't accept English with Chinese characteristics even it is easily understood.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Location of your university	Beijing	Count	9	23	18	21	9	80
		% within Location of your university	11.3%	28.8%	22.5%	26.3%	11.3%	100.0%
	Hulunbeir	Count	8	30	13	22	7	80
		% within Location of your university	10.0%	37.5%	16.3%	27.5%	8.8%	100.0%
Total		Count	17	53	31	43	16	160
		% within Location of your university	10.6%	33.1%	19.4%	26.9%	10.0%	100.0%

Question 32

Location of your university * It's a shame that I was told I speak English with Chinese characteristics. Crosstabulation

			It's a shame that I was told I speak English with Chinese characteristics.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Location of your university	Beijing	Count	4	22	9	35	10	80
		% within Location of your university	5.0%	27.5%	11.3%	43.8%	12.5%	100.0%
	Hulunbeir	Count	9	33	9	26	3	80
		% within Location of your university	11.3%	41.3%	11.3%	32.5%	3.8%	100.0%
Total		Count	13	55	18	61	13	160
		% within Location of your university	8.1%	34.4%	11.3%	38.1%	8.1%	100.0%

Question 33

Location of your university * English with Chinese characteristics has many deficient errors and needs improving. Crosstabulation

			English with Chinese characteristics has many deficient errors and needs improving.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Location of your university	Beijing	Count		3	11	49	17	80
		% within Location of your university		3.8%	13.8%	61.3%	21.3%	100.0%
	Hulunbeir	Count	4	6	12	45	13	80
		% within Location of your university	5.0%	7.5%	15.0%	56.3%	16.3%	100.0%
Total		Count	4	9	23	94	30	160
		% within Location of your university	2.5%	5.6%	14.4%	58.8%	18.8%	100.0%

Question 34

Location of your university * I accept English with Chinese characteristics in phonological level such as: I love you. (read as ai lao hu you 爱老虎油) Crosstabulation

			I accept English with Chinese characteristics in phonological level such as: I love you. (read as ai lao hu you 爱老虎油)					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Location of your university	Beijing	Count	35	21	8	14	2	80
		% within Location of your university	43.8%	26.3%	10.0%	17.5%	2.5%	100.0%
	Hulunbeir	Count	24	29	8	16	3	80
		% within Location of your university	30.0%	36.3%	10.0%	20.0%	3.8%	100.0%
Total		Count	59	50	16	30	5	160
		% within Location of your university	36.9%	31.3%	10.0%	18.8%	3.1%	100.0%

Question 35

Location of your university * I accept English with Chinese characteristics in lexical and semantic level such as one country, two systems, Xiaokang, long time no see. Crosstabulation

			I accept English with Chinese characteristics in lexical and semantic level such as one country, two systems, Xiaokang, long time no see.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Location of your university	Beijing	Count	6	13	11	44	6	80
		% within Location of your university	7.5%	16.3%	13.8%	55.0%	7.5%	100.0%
	Hulunbeir	Count	5	18	6	43	8	80
		% within Location of your university	6.3%	22.5%	7.5%	53.8%	10.0%	100.0%
Total		Count	11	31	17	87	14	160
		% within Location of your university	6.9%	19.4%	10.6%	54.4%	8.8%	100.0%

Question 36

Location of your university * I accept English with Chinese characteristics in syntactic level such as I think he shouldn't go. Crosstabulation

			I accept English with Chinese characteristics in syntactic level such as I think he shouldn't go.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Location of your university	Beijing	Count	6	24	22	24	4	80
		% within Location of your university	7.5%	30.0%	27.5%	30.0%	5.0%	100.0%
	Hulunbeir	Count	12	26	10	28	4	80
		% within Location of your university	15.0%	32.5%	12.5%	35.0%	5.0%	100.0%
Total		Count	18	50	32	52	8	160
		% within Location of your university	11.3%	31.3%	20.0%	32.5%	5.0%	100.0%

Question 37

Location of your university * I accept English with Chinese characteristics in super-syntactic level such as Because he was ill, so he didn't come to school. Crosstabulation

			I accept English with Chinese characteristics in super-syntactic level such as Because he was ill, so he didn't come to school.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Location of your university	Beijing	Count	19	34	15	11	1	80
		% within Location of your university	23.8%	42.5%	18.8%	13.8%	1.3%	100.0%
	Hulunbeir	Count	9	38	5	26	2	80
		% within Location of your university	11.3%	47.5%	6.3%	32.5%	2.5%	100.0%
Total		Count	28	72	20	37	3	160
		% within Location of your university	17.5%	45.0%	12.5%	23.1%	1.9%	100.0%

Question 38

Location of your university * English belongs to everyone who uses it and Chinese English speakers are supposed to make innovations for expressing ourselves more exactly. Crosstabulation

			English belongs to everyone who uses it and Chinese English speakers are supposed to make innovations for expressing ourselves more exactly.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Location of your university	Beijing	Count	4	26	25	21	4	80
		% within Location of your university	5.0%	32.5%	31.3%	26.3%	5.0%	100.0%
	Hulunbeir	Count	4	30	7	29	10	80
		% within Location of your university	5.0%	37.5%	8.8%	36.3%	12.5%	100.0%
Total		Count	8	56	32	50	14	160
		% within Location of your university	5.0%	35.0%	20.0%	31.3%	8.8%	100.0%

Question 39

Location of your university * Everyone has a right to speak his native language in his country and it's the same that everyone has a right to speak his localized English, which needs basic respect, in the world. Crosstabulation

			Everyone has a right to speak his native language in his country and it's the same that everyone has a right to speak his localized English, which needs basic respect, in the world.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Location of your university	Beijing	Count	2	7	15	46	10	80
		% within Location of your university	2.5%	8.8%	18.8%	57.5%	12.5%	100.0%
	Hulunbeir	Count	2	13	8	37	20	80
		% within Location of your university	2.5%	16.3%	10.0%	46.3%	25.0%	100.0%
Total		Count	4	20	23	83	30	160
		% within Location of your university	2.5%	12.5%	14.4%	51.9%	18.8%	100.0%

Question 40

Location of your university * Some codified English with Chinese characteristics by Chinese English professionals can become pedagogical norms or model like models of British and American English. Crosstabulation

			Some codified English with Chinese characteristics by Chinese English professionals can become pedagogical norms or model like models of British and American English.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Location of your university	Beijing	Count	5	18	21	27	9	80
		% within Location of your university	6.3%	22.5%	26.3%	33.8%	11.3%	100.0%
	Hulunbeir	Count	7	13	15	35	10	80
		% within Location of your university	8.8%	16.3%	18.8%	43.8%	12.5%	100.0%
Total		Count	12	31	36	62	19	160
		% within Location of your university	7.5%	19.4%	22.5%	38.8%	11.9%	100.0%

Table of the comparison between the teachers and the students

Status * The dictionary you use most frequently in English study is: Crosstabulation

			The dictionary you use most frequently in English study is:				Total	
			British Longman	British Oxford	American Webster	English-Chinese dictionary of China		others
Status	Student	Count	50	84	1	8	17	160
		% within Status	31.3%	52.5%	.6%	5.0%	10.6%	100.0%
	Teacher	Count	10	24	1	4	11	50
		% within Status	20.0%	48.0%	2.0%	8.0%	22.0%	100.0%
Total	Count		60	108	2	12	28	210
	% within Status		28.6%	51.4%	1.0%	5.7%	13.3%	100.0%

Status * You select _____ transcription in the dictionary in English study. Crosstabulation

			You select _____ transcription in the dictionary in English study.				Total
			British	American	with the consideration of Chinese people's habit	others	
Status	Student	Count	60	78	16	6	160
		% within Status	37.5%	48.8%	10.0%	3.8%	100.0%
	Teacher	Count	31	14	1	4	50
		% within Status	62.0%	28.0%	2.0%	8.0%	100.0%
Total	Count		91	92	17	10	210
	% within Status		43.3%	43.8%	8.1%	4.8%	100.0%

Status * You select _____ interpretations in the dictionary in English study. Crosstabulation

			You select _____ interpretations in the dictionary in English study.				Total
			British	American	with the consideration of Chinese people's habit	others	
Status	Student	Count	49	52	53	6	160
		% within Status	30.6%	32.5%	33.1%	3.8%	100.0%
	Teacher	Count	15	7	19	9	50
		% within Status	30.0%	14.0%	38.0%	18.0%	100.0%
Total	Count		64	59	72	15	210
	% within Status		30.5%	28.1%	34.3%	7.1%	100.0%

Status * When your English doesn't work in communication, you'll think the reason is from: Crosstabulation

			When your English doesn't work in communication, you'll think the reason is from:				Total	
			the dictionary you use	your understanding	English level of the other side	the context of the communication		others
Status	Student	Count	2	62	8	76	12	160
		% within Status	1.3%	38.8%	5.0%	47.5%	7.5%	100.0%
	Teacher	Count		9	6	31	4	50
		% within Status		18.0%	12.0%	62.0%	8.0%	100.0%
Total	Count		2	71	14	107	16	210
	% within Status		1.0%	33.8%	6.7%	51.0%	7.6%	100.0%

Status * In China, teachers are supposed to use and teach an English that is common in Crosstabulation

			In China, teachers are supposed to use and teach an English that is common in						Total
			UK	US	Asian countries	China	all countries in the world	others	
Status	Student	Count	34	53	4	7	50	12	160
		% within Status	21.3%	33.1%	2.5%	4.4%	31.3%	7.5%	100.0%
	Teacher	Count	3	14		4	15	14	50
		% within Status	6.0%	28.0%		8.0%	30.0%	28.0%	100.0%
Total		Count	37	67	4	11	65	26	210
		% within Status	17.6%	31.9%	1.9%	5.2%	31.0%	12.4%	100.0%

Status * In China, students are supposed to learn and use an English that is common in Crosstabulation

			In China, students are supposed to learn and use an English that is common in						Total
			UK	US	Asian countries	China	all countries in the world	others	
Status	Student	Count	32	41	14	11	51	11	160
		% within Status	20.0%	25.6%	8.8%	6.9%	31.9%	6.9%	100.0%
	Teacher	Count	5	8	1	4	23	9	50
		% within Status	10.0%	16.0%	2.0%	8.0%	46.0%	18.0%	100.0%
Total		Count	37	49	15	15	74	20	210
		% within Status	17.6%	23.3%	7.1%	7.1%	35.2%	9.5%	100.0%

Status * When meeting questions of English usage, besides using dictionaries, you will ask for help to people of Crosstabulation

			When meeting questions of English usage, besides using dictionaries, you will ask for help to people of						Total
			UK	US	Asian countries	China	all countries in the world	others	
Status	Student	Count	41	36	9	45	12	17	160
		% within Status	25.6%	22.5%	5.6%	28.1%	7.5%	10.6%	100.0%
	Teacher	Count	7	7	2	5	6	23	50
		% within Status	14.0%	14.0%	4.0%	10.0%	12.0%	46.0%	100.0%
Total		Count	48	43	11	50	18	40	210
		% within Status	22.9%	20.5%	5.2%	23.8%	8.6%	19.0%	100.0%

Status * The best choice of foreign teachers is English professionals from Crosstabulation

			The best choice of foreign teachers is English professionals from					Total
			UK	US	European countries	all countries in the world	others	
Status	Student	Count	71	72	7	4	6	160
		% within Status	44.4%	45.0%	4.4%	2.5%	3.8%	100.0%
	Teacher	Count	13	20	2	2	13	50
		% within Status	26.0%	40.0%	4.0%	4.0%	26.0%	100.0%
Total		Count	84	92	9	6	19	210
		% within Status	40.0%	43.8%	4.3%	2.9%	9.0%	100.0%

Status * Which of the following words do you think are Standard English in English teaching? Crosstabulation

			Which of the following words do you think are Standard English in English teaching?					Total
			American English (8-10)	American English (6-7)	equals (5:5)	British English (6-7)	British English (8-10)	
Status	Student	Count	45	59	28	13	15	160
		% within Status	28.1%	36.9%	17.5%	8.1%	9.4%	100.0%
	Teacher	Count	24	8	7	4	7	50
		% within Status	48.0%	16.0%	14.0%	8.0%	14.0%	100.0%
Total		Count	69	67	35	17	22	210
		% within Status	32.9%	31.9%	16.7%	8.1%	10.5%	100.0%

Status * Which of the following words do you think are Standard English in English teaching? Crosstabulation

			Which of the following words do you think are Standard English in English teaching?					Total
			American English (8-10)	American English (6-7)	equals (5:5)	British English (6-7)	British English (8-10)	
Status	Student	Count	31	54	54	11	10	160
		% within Status	19.4%	33.8%	33.8%	6.9%	6.3%	100.0%
	Teacher	Count	10	21	9	5	5	50
		% within Status	20.0%	42.0%	18.0%	10.0%	10.0%	100.0%
Total		Count	41	75	63	16	15	210
		% within Status	19.5%	35.7%	30.0%	7.6%	7.1%	100.0%

Status * Which of the following usages do you think are Standard English in English teaching? Crosstabulation

			Which of the following usages do you think are Standard English in English teaching?				Total
			American English (8-9)	American English (5-7)	British English (5-7)	British English (8-9)	
Status	Student	Count		21	84	55	160
		% within Status		13.1%	52.5%	34.4%	100.0%
	Teacher	Count	2	3	29	16	50
		% within Status	4.0%	6.0%	58.0%	32.0%	100.0%
Total		Count	2	24	113	71	210
		% within Status	1.0%	11.4%	53.8%	33.8%	100.0%

Status * When communicating with native English speakers, you are supposed to use the English that is common in Crosstabulation

			When communicating with native English speakers, you are supposed to use the English that is common in						Total
			UK	US	Asian countries	China	all countries in the world	others	
Status	Student	Count	64	62	1	5	15	13	160
		% within Status	40.0%	38.8%	.6%	3.1%	9.4%	8.1%	100.0%
	Teacher	Count	14	14			7	15	50
		% within Status	28.0%	28.0%			14.0%	30.0%	100.0%
Total		Count	78	76	1	5	22	28	210
		% within Status	37.1%	36.2%	.5%	2.4%	10.5%	13.3%	100.0%

Status * When communicating with non-native English speakers, you are supposed to use the English that is common in Crosstabulation

			When communicating with non-native English speakers, you are supposed to use the English that is common in						Total
			UK	US	Asian countries	China	all countries in the world	others	
Status	Student	Count	31	38	10	20	52	9	160
		% within Status	19.4%	23.8%	6.3%	12.5%	32.5%	5.6%	100.0%
	Teacher	Count	12	10	1	6	12	9	50
		% within Status	24.0%	20.0%	2.0%	12.0%	24.0%	18.0%	100.0%
Total		Count	43	48	11	26	64	18	210
		% within Status	20.5%	22.9%	5.2%	12.4%	30.5%	8.6%	100.0%

Status * You think the English that you use in the communication of your daily life is an English that is common in Crosstabulation

			You think the English that you use in the communication of your daily life is an English that is common in						Total
			UK	US	Asian countries	China	all countries in the world	others	
Status	Student	Count	28	47	3	72	3	7	160
		% within Status	17.5%	29.4%	1.9%	45.0%	1.9%	4.4%	100.0%
	Teacher	Count	17	13	2	6	9	3	50
		% within Status	34.0%	26.0%	4.0%	12.0%	18.0%	6.0%	100.0%
Total		Count	45	60	5	78	12	10	210
		% within Status	21.4%	28.6%	2.4%	37.1%	5.7%	4.8%	100.0%

Status * When you greet a friend with English that you have not seen for a long time, you will say Crosstabulation

			When you greet a friend with English that you have not seen for a long time, you will say				Total
			Long time no see.	How are you?	How are you doing?	How are you going?	
Status	Student	Count	62	36	30	32	160
		% within Status	38.8%	22.5%	18.8%	20.0%	100.0%
	Teacher	Count	19	16	9	6	50
		% within Status	38.0%	32.0%	18.0%	12.0%	100.0%
Total		Count	81	52	39	38	210
		% within Status	38.6%	24.8%	18.6%	18.1%	100.0%

Status * You will say _____ when others sneeze. Crosstabulation

			You will say _____ when others sneeze.					Total
			Somebody must be talking about you.	Somebody must be missing you.	Bless you.	I wish you have good health.	others	
Status	Student	Count	2	17	130	5	6	160
		% within Status	1.3%	10.6%	81.3%	3.1%	3.8%	100.0%
	Teacher	Count	2	6	37	4	1	50
		% within Status	4.0%	12.0%	74.0%	8.0%	2.0%	100.0%
Total		Count	4	23	167	9	7	210
		% within Status	1.9%	11.0%	79.5%	4.3%	3.3%	100.0%

Status * the most correct sentence to describe the crowded people in sight-seeing spots in Chinese holiday Crosstabulation

			the most correct sentence to describe the crowded people in sight-seeing spots in Chinese holiday				Total
			There were too many people there.	It was too crowded.	People mountains, People sea.	others	
Status	Student	Count	26	115	17	2	160
		% within Status	16.3%	71.9%	10.6%	1.3%	100.0%
	Teacher	Count	10	35	2	3	50
		% within Status	20.0%	70.0%	4.0%	6.0%	100.0%
Total		Count	36	150	19	5	210
		% within Status	17.1%	71.4%	9.0%	2.4%	100.0%

Status * You'll say _____ when you greet your teacher, Mr Li. Crosstabulation

			You'll say _____ when you greet your teacher, Mr Li.				Total
			Good morning, Teacher li.	Good morning, teacher.	Good morning, sir.	Good morning, Li sir.	
Status	Student	Count	6	73	69	12	160
		% within Status	3.8%	45.6%	43.1%	7.5%	100.0%
	Teacher	Count		33	10	7	50
		% within Status		66.0%	20.0%	14.0%	100.0%
Total		Count	6	106	79	19	210
		% within Status	2.9%	50.5%	37.6%	9.0%	100.0%

Status * You'll say _____ when you want to know the spelling of some word. Crosstabulation

			You'll say _____ when you want to know the spelling of some word.				Total
			How to spell the word of...	How could you spell the word of ...	What is the spelling of the word of...	How do you spell it, please?	
Status	Student	Count	99	39	15	7	160
		% within Status	61.9%	24.4%	9.4%	4.4%	100.0%
	Teacher	Count	21	18	7	4	50
		% within Status	42.0%	36.0%	14.0%	8.0%	100.0%
Total		Count	120	57	22	11	210
		% within Status	57.1%	27.1%	10.5%	5.2%	100.0%

Status * You communicate in English with foreigners in the form of face to face. Crosstabulation

			You communicate in English with foreigners in the form of face to face.					Total
			never	ocasionally	regularly	often	very often	
Status	Student	Count	1	55	73	21	10	160
		% within Status	.6%	34.4%	45.6%	13.1%	6.3%	100.0%
	Teacher	Count		12	12	18	8	50
		% within Status		24.0%	24.0%	36.0%	16.0%	100.0%
Total		Count	1	67	85	39	18	210
		% within Status	.5%	31.9%	40.5%	18.6%	8.6%	100.0%

Status * You communicate in English with foreigners in the form of emails or letters. Crosstabulation

			You communicate in English with foreigners in the form of emails or letters.					Total
			never	ocasionally	regularly	often	very often	
Status	Student	Count	60	51	35	10	4	160
		% within Status	37.5%	31.9%	21.9%	6.3%	2.5%	100.0%
	Teacher	Count	5	10	14	14	7	50
		% within Status	10.0%	20.0%	28.0%	28.0%	14.0%	100.0%
Total		Count	65	61	49	24	11	210
		% within Status	31.0%	29.0%	23.3%	11.4%	5.2%	100.0%

Status * You communicate in English with foreigners in the form of listening to radio or watching TV. Crosstabulation

			You communicate in English with foreigners in the form of listening to radio or watching TV.					Total
			never	ocasionally	regularly	often	very often	
Status	Student	Count	4	39	72	36	9	160
		% within Status	2.5%	24.4%	45.0%	22.5%	5.6%	100.0%
	Teacher	Count	2	5	29	9	5	50
		% within Status	4.0%	10.0%	58.0%	18.0%	10.0%	100.0%
Total		Count	6	44	101	45	14	210
		% within Status	2.9%	21.0%	48.1%	21.4%	6.7%	100.0%

Status * You communicate in English with foreigners in the form of reading materials. Crosstabulation

			You communicate in English with foreigners in the form of reading materials.					Total
			never	ocasionally	regularly	often	very often	
Status	Student	Count	5	44	63	42	6	160
		% within Status	3.1%	27.5%	39.4%	26.3%	3.8%	100.0%
	Teacher	Count		7	21	16	6	50
		% within Status		14.0%	42.0%	32.0%	12.0%	100.0%
Total		Count	5	51	84	58	12	210
		% within Status	2.4%	24.3%	40.0%	27.6%	5.7%	100.0%

Status * You communicate in English with Chinese English speakers in the form of face to face. Crosstabulation

			You communicate in English with Chinese English speakers in the form of face to face.				Total
			ocasionally	regularly	often	very often	
Status	Student	Count	17	68	62	13	160
		% within Status	10.6%	42.5%	38.8%	8.1%	100.0%
	Teacher	Count		20	21	9	50
		% within Status		40.0%	42.0%	18.0%	100.0%
Total	Count		17	88	83	22	210
	% within Status		8.1%	41.9%	39.5%	10.5%	100.0%

Status * You communicate in English with Chinese English speakers in the form of emails or letters. Crosstabulation

			You communicate in English with Chinese English speakers in the form of emails or letters.					Total
			never	ocasionally	regularly	often	very often	
Status	Student	Count	53	61	32	12	2	160
		% within Status	33.1%	38.1%	20.0%	7.5%	1.3%	100.0%
	Teacher	Count	8	19	15	6	2	50
		% within Status	16.0%	38.0%	30.0%	12.0%	4.0%	100.0%
Total	Count		61	80	47	18	4	210
	% within Status		29.0%	38.1%	22.4%	8.6%	1.9%	100.0%

Status * You communicate in English with Chinese English speakers in the form of listening to radio or watching TV. Crosstabulation

			You communicate in English with Chinese English speakers in the form of listening to radio or watching TV.					Total
			never	ocasionally	regularly	often	very often	
Status	Student	Count	14	32	65	38	11	160
		% within Status	8.8%	20.0%	40.6%	23.8%	6.9%	100.0%
	Teacher	Count	8	7	17	15	3	50
		% within Status	16.0%	14.0%	34.0%	30.0%	6.0%	100.0%
Total	Count		22	39	82	53	14	210
	% within Status		10.5%	18.6%	39.0%	25.2%	6.7%	100.0%

Status * You communicate in English with Chinese English speakers in the form of reading materials. Crosstabulation

			You communicate in English with Chinese English speakers in the form of reading materials.					Total
			never	ocasionally	regularly	often	very often	
Status	Student	Count	6	42	58	41	13	160
		% within Status	3.8%	26.3%	36.3%	25.6%	8.1%	100.0%
	Teacher	Count	2	13	26	7	2	50
		% within Status	4.0%	26.0%	52.0%	14.0%	4.0%	100.0%
Total	Count		8	55	84	48	15	210
	% within Status		3.8%	26.2%	40.0%	22.9%	7.1%	100.0%

Status * With the development of my English level and the need of expressing, I have published (or plan to publish) literary work in English. Crosstabulation

			With the development of my English level and the need of expressing, I have published (or plan to publish) literary work in English.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Status	Student	Count	8	37	55	50	10	160
		% within Status	5.0%	23.1%	34.4%	31.3%	6.3%	100.0%
	Teacher	Count		3	10	28	9	50
		% within Status		6.0%	20.0%	56.0%	18.0%	100.0%
Total	Count		8	40	65	78	19	210
	% within Status		3.8%	19.0%	31.0%	37.1%	9.0%	100.0%

Status * I accept English with Chinese characteristics for its easy comprehension. Crosstabulation

			I accept English with Chinese characteristics for its easy comprehension.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Status	Student	Count	9	50	19	64	18	160
		% within Status	5.6%	31.3%	11.9%	40.0%	11.3%	100.0%
	Teacher	Count	5	15	11	18	1	50
		% within Status	10.0%	30.0%	22.0%	36.0%	2.0%	100.0%
Total	Count		14	65	30	82	19	210
	% within Status		6.7%	31.0%	14.3%	39.0%	9.0%	100.0%

Status * I don't accept English with Chinese characteristics even it is easily understood. Crosstabulation

			I don't accept English with Chinese characteristics even it is easily understood.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Status	Student	Count	17	53	31	43	16	160
		% within Status	10.6%	33.1%	19.4%	26.9%	10.0%	100.0%
	Teacher	Count	1	15	15	14	5	50
		% within Status	2.0%	30.0%	30.0%	28.0%	10.0%	100.0%
Total	Count		18	68	46	57	21	210
	% within Status		8.6%	32.4%	21.9%	27.1%	10.0%	100.0%

Status * It's a shame that I was told I speak English with Chinese characteristics. Crosstabulation

			It's a shame that I was told I speak English with Chinese characteristics.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Status	Student	Count	13	55	18	61	13	160
		% within Status	8.1%	34.4%	11.3%	38.1%	8.1%	100.0%
	Teacher	Count	5	17	8	16	4	50
		% within Status	10.0%	34.0%	16.0%	32.0%	8.0%	100.0%
Total	Count		18	72	26	77	17	210
	% within Status		8.6%	34.3%	12.4%	36.7%	8.1%	100.0%

Status * English with Chinese characteristics has many deficient errors and needs improving. Crosstabulation

			English with Chinese characteristics has many deficient errors and needs improving.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Status	Student	Count	4	9	23	94	30	160
		% within Status	2.5%	5.6%	14.4%	58.8%	18.8%	100.0%
	Teacher	Count	2	5	9	25	9	50
		% within Status	4.0%	10.0%	18.0%	50.0%	18.0%	100.0%
Total	Count		6	14	32	119	39	210
	% within Status		2.9%	6.7%	15.2%	56.7%	18.6%	100.0%

Status * I accept English with Chinese characteristics in phonological level such as: I love you. (read as ai lao hu you爱老虎油) Crosstabulation

			I accept English with Chinese characteristics in phonological level such as: I love you. (read as ai lao hu you爱老虎油)					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Status	Student	Count	59	50	16	30	5	160
		% within Status	36.9%	31.3%	10.0%	18.8%	3.1%	100.0%
	Teacher	Count	23	11	4	11	1	50
		% within Status	46.0%	22.0%	8.0%	22.0%	2.0%	100.0%
Total		Count	82	61	20	41	6	210
		% within Status	39.0%	29.0%	9.5%	19.5%	2.9%	100.0%

Status * I accept English with Chinese characteristics in lexical and semantic level such as one country, two systems, Xiaokang, long time no see. Crosstabulation

			I accept English with Chinese characteristics in lexical and semantic level such as one country, two systems, Xiaokang, long time no see.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Status	Student	Count	11	31	17	87	14	160
		% within Status	6.9%	19.4%	10.6%	54.4%	8.8%	100.0%
	Teacher	Count		9	10	27	4	50
		% within Status		18.0%	20.0%	54.0%	8.0%	100.0%
Total		Count	11	40	27	114	18	210
		% within Status	5.2%	19.0%	12.9%	54.3%	8.6%	100.0%

Status * I accept English with Chinese characteristics in syntactic level such as I think he shouldn't go. Crosstabulation

			I accept English with Chinese characteristics in syntactic level such as I think he shouldn't go.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Status	Student	Count	18	50	32	52	8	160
		% within Status	11.3%	31.3%	20.0%	32.5%	5.0%	100.0%
	Teacher	Count	3	18	4	23	2	50
		% within Status	6.0%	36.0%	8.0%	46.0%	4.0%	100.0%
Total		Count	21	68	36	75	10	210
		% within Status	10.0%	32.4%	17.1%	35.7%	4.8%	100.0%

Status * I accept English with Chinese characteristics in super-syntactic level such as Because he was ill, so he didn't come to school. Crosstabulation

			I accept English with Chinese characteristics in super-syntactic level such as Because he was ill, so he didn't come to school.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Status	Student	Count	28	72	20	37	3	160
		% within Status	17.5%	45.0%	12.5%	23.1%	1.9%	100.0%
	Teacher	Count	9	22	6	13		50
		% within Status	18.0%	44.0%	12.0%	26.0%		100.0%
Total		Count	37	94	26	50	3	210
		% within Status	17.6%	44.8%	12.4%	23.8%	1.4%	100.0%

Status * English belongs to everyone who uses it and Chinese English speakers are supposed to make innovations for expressing ourselves more exactly. Crosstabulation

			English belongs to everyone who uses it and Chinese English speakers are supposed to make innovations for expressing ourselves more exactly.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Status	Student	Count	8	56	32	50	14	160
		% within Status	5.0%	35.0%	20.0%	31.3%	8.8%	100.0%
	Teacher	Count	2	11	15	21	1	50
		% within Status	4.0%	22.0%	30.0%	42.0%	2.0%	100.0%
Total		Count	10	67	47	71	15	210
		% within Status	4.8%	31.9%	22.4%	33.8%	7.1%	100.0%

Status * Everyone has a right to speak his native language in his country and it's the same that everyone has a right to speak his localized English, which needs basic respect, in the world. Crosstabulation

			Everyone has a right to speak his native language in his country and it's the same that everyone has a right to speak his localized English, which needs basic respect, in the world.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Status	Student	Count	4	20	23	83	30	160
		% within Status	2.5%	12.5%	14.4%	51.9%	18.8%	100.0%
	Teacher	Count	1	9	13	20	7	50
		% within Status	2.0%	18.0%	26.0%	40.0%	14.0%	100.0%
Total		Count	5	29	36	103	37	210
		% within Status	2.4%	13.8%	17.1%	49.0%	17.6%	100.0%

Status * Some codified English with Chinese characteristics by Chinese English professionals can become pedagogical norms or model like models of British and American English. Crosstabulation

			Some codified English with Chinese characteristics by Chinese English professionals can become pedagogical norms or model like models of British and American English.					Total
			strongly disagree	disagree	no opinion or don't know	agree	strongly agree	
Status	Student	Count	12	31	36	62	19	160
		% within Status	7.5%	19.4%	22.5%	38.8%	11.9%	100.0%
	Teacher	Count	1	8	12	24	5	50
		% within Status	2.0%	16.0%	24.0%	48.0%	10.0%	100.0%
Total		Count	13	39	48	86	24	210
		% within Status	6.2%	18.6%	22.9%	41.0%	11.4%	100.0%

Norm Orientation of Chinese English: a Sociohistorical Perspective

Inauguraldissertation zur Erlangung des akademischen Grades eines Doktors der Philosophie im Fachbereich Philosophie und Geisteswissenschaften (Institut für Englische Philologie) der Freien Universität Berlin

November 2010

Deutsche Zusammenfassung

Die globale Verbreitung des Englischen führt unter bestimmten sozio-kulturellen Umständen zur Herausbildung lokaler Varianten, die durch die Kontaktsituation des Englischen mit lokal vorherrschenden Sprachen entstehen. Das Englische in China, mit der höchsten Zahl an Englischsprechern und einem ständig wachsenden Potential weiterer Sprecher des Englischen führt zu einem wachsenden Interesse und einer stärkeren Konzentration auf diesen Forschungsgegenstand.

Die vorliegende Studie entwickelt ein historisches, soziales und linguistisches Profil des chinesischen Englisch, basierend auf dem Konzept der "World Englishes" und der Auswertung der Literatur zu soziolinguistisch geprägten Studien des chinesischen Englisch. Die Standardorientierung des chinesischen Englisch wird anhand empirischer Untersuchungen belegt. Somit lässt sich diese Studie in fünf Bereiche gliedern: die geschichtliche Evolution, den gegenwärtigen sozialen Kontext, das linguistische Profil, die Standardorientierung des chinesischen Englisch und schließlich das Fazit.

1. Geschichtliche Evolution des chinesischen Englisch

Auf Grund des historischen Kontextes einer halb-kolonialen Gesellschaft mit diversen Sprachpolitiken und unterschiedlichen englischen Kontaktvarietäten durchlief das

Englische im China des letzten Jahrhunderts (1842-1949) die Perioden der „Pidginisierung“ und in der Folge der „Depidginisierung“, der „Politisierung“ innerhalb politischer Bewegungen (1949-1978) sowie die der frühen Implementierung der „Open Door“ Politik (1978-2000). Die geschichtliche Evolution lässt sich somit entsprechend der folgenden drei Punkten zusammenfassen.

Erstens hat der Sprachkontakt zwischen dem Englischen und dem Chinesischen in der Entwicklung des Englischen in China zur Herausbildung einer englischen Varietät mit chinesischen Merkmalen geführt. Sprachliche Belege sind ein chinesisches Pidginenglisch und ein politisiertes chinesisches Englisch. Das Chinesische Pidginenglisch entwickelte sich während des enger werdenden Kontaktes zwischen China und westlichen Ländern seit dem ersten Opiumkrieg 1840. Seines sprachlichen Merkmale wurden hauptsächlich durch das Chinesische und die chinesische Kultur beeinflusst. Das chinesische Pidginenglisch erfuhr im Laufe seiner Entwicklung zunehmende Stigmatisierung und durchlief folglich keinerlei Standardisierung und verschwand zum Ende des 20. Jahrhunderts. Das Entstehen eines politisierten chinesischen Englisch, von der Gründung der Volksrepublik China bis in die 80er Jahre hinein, symbolisiert die Verwurzelung des Englischen in China. Von der Welt abgeschottet sah sich China mit einer Reihe politischer Bewegungen und Umwälzungen konfrontiert. Das politisierte chinesische Englisch mit all seinen durch politische Bewegungen beeinflussten sprachlichen Merkmalen wurde nur in Regierungspublikationen benutzt und ist inzwischen Geschichte.

Zweitens bestimmten die Veränderungen und die Verschiebungen innerhalb der Englischpolitik die Entwicklung des chinesischen Englisch von der Pidginisierung, der Depidginisierung bis hin zur Politisierung in China. Die Pidginisierung des Englischen in China resultierte aus der Abschottung Chinas und einer negativen Englischpolitik. Der Kaiser der Qing Dynastie sowie die Eliten konzentrierten sich vollends auf die Fortführung ihrer Herrschaft. Sie schotteten China hermetisch von der Außenwelt ab, in dem der Außenhandel von chinesischen Häfen aus verboten und

das Unterrichten von Ausländern im Chinesischen bei Todesstrafe untersagt wurde. Gegenüber den westlichen Mächten versuchten sich die Qing Dynastie und die Eliten zu schützen, in dem sie deren Sprache lernte, um so Zugang zu technologischem Wissen zu bekommen. Die Bemühungen das Erlernen der Englische Sprache in China zu befördern beinhalteten die Gründung von Übersetzungsinstituten, die Entwicklung des modernen Schulsystems, das Ausbilden chinesischer Studenten im Ausland und vieles mehr. Diese Englischpolitik führte zu „Depidginisierung“ des Englischen. Auf Grund der globalen Situation seit Gründung der Volksrepublik China und besonders der großen kulturellen Revolution sah sich China politischen Bewegungen gegenüber, die zu seiner Abschottung von der Welt führten. Die negative Englischpolitik im Zusammenhang mit Chinas Abschottung führte zur Politisierung des Englischen in China.

Drittens hing die historische Entwicklung des chinesischen English von den jeweiligen Kontaktvarietäten des Englischen ab. In der frühen Phase des Englischen in China, in der Zeit der Qing Dynastie und der Republik, wurde eine Mischung aus britischem und amerikanischem English verwendet. Großbritannien drang nach China vor und unternahm einen ersten Schritt zur Verbreitung des Englischen, in dem es Missionarsschulen gründete. Der spätere amerikanische Einfluss auf den chinesischen Englischunterricht war noch weitreichender. In der Periode zwischen der Gründung der Volksrepublik China und der „Open Door“ Politik war das britische English stets Modell chinesischen Englischunterrichts, was auf den Einfluss der Sowjetunion, in der das britische English ebenfalls Unterrichtsstandard war, zurückgeht. In der Zeit der 1960er und 1970er Jahre war China in der Welt isoliert. Das Englische konnte sich in dieser Zeit nur dank seiner Politisierung behaupten. Seit China jedoch eine „Open Door“ Politik verfolgt, nähert sich das chinesische English wieder den westlichen Standards des britischen und amerikanischen English an.

2. Der gegenwärtige soziale Rahmen und funktionale Status des chinesischen English

Die sozialen Bedingungen in China, Asien und der Welt, sowie die Englischpolitik, die Entwicklung des Englischunterrichts und des Statuses des Englischen in China werden in den folgenden 4 Punkten betrachtet.

Zuerst bestimmen die sozialen Rahmenbedingungen in China, Asien und der Welt die Notwendigkeit einer das Englische befördernden Sprachpolitik in China. Auf Grund der geschichtlichen und besonders der gegenwärtigen wirtschaftlichen Entwicklung Asiens kommt dem Englischen zunehmend die Rolle einer Lingua Franca zu und zwar innerhalb Asiens, wie auch zwischen Asien und anderen Teilen der Welt. Als eine sich schnell entwickelnde Nation mit der weltweit größten Bevölkerung hat sich China in die Weltgemeinschaft integriert und ist nun Teil einer globalisierten Welt. Wie jedes andere Land auch, fördert China das Englische durch gezielte Sprachpolitik.

Zweitens hat eben jene das Englische fördernde Sprachpolitik zur herausgehobenen Stellung des Englischen in China und zur beschleunigten Entwicklung des chinesischen Englisch beigetragen. Englisch ist zu einer Voraussetzung für sozialen Aufstieg und individueller Entwicklung geworden; sprachlicher Mittler der chinesischen Kultur in der Welt, was auch zur Ausbreitung des Chinesischen führt und somit das „Englischfieber“ seit Beginn des neuen Jahrhunderts erhält. Diese positive Einstellung führt zur Nutzung des Englischen in unterschiedlichsten Bereichen, wie zum Beispiel der Bildung, den Medien, dem Außenhandel und Tourismus, den Naturwissenschaften und der Technologie sowie der persönlichen Kommunikation zwischen Chinesen.

Drittens wird die Reform des Englischunterrichts und der Entwicklung von Englischschulen zum Schlüssel vermehrter Nutzung des Englischen. Der Englischunterricht in China ist seit der Jahrhundertwende in vielerlei Hinsicht reformiert und verbessert worden. So wird nun in noch jüngeren Jahren in der

Grundschule mit dem Sprachunterricht begonnen, welcher in der Mittelschule eine herausragende Bedeutung erhält. Des Weiteren liegt der Fokus auf Sprachkompetenz und nicht mehr auf dem Sprachwissen, was sich auch an der Verpflichtung der Universitäten zu bilingualen Unterricht zeigt. Eine ebenso wichtige Rolle hinsichtlich des Erlernens und Gebrauchs des Englischen spielen die Englischschulen. So entwickelte sich das Englische von einer „gelernten Sprache“ zu einer „Gebrauchssprache“ im Englischunterricht, aber auch darüber hinaus.

Viertens entwickelt sich Englisch zu einer halboffiziellen Sprache in China. Der Gebrauch des Englischen ist in Bereichen, wie der Bildung, den Medien, dem Außenhandel und Tourismus, den Naturwissenschaften und der Technologie sowie der persönlichen Kommunikation zwischen Chinesen weit verbreitet. In funktionaler Hinsicht ist die Unterscheidung zwischen dem Englischen als Zweit- und als Fremdsprache im chinesischen Kontext keine absolute. Englisch ist auf dem Weg zu einer Zweitsprache in der Bildung, dem öffentlichen Dienst und dem Sektorservice, sowie der Industrie zu werden.

3. Das sprachliche Profil des chinesischen Englisch und Kernprobleme seiner Entwicklung

Die folgenden drei Punkte illustrieren das sprachliche Profil des chinesischen Englisch. Dazu zählen die generellen sprachlichen Charakteristika des chinesischen Englisch, die Konvergenz der Entwicklung des Englischen und des Chinesischen im sozialen Kontext und die Frage des Standards in Bezug auf eine Definition des chinesischen Englisch.

Erstens kann das chinesische Englisch auf Grund salienter phonologischer, lexikalischer und syntaktischer Merkmale als eine Varietät des Englischen bezeichnet werden. Es allgemein anerkannt, dass Sprecher des chinesischen Englisch einen eigenen Akzent sprechen. Zu den lexikalischen Merkmalen gehören chinesische

Lehnwörter im Englischen. Merkmale syntaktischer Art zeigen den besonderen Einfluss des Chinesischen auf das Englische im sozialen Kontext. All diese Charakteristika sind Basis für die Herausbildung pragmatischer Normen im chinesischen Englisch.

Zweitens führt die gegenwärtige Entwicklung des chinesischen Englisch basierend auf der Konvergenz zwischen dem Englischen und dem Chinesischen zur Frage nach dem Standard. Die als „Chinglish“ bezeichnete Konvergenz des Englischen und des Chinesischen ist negativ belegt und führt zu Bezeichnungen wie „neues Pidgin Englisch“ und „chinesisches Internetenglisch“ sowie zur Diskussion von „Fehlern“ und „Innovationen“ und zur Frage der Akzeptanz des chinesischen Englisch weltweit. Dies führte zur Entwicklung eines Kriteriums für die Definition, bzw. Beurteilung des normativen chinesischen Englisch.

Drittens hat es eine Reihe von Diskussionen zur Benennung des chinesischen Englisch gegeben. Das Kernproblem bei der Definition eines normativen chinesischen Englisch ist jedoch nicht die Namensfrage, sondern die Studien zur Akzeptanz pragmatischer Normen. Auf Grund der allgemein negativen Einstellung hat das Englische in China verschiedene Namen. Der Name China Englisch vermeidet abwertende Konnotationen und öffnet so Wege zur Akzeptanz des chinesischen Englisch, welche jene Faktoren widerspiegeln, die die Entwicklung des chinesischen Englisch als eine „adopted variety“ beeinflussen.

4. Standardorientiertheit des chinesischen Englisch

Die folgenden Punkte klären die Frage des pragmatischen Standards, der sprachlichen Standards, der Orientierung und Akzeptanz des behaviouristischen Standards und des Standards des chinesischen Englisch.

Erstens ist sicher, dass das chinesische Englisch einen pragmatischen Standard hat. Er

ist innerhalb der Konventionen der chinesischen Gesellschaft und im soziokulturellen Kontext Chinas voll funktionsfähig und ermöglicht eine Identifikation mit chinesischer Sprache und Kultur. Die Realität ist jedoch, dass viele Chinesen diesen pragmatischen Standard nicht akzeptieren.

Zweitens zeigt eine Betrachtung der Entwicklung muttersprachlicher Standards und der Varietäten des Englischen in China, dass der sprachliche Standard des chinesischen Englisch, welcher in bildungs- und konzeptioneller Perspektive existiert, dem muttersprachlichen Standard des britischen und amerikanischen Englisch gleicht. Dieser konzeptionelle und pädagogische Mono-Standard verursacht aber auch praktische Probleme, wie beispielsweise die Distanz zwischen dem Ideal, bzw. der „Soll-Norm“ und der Performanz der Sprecher chinesischen Englischs.

Drittens zeigen die neuen Ausrichtungen des chinesischen Englisch die Annahme, dass sich eine Orientierung eines behavioristischen Standards bildet. Dieser verhält sich in der Kommunikation mit Muttersprachlern und deren sprachlichen Standards dynamisch. Eine solche Orientierung wird aus sprachwissenschaftlicher, funktionaler und ideologischer Perspektive dargelegt.

Zusammenfassend wird gezeigt, dass ein pragmatischer Standard des chinesischen Englisch existiert. Der sprachliche Standard des Englischen wirkt aus pädagogischer und konzeptioneller Sicht noch immer exonormativ. Die Konflikte zwischen dem pragmatischen Standard und dem sprachlichen Standard bringen eine neue Ausrichtung des chinesischen Englisch hervor: einen dynamisch behavioristischen Standard. Die Methodik der Interviews und Fragebögen dieser empirischen Studie belegt im Wesentlichen die Hypothese der Ausrichtung des sprachlichen Standards und der Akzeptanz des behavioristischen Standards des Englischen in China.

5. Fazit:

Alle Studien kommen zu folgendem Fazit:

Erstens führt die weltweite Verbreitung des Englischen und sein gegenwärtiger Status einer Lingua Franca im Kontext der Globalisierung zum Kontakt mit einer Reihe von Sprachen lokal begrenzter Verbreitung in unterschiedlichen sozialen Kontexten. Dieser Sprachkontakt führt unweigerlich zur Bildung lokaler Varietäten des Englischen. Die chinesische Nation hat eine kontinuierlich ostasiatische Geschichte. Weiterhin unterscheidet sich die Struktur des Chinesischen fundamental von der westlicher Sprachen, Englisch eingeschlossen. Die Entwicklung des Englischen in China zeigt selbstverständlich Einflüsse des Chinesischen und ist in seiner Geschichte, wie auch in der Gegenwart mit immer neuen Bezeichnungen belegt worden, so zum Beispiel „chinesisches Pidgin Englisch“, „politisiertes chinesisches Englisch“, „neues Pidgin“, „chinesisches Internetenglisch“, etc. Diese englische Varietät mit ihren chinesischen Einflüssen wird in Bezug auf China, beziehungsweise seines sozialen Kontextes benutzt. Es bildeten sich Konventionen eines pragmatischen Standards des chinesischen Englisch heraus, welche chinesische Identität in der interkulturellen Kommunikation weltweit verkörpern.

Zweitens ist die Voraussetzung zur Bildung einer lokalen englischen Varietät ihr herausgehobener Status innerhalb eines Landes. Dazu gehört die das Englisch befördernde Sprachpolitik, eine positive Einstellung zum Englischen und dem Englischlernen sowie der häufige Gebrauch in intra- und interkultureller Kommunikation. Wie für viele andere Länder treffen diese drei Voraussetzungen auch für China zu. Die sozialen Rahmenbedingungen in China, Asien und der Welt bestimmen die Notwendigkeit einer das Englisch befördernden Sprachpolitik. Englisch bedeutet sozialen Aufstieg sowie individuelle Weiterentwicklung, aber auch Fortentwicklung der chinesischen Gesellschaft als Ganzes. Vor dem Hintergrund der Globalisierung haben die Reform der Englischausbildung und die Gründung von Englischschulen zu einer vermehrten Nutzung des Englischen und einer positiveren Einstellung der chinesische Bevölkerung zum Englischen geführt. Englisch ist zu

einer halboffiziellen Zweitsprache in China geworden. All diese sozialen Faktoren unterstützen die Entwicklung der chinesischen Varietät des Englischen.

Drittens führt das Entstehen einer englischen Varietät in einer solchen Sprachkontaktsituation unweigerlich zur Frage des Standards in Bezug auf den Konflikt zwischen deren Existenz auf der einen und deren „Nichtanerkennung“ auf der anderen Seite. Die Lösung dieser Frage liegt in der Analyse der Standardorientierung aus unterschiedlichen Perspektiven und dem Erforschen von Wegen zur Verbesserung der Akzeptanz einer solchen lokalen Varietät. Die Standardorientierung des chinesischen Englisch kann aus drei Perspektiven beleuchtet werden: der pragmatische Standard mit seinen Charakteristika, der sprachliche Standard für die Pädagogik und dem Verständnis der Menschen für das „exonormative“ Englisch (britisches und amerikanisches Englisch) und die Akzeptanz eines behavioristischen Standards des chinesischen Englisch in seiner Entstehung. Die Akzeptanz des chinesischen Englisch braucht sprachliche Konvergenz, funktionale Verbreiterung und sprachideologisches Selbstverständnis.

Basierend auf den diskutierten Punkten wird im Folgenden ein Modell der Entwicklung des chinesischen Englisch vorgeschlagen. Im Verlauf dieser Entwicklung hat es verschiedene Hindernisse gegeben, die der Akzeptanz des chinesischen Englisch entgegenstehen. Die Betrachtung der Evolution englischer Varietäten dient als Basis für die Annahme einer Mischung von britischem und amerikanischem Englisch als Standard für das chinesische Englisch geschaffen. Dieses exonormative Englisch ist noch immer die pädagogische Norm. Das heißt, dass die „Soll-Norm“ des Englischen im Verständnis der Chinesen in gewisser Hinsicht noch immer das britische Englisch, beziehungsweise das amerikanische Englisch ist, welches im Allgemeinen bevorzugt wird. Mit der Entwicklung des chinesischen Englisch jedoch haben die seine Entwicklung begünstigenden Faktoren Oberhand gewonnen. Die sprachliche Konvergenz des Englischen und das Chinesischen führt zur Entwicklung eines pragmatischen Standards; die funktionale Verbreiterung führt zur vermehrten

Nutzung der Varietät; das sprachideologische Selbstverständnis führt zu einer stärkeren Akzeptanz des Erlernens einer „importierten Sprache“ und zur Aneignung eben dieser als „mein Englisch“. All diese Faktoren spielen eine wichtige Rolle für die steigende Akzeptanz des chinesischen Englisch im Kontext der Entwicklung Chinas und der Globalisierung.

Das hier gezogene Fazit basiert auf der Fallstudie der Entwicklung des chinesischen Englisch in China. Diese Entwicklung ist einzigartig auf Grund der chinesischen Geschichte, unterschiedlicher ostasiatischer soziokultureller Elemente, unterschiedlicher Sprachstrukturen, etc. Inzwischen gibt es auch in China viele der beinahe universal gültigen Faktoren für die Entstehung und Akzeptanz lokaler Varietäten. Es wird erwartet, dass die Ergebnisse dieser Studie die Erforschung der „World Englishes“, insbesondere der Entstehung, Entwicklung und der Akzeptanz lokaler Varietäten des Englischen in Ländern, in denen Englisch nicht die Muttersprache ist, bereichert und erweitert.

Erklärung

Ich versichere, dass ich die vorliegende Dissertation selbstständig verfasst und keine anderen Hilfsmittel als die angegebenen verwendet habe. Alle Stellen der Arbeit, die anderen Werken dem Wortlaut oder dem Sinn nach entnommen wurden, sind unter Angabe der Quellen als Entlehnungen kenntlich gemacht. Die in der Dissertation enthaltenen graphischen Darstellungen sind von mir erstellt worden, soweit sie nicht als Entlehnung gekennzeichnet sind.

Datum, Unterschrift:

Der Lebenslauf ist in der Online-Version aus Gründen des Datenschutzes nicht enthalten