

**ENGLISH-MEDIUM INSTRUCTION IN CHINA'S UNIVERSITIES: EXTERNAL
PERCEPTIONS, IDEOLOGIES AND SOCIOLINGUISTIC REALITIES**

by

WERNER BOTHA

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Supervisor: Professor Lawrie A Barnes

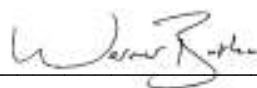
Co-supervisor: Professor Kingsley R Bolton

November 2013

Werner Botha

2013

I declare that *English-Medium Instruction in China's Universities: External Perceptions, Ideologies and Sociolinguistic Realities* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'Werner Botha', is positioned above a horizontal line.

Werner Botha
6 November, 2013

ABSTRACT

This thesis examines the results of a large-scale sociolinguistic study on the use of English in two universities in China. The aim of the thesis is to determine the sociolinguistic realities of the use of English in higher education in China. The universities were selected on the basis of their unique status in China's higher education hierarchy. One university was a private institute reliant on student fees for its income, and the other a state-funded university under the supervision of the Chinese Ministry of Education. A sociolinguistic survey was conducted involving some 490 respondents at these universities between early 2012 and mid-2013. It was specifically aimed at describing the use of the English language in the formal education of students. The study reports on the status and functions of English at the universities, as well as the attitudes of various stakeholders towards English (and other languages). It also examines their beliefs about English. English is considered in a number of contexts: first, the context of language contact, of English alongside other languages and language varieties on the two university campuses; second, of English as part of the linguistic worlds of Chinese students who switch between languages in their daily lives, both in their education as well as their private lives; and third, of the spread and use of English in terms of the physical and virtual movement of people across spaces. The findings of the study indicate that the increasing use of English in the formal education at these universities is having an impact on the ways in which Chinese students are learning their course materials, and even more notably in the myriad ways these students are using multiple languages to negotiate their everyday lives. As university students in China become increasingly bilingual, their ability to move across spaces is shown to increase, both in the 'real' world, as well as in their Internet and entertainment lives.

Keywords: English in China; English-medium instruction; globalisation; language contact; language and ideology; language policy; language worlds; linguistic worlds; mobility

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DEDICATION

For my parents, Philip R. Botha and Catharina J. Botha

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CHAPTER 1: INTRODUCTION

I view locality primarily relational and contextual rather than as scalar or spatial. I see it as a complex phenomenological quality, constituted by a series of links between the sense of social immediacy, the technologies of interactivity, and the relativity of contexts.

Arjun Appadurai (1996: 178)

1.1 Introduction

Nowadays, many university students in the People's Republic of China (or P.R.C) are exposed to the English language in their education, in one form or another, whether by listening to their lecturers or, at the very least, through such written forms as presentation slides, class notes, and textbooks. In many ways, describing this as a language contact situation seems quite obvious, because for most tertiary education students in mainland China, multilingualism, in the sense of the ability to use multiple languages, is increasingly becoming the norm. The current ways in which these students negotiate their worlds using multiple languages and dialects is dramatically altering the linguistic worlds of these students in China (see Bolton 2013: 239). Studies of migration and mobility within Greater China – particularly with regard to how this relates to the use of English in the context of local languages and language varieties – have received very little attention. This thesis aims to fill this gap by providing a sociolinguistic account of the contemporary use of English

in China's higher education, by specifically reporting on a large-scale sociolinguistic study that was carried out in Macau and Guangzhou, in southern China.

A typical instance of the kind of multilingualism that was captured in the research aspects of this thesis is that of an undergraduate student called 'Jennifer', who was at the time of this research studying at Sun Yat-sen University, in Guangzhou. Jennifer¹ speaks English as well as three 'dialects' of Chinese. She is a third year undergraduate student majoring in Finance, who comes from Shenzhen, a city to the South of Guangdong Province bordering Hong Kong. Similar to a majority of the Shenzhen population, Jennifer's family migrated to the city during the early 1990s when foreign investors flocked into the city to take advantage of the tax benefits afforded to foreign companies in China's first 'Special Economic Zone'. Jennifer was born in Hunan Province and still speaks one of the Hunan dialects to her parents when at home. However, at school Jennifer studied through the medium of *Putonghua* (Mandarin)². Many of her friends were from the local Cantonese

¹ It is the custom for many students in mainland China (as well as other Chinese communities) to choose an 'English' name during their school careers. In many cases, students in the mainland are assigned Anglicized names in their English classes during primary and/or high school. This thesis uses pseudonyms for the students' English names that they provided in the research for this thesis. For a discussion on the practice of adopting English names by Chinese students see Edwards (2006).

² Throughout this thesis, the term 'Putonghua' will be used to refer to the official national spoken language promoted by the Chinese government throughout mainland China, rather than the term 'Mandarin', which is favoured by scholars writing about standard Chinese in Singapore, Taiwan, and elsewhere in the world. This is in line not only with current linguistic practice when referring to national language policy in today's P.R.C., but also in accordance with the Chinese government's own de jure nomenclature, as enshrined in the official English version of the law on 'Standard Spoken and Written Chinese Language' (Chinese Government 2001). By contrast, the term 'Mandarin' has strong connotations with the Nationalist government, which was deposed by the Communist Party of China in 1949, as well as, historically, the 'court language' (*guan hua*) of Mandarin officials in Imperial China (Bolton 2003).

and Hakka-speaking population, and as a result, she has to some extent taught herself to speak Cantonese as well. All the while she studied English to a relatively high degree of proficiency, as English is one of the three major subjects tested in China's notorious 'College Entrance Examination' (or *gaokao*). Jennifer's parents also invested heavily in her English tuition and she took English courses outside of the formal school curriculum in order to achieve high(er) grades in the *gaokao* exams. When she entered Sun Yat-sen University she had to relocate to Guangzhou, which is approximately 140 kilometres from Shenzhen. Once at university, Jennifer was confronted with lectures in which both Putonghua and English were used as medium of instruction. In her spare time Jennifer enjoys regularly updating her *Weibo* microblog (a popular social network site in mainland China, similar to Facebook), on which she writes about her experiences in college, as well her experiences with her friends and her boyfriend (who is originally from Guangzhou). Knowing that her parents would not approve of her relationship, Jennifer often writes comments on her *Weibo* microblog in English, or in a mixed Chinese-English code, to make it difficult for her relatives to know that she is in a love-relationship. On campus, she mostly speaks Putonghua with her friends and classmates, but when she goes out to Karaoke she enjoys singing English and Cantonese songs. She also enjoys watching films and DVDs in English. When she visits her relatives in Hunan during the annual Chinese Spring Festival she speaks the Hunan dialect almost exclusively.

In the simplest definition, according to Thomason (2001: 1), ‘language contact is the use of more than one language in the same place at the same time’. The focus of this thesis is on the non-trivial aspect of language contact. In other words, it focuses on specific contact situations where Chinese university students use more than one language (or language variety). Within this broad definition of language contact, no requirement of ‘balanced multilingualism’ (or fluent bilingualism) is needed, but some use of two or more languages is necessary. However, the notion of language contact presents a number of difficult problems, and among these problems is deciding what is meant by ‘language’, as the boundary between two or more dialects is not very clear (See Hudson 1980: 37). As noted by Thomason (2001), languages typically evolve out of different dialects of the same language over time and the right social conditions. Thomason points out that during the evolution process of dialects into languages there is no clear dividing line between the comprehensibility of these dialects, and that the dividing lines between dialects is often related to conversational contexts, and other complex linguistic and social factors. Despite the complexity involving the distinctions between language and dialect, the contact situations discussed in this thesis will not cause serious difficulties, as examples of clear cases of language contact are discussed. For instance, the primary concern in this research confronts language contact between the English and the Chinese language. However, readers should note that the analyses that are presented and discussed below equally apply to dialect contact and language contact. An example of dialect contact is when different Chinese language varieties (dialects) are used on Chinese university campuses, or when

Chinese students are ‘exposed’ to various English dialects (or varieties) during their studies or leisure time. In a sense, then, there is a continuing ‘interface’ between various English varieties and the Chinese languages³.

It also needs to be asserted at the onset of this thesis that although this study falls under the broad umbrella of language contact, it also subsequently contributes to as well as draws influence from what is known as the ‘world Englishes paradigm’ (or ‘WE’), and the presentation of contact situations here involves the sociolinguistic realities of English in the China context. This implies that the main concerns expressed here involve the spread and use of English in China, principally within China’s higher education system. In contrast to linguistic studies on English in China (which focus on English language learners, see for example Garrot 1991; Li 1990; Wang 2007; Xu 2011; Zhang 2002a, 2002b), this thesis discusses the spread and use of English in terms of language contact, whereby Chinese students are seen as language users exposed to the use of several languages (and language varieties), intersecting at various points in their study (and personal) lives. In addition, even though language contact is a domain more often concerned with matters concerning language shift, language change, and the linguistic features of languages in contact, this thesis specifically attends to providing instances of contact situations, as well as providing

³ Bolton (2003: xv) points out that Tom McArthur has suggested the term ‘Chinese-English interface’ to refer to the multifaceted cultural and linguistic interactions between Chinese languages and English (McArthur 2000).

a type of ‘profile’ of the spread and use of English in China’s universities, and how Chinese students typically engage with English and other languages in their lives.

1.2 Research objectives

The general aim of this thesis is to investigate the ‘sociolinguistic realities’ of the use of English in tertiary education in China. ‘Sociolinguistic realities’ specifically refers to the actual use of English on university campuses, in classrooms and lecture rooms, as well as the personal lives of university students (cf. §2.3). Another objective is to compare the sociolinguistic profile of English use on Chinese university campuses with the ‘external perceptions’ and ‘ideologies’ that stakeholders in English language teaching and learning have about English. More specifically, the main objectives of this thesis are:

- i. to investigate the use of English in the formal education of students at two selected Chinese universities;
- ii. to investigate the attitudes of students towards the use of English as a medium (or additional medium) of instruction at these two universities;
- iii. to research the impact of the use of English in students’ formal education in the personal lives of these students at these universities;

- iv. to provide a sociolinguistic account of the ‘linguistic worlds’ that students at the two universities live in, and feel they live in.

In terms of the first objective, that is, the use of English in the formal education of students, the focus is on describing the various practices and manners in which students engage with the English language in their formal education, and how English is increasingly used as a medium (or additional medium) of instruction in China’s universities. This first objective also incorporates an investigation of official-stated policies regarding the use of English as a medium of instruction at the selected universities. The second objective relates to students’ reception of English-medium instruction programs. The third objective is achieved by correlating the impact of English-medium instruction with the students’ extra-curricular use of the language. The final objective is to provide a sociolinguistic account of the use of English by students in China, and to situate their use of the language within the context of other languages and/or language varieties that these students are exposed to. The specific intention here is to provide an account of the multilingual worlds of university students in China and how they use (and perceive their use of) different languages and language varieties in their everyday lives. Specifically, it is the hope that this research would help shed light on what has been called ‘the linguistic worlds’ of Chinese students

coming from rapidly-changing multilingual backgrounds⁴. Results of this study in relation to the research objectives listed here are discussed in depth in §8.2.

By surveying two university campuses in China, this research aims to inform a sociolinguistic study on the ‘sociolinguistic realities’ of English in China, specifically by investigating the role of English at Chinese universities, as well as how English-medium teaching is carried out and how such programs are received by Chinese university students in general. In addition, this thesis also aims to show how university students’ beliefs about languages are being shaped by the rhetoric of English as an international language, and indeed, the ideology of internationalism and modernity itself (see §2.4).

1.3 Research questions

In order to accurately provide a sociolinguistic profile on the use of English at universities in mainland China, the following research questions were formulated and then divided into two categories: the first two questions, in the first category, are associated with language

⁴ The ‘language worlds’ notion is interchanged with ‘linguistic worlds’ in this thesis and their meanings are presented as synonymous. Bolton (2012a) first used this metaphor to describe the real or perceived worlds of young people in Guangzhou and Hong Kong in respect to their use of English and other languages, as well as how their lives are influenced by the use of various languages and/or language varieties in their lives. Bolton (2012a) presented this notion in a Keynote Address at the International Association of World Englishes (IAWE) conference in Hong Kong and Guangzhou, and has since formally published a more detailed explanation of the ‘language worlds’ concept (see Bolton 2013).

and ideology (i.e. the external perceptions of English), and the two questions in the second category relate to the sociolinguistic realities of the use of English in tertiary education in China (see §2.3 for a detailed overview of these ‘categorical’ issues). The categories and respondent research questions are:

(A) Language and ideology

- i. What is the current rhetoric on the use of English in the field of tertiary education in China today?
- ii. What are the values and attitudes that students (and other stakeholders) in tertiary institutes in China hold with regard to the role of English in education?

(B) The sociolinguistic realities of the use of English in tertiary education in China

- iii. How and where is English used in tertiary education in China?
- iv. How has the spread and use of English in tertiary education in China affected the lives of Chinese university students and how they use language on a day-to-day basis?

As this thesis essentially offers a descriptive account of English in tertiary education in China, which draws principally on qualitative survey data, this thesis does not argue a particular hypothesis that is to be tested. A response to these research questions is provided in §9.2.

1.4 Theoretical concerns

Some of the most important theoretical concerns in this thesis are related to the study of language and ideology in sociolinguistics, as well as notions relating to globalisation and modernity. The discussion of these issues (or concerns) is given in order to demarcate some of the problematic areas in the current study of the English language in globalized contexts, and particularly for the interpretation of the use of English in higher education in China. Three problematic issues that have been identified are discussed in this section: namely the notions of ‘language ideology’, ‘transnational anthropology’, and ‘communities’.

1.4.1 Language ideology and language attitudes

The study of language and ideology is a fairly recent development in the field of anthropological linguistics, emerging only as a separate field of study in the last part of the twentieth century. Ideology as a concept is defined in different and often conflicting ways, and is used in widely divergent areas such as political science, history, philosophy, anthropology and linguistics, to name just a few. Blommaert (2006) has succinctly reviewed the historical development of language ideology in the field of linguistics, and some of the key developments in his review are presented here. Blommaert notes that in the Social Sciences, ‘ideology’ as a concept has two primary ancestors: first as part of

Marxist theory to identify and explain links between ‘reality’ and ‘ideational aspects of reality’, with the latter in the Marxist tradition signifying a kind of ‘false consciousness’ and a ‘distortion of reality’; and secondly, as part of the Durkheimian tradition that interprets ideology as a kind of ‘collective psychology’ (Blommaert 2006: 510).

Within a Marxian tradition, the relationship between language and ideology is most notable in the works of language philosophers Mikhail Bakhtin and Valentin Voloshinov, who both saw language as deeply ideological, and expressing social struggles, transitions, and contests (Blommaert 2006). In other words, for these scholars, human language was seen as displaying various orientations towards social interests, which are in turn derived from particular positions in society. Blommaert also acknowledges the role of Charles Sanders Peirce in the tradition of the non-referential aspects of meaning and linguistic signs. Specifically, Peirce (1932) provided a description of sign modalities in his ‘trichotomy of signs’. The first a description of the nature of a sign vehicle (a quality, an actual thing, or habit); the second a description of the nature of the entity signalled (icon, index, symbol); and the third the nature of the entity signalled and the signalling entity – i.e. the nature of meaning communicated (see §2.5.1).

Blommaert (2006) also observes that language ideology in ethnography (the qualitative exploration of cultural phenomena) has been developed as an independent field of study through the work of Michael Silverstein. Influenced by Peircian semiotics, Silverstein

(1976) develops the consequences of the notion that speech is meaningful social behaviour. Silverstein (1979: 41) notes specifically that vocabulary, affixes, phonological rules and so on serve so-called 'indexical functions' within utterances. He also points out that intonation patterns and stress shifts are also kinds of features that are characteristically indexes. Furthermore, Silverstein (1979: 193) has defined language ideologies as 'sets of beliefs about language articulated by users as a rationalization or justification or perceived language structure or use'. Silverstein's more recent work (e.g. Silverstein 2003) develops the notion of indexicality in terms of what he calls 'indexical order', which relates to three (or more) levels of interpreting meaning from linguistic signs (see §2.5 below for a more detailed discussion of indexicality). Blommaert (2006: 511) states that Silverstein's 'referential ideology of language' anchors language ideology firmly into culture, and that every act of language use 'articulates a metapragmatics in which linguistic-ideological features operate'.

Also referring to Silverstein's indexicality, James and Lesley Milroy (2012) observe that ideologies involve beliefs about issues such as language variation and language users, as well as the creation of histories for national standard languages that arise from widespread beliefs. Blommaert (2006) remarks that more recent studies of language ideology grew out of linguistic anthropology, but that the field of language ideology shares the anthropological tradition of drawing relationships between language and culture. More specifically, recent developments in the study of language ideology introduce:

another level of cultural structuring in language: the language-ideological, indexical metalinguistic level. This level drives the development of linguistic structure [...] and it organizes the social, political, and historical framing of language and language use (Blommaert 2006: 518).

In their discussion of language ideology, Milroy and Milroy (2012) remark that language ideologies are pervasive in all levels of social life, from folk theories about standard languages to ideology-laden perspectives of scholars in linguistics and anthropologists who specifically aim to provide descriptive accounts of languages.

A further concern in this thesis (although related to language ideology discussed above) is the issue of language attitudes, which is also a highly multifaceted subject (Smit 1996). The study of language attitudes has its primary root in social psychology, but in the field of linguistics that deal with language attitudes it is most often manifested in what is known as ‘the social significance of languages and language varieties’ (see Schmied 1991). One of the biggest concerns regarding research on language attitudes is that attitudinal studies often disregard the theoretical underpinnings of attitudinal research, and that many such studies present language attitudes as ‘fixed’ or ‘concrete’ notions, whereas attitudes are in fact not fixed constructs, and nor should they be viewed as such (see Bekker 2002; Smit 1996). The main reason that attitudes are not to be conceived of as rigid constructs is that referents to attitudes change (often suddenly) over time, along with attitudes to such

referents. Smit (1996) points out that most often responses in attitudinal studies are influenced by beliefs or opinions rather than ‘attitudes’, largely because of respondents’ (often limited) knowledge of the situations to which they are responding. With these concerns in mind, this study presents language attitudinal research with caution, and this thesis does not view language attitudes as rigid or ‘fixed’ constructs.

This section does not claim to provide an extensive overview of the study of language ideology and language attitudes, but as ideology and attitudes are concerns in this thesis, specific interpretations of these notions are briefly highlighted here, from which the theoretical frameworks in Chapter 2 are developed, and the results of this study are interpreted in Chapter 8. The brief overview provided in this section implies that this thesis interprets ideology in the linguistic anthropological tradition (Silverstein 1979), as well as political and other interests that may influence cultural conceptions of language (see also Irvine 1989). A particular concern of this present study is interpreting the dynamic nature of language contact situations within a globalisation framework, as iconic and indexical dimensions of signs are part of the context in which signs function (Blommaert 2006). Silverstein’s notion of indexicality offers an approach from which to explain the sociolinguistic realities of English in Chinese tertiary education (see also Bolton 2013). Finally, the notion of language attitudes presented here specifically refers to the opinions and values that respondents have about language and language varieties at a time in China

when there appears to be push to promote English as a medium of teaching and learning, to both local as well as international students.

1.4.2 Transnational anthropology: the dynamism of language contact situations

A further issue somewhat overlapping the notion of language ideology above is the concept of ‘transnational anthropology’. Much of the discussion here is drawn from one of the pioneers of the concept, Arjun Appadurai, and his highly influential book *Modernity at Large* (1996). In this book Appadurai sets out to provide a framework for the cultural study of globalisation, especially in terms of mass migration and electronic mediation patterns. He also considers the ways in which images – through popular culture and self-representation – are circulated globally (e.g. through the media) and then borrowed to take on new local meanings and interpretations. What is of particular interest is Appadurai’s application of Anderson’s (1983) concept of ‘imagined communities’, whereby mass media and its interconnectedness with mass migration affects and influences peoples’ imaginations, and in turn (re)defines notions such as neighbourhood, nation, and nationhood. The major problem that Appadurai (1996: 32) pinpoints is that

[the] new global cultural economy has to be seen as a complex, overlapping, disjunctive order that cannot any longer be understood in terms of existing center-periphery models, [and nor] is it susceptible to simple models of push and pull (in terms of migration theory), or of

surpluses and deficits (as in traditional models of balance of trade), or of consumers and producers (as in most neo-Marxist theories of development).

In a sense, Appadurai postulates a current (or modern) notion of globalisation which compels a thinking of culture without space. One of the theoretical concerns in this thesis is that many disciplines in Humanities and Social Science studies still continue to categorize notions of culture in terms of definite spaces. However, it needs to be noted that some recent endeavours in the study of English as a global language have addressed the problem highlighted by Appadurai above. As Blommaert (2010: 28) states:

When we address globalization, however, we address translocal, mobile markets whose boundaries are flexible and changeable. And this is the theoretical challenge now: to imagine ways of capturing *mobile* resources, *mobile* speakers and *mobile* markets. A sociolinguistics of globalization is perforce a sociolinguistics of mobility, and the new marketplace we must seek to understand is, consequently, a less clear and transparent and a messier one. (Original emphasis)

In order to address the concerns of transnational anthropology, this thesis views it necessary to interpret the spread and use of English in China's tertiary education ontologically, by referring to transnational anthropology as well as a transnational sociolinguistics of globalisation.

1.4.3 The problem with the notion ‘community’

A final problem is related to definitions of ‘community’ in the field of sociolinguistics. To a certain extent also overlapping with the preceding two sections is the need for a pragmatic definition of community, as sociolinguistic researchers often attempt to establish the relationship between communities and language behaviour. Some scholars in the sociolinguistics paradigm (e.g. Eckert 2000; Schilling-Estes 2004) have used the notion of community to represent any specific form of practice or ideology that is shared by members who partake in that community. Botha (2011: 9) points out that this ‘may lead to the assumption that communities of practice can include any form of social agreement between speakers depending on where or how these speakers are interacting’. The issue, thus, is that research that correlates community (or communities of practice) with particular types of language style or use (e.g. language variation, or code switching) invites a certain kind of circularity, as the notion of community is not a constant variable, and may largely be dependent on the context of its use. To avoid this kind of circularity, this thesis sees it necessary to categorize the notion of ‘community’ ontologically, and relationships between community as a category and language behaviour are treated with caution.

1.5 Thesis outline

This thesis is outlined as follows: in Chapter 2, a detailed overview is provided of the issues that pertain to the spread and use of English in the China context. The aim of this chapter is to overview the contemporary theoretical history that has been recorded of the spread and use of English in China. Another aim in this chapter is to provide a theoretical foundation that can be used to explain and interpret the current spread and use of English in tertiary education in China in a holistic manner. Chapter 3 provides a detailed outline of the research methodologies, sampling, and data analysis methods, among others, that were used for the research aspects of this study. Here, some theoretical issues related to various research methods are also presented. Chapter 4 presents the results of a survey that was conducted at Macau University of Science and Technology. In Chapter 5 the results of study at Sun Yat-sen University are presented, and Chapter 6 presents the results of the postgraduate student survey at this university, in selected postgraduate programs. Chapter 7 presents a survey of the use of English by students in the international medical program at Sun Yat-sen University. In Chapter 8 a discussion and interpretation of the results presented in Chapters 4 through 7 is provided. Finally, Chapter 9 presents a summary of the thesis and various future research areas are identified, and conclusions are drawn.

CHAPTER 2: THE CONTEMPORARY USE OF ENGLISH IN CHINA

The use of English is sensed to index specific transnational values and ideas, however, it indexes these values and ideas in local diacritics, and not in terms of internationally valid norms.

Jan Blommaert (2010: 189)

2.1 Introduction

The literature review begins with a word of caution. The review presented here sets out to provide a survey of the fundamental issues relating to studies on the use of English in China, with particular reference to world Englishes (or ‘WE’). However, as with any scholarship attempting to survey an academic field of study, this literature survey does not claim inclusivity of the wide range of issues pertaining to the connections the English language has, and continues to have with the greater China region. A first major constraint on comprehensiveness is the academic nature of English studies in China today. As indicated elsewhere (Adamson et al. 2002) ‘English’ as a scholarly enterprise in the China context is incredibly diverse, ranging from perspectives on education, history, linguistics, literature, and cultural studies, to name a few. Another constraint is the particular focus of this thesis, as it deals specifically with the sociolinguistic realities of English in higher education in China. As such, this thesis only claims familiarity with a subset of the total

literature in the field. This chapter begins with a brief introduction to the field of world Englishes, with specific reference to English in China, which is followed by a discussion of the most prominent sociolinguistic research that has been carried out on the English language in mainland China in terms of various world Englishes perspectives. After that, the spread of English-medium instruction at China's universities is discussed in light of the role of English as an international (or global) language. Finally, this chapter ends with an overview of current sociolinguistic issues regarding the dynamics of English in the context of globalisation.

2.2 Brief introduction to 'world Englishes'

Traditionally, the term 'world Englishes' has been used to refer to localized forms and varieties of English found across the globe (so-called 'nativized' varieties of English). Prior to the 1980s, as Bolton (2012b: 13) observes, the academic discourse of English as a global language typically involved discussions of the distinctions between so-called 'native' and 'non-native' speakers of English. As a result, the global spread and use of localized varieties of English has usually been discussed in terms of three distinct groups of users: native language users (English as a Native Language, or ENL users); second language users (English as a Second Language, or ESL users); foreign language users (English as a Foreign Language, or EFL users); as well as users of English as an International Language

(or EIL) (Jenkins 2009; Bolton 2012b). However, the categories of ENL, ESL, and EFL have been considered to be somewhat vague, and many debates over the last three decades have concluded that these categories do not accurately reflect the various ways in which the English language is used around the world (see specifically Jenkins 2009: 15; McArthur 1998: 43-46; and Smith 1976: 39). For instance, this categorization of English users is not able to explain the intricacies of the use of English in specific countries, such as South Africa, which is host to a number of different varieties of English, such as Black South African English, South African Indian English, etc. (see Mesthrie and Bhatt 2008: 31). The multifaceted complexity of English as a transplanted language (or ‘global language’) is noted by Pennycook (2007: 19), who points out, ‘English colludes with multiple domains [of globalisation], from popular culture to unpopular politics, from international capital to local transaction, from ostensible diplomacy to purported peace-keeping, from religious proselytizing to secular resistance’. From the 1980s, onwards, Bolton (2012b: 14) observes ‘there has been a growing recognition of “Englishes” in the plural, as in “varieties of English” and “world Englishes”’.

Of the terms used to describe the global spread of English above, the most widely used and popular term is arguably that of ‘world Englishes’ (or simply WE). Application of this term is also diverse, as testified by the wide range of topics and academic literature published under the world Englishes umbrella, ranging from the study of new literatures in English (e.g. the work of Wole Soyinka; Arundhati Roy; and Salman Rushdie, to name a few), the

‘narrower’ or ‘pluracentric’ approaches highlighting the ‘sociolinguistic realities’ as well as ‘bilingual creativity’ of so-called Outer Circle societies in Kachruvian studies (cf. model of concentric circles in Kachru 1988, but see also McArthur 1987 and Görlach 1988), to the ‘wider’ application of the world Englishes concept that subsumes ‘varieties-based’ approaches, the study of discourse, corpus linguistics, the sociology of language, studies in language contact (creole and pidgin studies), critical linguistics, and futurological approaches (see Bolton 2004, 2006; as well as Mesthrie and Bhatt 2008 for a discussion of these various approaches in the WE paradigm). This kind of pluralism and inclusivity of the world Englishes paradigm appears to be a very attractive feature of this field, and this thesis draws on the pluralism of the theoretical issues in this field to further provide an account of the spread and use of English in the China context. Specifically, and within the scope of world Englishes, this research generally draws on the ‘socially realistic study of world Englishes’, as described by Kachru (1992: 3). Of the approaches summarized in Kachru’s (1992) survey, the following terms and issues are to varying extents related to the theoretical concerns of this thesis. These terms and issues surveyed in Kachru (1992: 2), include: (i) ‘the spread and stratification of English’; (ii) ‘characteristics of this stratification’; (iii) ‘interactional contexts of world Englishes’; (iv) ‘implications of the spread’; (v) ‘descriptive and prescriptive concerns’; (vi) ‘the bilingual’s creativity in the literary canon’; (vii) ‘multi-cans of English’ (viii) ‘the two faces of English: nativisation and Englishisation’; (ix) ‘fallacies concerning users and uses’; (x) ‘the power and politics of English’; and (xi) ‘teaching world Englishes’.

As this thesis is exclusively focused with English in the China context, it has an inherently limited scope relating to all the issues and terms presented above. However, it needs to be pointed out that many of these topics share related and overlapping concerns, and below follows a brief overview of these issues (see also Bolton 2003: 18–20).

Kachru's (1992) overview of 'the spread and stratification of English' argues in favour of the global spread of English in terms of his 'concentric circles model' (or 'model of concentric circles'): with the Inner Circle comprising ENL societies, the Outer Circle ESL societies, and the Expanding Circle representing EFL societies. In his 'characteristics of this stratification' he discusses the terms used by scholars (such as Platt 1977) to describe the structures of Outer Circle Englishes. And in his 'interactional contexts of world Englishes', Kachru discusses the groundbreaking studies of Labov (1972), Halliday (1978), and Saville-Troike (1981), which have strongly influenced work on discourse analysis, speech acts, and code mixing. His 'implications of the spread' of English involves a description and explanation of the cultural and linguistic issues related to these implications. Of particular interest is Kachru's 'descriptive and prescriptive concerns', which involves, among others, an evaluation of the principal theories in applied linguistics, and a discussion of sociolinguistic and descriptive methods as they pertain to research on Englishes in the Outer Circle. With regards to 'the bilingual's creativity and the literary canon' as well as 'multi-canons of English' a discussion is provided of new or emerging

literatures in English that have been produced in Outer and Expanding Circle territories (e.g. literatures from Africa, Asia, etc.). And in his overview of ‘the two faces of English: nativisation and Englishisation’, Kachru highlights the effects of language contact situations: that is, when English is transplanted to non-native (or localized) contexts it results in a ‘nativisation’ of English; as well as the effect of English on other languages it comes into contact with in these contexts (the ‘Englishisation’ of those languages). In Kachru’s ‘fallacies concerning users and uses’ some of the mistaken beliefs are discussed regarding English as a global language, including, for instance, the fallacy that English is primarily learnt for its international competitive utility. Of ‘the power and politics of English’, Kachru (1992) highlights some of the issues related to the economic and sociopolitical advantages held by countries in the Inner Circle (e.g. Britain and the United States of America). Finally, his ‘teaching world Englishes’ argues in favour of the notion of the teaching of world Englishes, and that this area has wide-ranging implications in a post-colonial world order.

Drawing on these ‘approaches’, this thesis aims to present the sociolinguistic realities of English in China, especially in the area where Chinese citizens have the greatest access to the English language: the context of education (see §2.3 below). In the next section, I proceed to present an overview of research on world Englishes as it pertains to the China context.

2.3 English in China

Generally, the importance of the English language in greater Asia is highlighted by the recognition of English across the Asia region over the last four decades. For example, the Association of South-East Asian Nations (ASEAN) has officially adopted English as its de facto lingua franca (see ASEAN 2010). Despite the fact that academic research and treatment of ‘Asian Englishes’ has been thoroughly discussed and surveyed in regions where the English language has already been established for some time in the region (e.g. India, Singapore, Hong Kong, and the Philippines), little research on the spread and functions of English has been done in other parts of Southeast Asia (e.g. Vietnam), and even less so in West Asia and states in Asia that formally belonged to the USSR (Kachru and Nelson 2006: 2). In China, in particular, and from a macro-sociolinguistic perspective, some information is available on the distribution and use of English in education (e.g. Adamson 2002), but not much is known about the role of English in the day-to-day lives of ordinary Chinese students.

Historically, and as Bolton and Graddol (2012: 4) surmise, English in China:

has had a lengthy, complicated and often forgotten history that began in the early seventeenth century with the first documented account of linguistic and cultural contact, through the era

of Chinese pidgin English from the early eighteenth century to the recent past, to the Republican period between 1911 and 1949, when English was widely learnt in missionary schools and the thirteen Christian colleges, many of which have become leading universities in contemporary China.

Bolton (2003: 122-196) overviews what he refers to as the ‘Archaeology of “Chinese Englishes”’, and details the early history of contact between the English-speaking world and China. Details of this early history include an interesting description of the first recorded contact between the British and China, and the expedition under the command of Captain Weddell. Bolton’s (2003) overview of this expedition also includes a description of diary excerpts written by an English mercantile trader called Peter Mundy, in 1637 in Macau and Canton (Guangzhou). Bolton (2003: 138) notes that Peter Mundy’s diary ‘can be seen as an example not only of Early modern English, but as perhaps one of the first examples of texts inscribed with the vocabulary of a form of early Asian English, certainly in the context of China’. Bolton (2003: 139) comments that the so-called ‘new Englishes’ of Asia in the early 1980s may not be so new after all, and Mundy’s diary provides interesting clues as to the development of English along the Southern coast of China, Macau, as well as Hong Kong. Although not the focus of this thesis, it is worth pointing out that Bolton’s (2003) work on the early (almost forgotten) history of English in China is an interesting and thorough treatment of the early language contact between China and the so-called western world.

Skipping ahead a few centuries to the recent history of China during the 1950s, and following the 1949 establishment of the People's Republic of China, the Russian language was promoted vigorously as a second language, especially after 1954 when the government announced that only Russian would be taught in secondary schools throughout the country (Bolton 2003: 246). However, from 1959 diplomatic relations between Russia and China began to deteriorate and the growing political divide between the two nations was an 'open split' by the summer of 1960 when the USSR ordered Russian advisors in China to return home (Benson 2002: 36). Within education specifically, Adamson (2002, 2004) has provided a chronological summary of the development of the teaching of English in China, as well as the perceived attitudes towards English in the country over the past century, and these are summarized below:

1911-23	intellectual revolution – English promoted for ideas and philosophy
1923-49	English for diplomacy and interaction
1949-60	English only used for science and technology
1961-66	English for modernization and international understanding
1966-76	Cultural Revolution – English speakers are suspect
1976-82	recognition of English – English reflects modernity
1982-present	English strongly promoted in schools, and highly desirable

(Adapted from: Adamson 2002: 232)

The phases identified above assist in understanding the (prescribed, political) role of English in China, as well as how the government rhetoric towards English has evolved in line with the central concerns of the Chinese Communist Party (CCP)⁵.

Although a framing of the history of English in China needs to be accurate and precise in order to fully appreciate the current impact of globalisation on English in China today (see Blommaert 2010), this thesis draws on this history where it is relevant to the main themes of this study, particularly as it relates to the sociolinguistic realities of English in post-modern Chinese society. It remains outside the scope of this thesis to overview all of the facts relating to the issues of the English language in the China context. Although sociolinguistic studies on the ‘sociolinguistic realities’ (Kachru 1992: 11) of English in China have been scant, the next section aims to overview the literature that is relevant to the sociolinguistics of English in China within the world Englishes paradigm.

2.3.1 A post-1980s survey of the sociolinguistics of English in China

This review of the sociolinguistics of English in China is by no means inclusive of all the literature available on the issue, but it does reflect the major research interests that have

⁵ See also Bolton and Lam (2006: 354) for a similar description of what the authors call the ‘six phases of foreign language education in China after 1949’. What is important to note is that post 1949’s discussions of foreign language studies in China is in part due to the fact that the country’s modern history was confirmed with the establishment of the People’s Republic of China on 1 October 1949 by the late Mao Zedong.

dominated this field over the past thirty years or so. For a bibliography of the major international publications on English in China see Adamson et al (2002), which refers to major research work dating to 2002, and a forthcoming bibliography by Bolton et al. (2014), which presents major publications between 2002 and 2013. Instead of presenting here a chronological review of the development of research on the English language in China, and besides the historical literature briefly discussed above, the following primary areas of research have been identified: ‘language and power’; ‘language and ideology’; ‘the actual use of English in China’; and ‘nativization of English in China’, and key literature within each of these fields (or sociolinguistic ‘subfields’ to be more specific) are discussed.

2.3.1.1 Language and power: the economic and cultural capital of English

The explicit study of language and power in the China context has until recently not been a focus of academic interest, and few scholars to date have published under this umbrella (see also ‘language and ideology’ below). One prominent researcher in this area is Guangwei Hu, who has discussed how this issue relates to English-medium instruction in China. Hu (2009) discusses the rapid popularity of English-medium instruction. This discussion is presented within Bourdieu’s (1986, 1991) sociological notions of ‘capital’, ‘field’, and ‘distinction’, which is largely a theory of social practice and distribution of capital (either cultural or economic capital) in society. Hu (2009: 49) uses Bourdieu’s

sociological vocabulary to analyse and account for the ‘propagation and spread of Chinese-English bilingual education in China’. In this context, the principle argument that Hu (2009: 49) makes is that:

[knowledge] of English has become cultural capital *par excellence* and one of the most powerful forms of symbolic capital in the country. Access to such knowledge is inexorably intertwined with the availability and deployment of other types of capital, creates relations of power, and leads to both symbolic and material profits.

Hu (Ibid.: 49) also argues that the so-called ‘driving forces’ behind the rapid growth and popularity of English and Chinese bilingual education in China are influenced by a kind of modernization discourse that equates national development with proficiency in English, as well as academic discourse on bilingual education which is unreflective. He claims that the biggest promoters of this kind of bilingual education have been local governments in Shanghai and Guangzhou, who ‘have been driven by a desire for a maximal profit of distinction and to maintain their positions as centres of power’ (Ibid.: 49). For these cities to remain ‘power’ centres they would have to establish themselves as ‘international metropolises’ rather than merely local power centres, and one of the ways for these cities to achieve distinction, Hu argues, is to promote the ideology that proficiency in English is a prestigious form of cultural and symbolic capital.

In addition to the symbolism or ‘cultural capital’ associated with English proficiency in China, Hu points out that various stakeholders in Chinese-English bilingual education have vested interests that range from (a) junior teachers who have greater English proficiency than their more senior colleagues which affords them better career prospects and higher salaries, (b) parents that perceive the English language as an important factor determining the success for their children’s future, (c) businesses and organizations that capitalize on the money-making potential of English education, and (d) universities that offer bilingual programs in order to improve their global, as well as local rankings.

Hu (2009: 52) concludes that the consequences for this kind of symbolic (cultural) value attached to English have created a social environment in China where English has become a ‘gatekeeper of opportunities to procure various forms of capital, economic, cultural, and social’. In this way, Hu argues, English is a service to the elite, especially in the view of Bourdieu (1986, 1991), who argues that education systems serve as one of the principal social institutions that reproduce social inequality.

In a similar, but not directly related disposition is the view that English is a ‘killer language’ that threatens cultural and linguistic diversity. The most prominent publication in this debate is Phillipson (1992) who argues that the relationship between Inner Circle or ‘ENL-countries’ (e.g. Britain, the USA, Canada, etc), the Outer (ESL) and the Expanding Circle (EFL) countries is one of inequality and fosters a form of ‘English linguistic imperialism’.

This issue of ‘linguistic imperialism’ of English in China, or the perceived ‘threat’ of English to ‘Chinese language and culture’ was taken up by some scholars, most notably Niu and Wolff (2003, 2005), and more recently by Pan and Seargeant (2012).

Niu and Wolff (2003, 2005) essentially question China’s striving to promote the teaching of English, especially with regard to the emphasis placed on ESL (or EFL) teaching and learning. The authors argue that the increased emphasis on English squanders valuable resources to the detriment of Mandarin (i.e. Putonghua), that English should not have such a dominant role in China, and that the Chinese national identity will be undermined if the country continues to prioritize English learning (Niu and Wolff 2003: 10-11). The article by Pan and Seargeant (2012) is essentially an examination of Niu and Wolff’s claims regarding the threat of English in China towards the Chinese language and Chinese culture⁶. Their approach was to present the results of a survey, which evaluated Chinese citizens’ ideas about so-called ‘cultural inroads’ English is making into Chinese culture. Pan and Seargeant’s (2012: 66) paper concludes that an ‘instrumental role of English is foregrounded both in policy and in the public imagination, for the purposes of economic development, modernization and internationalization’ and that the impact of English is certainly felt, but that their respondents ‘show great confidence in the integrity and

⁶ There is the issue of the treatment of ‘homogeneity’ in Niu and Wolff’s (2003) paper, as these authors appear to treat China, its languages and language varieties, as well as its citizens as a single category ‘Chinese’. The danger with such a categorization is that it could be detrimental to the various ethnic groups and ethnic languages in the country. The authors appear not to have considered these issues, and their paper begs the question *What is Chinese culture?*

prosperity of Chinese language and culture’ (Pan and Seargeant 2012: 65). They also draw attention to the importance of the ‘threat or dominance of English is often just one strand in a wider program of global politics’ (Pan and Seargeant 2012: 66).

2.3.1.2 Language and ideology: English and the public imagination

Overlapping to some extent with the issue of language and power discussed above, language and ideology here refers to the kinds of ideological values that people in China generally have about the English language as well as its use in China (cf. §1.4.1). In mainland China, values pertaining to English as a language of modernity have developed in close parallel with modernization narratives and nationalist ideas in official political discourse. Historically, Barabantseva (2012: 65-66) points out that China’s modernization rhetoric can be traced back to Zhou Enlai’s declaration at the 1965 Third National People’s Congress that the country’s goal would be a realization of the Four Modernizations – in agriculture, industry, defence, and science and technology. And since 2000, Barabantseva points out that the ‘scientific development concept’ has become a key phrase in the nation’s policy-making and propaganda circles. More recently an important metanarrative related to the politics of representation and identity (of modernity) is highlighted in an official document that has been published annually since 2001 – the China Modernization Report. In this report the language of development is used, according to Barabantseva (2012: 71), ‘to present China as a developing country which aspires to follow the development path

paved by other, what is seen as more modern, societies'. Barabantseva (2012) also notes that a principle objective in the China Modernization Report is to provide a perspective of human development from China's perspective, and provides an official discourse on the importance of 'science', 'western knowledge', 'official ideology', and 'commentary on Chinese national identity'.

Consistent with the Chinese government's rhetoric on modernization, and since the 1980s onwards, the government has increasingly placed an important value on the promotion of English in the national school curriculum. As noted above, the government's inclusion of English in the national curriculum has always been motivated according to the political values of the ruling Chinese Communist Party (CCP) at various times of the party's history. For example, in 1978, the Ministry of Education expressed the urgent need for developing and promoting English education (i.e. the teaching of English as a foreign language), and this development initiative was approved by China's State Council in 1979 and subsequently the situation arose where 60,000 students were majoring in a foreign language, with the majority of those students majoring in English, and a further one million non-language-major students taking foreign language courses (Zhang and Ding 2002b; Xu 2012). In terms of the 'modernity' and 'internationalism' rhetoric of the government, Adamson and Morris (1997: 17) observed that the 1978 English syllabus justified the inclusion of English in the curriculum as an important tool for 'international class struggle', and for 'cultural, scientific, and technological exchange'. Emphasis on this justification for

English remained on the political value of English. However, following the period of reform and opening up in the early 1980s (i.e. promotion of economic development) by then Chinese leader Deng Xiao Ping, the attitude of the party towards English changed from being based on political values (or ideologies) to economic ones. Adamson and Morris (1997: 21) point out that the 1982 and 1993 English syllabuses stipulate that English helps the country to meet the needs of reform and internationalizing (or ‘opening up’), and the language is seen as an important means for international communication (see also Pride and Liu 1988; Zhao and Campbell 1995). Bolton (2003) notes that the revised 2000 school syllabus also highlights the notion of English as playing a valuable role in international exchange and fostering modernization. It would further appear that the push for English instruction at schools was motivated by China’s aspiration to gain international recognition, as perhaps seen in China’s joining of the World Trade Organization (WTO) in 2001, as well as China’s hosting of the 2008 Olympic Games. The 2008 summer Olympics, incidentally, motivated the local government in Beijing to push for a citywide learning of English to help local citizens greet foreign tourists and athletes and to communicate with them. This campaign was called ‘Beijing Speaks English’.

In addition, the push for the spread of English in China was in part promoted and lead by the government on the education front. It is also interesting to note that at the time of writing this thesis, that 52% (45/87) government departments had English-language websites, which seems to suggest that the government is aiming at making an English

presence on the Internet. Despite this, there seemed to be less interest at the provincial level. For example, in Guangdong Province only 32% (13/41) of government departments had English websites, which is surprising as this province receives the largest share of overseas tourists to the country, with 3.14 million overseas visitors in 2010 alone, compared with Shanghai at a distant second place with only 733,000 visitors during the same period (National Bureau of Statistics of China 2012). Considering the number of foreign tourist visitors to Guangdong Province, one would expect the local government to have better English representation on the Internet than at the national level.

In 1995, Zhao and Campbell published an ambitious article, which was an attempt to give an overview of the functions and status of English in China. A section in their article includes a review of the attitudes and motivations of English learners in China, and, referring to Pride and Liu's (1988) research, Zhao and Campbell (1995) conclude that most Chinese learners have instrumental motivation as they expect to have contact with foreigners, and to have to read scientific articles in English (see also Xu 2012). Chinese learners, according to Pride and Liu (1988), are also motivated to acquire the ability to express to the outside world aspects of their own individual, social, and cultural identity (see also Zhou and Feng 1987; Xu 2012). The authors argue that some Chinese learners have integrative motivations as they may study or work in English-speaking countries and may use English for a short while in these countries. However, Zhao and Campbell (1995: 384) argue that English is perceived to provide Chinese learners with economic and social

mobility – that is, it is one of the six subjects tested for the college entrance examination, and students work hard on English as it gives them a chance to go to college or university. However, the authors also include Garrot's (1991) survey in which 75% of respondents in this survey gave no clear responses as to how they thought they would use English after graduating from college. Zhao and Campbell (1995) conclude that it is difficult to imagine 200 million English learners learning English purely for international communication, as indicated by the State Education Commission of China, in 1992, and recent studies portray the global utility of English as a global language, as well as the language having connotations of modernity and status.

For instance, Li (2012) discusses the use of English in China's real estate advertising in the context of 'national identity', and concludes that there is an 'expressed orientation towards a global community' in the adverts (Li 2012: 55). Li (Ibid.: 55) also found that a third of the adverts in his study used the English word 'global', 'international', or 'world' as a central word in their headlines, which suggests that English is collectively perceived in China as being a symbol for 'internationalism'. Some of the adverts discussed in Li's study refer (inexplicitly) to the 'imagined worlds' concept of Appadurai (1996: 77) whereby imagined nostalgia is being packaged and sold (through advertising). A case in point is presented by Li (2012: 58) of the 'advertisement [which] gives the potential house purchaser the opportunity to buy into the aristocracy of imperial China or of the privileged classes of Britain' – where the use of royalty terms are in both English and Chinese. Li

(2012: 58-59), however, seems to interpret this kind of advertising as being ‘linked to China’s growing power and its political aspirations on the global stage’ – a view that is not unlike the ideological perceptions of English in China today (see §8.2).

The current rhetoric regarding the international utility of English is also noted by Hu (2009), who likens this drive to teach and learn English in China to a craze. Hu (2009: 49) points out that the major driving force for this craze for English learning in China is ‘an entrenched modernization discourse that links national development to English proficiency’. However, Pan and Seargeant (2012: 66) recently explain that government rhetoric (and policy) on the usefulness of English is also captured in the public imagination, that is, with people generally having a strong sense of the instrumental value of English. This latter view is also noted in Hu and Alsagoff (2010: 371) who state explicitly that ‘[p]roficiency in [English] is a passport to a host of economic, social, educational, and professional opportunities and resources’. In addition, Xu’s (2012) survey of the perceived instrumental role of English in Chinese university students’ lives concluded that the majority of her respondents considered having better career prospects if they were proficient in English. The view expressed in Xu (2012: 148) is that English language teachers in China were found to be what she called ‘agents’ of government rhetoric and policy. It would certainly appear that in China great emphasis is placed on the instrumental role of English in people’s day-to-day lives.

2.3.1.3 A survey of the actual use of English in China

From the overviews presented in the previous two sections it would appear that English is unquestionably accorded an important status in China. In addition, recently published figures estimate the number of English learners in China to be around 400 million, which is around one third of the country's population (Wei and Su 2012). For many in China, there is a perceived link between modernity, internationalism, status, prosperity and the English language, yet for some academics this link may be highly suspect (see Bolton and Graddol 2012). Huge figures have been published on the number of English learners in China (Wei and Su 2012), which might suggest that English is used almost everywhere, and that there is generally a high level of English proficiency in the country. However, some scholars have pointed out that such arguments typically ignore the difference between language learner and language speaker (Gil 2010). China is a good example of how the current nature of English (and English proficiency) may be exaggerated in the region and some have commented that a significant proportion of high school and university graduates have little communicative competence in English (see Yang 2006). In an article on the proficiency of English learners in Asia, Bolton (2008) estimates that of the total English learning population in China, only 25% have at least a functional proficiency in English. From a large-scale survey done in 2000, Wei and Su (2012) report that only 7% of respondents reported using English often, while 69% reportedly seldom used the language.

Bolton and Graddol (2012: 7) also point out that the ‘use of English is restricted to a small number of domains’. Within this restricted use of English in China, Zhao and Campbell (1995) highlighted the following domains where English is used most frequently: education; medicine; the media; tourism and international business; and in science and technology. Within education, the authors conclude that English is mostly used as a taught subject at school, although some schools teach increasingly more subjects in English. The authors (Zhao and Campbell 1995: 386) cite Zhao’s (1989) informal survey which also reported that college students ‘use English to express affection to their lovers (provided they know English well), because it is easier than using Chinese’. Possible reasons for this include the notion that Chinese culture ‘does not encourage explicit expression of affection’, and using a foreign language reduces the ‘effect of such psychological barriers by distancing the native culture’ (Zhao 1989, as cited in Zhao and Campbell 1995: 386). Another study by Wu (1985, see below) found that English was used among college English teachers to achieve some communication effects. In medicine, English proficiency is reportedly an important criterion for promotion and rank in hospitals, while Pride and Liu (1988: 52) point out that (insofar the amount of the language used) English can be regarded as a second language in the mass media, rated only second to Chinese (i.e. Putonghua). Zhao and Campbell (1995) also briefly discuss the number of locally consumed English publications in China. In tourism and international business Zhao and Campbell (1995) note an interesting variety of English (called ‘peddlers English’), which is used by peddlers to invite and bargain with tourists at tourist locations. And in the domain

of science and technology, Zhao and Campbell (1995) point out that it is crucial for scientists in China to learn and know English, as they are required to pass a yearly English examination in order to gain promotion and rank. Even though Zhao and Campbell's overview is by now out of date, it is still one of the very few published articles to date that has attempted to provide an overview of the domains where the English language is used in contemporary China.

Despite these primary areas where English is apparently used in China, it appears that most academic discussion of English in the country has primarily remained focused on education (e.g. Li 1990; Cheng 1992; Yang 1993; Zhao and Campbell 1995; Li 1995; Adamson 2002; Zhu 2003; Xu 2012), as well as tourism and international business (e.g. Pang et al 2002; see also Zhao and Campbell 1995), but there is also some reason to believe that English is used for a number of social reasons and that this use of English might portray a range of salient social features, such as status and class, relationship of the speakers, expressiveness, and mood (see Wu 1985; Pride and Liu 1988; Zhao 1989; Li 2012; Zhang 2012). Of the latter studies mentioned, Wu's (1985) article on bilingual Chinese-English teachers is one of the first studies that investigated how sociolinguistic and social psychological factors affect Chinese-English bilingual speakers' choice of codes when interacting among themselves, as well as the functional and linguistic features of their code mixing behaviour. Wu also pointed out that at the time of his research English generally did not serve an intranational communication function in China, and that it was uncommon for bilinguals

to use a mixed Chinese-English code. The research aimed at investigating some of the social variables that influence the use of mixed code among seven Chinese-English bilinguals (teachers/lecturers). In this study the chosen bilinguals were given a 17-question survey to complete on their code mixing behaviour. The study was done by recording the language use of these seven bilinguals in various settings/locations with a recording device, and around 150 minutes of recorded speech was scrutinized. The results of Wu's study reported that certain social factors determine the amount of code switching. Of these social factors, the following were noted: (i) the relationship of/between the participants; (ii) conversation topic; (iii) setting/location; and (iv) social/psychological motivation and social awareness. It is not mentioned to what extent these factors bear influence on the subjects' code mixing (there is no statistical evidence), and the results were only interpreted from the linguistic recordings themselves. The functional features of code mixing that Wu identified in the research were 'ease of expression', 'expressiveness and simplicity', and 'rhetorical effect' (e.g. emphasis, euphemism, humour). 'Ease of expression' was by far the most frequently identified feature. In terms of code switching, Wu noted that code switching occurred mostly at the lexical and phrasal levels, and that no morphemic-level features were identified. Wu's paper concludes that more studies are required to validate the research and to further describe the factors that lead to code mixing among Chinese-English bilinguals. Although Wu's sample size was very small and the study is by now out of date, it does provide some much needed sociolinguistic data on the function of English in China in the ordinary lives of people in the country.

Similarly, a more recent study by Zhang (2012) on code switching in China's blogosphere discusses the popularity of Chinese-English code mixing on the Internet among Chinese 'netizens' (i.e. 'online citizens'). Zhang points out that the General Administration of Press and Publication of the People's Republic of China (GAPP) 'announced that no random mixing of words or acronyms from English or other foreign languages is allowed in Chinese publications in mainland China' (GAPP 2010, as cited in Zhang 2012: 40). However, Zhang (2012: 41) argues that mixing in China's online social networking spaces is 'the most significant use of English in mainland China today'. The first part of Zhang's research focuses on mixing within an online social group, which is a group that promotes English-Chinese mixing with the slogan 'Speaking without *english* 'mixing' will *die*' (Zhang's translation). This section of Zhang's research focuses on the creativity of Chinese-English code mixing (on the Internet), and she presents some features of Chinese-English code mixing. The second part of Zhang's paper presents an online campaign for a fugitive man-hunt by the Tiannin branch of the Changzhou Police Department. On the department's *Weibo* site (a Chinese social network site similar to Facebook) a man-hunt campaign was posted which used some switching between English and Chinese. Zhang argues that the Changzhou Police Department used English-Chinese mixing to connect with popular culture and netizens in order to help assist in the manhunt. The third part of her research focused on one person's (popular) online video where a young man presents various (stereotyped) English accents, with the aim of having 'a good time together with

his fellow netizens' (Zhang 2012: 48). Zhang claims that this video (and its popularity) suggests that Chinese netizens 'show an increasingly open attitude, not only towards Chinese English, but also other varieties of English' (Zhang 2012: 49). Zhang (2012: 51) concludes that in the China mainland 'a mixed-code, pidginized variety of Chinese English is gaining popularity in the domain of [online] social interaction, government administration and pop culture creativity' and that 'advanced bilinguals have started to use English as a base language and insert lexical items and idiomatic expressions from Chinese in the domain of pop culture creativity'. More specifically, Zhang (2012: 51) argues that:

[for] the young generation in mainland China, mixing is neither shame nor showing off, it is simply part of their everyday communication practices through which they build their multicultural identities, transform social relationships and practice their social responsibilities (with the latter use often coated with irony).

From Wu (1985) and Zhang (2012), and others (e.g. Pride and Liu 1988; Zhao 1989) it would appear that English teaching and learning does impact the ordinary lives of people in mainland China to some extent, especially in terms of the social information that is indexed by the use of English, as well as the social domains in which English is used (Silverstein 1976, 2003, see §2.5 below). Nevertheless, most studies within the world Englishes paradigm have only remained focused on the language attitudes of Chinese citizens towards English and various English varieties (e.g. Kirkpatrick and Xu 2002; Gao et al 2005; Hu 2004, 2005; Fong 2009; He and Li 2009; Evans 2010; Xu 2012). For

instance, the study by Evans (2010) asked students in Liaoning Province of China ‘to name countries around the world where they believe English is spoken and to indicate what kind of impression they have of those varieties’ (Evans 2010: 271) and the study by Kirkpatrick and Xu (2002) asked students to describe which variety of English they thought they should be learning.

From the overview provided above it would appear that there is a dearth of studies on the actual use of English in China. This thesis aims to address this shortfall by investigating the current use of English in the domain of education, as this is an area identified where the largest portion of the Chinese population has direct access to the English language. Within education in particular one wonders how ordinary Chinese students are negotiating their everyday realities by using English, and the research presented in this thesis aims to provide some much needed sociolinguistic data on the everyday ‘linguistic worlds’ of ordinary Chinese students⁷.

2.3.1.4 Nativization of English and Englishization of Chinese

The notion of Chinese English (also ‘China English’ and ‘Chinese Englishes’), which is reference to a specific variety of English, was first introduced by Ge (1980), and has been

⁷ This particular shortfall was highlighted by Bolton and Graddol (2012), as well as in Bolton’s IAWWE Keynote address (2012a), where appeals were made for sociolinguistic data which could shed light on the current status and use of English by students in greater China.

discussed also in Wang (1991), Li (1993), Jiang (2003), and more recently in Kirkpatrick (2007) and Xu (2010). Most scholars have argued that the Chinese variety of English has specific structural features and phonological features that distinguish it from other English varieties (such as Nigerian English). To date very little research has yet to give a succinct overview of all the features of a so-called Chinese variety of English. Reasons for the lack of comprehensiveness towards detailing features of Chinese English primarily relate to the influence of major dialect groups (as well as respective sub-variety language groups) on English in China and (in terms of phonological features) speakers of Chinese English may have different accents depending on their mother-tongue dialect which make it a challenging task to document (see Kirkpatrick 2007: 146). In other words, different Chinese language varieties may largely determine various distinctive phonological features of Chinese English or ‘Chinese Englishes’. As a result, this thesis shall not attempt to claim any distinctive phonological features that may be common to speakers of the Chinese variety of English. Instead, however, a brief overview is provided below of the nativization of English and Englishization of Chinese in terms of ‘loan translations’, ‘grammar’, and ‘pragmatics’. The aim of the inclusion of a discussion of the features of Chinese English(es) is that it offers a theoretical understanding and appreciation of the transcribed interview data that is presented in Chapters 4 through 7 of this thesis.

Lexis

Lexical borrowing ('reflexification', or also 'appropriation') is probably the most common aspect of nativization, simply because the English language may not have adequate words to explain or define certain, indigenous phenomena. Similar to other new or emerging varieties of English, direct translations from Chinese into English of things that are 'typically Chinese' or that consist of specific Chinese cultural concepts are common. Examples from Kirkpatrick (2007) include, among many, such translations as *one country, two systems, to get rich is glorious, beancurd, silkroad* and *open-door policy*. Metaphors and idiomatic expressions from Chinese are sometimes also added to enrich expressions, such as *people mountain, people sea* (to describe a large crowd). Other Chinese cultural concepts have long been absorbed into the English language, such as the concept of 'saving face'.

In addition to lexical borrowing briefly discussed above, is semantic shift, which has also been noted in the nativization of English in China. Certain English lexical items have been shown by Zhou and Feng (1987) to acquire extended or restricted semantic markers in the Chinese variety of English. Semantic shift has been evidenced with the use of certain political words and phrases, as attested by the following examples from Zhou and Feng (1987: 121-123): i) *cadre*, which in the Chinese variety of English, is extended to mean any 'leading official' in the Chinese Communist Party; ii) *propaganda*, which in nativized English in China, especially in the ideology of the government of China, refers only to the

‘spreading of true information, beliefs, and news in order to promote a cause’⁸; iii) *individualism*, which, within a nativized interpretation, specifically only refers to ‘egoism’, or ‘selfishness’; iv) *information*, which in the Chinese variety of English usually only referred to ‘secret information’, but Zhou and Feng (1987: 123) argue that this word is shifting in meaning again after China’s ‘opening up’, and in the early 1980s this word may now take on a more neutral interpretation again.

In addition to the examples of semantic shift briefly introduced above is the Englishization of Chinese. Zhou and Feng’s (1987) article is one of the few papers that have brought this issue to light. In this paper the authors point out that if there are no equivalent words in Chinese to describe particular phenomenon in English, then two ways may be employed to generate a new word. The first is by means of ‘paraphrasable translation’; that is, by creating a word or phrase which uses existing morphemes and words according to the rules of Chinese word formation (Zhou and Feng 1987). For example, in Putonghua ‘parliament’ is translated to *guohui* (*guo* = country/state; *hui* = meeting/congress). Thus, it is the concept that the new word represents that is translated. The words may at times be Englishized and there may be no direct influence from English. The second way is to use a ‘calque’ (i.e. a loan translation). For instance, the word *xiayishi* in Putonghua is the calque for ‘subconsciousness’ (*xia* = sub/down; *yishi* = consciousness) which is strict word-for-word

⁸ Interestingly, Zhou and Feng (1987: 122) note that ‘[there] are departments of propaganda under the leadership of the Party Committee at every level. If the propaganda is really false, it will be termed ‘false’ or ‘deceitful propaganda’. This would suggest that propaganda might also generally refer to ‘information’.

translation. In this example the English morphological and semantic meanings have been retained and so can be said to be Englishized (Zhou and Feng 1987: 113). A third example is of ‘loan translation proper’ (or phonological adaptation), where a loan word is created in Putonghua. An example is *tangke*, from the English ‘tank’. In some instances, transliterated loanwords have replaced translated paraphrases. For example, as Zhou and Feng (1987) note, *luoji* (logic) has replaced *bianxuei* and *lunlixue* in Chinese. They also point out that affixes are bountiful in English in comparison with Chinese, and as a result, the process of derivation in English has influenced word formation in Putonghua. A common example is the use of *hua* (meaning ‘changing’) to form both calques and new Chinese words. For instance, *meihua* (*mei* = beautiful) means ‘to beautify’.

Grammar

Xu (2005, as cited in Kirkpatrick 2007: 148-149) has identified a set of common grammatical features typical of the Chinese variety of English, which is reproduced below (see also Xu 2010).

1 Adjacent default tense

Last year, I write a letter ... I write two letters every week.

2 Null-subject/object utterances

Sometimes __ play basketball, and sometimes __ go to the library. / Yes, I like __ very much.

3 Co-occurrence of connective pairs

Yes, *although* it's not as big as Beijing, *but* I like it, *because* I was born there.

4 Subject pronoun copying

Some of my friends in class they like to make fun of me sometimes.

5 Yes-No response

A: Do you mean your hometown is not so crowded?

B: *Yeah*. Not so crowded.

6 Topic-comment sentence structure

You know, I think *this city* (topic), everything is getting more convenient (comment).

7 Unmarked object subject verb word order

I think the love is important, and *the money I don't care*.

8 Inversion in subordinate finite wh-clauses

I really don't know *what is Chinese English*.

9 Nominalisation

i. Head nominalised noun phrases;

investment in the sectors of education, health and culture in rural areas

ii. Premodification nominalised noun phrases;

long-term land-use rights

iii. Postmodification nominalised noun phrases;

the top priority given to deepening reform in rural areas

iv. Paratactic compound nominalised noun phrases (NPs with equal weight);

rural prosperity and the well-being of farmers

v. Hypotactic compound nominalised noun phrases (one NP subordinate to another);

The guiding principle for the development of agriculture

In terms of the Englishization of Chinese grammar, some influences on syntax have been recorded. For instance, Zhou and Feng (1987) noted that the use of passive tenses has traditionally had a restricted use in Chinese, but these kinds of tenses have recently become much more common. Some sentences such as *ta bei xuanwei zhuxi* (He is elected Chairman) couldn't traditionally have been used in the passive, but has recently become quite common.

Pragmatics

It is common for the ‘logic’ of Chinese culture and language to be transplanted into Chinese English. For instance, Kirkpatrick (1996) noted that a ‘modifying-modified’ sequence is the preferred norm in Chinese, and may be transferred into Chinese English (see also Xu 2005, 2010; Xu 2012), as in the following example:

Because many people in rural China have very low incomes they often migrate to the cities in search for work.

Xu (2005, 2010) also identifies a politeness strategy when Chinese speakers meet someone for the first time, and it is typical in such situations to engage in ‘ancestral hometown’ discourse (see also Xu 2012). Xu (2005, 2010) and Xu (2012) point out that talking about the ‘location’, ‘size’, and ‘special food’ of one’s ancestral hometown are typical polite conversational topics when strangers meet. Others (e.g. Yun and Jia 2003) note that greetings such as *Have you eaten?*, and forms of address such as *Teacher Zhang*, are also commonly translated into Chinese English. Other discourse and pragmatic strategies may also relate to metapragmatic structuring features of Chinese English writing, and Xu (2005, 2010) has shown, for instance, how certain Chinese-specific concepts (such as *guanxi* or interpersonal relationships, or one’s ‘connections’) are pervasive in Chinese English writing. Finally, citing Kaplan (1996), Yun and Jia (2003: 43-45) note that written

discourse follows ‘an approach by indirection’, which is an indirect pattern in English writing. In other words, a common pattern/structuring in Chinese English writing is that of inductive ordering of information.

2.3.2 Research gaps in the study of English in China

The post-1980s overview of English in China presented above was intended to provide a more distinct delineation of the current status of English in the country, as well as point out some of the key research frameworks that have been discussed in the existing academic literature on the topic. This survey is by no means intended to be inclusive of all the topics that have been written about the spread and use of English in China, but it aims to illustrate the point that there are many sociolinguistic issues that need to be researched, especially with regards to the role of English in the everyday lives of ordinary Chinese citizens (for comprehensive bibliographies on a range of issues related to English in China, see Adamson et al 2002, and Bolton et al. 2014). China has for many years been cited as one of the largest English-learning societies, where learner numbers have been estimated to be in the range of 200 to 400 million (Bolton 2003; Wei and Su 2012), yet little is known about the impact of all of this English learning in Chinese classrooms on the day-to-day lives of the students learning the language.

There are also paradigms related to the study of English in China which have largely been ignored in the literature, such as regional and global migration patterns and how these influence, and are influenced by English in China, Asia, and the rest of the world. In addition, as many schools and universities are now promoting English-medium instruction courses, programs and even major subjects, one is left wondering what impact this has on Chinese students in particular. Further to this, it appears that China is attempting to market itself as a hub for international higher education with many universities now offering degrees taught through the medium of English to foreign students. In addition, there has been little research hitherto on the influence of technology on the linguistic worlds (or language worlds) of Chinese students, as Bolton and Graddol (2012: 7) point out:

[one] is left wondering about the language worlds of the millions of young people that have very recently learnt the language at school and university [...] where they are able to bilingually negotiate entertainment and information through DVDs, the Internet and all electronic gadgetry of post-modern China.

The concept of ‘language world’ was first developed as a theoretical concept in the world Englishes paradigm by Kingsley Bolton (2013) to address the rapidly changing linguistic worlds of Chinese students in Guangzhou and Hong Kong. Bolton (2013: 20) states that:

for our mainland Chinese students from Guangzhou, what was involved in acquiring English, was not simply acquiring another language, but also acquiring another world, into which

they might consider projecting themselves, both imaginatively through media and communication, but also physically, through educational migration for further study abroad.

Bolton also notes that the notion of language worlds aims to describe the various ways in which language users imagine their 'inner' worlds in linguistic terms, which then connects to their linguistic behaviours in various social settings available to them. Another area that also requires more scholarly attention is the influence of English on the various Chinese varieties, and sociolinguistic surveys could more accurately assess if and how English is influencing various language varieties in China. More research is also required on recent bilingual Chinese-English teaching and learning initiatives in the country, which evaluate the pedagogical implications of this kind of instruction (for a more detailed discussion of other possible future research areas, see §9.3 below). The following section discusses the current spread of English-medium education in the universities of China.

2.4 The spread of English-medium instruction in China's universities

During the past decade, the official policy in the Chinese education system has been that English should be learnt from Grade 3, from around the age of 8 (Wang 2007). Academic achievement is accorded high importance in China, and along with this is the learning of English, especially since the language became one of the three compulsory subjects tested

in the National University Entrance Examination (or *gaokao*). The other subjects tested in this examination are Mathematics and Chinese⁹. Great importance is placed on succeeding in the *gaokao* exam as this exam alone is considered as determining the economic success of a child's future in China. For instance, a good result ensures those students access to better university education, and by extension better future careers. Considering this, it is not surprising then to understand the recent growth in English study (both in as well as outside the formal curriculum). In a sense, the English language has become one of the important strands of modern Chinese education (Bolton and Graddol 2012).

At the tertiary education level, the need for learning English continues, and irrespective of major area of study, students are required to take English lessons and courses in order to graduate. Generally, two major nationwide-tests are taken by Chinese university students during their undergraduate studies, namely the College English Test (CET), and the Test for English Majors (TEM). The purpose of these English examinations is for students to reach the required proficiency level in English as stipulated by the National College English Teaching Syllabus. At most Chinese universities non-English major students are required a pass on CET level 4 (CET band 4) in order to graduate. English majors are required to pass TEM level 4 (TEM band 4) as a graduation requirement. For students

⁹ The general designation 'Chinese' refers to the Chinese government's de jure nomenclature on the standardized written form of the Chinese languages, as enshrined in the country's 2001 language policy (Chinese Government 2001). In the *gaokao* examination students are tested in reading and writing of these characters, which are also referred to as *zhongwen* (i.e. the written form of Chinese).

wishing to pursue postgraduate study at Chinese universities, it is a requirement to pass the Postgraduate Admissions Test, which tests students in Politics, English, and Mathematics, irrespective of major area of study. Many Chinese universities may also require a CET band 6 score or a TEM band 8 score as a requirement for acceptance into some postgraduate programs. New teachers are also required to have a minimum of CET band 4, irrespective of the courses they are going to teach (Jiang 2003). In an OECD (2009) report on tertiary education in China it was noted that in 2006 around 25 million students were enrolled at tertiary institutions in China (22% of their age cohort). The same report also states that the mainland Chinese government aims to increase the tertiary education participation rate to 30%. With all of these students having to study compulsory English courses at university, it would certainly appear that English plays a very important role in the lives of university students.

Not only is English being taught as a foreign language subject, but during the last decade tertiary institutions across China have increasingly adopted English-medium courses, programs and even major subjects taught through the medium of English. One of the key factors that has apparently motivated this drive to promote English-medium instruction is the desire to improve university rankings and to make Chinese universities more globally competitive, especially since the Higher Education Department of the Ministry of Education announced that it will take into account the number of bilingual courses offered at institutions in its assessment of universities (Hu 2009: 50). This sudden increase in the

promotion and use of English in higher education in China has had a number of consequences that have been fervently debated in the field of education in particular. For example, Hu and Alsagoff (2010) evaluated language policies at China's universities and concluded that there are different degrees to which English is adopted as a medium of teaching. They conclude that there are four main types of English-medium instruction programs on the mainland: (i) 'Type A programs', which refer to predominant use of Chinese for teaching subject content, with the use of English limited to routine expressions in classroom management, and translation of a few concepts and definitions; (ii) 'Type B programs', where Chinese is the dominant medium of instruction, but English is used more frequently than Type A. English is used for supplementary explanation, description, and exemplification, etc; (iii) 'Type C programs' where the division of labour between Chinese and English in C is in inverse proportion to that of Type B programs (i.e. English more frequently used as instructional language, while Chinese used for explanation, and so on); and (iv) 'Type D programs', which refer to the exclusive or predominant use of English.

Further, in the same article Hu and Alsagoff (2010: 372-375) provide an overview of some of the pressing problems related to the sudden implementation of English-medium teaching policies, which include: (i) a shortage of qualified teachers to teach subject courses in English; (ii) a shortage of appropriate teaching materials for English-medium instruction; (iii) a lack of curricular standards; and (iv) a lack of student threshold proficiency in English which means that they will not benefit from English-medium instruction. Hu and

Alsagoff also point out that that even the most positive academic evaluations of English-medium teaching programs on the mainland are highly questionable. The authors maintain that more critical evaluations of the implications of such programs are needed.

In addition to the spread of English in the formal education of local Chinese students, China has since 2000 started marketing itself as a hub for international education, and there appears to be a push by the central leadership to attract foreign students to the country's universities (see Sharma 2011). More recent figures suggest that there are around 260,000 foreign students currently studying in China's universities, and the aim for the Ministry of Education is reportedly to attract 500,000 foreign students by 2020 (Sharma 2011). However, as a so-called 'emerging destination' for foreign students, perhaps not surprisingly, the vast majority of around two-thirds of its foreign student population is currently from the Asia region (Study in China 2012). Although the largest number of foreign students in China study Chinese language programs, an increasing number are attracted by programs in Engineering and Medicine, among others. These courses are also being promoted as English-medium programs, with whole degree programs offered from undergraduate to postgraduate levels in English. It appears, however, that not much research has been carried out on how these programs are being conducted, as well as the reception of these programs by foreign students in China. Certainly the attraction of international students to China's higher education institutions would no doubt alter the dynamics of language use on these university campuses. Although not a primary concern

in this thesis, part of this study aims to shed some light on the reception of one such international program at a leading university in China.

2.5 Globalisation, polycentricity, and indexicality

Globalisation is generally perceived as international integration in terms of economics, politics, and cultural exchange. However, defining the term is a contentious issue, and as Scholte (2005) surmises, no-one disputes the existence of globalisation, but that publications on the topic tend to be oversimplified, and more than not often exaggerated.

This thesis draws on a concept of globalisation as proposed by Scholte (2005: 84):

[Globalisation is] a respatialization of social life [which] opens up new knowledge and engages key policy challenges of current history in a constructively critical manner. Notions of ‘globality’ and ‘globalisation’ can capture, as no other vocabulary, the present on-going large-scale growth of transplanetary – and often supraterritorial – connectivity.

The keywords in Scholte’s (2005: 84) quote above are undoubtedly ‘respatialization’ and ‘connectivity’, and in this thesis the view is held that globalisation may at times overlap with ‘internationalization’, ‘liberalization’, ‘universalization’, and ‘westernization’, though this does not imply equivalence with these concepts. The context of globalization

provides a general framework from which to begin exploring the spread and use of English in China, and what this spread and use implies within ‘a sociolinguistics of globalisation’.

In this section the groundwork is provided for the study of the sociolinguistic realities of English in China. In general, interpreting sociolinguistic research on the spread, flow, and use of English requires important considerations regarding the dynamic nature of what has been called ‘language flow’ in terms of globalisation (Graddol and Saville 2012). Language flow can be understood as a metaphor describing the constant and continuous movement of people and languages and language varieties across particular spaces. In particular, as groups migrate and regroup in new regions or territories, new histories are constructed and cultural reproductions are created. The difficulty, however, is adequately researching communities which are in constant flux. In this sense, as Appadurai (1996) argues, ethnography needs to be able to describe the non-localized qualities of the dynamic and constantly changing nature of group identities. In the past, anthropological objects were highly territorialized, culturally homogenous, as well as unselfconscious (Appadurai 1996: 48; see also Blommaert 2010). Pennycook (2007: 24) points out more simply that, at the very least, we ‘need ways of mapping Englishes against a reasonably complex understanding of globalisation’. From these observations it would appear that a requirement of an anthropology of the contemporary world is a description of social life that takes into account intranational and transnational cultural flows, and the links between

space, culture, and group identity (see §1.4 above). I will begin first with a description of the dynamic nature of language contact within the paradigm of globalisation.

2.5.1 Globalisation and the sociolinguistics of mobility

The sociolinguistics of globalisation offers promising theoretical opportunities that approach the dynamics of language contact situations in terms of globalisation. Blommaert (2010) offers a review of three fairly recent attempts to describe language contact and language flow within a globalisation framework. Blommaert first reviews Fairclough (2007) and concludes that Fairclough's treatment of globalisation is in fact only a discussion of globalism, which Blommaert argues is only one of the many aspects of globalisation. In his view, globalisation is not one process only, but rather a set of many complex processes. Blommaert (2010) points out that Fairclough ignores the importance of accurate historical framing in his discussion of globalisation processes. Next, Blommaert reviews Calvet's (2006) view of how languages operate in today's world as an ecosystem to describe the relationships between languages. As in the case of Fairclough (2006), Blommaert argues that Calvet ignores the important issue of histories or social formations in time and space in his discussion of globalisation. Finally, Pennycook (2007) is reviewed, and Blommaert agrees with Pennycook that new sets of theoretical and methodological tools are needed to analyse the sociolinguistics of globalisation. Pennycook (2007) argues that there is also a need to revise concepts of language, culture, and place in order to

understand objects that are inherently mixed, hybrid, local as well as delocalized, and that bits of language are globalized, as well as bits of culture and society. Within this framework, Pennycook evaluates the globalisation of hip-hop culture. His view is that globally, hip-hop culture displays similar patterns of semiotic conduct, offers new potentials for localized identity construction, that local forces are just as important as global ones, and that there is not just one centre for hip-hop, but rather circles of flow (what Pennycook calls polycentricity). Blommaert points out, however, that Pennycook also ignores historical perspectives in his analysis.

Blommaert (2010) proposes a roadmap for the study of language in a globalized world. In particular, he points out that a structural notion of language needs to be abandoned and it needs to be replaced with an ethnographic concept such as ‘voice’. According to Blommaert (2010: 180-181) voice ‘embodies the experiential and practice dimensions of language and which refers to the way in which people actually deploy their resources in communicative practice’. In other words, and echoing Blommaert (2010), one may use the notion of voice to refer to multilingualism as ‘a blending of voices’, which could not be done in traditional senses of monolingual and multilingual speech due to the strict and rigid categories that have been used to describe monolingualism, bilingualism, and multilingualism (e.g. Myers-Scotton 2006).

In order to more accurately account for language contact situations, or to best explain the dynamic nature of these situations, Blommaert (2010: 41) proposes that ‘indexicality’ is currently the most suitable way of explaining language in relation to globalisation. Indexicality is a theory of meaning, in which a particular kind of phenomenon ‘points to’ (or indexes) something – such as a line over an image of a cigarette on a wall (no smoking allowed) or a pointing finger. In the study of language and linguistics, an indexical behaviour points to some other state of affairs, and includes any verbal or non-verbal sign that highlights or points to social identity in terms of human interaction. The concept of indexicality has its origins in Peirce’s (1932) ‘trichotomy of signs’ which describes three signs (see Silverstein 1976: 27, and §1.4.1): (i) a description of the nature of a sign vehicle (a quality, an actual thing, or habit); (ii) a description of the nature of the entity signalled (icon, index, symbol); and (iii) the nature of entity signalled and signalling entity (i.e. nature of meaning communicated). In the philosophy of language, indexicality relates to Peirce’s second sign, ‘the nature of the entity signalled’: that is, icons relate to likeness (e.g. stick figures on male/female bathroom doors); index refers to a sign linked to an object by actual connection – i.e. a real relationship (e.g. smoke from building signals fire inside); and symbol refers to an interpretative habit, independent of shared physical quality (e.g. the word ‘window’ bears no physical relationship to the actual window) (Silverstein 1976: 27). Although related, indexicality does not directly correspond to Peirce’s second sign ‘index’.

Indexicality has been used by Silverstein (1976: 11) to develop the consequences of the notion that speech is meaningful social behaviour. Silverstein (1976: 41-42) notes that vocabulary, affixes, phonological rules and so on serve indexical functions within utterances. He also points out that intonation patterns and stress shifts are also types of features that are characteristically indexes. Silverstein's more recent work (e.g. Silverstein 2003) develops indexicality further in terms of what he calls 'indexical order', which relates to three (or more) levels of interpreting meaning from linguistic signs. Currently in sociolinguistics there has been an interest in indexicality to account for language variation, style shifting, language contact, and any related language-as-social based phenomena (see for example, Eckert 2008; Blommaert 2010). The theoretical underpinnings of indexicality appears to have received a lot of attention within the sociolinguistics enterprise, especially with those fields that aim to explain the dynamics of language variation: style; style shifting; and pragmatics (see Eckert 2008).

Blommaert (2010) uses Silverstein's (2003) notion of 'indexical order' to explain registers. According to Wardhaugh (2008: 52), registers are to be understood as 'sets of language items [primarily] associated with discrete occupational or social groups' – that is, the difference, for instance, in the way nurses speak, compared with skateboarders, and so on. Registers also help one to express one's identity at a specific time or place. Blommaert (2010) points out that registers have a *prima facie* stability that is used for typifying or stereotyping (e.g. so-called 'posh' accents, see Rampton 2003). For example, when one

speaks as a man, a lawyer, a middle-aged European, etc, and one does so appropriately, one will be perceived as such (see Agha 2005). In this way, Blommaert (2010: 37) argues, ‘indexical order is the organizing principle behind what is widely understood as the “pragmatics of language”’. In addition to this, Blommaert further states that ‘systemic patterns of indexicality are also systemic patterns of authority, of control and evaluation, and hence the inclusion and exclusion by “real” or “perceived others”’. In other words, in an exchange, some values may be attached which may not necessarily be granted by others (see Blommaert 2010: 38). For example, middle class Nairobi English may not be perceived as a middle class attribute in New York or London. An important fact that Blommaert points out is that people speak differently about different topics, as well as differently to different people, and this is done by a changing of tone, voice, rhythm, etc., and so people draw on prototypes of registers (or prototypical registers). This kind of shifting of styles is what (Blommaert 2010: 39-40) refers to as ‘polycentricity’. He concludes that ‘orders of indexicality’ and ‘polycentricity’ are important concepts if we want to be able to describe more accurately a sociolinguistics of globalisation, that is, of people immigrating, migrating, shifting identities, and when messages start moving across places (Blommaert 2010: 41).

When applying the notions of polycentricity and orders of indexicality, Blommaert (2010: 189) argues that with regard to different varieties of written English, producers (and consumers) of these varieties often orientate themselves toward a status hierarchy, in which

English occupies the top of this hierarchy. Blommaert (2010: 189) points out explicitly that '[this] is an orientation to a transnational, global hierarchy, reinforced by the state's ambivalent and meandering stance on English'. In this way, the use of English is perceived to index specific transnational values and ideas. However, these values and ideas are indexed in terms of local signs, with local meanings and interpretations, and not in terms of internationally valid norms. Blommaert argues that new spaces of meaning are created in this way. Specifically, in his discussion of English signs in Magomeni (a neighbourhood in Dar es Salaam, Tanzania) Blommaert (2010: 189) observes that

[we] have an act of communication which at the same time orients towards transnational indexicalities and to strictly local ones, and the effect is that the English used in these signs has to make sense *here*, in Magomeni – but *as English*, i.e. as a code suggesting a “move out” of Magomeni and an insertion into transnational imaginary networks.

In other words, English signs in Magomeni can be perceived in this context to index local meanings and interpretations, as well as transnational meanings – the signs have to make sense in this context, yet they also indicate internationalism. By interpreting the global spread and use of English in terms of polycentricity and orders of indexicality one might understand that English is not to be interpreted as a killer language or an imperialist language, but instead a 'highly complex, intricate pattern of appropriation and deployment of linguistic resources whose values have been relocated from a transnational to a national set of indexicalities' (Blommaert 2010: 189).

Set in contemporary China, this thesis uses the concepts of indexicality and polycentricity to explain how Chinese students understand the value of English, as well as these students having connections to particular frames of interpretation of these values (see also Gumperz 1983, and Heller 2006). From the theoretical perspectives given above, the goal is also to probe how Chinese university students define the values they associate with the English language, in the context of their rapidly changing society. The reasons investigated here relate to the nature of the indexes held by these students and how these indexes may be interpreted, not only in terms of competence in English (or a mastery of skills), but also in terms of a range of the practices and social values that are held by these students (see §8.2).

2.6 Conclusion

This chapter has provided a narrative of English in contemporary China, beginning with a discussion of English in China in the context of world Englishes (as an Expanding-Circle English variety). This was followed by a narrative of English in post-1980s China which focused on the attitudes, uses, and relevant academic discussions on English as a foreign language in the country. This was then followed by an overview of Chinese Englishes and attendant debates, before research gaps to the study of English in the country were identified. After that, a survey was provided of the use of English in China's higher

education. And finally, this chapter reviewed some of the current theoretical approaches to the sociolinguistics of globalisation, which offered new ways of interpreting research on English in the China context.

It needs to be pointed out here at the end of this chapter that during the late 1990s some criticism was levelled towards the inadequacies of the world Englishes paradigm, especially in terms of the nationally defined identities within the circles model: that is, the inability of such a model to deal with numerous contexts where the English language is used, as well as its perceived privileging of ENL over ESL and EFL (see for example Krishnaswami and Burde 1998; Holborow 1999; Bruthiaux 2003, Pennycook 2007, see also §2.2). However, a response to such criticism needs to highlight that the study of world Englishes should not be equated only with the circles model of English, as this framework offers inclusion of almost every aspect related to the spread and use of English across the globe, in such diverse areas as history, literature, multilingualism, and education, to name a few (Bolton 2012). This claim is attested to the wide range of issues presented with regards to academic scholarship under the world Englishes umbrella including the International Association of World Englishes (IAWE), and the World Englishes journal. As such, studies on the global spread of English are offered a platform from which to disseminate and promote academic exchange, and the development of theoretical traditions is a key component of WE. This thesis builds on this academic platform offered by the world Englishes umbrella. Within the evolution of the theoretical aspects in the world

Englishes tradition is the more recent inclusion of multi-dimensional approaches to the appreciation of the global spread and use of English, such as theories on transnational anthropology (see §1.4.2). Set within this theoretical evolution is the use of English in tertiary education in China. This thesis draws on the multi-dimensionalism of current theories on transnational anthropology and transnational sociolinguistics (and the sociolinguistics of globalisation) to interpret the spread and use of English in China's universities today.

In addition, and by considering the recent history of the English language in China – especially in terms of the perceived values (and ideologies) attached to the language – the following chapters examine how university students in China negotiate their academic as well as personal (extra-curricular) lives in the context of English (i.e. the socially realistic study of English). It needs to be reiterated here again that the focus in this thesis is primarily to profile the use of English in China's tertiary education, and it will not try to make claims about issues such as competence (or performance) of Chinese university students in English. Nor will this thesis attempt to find correlations with the possible wide range of issues related to individual registers (or styles) that may be communicated through the use of the language in China today. The next chapter sets out to describe the methodologies that were employed in this research.

CHAPTER 3: RESEARCH METHODS

Language has an individual aspect and a social aspect. One is not conceivable without the other.

Ferdinand de Saussure ([1913] 1966: 8)

3.1 Introduction

This chapter provides an overview of the research methods that were used to gather the sociolinguistic data for the two studies of this thesis. After a discussion of some theoretical concerns regarding the research design, a description of the two research locations is provided: Macau University of Science and Technology in Macau, and Sun Yat-sen University in Guangzhou, China. After this, the specific sampling methods of the two studies are described with relevant examples given of how the research samples were stratified in the two studies. This is followed by an overview of the major data collection methods of the research, which involves a description of the sociolinguistic surveys, interviews and field notes. After that, a description is provided of the data coding and data analysis methods, as well as data management procedures. Finally, this chapter ends with a discussion of the project costs and a description of the ethical considerations that had to be taken into account during the research phases of this project. This chapter lays the

foundations for the next four chapters, where the results of the sociolinguistic studies are analysed and interpreted.

3.2 Theoretical concerns

There are a number theoretical concerns regarding the research design for the two sociolinguistic studies that were employed for this thesis, which are related to the validity of the research data of this project. In particular, the first issue is concerned with the problem of the nature of sociolinguistic data that is generated by self-report. According to Judd et al (1991), the majority of judgement studies (e.g. questionnaire surveys, and interviews) use self-reports, and these kinds of studies may limit the validity of the data if certain considerations are not taken into account. One of the biggest problems relates to the fact that participants' views may be influenced by the ways in which questions are formulated in surveys, and that survey data may project respondents' beliefs rather than accurate linguistic behaviour. To address this first issue Judd et al. (1991: 196) point out that self-report data becomes less problematic when there is a 'thoughtful wording of questions and careful conceptualization of what is to be asked'. Further addressing this, the sociolinguistic surveys conducted for this thesis mainly asked respondents to report on their experiences, past behaviours, beliefs, memories, and attitudes to their use of English in educational and extra-curricular contexts. In addition to this, the questionnaires and

interviews in this research are limited to the ways inferences are made about the respondents' behaviours, including their linguistic behaviours. Specific concerns pertaining to the questionnaire and interview designs for this project are described in detail in §§3.5.1 and 3.5.2 below.

Another issue is related to the 'observer's paradox', or specifically, 'the skewing of linguistic behaviour toward norms of correctness as a result of the mere presence of a fieldworker' (Cukor-Avila 2006: 556-557). In other words, the presence of the observer may influence the data that the researcher aims to objectively collect and describe (see also Milroy 1987). In order to limit the observer's paradox for the interviews in this study (it can never be entirely resolved), open-ended questions were used in the interviews, and where possible, group interviews were held in the form of discussions. It was during these sessions that the researcher acted in the capacity of 'participant-observer' in the discussions. Again, the focus of the interviews was not to make judgements on the linguistic behaviour of the participants. The participants were also not required to make inferences about their own behaviour. Instead, the interviews were used as an auxiliary method to qualify and shed light on the questionnaire survey data. The interview methods are described in further detail in §3.5.2 below.

3.3 Context of the study: research locations

Two main research locations were chosen for the research aspect of this thesis: Macau University of Science and Technology (private university, in Macau), and Sun Yat-sen University (public university, in Guangzhou). Each university offers unique motivations for being chosen as prime research locations. Many mainland Chinese students are motivated to further their education in Macau or Hong Kong, as these students possibly view the two territories as being ‘both domestic and external, and [the universities] as Chinese institutions with international standards and global linkages’ (Li and Bray 2007: 792). It could be assumed that the major universities in these two territories have benefitted from the recruitment of mainland Chinese students, especially since these institutions present themselves as English-medium universities (Botha 2013b). Li and Bray (2007: 791) point out that higher education in Macau (and Hong Kong) ‘plays a dual role, as a destination in itself for higher education and as a stepping-stone for students’ further international development’. Despite the growing number of cross-border students from mainland China studying in Macau and Hong Kong, many of these students often have difficulties in adapting to the linguistic challenges of learning through the medium of English, especially since most of these students are used to learning through the medium of Putonghua and do not have the necessary experience or language proficiency in English to benefit from English-medium instruction (Gao 2008; see also Hu and Alsagoff 2010; Botha 2013b).

Bearing these facts in mind, Macau University of Science and Technology presents a unique example of how the English language is marketed for its ‘internationalism’ and competitive utility. As such, the research at this university offers valuable insights into what is known as ‘cross-border’ education, student mobility within greater China, and the values that are attached to English-medium education in the China region.

Figure 3.1. Map of Macau, Guangzhou, and the Pearl River Delta



(Google Earth 2013)

In contrast to Macau University of Science and Technology, Sun Yat-sen University is a public (national) university which receives funding at the State level, and is one of the select universities ‘directly under the Ministry of Education in China’ (Ministry of Education of the People’s Republic of China 2011). Being one of the leading universities

in the China mainland, this university offers a key location for investigating the formal as well as informal use (and reception) of English as a language of teaching and learning in China's higher education system. A description is presented of the two research locations, in the wider contexts of Macau and Guangzhou, in the following sections below.

3.3.1 Macau: Macau University of Science and Technology

The Special Administrative Region of Macau (hereafter Macau) has a long and unusual history in China, as the territory or 'enclave' was governed and administered by the Portuguese from the 1560s until 1999. The territory comprises a very small land area of only 29.5 square kilometers and is home to a population of 552,500 people (DSEC 2011), with an average of 18,728 people per square kilometer. Its sovereignty formally reverted to the People's Republic of China in 1999, two years after the much-publicized 'handover' of Hong Kong to the Chinese government. Macau is also one of the two Special Administrative Regions (SARs) belonging to the People's Republic of China (the other SAR being Hong Kong). The region is located on the western side of the Pearl River Delta, and borders Guangdong Province to the north and faces the South China Sea to the east and south. The territory currently is noted for its tourism and gambling industry. Interestingly, the English language has a very long history in Macau with contact between English traders recorded as early as 1637 (Bolton 2003: 126).

According to the Basic Law of Macau, which provides the mini-constitution of the enclave after 1999, Chinese and Portuguese are specified as the official languages of the territory (Chinese Government 1993). Even though Chinese and Portuguese are the two official languages of Macau, English maintains a ‘de facto additional working language status’ in the territory, particularly in the domain of education, despite the fact that there are no official policies guiding the use of English stipulated by the government of Macau (Moody 2008: 6). The influence of English in education can be seen throughout secondary and higher education, with 13.4% of Macau students enrolled in schools that use English as a medium of instruction (Moody 2008).

What is notable about higher education in Macau is that of the ten institutions of higher education in the territory, only two of these currently admit students from the China mainland in significant numbers. What is also noteworthy in Macau higher education is that a number of the colleges and universities in the territory brand themselves as internationally-oriented institutions, where either English is used as an official teaching medium, or is an important additional language for educational purposes. This is the case at the most prestigious university, the University of Macau and is certainly true of the privately-owned university where this study was carried out, Macau University of Science and Technology (which henceforth is referred to as MUST). Li and Bray (2007: 804) interestingly point out that the Macau government has never really had ‘a strong tradition of sponsorship of mainland Chinese students; and in any case the private MUST saw

mainland China as a market to be exploited rather than a society to be supported'. Despite this, the university has been to varying extents successful in attracting the majority of its student population from the China mainland.

As was mentioned earlier, this university is the newest of the higher education institutions in Macau, and was founded in 2000. As also already mentioned, it is privately-owned and predominantly relies on student fees for its income. To some extent, it has benefited from the demand for English-medium education from the mainland, and until 2012, drew the majority of its students from the People's Republic of China. Recently, however, the university revised its admissions policy, and now officially takes 52% of its students from Macau, and around 48% from mainland China. To an extent, it could be assumed that MUST has benefited financially from the recruitment of students from the mainland, during a time when colleges and universities in the territory were striving to promote Macau as an educational hub for mainland Chinese students.

One important source of information on Macau society is the government census, which, in recent years, has included information on language issues. Table 3.1 presents the 2011 census results for languages/dialects in Macau.

Table 3.1. 2011 Census results for languages/dialects in Macau

Languages/dialects	As a ‘usual language’	As a ‘second’ language	Total
Cantonese	83.3%	6.7%	90.0%
Mandarin (Putonghua)	5.0%	36.4%	41.4%
Hokkien	3.7%	3.2%	6.9%
Other Chinese dialects	2.0%	6.8%	8.8%
Portuguese	0.7%	1.7%	2.4%
English	2.3%	18.8%	21.1%
Others	1.7%	5.5%	7.2%

(DSEC 2011)

According to the 2011 census, Cantonese is the ‘usual language’ of 83.3% of the population (DSEC 2011). According to the DSEC (2011), the ‘usual language’ of the respondents refers to ‘the language an individual mostly used at home’. In Macau, however, there are two designated co-official languages, ‘Chinese’ (undefined, as a general designation) and Portuguese, which is very much a minority language, is used mainly in government and the law courts. Despite the figures for usual languages, however, increasing numbers of citizens claim a knowledge of Putonghua and English as ‘second’ or other languages in their repertoires, thus resulting in a total of some 41% claiming a knowledge of Mandarin (Putonghua) and around 21% claiming a knowledge of English.

MUST (see figure 3.2) is the newest of the 10 tertiary institutions in Macau SAR, with an undergraduate student population of some 9000 students (MUST Annual Report 2012). The university consists of 8 primary academic divisions, 5 of which claim to have English-medium instruction degrees, programs, and courses (i.e. Faculty of Management and

Administration, Faculty of Hospitality and Tourism, Faculty of Information Technology, Faculty of Law, and the Faculty of Humanities and Arts). In the university handbook, in terms of language policy, all the academic divisions claim to use some form of dual Chinese-English-medium teaching (i.e. bilingual instruction). A large portion of the student population is recruited from mainland China, as this forms part of the university's long term recruitment strategy (Young 2006).

Figure 3.2. The main campus of Macau University of Science and Technology



The university has promoted English-medium instruction in terms of internationalism and by creating an impression of global competitiveness. For example, a message on one of its websites notes ‘We intend to provide students an internationalized learning place to polish the communication ability by offering all English lectured courses in junior and senior

stages’, and elsewhere that ‘[in] the entire English teaching, under the raise internationalization field of vision, [Faculty of Management and Administration] students can integrate rapidly into the international competition environment’ [sic, from original].

3.3.2 Guangzhou: Sun Yat-sen University

Guangzhou (formally Canton) is the largest city, and the capital of Guangdong Province. The city is located approximately 120 kilometres north-northeast of Macau, in the Pearl River Delta. Similar to Macau, Guangzhou has a very long and unusual history and was one of the first cities in China allowed to trade with the outside world, from around 1757, when the Chinese government decreed that trade was forbidden in all other ports of the country (Bolton 2003: 147). However, the Portuguese in Macau had already been actively trading in the region for more than a hundred years earlier. Unlike Macau, the city of Guangzhou occupies some 1700 square kilometres, with a staggering population of just over 12.75 million people (Statistics Bureau of Guangzhou 2011). Manufacturing is the largest economic sector in Guangzhou, employing almost half of the city’s working population. Although very little information is publicly available on languages in Guangzhou, Branigan (2010) reported that nearly half of the city’s population are Cantonese speakers (see also Bolton 2013).

Guangzhou also has over 12 universities, with three of these ‘directly under’ the Chinese Ministry of Education: Sun Yat-sen University; Jinan University; and South China University of Technology. What is interesting about the three institutes ‘directly under’ the Ministry of Education is that they are all increasingly offering bilingual Chinese-English-medium courses and degrees. Similar to Macau, it would also appear that mainland China’s universities are increasingly promoting themselves as international education hubs, with some of these universities offering degrees to foreign students through the medium of English (see §2.4). In Guangzhou, Jinan University for example has an International School that claims to offer eight degree programs through the medium of English and boasts a current international student population of over 1,500 from 68 countries and regions (Jinan University web 2013). However, officially it would appear that the Ministry of Education does not sanction many of these university programs, as the Ministry provides an annual list of which degree programs can officially be taught through the medium of English and many of these programs do not appear on the list. One of these programs that is officially recognized by the Chinese Ministry of Education is the international Bachelor of Medicine and Bachelor of Surgery (MBBS) program offered at Sun Yat-sen University (for a further discussion, see Chapter 7).

Sun Yat-Sen University (see Figure 3.3) is one of 12 universities in Guangzhou and has an unusual (and almost forgotten) history that can be traced back to 1888, originating in part as Canton Christian College, which was established by American Presbyterians. The

Canton Christian College was one of the 13 Christian colleges that was established at the turn of the 20th century and is considered by Bolton (2003: 231) to have ‘had a profound influence on Chinese education’. The college relocated several times, and in 1904 established itself again in Guangzhou under its new Chinese name Lingnan University, and after affiliating with Guangzhou Hospital it was renamed Sun Yat-sen Medical College. What is known today as Sun Yat-sen University began another part of its history with the founding of National Kwangtung University by the late Dr. Sun Yat-sen in 1924. After Sun Yat-sen’s death the university was renamed National Sun Yat-sen University, and after the founding of the People’s Republic of China in 1949, it is known as Sun Yat-sen University. The original Lingnan University and Sun Yat-sen Medical College merged with Sun Yat-sen University in 1953. Many buildings on the university’s South Campus contain architectural elements that incorporate both Chinese and European (or Western) elements, such as stained-glass windows and reliefs that consist of dogs, cats, and doves instead of Chinese mythical elements.

According to its website, Sun Yat-sen University (SYSU) currently boasts an undergraduate student population of over 32,000. The university is one of a small number of universities in China which is managed by the Chinese Ministry of Education¹⁰, and as such, it could be assumed that the university receives a great deal of funding and support

¹⁰ The Chinese Ministry of Education is correctly written as ‘The Ministry of Education of the People’s Republic of China’, and both forms are used interchangeably in this thesis.

from the Chinese Ministry and the Chinese State. Officially, it is known as being ‘directly under the Chinese Ministry of Education’ (Chinese Ministry of Education 2013). As mentioned earlier, what is interesting about Sun Yat-sen University (hereafter SYSU) is that it is one of the universities which is approved by the Ministry of Education to offer a medical degree through the medium of English (Chinese Ministry of Education 2013). Since 2007, the Ministry has annually published a list of universities that it considers ‘qualified’ to teach medical degrees in English. This list is known as the ‘Provisions for Quality Control Standards on Undergraduate Medical Education in English for International Students in China’ and only a limited number of universities are qualified to offer a medical degree program to foreign students in English.

Officially, however, SYSU is a Chinese medium institution with very few programs officially authorized to be taught through the medium of English. Some schools and faculties have collaborative or ‘joint-degree’ programs where students can complete the last two years of their studies at selected universities in a select number of ‘English-speaking’ countries. In the first two years at SYSU students in some of these programs study some of their subjects through the medium of English. In addition, a preliminary survey has revealed that English is increasingly used as a language in one form or another throughout the university’s 42 schools, faculties, departments, and institutes. With the notable exception of the Sun Yat-sen Business School (SYSBS) the university does not appear to overtly promote English-medium instruction on its websites. The Business

School, however, boasts that it offers a range of around 50 courses taught through the medium of English, but as noted earlier, this school is the exception at the university in the way it promotes English-medium teaching (See §5.3.2, §6.4.2 and §7.4.2) for a detailed discussion of the official status of English at the university. The research that was carried out at SYSU describes the official as well as ‘unofficial’ teaching and use of English on its campus. This is in contrast to the study at MUST as the English language is generally not overtly promoted by SYSU, yet it appears to be widely and increasingly used as a medium of teaching and learning at the university.

Figure 3.3. The main campus of Sun Yat-sen University



3.4 Sampling

Sampling is a crucial element for any sociolinguistic investigation that aims to make generalizations about the language attitudes and/or language behaviour of certain populations of speakers. In the sections that follow a description is provided of the sampling procedures for the research that is presented in this thesis.

3.4.1 Some basic definitions and concepts

For this research project it was determined that a judgment sample was the most appropriate type of sampling method. A judgment sample is used when research is concerned with a particular group of speakers, rather than a less selective ad hoc sample of a particular population (Milroy 1987: 26). The main reason for choosing this sampling method was that this research was based on the responses of only those students and lecturers who were exposed to English in their daily lives through education. In other words, only students and lecturers were surveyed that to varying extents learn or teach through the medium of English. The 'sample universe' or the 'delineated boundaries' of the two chosen locations for this research (MUST and SYSU) was established, and the main area of focus at each university was:

- i. access to English-medium instruction in various forms (English language courses, degrees and/or subjects were deliberately not included)
- ii. year of study
- iii. gender of the respondents

In this sense, the sample universe for each research location was determined according to the predetermined categories above (or ‘stratum’, see Judd et al. 1991: 131). The sample universe for each research location was subdivided into various subpopulations, depending on the location (see specific sample descriptions in §§3.4.2 and 3.4.3 below).

3.4.2 MUST sample description

In the first study at MUST in mid-2012, the total population for the undergraduate student group, across the five faculties that were surveyed was 7,064, while the total population for the teaching staff group was 125. Thus, a total population for this part of the study was 7189 at the time of the survey. A total of 22 lecturers and 222 students were surveyed using questionnaires and the student sample was controlled for FACULTY, YEAR OF STUDY, and GENDER, while the teaching staff sample was controlled for FACULTY. For the undergraduate student sample, only five of the eight primary faculties at MUST were surveyed, as these five faculties specifically offered English-medium programs and subjects. The overall confidence level for the survey was set at 95%, while the confidence

interval for the sample size and total population is $\pm 6\%$. The sample distributions are presented in Tables 3.2a-c, and Table 3.3 below. As can be seen from Table 3.2c, the student sample consisted of 107 (48%) male and 115 (52%) female students. In Table 3.2b it is shown that for year of study, the sample consists of 57 (25.6%) first year, 55 (24.7%) second year, 55 (24.7%) third year, and 55 (24.7%) fourth year students.

Table 3.2a-c. Description of the MUST undergraduate student sample

<i>a Faculty (by no. and %)</i>	
Management and Administration	46 (20.7%)
Hospitality and Tourism	43 (19.3%)
Law	44 (19.8%)
Information Technology	44 (19.8%)
Humanities and Arts	45 (20.2%)
<i>b Year of study (by no. and %)</i>	
First year	57 (25.6%)
Second year	55 (24.7%)
Third year	55 (24.7%)
Fourth year	55 (24.7%)
<i>c Gender (by no. and %)</i>	
Males	107 (48%)
Females	115 (52%)
Total	222

In terms of faculty, Table 3.2a shows that 46 (20.7%) students from the Faculty of Management and Administration (FMA), 43 (19.3%) from the Faculty of Hospitality and Tourism (FHT), 44 (19.8%) from the Faculty of Law, 44 (19.8%) from the Faculty of

Information Technology (FIT), and 45 (20.2% of) students from the Faculty of Humanities and Arts (FHA) took part in the survey. The total number of students that took part in the survey was 222. Postgraduate students were deliberately excluded in the sample as the main concern was with how undergraduate mainland Chinese students were recruited because of the university's promotion of English to students from China mainland. Another consideration for this was the fact that most of the postgraduate students studied in MUST's undergraduate degree programs.

From Table 3.3 it can be seen that a total of 22 teaching staff (i.e. lecturers) took part in the survey, with 6 lecturers each (27.2% respectively) representing the Faculty of Management and Administration and the Hospitality and Tourism faculty, while 2 lecturers were surveyed in the Law faculty (9%), and 4 each (18.1% respectively) for the Information Technology and Humanities and Arts faculties. It needs to be pointed out that the Law faculty only had two lecturers at the time of the survey that were teaching courses through the medium of instruction in that faculty. Although this appears to be a low representative figure for teaching staff in the Law faculty, it is fully representative of the faculty in terms of English-medium teaching.

Table 3.3. Description of the MUST teaching staff sample

<i>Faculty (by no. and %)</i>	
Management and Administration	6 (27.2%)
Hospitality and Tourism	6 (27.2%)
Law	2 (09.0%)
Information Technology	4 (18.1%)
Humanities and Arts	4 (18.1%)
Total	22

3.4.3 SYSU sample description

In the second study at SYSU in early 2013, a total of 224 students were surveyed using questionnaires and the student sample was controlled for ACADEMIC UNIT, YEAR OF STUDY, and GENDER. For the student sample, only 5 of the primary academic units SYSU were surveyed, as an earlier (preliminary) study indicated that these units specifically offered subjects and courses where English was used either as a medium of teaching, or additionally with Chinese in teaching. Similar to the MUST study, the overall confidence level for the SYSU survey was set at 95%, while the confidence interval for the sample size and total population is also $\pm 6\%$. The sample distributions are presented in Tables 3.4a-c, and Table 3.5 below.

Table 3.4a-c. Description of the SYSU student sample

a Academic unit (by no. and %)

MBBS*	35 (15.6%)
School of Business	
Undergraduate	23 (10.2%)
Postgraduate	40 (17.8%)
Social Sciences	24 (10.7%)
School of Physics and Eng.	38 (16.9%)
School of Mathematics	24 (10.7%)
School of Medicine	
Undergraduate	17 (7.5%)
Postgraduate	23 (10.2%)

b Year of study (by no. and %)

First year	
Local students	36 (16%)
International students	20 (8.9%)
Second year	
Local students	36 (16%)
International students	15 (6.7%)
Third year	37 (16.5%)
Fourth year	17 (7.5%)
Postgraduate	63 (28.1%)

c Gender (by no. and %)

Males	118 (52.6%)
Females	106 (47.4%)
Total	224

* This refers to the international MBBS program only for non-Chinese nationals

From Table 3.4c it can be noted that the student sample consisted of 118 males and 106 females. In terms of year of study, a total of 36 first-year local students, and 20 international students took part, while the second year sample consists of 36 local students and 15 international students. A total of 37 students are from the third year, 17 from fourth year, and 63 postgraduate students took part. It needs to be pointed out that of the postgraduate students, 11 were international students studying in the School of Business, in the International Masters of Business Administration program (or IMBA). Besides these international students the rest of the samples consist of 'Chinese' students.

The international Bachelor of Medicine and Bachelor of Surgery program (hereafter MBBS) is reportedly only open to 100 non-Chinese nationals per year, but the university could not recruit enough students for this program in 2009 and 2010, which resulted in no year 3 and year 4 students in this program at the time of survey for this study. As a result, 35 students from the MBBS program took part in the survey, with 20 students in year 1 and 15 year 2 students that were surveyed (cf. §7.2).

In terms of faculty, Table 3.4a shows that 35 (15.6%) students from the MBBS program, 63 (28%) from the School of Business (undergraduate and postgraduate), 24 (10.7%) students from the Social Sciences, 38 (16.9%) from the School of Physics and Engineering, 24 (10.7%) from the School of Mathematics, 40 students from the School of Medicine

(undergraduate and postgraduate) took part in the survey. The total number of students that took part in the questionnaire survey was 224.

3.5 Data collection methods

A number of data collection methods (or research methods) were employed for the major research areas in this thesis: questionnaire-based research, interviewing, field-notes, and observations. These data collection methods are discussed in detail in the subsequent sections below.

3.5.1 Survey and questionnaire design

A sociolinguistic questionnaire was chosen as the best form of data collection for the large-scale surveys. Some of the primary reasons for this choice of data collection were that both factual and attitudinal information could be gathered in one sitting, a large number of samples could be collected over a short period of time, and it is primarily an inexpensive method of collecting large amounts of data (Judd et al. 1991, see also Milroy 1987). Furthermore, questionnaires provide the opportunity to ask specific questions as well as measure ‘dimensions of intensity’ and ‘variations’ regarding beliefs held by those being surveyed (Judd et al. 1991: 231-232). The respondents were not provided with the

questions beforehand, and the questionnaires were used as a basis from which the relevant sociolinguistic data was quantified. The sociolinguistic questionnaires that were used for the surveys in this study were adapted from a survey designed by Bacon-Shone and Bolton (1996), which was in turn later also used by Bolton and Kuteeva (2012) in a survey on the use of English for academic purposes at Stockholm University, Sweden.

Some precautions were taken in the design phases of the questionnaires, especially in terms of wording and question formation. Specifically, in the final versions of the questionnaires ambiguities were kept to a minimum, and questions that could be interpreted differently by the respondents were eliminated entirely. In general, questions were kept short and uncomplicated, and unwarranted assumptions were avoided entirely (see Judd et al. 1991: 215-216). The questionnaires also provided respondents with response categories that were directly relevant to the questions, and alternative options were provided should some respondents' answers not fit into the given categories. This was done to avoid skewing or introducing any form of bias regarding the choice options. Finally, the questionnaires were translated into Chinese in order to create a bilingual version of the questionnaire. The bilingual versions allowed all the participants to optimize their chances for fully understanding the text of each question (see Balla and Walters 1998).

The surveys were designed using a similar overall structure, with both questionnaires consisting of four main sections. In terms of the different sections, the first part aimed to

elicit general background information on the participants (i.e. demographic information). The second section consisted of specific questions relating to the participants' use of English at their respective tertiary institutions. The third section focused on the participants' experiences and exposure to English-medium instruction at the universities. And the final section consisted of attitudinal questions pertaining to English as a medium of instruction at the universities (see Appendix 2 for a copy of the questionnaire that was used in this research).

3.5.2 Interviews

In the Social Sciences, interviews have generally proven to be a highly resourceful means of obtaining research data on many different aspects of social as well as linguistic behaviour. However, interviewing as a research method has long been susceptible to scrutiny, especially by quantitatively oriented sociologists and anthropological fieldworkers as being overly reliant on 'subjective' observation (see Pelto and Pelto 1973). Briggs (1986: 21) points out that the greatest of the 'interview problematics' has specifically to do with interviewer-induced bias, which refers to the validity and reliability of interviews in accounting for research findings. On the other hand, and despite the ongoing debate over the methodological short-comings of interviewing, it is argued in this thesis that interviewing provides an effective means of drawing out encapsulations of the societal status quo, which is in line with Briggs' (1986) conclusions on the use of this

methodology as an instrument in Social Science research. However, to limit any form of bias, interviewing is used in this research as an auxiliary method, with the explicit aim of substantiating and providing further information on the sociolinguistic surveys, especially on the use of English and the values that students in China have towards the English language. In addition to this, details and contextual information about the interviews presented in this thesis are provided with the further aim of contextualizing the research data, as well as further reducing the amount of apparent subjectivity of the researcher (see Appendix 3 for an example of the questions that were discussed in the interviews).

The interviews that were conducted as part of this study specifically aimed at providing further, in depth accounts of the spread and use of English at the two chosen research locations, and some details on the methodological approach to these interviews are provided below. None of the interviewees took part in the surveys for this research.

3.5.2.1 The interviewees

In terms of selecting the interviewees for this study, the researcher informed as many people as possible at the research locations of his intention to conduct recorded discussions with any willing volunteers. The only requirement that was specified in the recruitment of volunteers was that they had to either teach a non-English subject through the medium of

English (for teaching staff), or study their subjects (or majors) through English as a primary medium (for students).

As can be seen from Table 3.5, four lecturers and five students volunteered in the MUST interviews, with a total 11 participants taking part. The majority of the interviewees were female, and were affiliated with the Faculty of Management and Administration. For the SYSU interviews, the sample consisted of students only, as can be seen from Table 3.6. From Table 3.6 it can also be seen that 12 students volunteered for the interviews, with seven males, and five females participating. As also can be seen from the table that students from six departments, faculties and schools took part in the interviews. It needs to be pointed out that none of the international students at SYSU volunteered to take part in the interviews, despite repeated requests by the researcher.

Table 3.5. Interviewees in the MUST study

<i>Name*</i>	<i>Age**</i>	<i>Gender</i>	<i>Location</i>	<i>Faculty</i>	<i>Duration***</i>
Michael (Lecturer)	30	Male	Campus library	FMA	32.24
Mandy (Lecturer)	25	Female	Mandy's office	FHT	35.55
Jane (Lecturer)	45	Female	Jane's office	Law	17.05
John (Lecturer)	45	Male	John's office	FHA	27.56
Miko (Student)****	22	Female		FHT	
Sarah (Student)****	22	Female		FMA	
Beth (Student)****	21	Female	Campus library	FMA	44.14
Kate (Student)*****	21	Female		FMA	
Vicky (Student)*****	21	Female	Campus library	FMA	23.36
				Total:	147.66

*Pseudonym **Only approximate ages provided *** In minutes and seconds

**** Students were interviewed as part of a group ***** As a group interview/discussion

Table 3.6. Interviewees in the SYSU study

<i>Name*</i>	<i>Age**</i>	<i>Gender</i>	<i>Location</i>	<i>College</i>	<i>Duration***</i>
Sherry (Student) ****	20	Female	Study room	Humanities	
Andy (Student) ****	21	Male	Study room	Physics	
James (Student) ****	21	Male	Study room	Physics	
Alex (Student) ****	20	Male	Study room	Maths	
Kevin (Student) ****	21	Male	Study room	Chemistry	
Cherry (Student)****	19	Female	Study room	Humanities	
Sandy (Student)****	19	Female	Study room	Maths	
Heidi (Student) ****	20	Female	Study room	Humanities	
Candy (Student) ****	21	Female	Study room	Humanities	77.10
Alvin (Student) ****	20	Male	Study room	Physics	
Bryan (Student) ****	21	Male	Study room	Physics	
Billy (Student) *****	23	Male	Study room	Medicine	63.27
				Total:	167.10

*Pseudonym **Only approximate ages provided *** In minutes and seconds

**** Students were interviewed as part of a group ***** As a group interview/discussion

3.5.2.2 Conducting the interviews

The first meeting with the volunteers was used to explain the research objectives and to obtain written consent. It was explained to the interviewees (with a written research statement in English and Chinese) that the interviews would be recorded and that the interviewees' responses would remain anonymous. Once this had been done, a convenient time and location for the interviews was agreed upon. Most of the MUST teaching staff preferred to have their interviews in the privacy of their offices, while the students at MUST preferred to use the study rooms of the library on the university campus. For the SYSU interviews, notices were posted online for a month prior to the interviews, introducing the

purpose of the study and asked for volunteers to attend one of the preselected interview times. A study room near the main campus was used as the venue for the interviews, with groups of students interviewed over a period of two days at the interview location, at preselected times.

The interviews were all conducted in English, and the duration of each interview varied according to the interviewee's level of English proficiency and interest in the topic. The researcher used a semi-structured interview, whereby a list of questions was organized around the main themes/topic areas of the research objectives. Each interview session started with some general conversation about the students' studies and region of origin, which according to the general customs of Chinese interviewees is a typical way to make introductions and to start semi-formal discussions (see Xu 2005, 2010). This helped to put the interviewees at ease and the discussions were then steered towards the main research issues of the study, and towards the interviewees' experiences regarding their use of English at the universities. Recordings of the interviews were made using a small hand-held recording device, which was turned on once the introductions and 'small talk' were concluded at the beginning of the interviews. The recording device was usually kept out of view of the interviewees, and no attention was deliberately drawn to the device. However, all the interviewees were fully aware in advance of the interviews that the interviews would be recorded. The questions that were used were mostly open-ended, and some questions were written down for the participants as they required longer responses. For each of the

long-answer questions the interviewees could use as much time as they saw fit in order to make notes and allow them to think about their responses before answering. Once they were ready, the interviewees answered each of the long-answer questions, and after each question a range of follow-up questions was asked to elicit further discussion. For a general list of the interview questions that were used in the interviews see Appendix 3. No problems or difficulties arose during the interviews, and all of the interviewees were happy with the way the interviews were conducted, with some even expressing interest in volunteering in any possible future follow-up interviews on the use of English at their university.

3.5.3 Field notes and observations

Field notes were recorded on a number of occasions during the research phases of the project, which included informal interviews with students, lecturers, deans, and senior management. Notes were also taken during in-class observations as well as on the use of languages on the university campuses. Notes were also taken during the formal interviews. These field notes were recorded by means of voice recordings, as well as note-taking. All the field notes were filed according to the main research objectives for the study (i.e. according to topic), and according to date. These notes are drawn upon when relevant to clarify the information gathered by other means.

3.6 Data capture and data management

With regards to the surveys an 'interval scale' was predominantly used to rank the data. When ranking the data using an interval scale, a frequency of occurrence for responses is indicated (Judd et al. 1991). In Table 3.7 below students' self-perception of their English abilities is compared with those of their lecturers' perceptions of their abilities. The frequency and percentage rows measure that frequency of occurrence of a particular variable according to a rating scale, and according to the total population of the sample universe. A five-point rating scale was used for rating the differences or range of opinions related to the dependent variables. Care was taken to ensure that common rating errors were avoided and/or eliminated entirely (Judd et al. 1991: 153-154), and extreme cases were grouped in the presentation of the data. Rating methods were used to make the research data easily interpretable by readers. In Chapters 4 through 7, data using interval scales is presented in the form of tables as well as bar charts, which make the data easier to read and describe. Finally, all the data was sorted in a data matrix and a codebook was created in which each value of the responses was matched with a number. In Table 3.8 below an example of the codebook is given.

Table 3.7. Students' perception of their own English abilities vs. lectures' perception on their learners' abilities

Perceived ability	Students' self-perception (N=221)	Lecturers' perception of students (N=22)
Very good/good	30.3% (67)	0%
Acceptable	59.7% (132)	31.8% (7)
Poor/very poor	9.9% (22)	68.1% (15)

Regarding the interviews, selected sections were transcribed using the Discourse Transcription (DT) system proposed by Du Bois (1991). In terms of the transcription methodology, the following factors were taken into consideration. First, the notation system does not have a double function and the transcription categories are clearly defined in the DT system and in the transcription key (see Appendix 1). Second, the data is easily accessible and specialized knowledge of linguistics and discourse analysis is not needed to interpret the transcription. And finally, the transcription is adaptable in that interpretation of the results is made as open as possible and some notation symbols are left completely undefined (such as the use of capitals in proper nouns and the use of spaces between lexical items).

Table 3.8. Example of code book and coding for the student survey

Variable	Scale options	Code
Age	17	0
	18	1
	19	2
	20	3
	21	4
	22	5
	23	6
	24	7
	25	8
	>25	9
Gender	Male	0
	Female	1
Year of study	1 st year	1
	2 nd year	2
	3 rd year	3
	4 th year	4
	Other	5

All the field notes, interview recordings, and survey data was securely stored in an online security vault that is only accessible by the researcher. This was done to ensure proper data management as well as to address any security concerns

3.7 Research funding

The MUST study presented in Chapter 4 was in part funded by a research grant awarded by the Macau University of Science and Technology (project code: 0242) to the sum of

MOP 28,000 (approx. USD 3,500). In addition, the researcher was awarded a Doctoral (bursary) scholarship from the University of South Africa to the sum of R80,000 (approx. USD 8,000).

3.8 Ethical considerations

The purpose of each study was clearly explained to each participant in the study, both verbally as well as with a Chinese-English bilingual research statement. Consent was first verbally obtained before any data was collected, and upon agreement consent forms were provided for the participants to sign. It was also explained to the participants that after a certain period of completing the research any participant would not be able to retract their data from the project. Each participant was finally given an explanatory statement with the contact details for the department of Linguistics at the University of South Africa (UNISA) and the supervisors. It was explained to the subjects that if they had any problems with the way in which the research was conducted that they were welcome to contact the University. In the event of any possible complaints regarding the way in which the research was conducted, each subject was given a code that correlates to the consent forms and the explanatory statements, and these codes could be used to track a particular participant's data. However, after the data had been coded it was no longer possible for a participant to retract his or her data from the study, and as a result, responses were made anonymous.

The research aspects of this thesis complied with the ethical principles as set out in the UNISA policy on research ethics (see Appendix 4 for examples of the research statement and consent form that were used in this study). The researcher also applied UNISA's policy for research ethics in which integrity in research is detailed, and the researcher read and understood UNISA's policy for copyright infringement and plagiarism.

3.9 Conclusion

In this chapter, a description of the research methods of this thesis was presented. In addition, some of the key theoretical concerns regarding the validity of the data collection and data analysis methods were addressed. To summarize, a total of 491 undergraduate students and teachers were formally surveyed using questionnaires and interviewing methods. Further to this, approximately 5 hours of interview recordings were captured in the research. All of the data collection methods, as well as data analysis procedures described in this chapter form the basis upon which this data is reported on in Chapters 4 through 7 below.

CHAPTER 4: THE USE OF ENGLISH AT MACAU UNIVERSITY OF SCIENCE
AND TECHNOLOGY¹¹

Language profile: Daniel Wu (MUST, male, aged 20, undergraduate IT major)

Daniel speaks four language varieties.

Daniel was born and raised in Guangdong, and speaks Cantonese, the *Changzhou* dialect, as well as Putonghua. Typical of many MUST students, his family is quite well-off and his family's household income is about CNY 18,000 a month. Of the three different language varieties Daniel can speak, he considers his native language to be Putonghua, and considers his Putonghua skills to be excellent. He plans to do a Masters degree, and then to find a job in the IT industry. Daniel claims to constantly be exposed to and use English in his education at university, but considers his English skills to be only 'average'. He tries to do all his prescribed reading, which is in English. Daniel is not very satisfied with the way his courses are conducted in English, and finds it difficult to follow his lectures when they are in English, and he thinks he would do better if he studied through the medium of Putonghua.

Daniel uses very little English in his spare time, but when he does he uses the language when socializing with his friends, or when socializing online. On campus, Daniel mostly uses Cantonese, and sometimes uses Putonghua when talking to his classmates. He seldom uses English. Daniel mostly uses English for reading and writing. He generally feels uncomfortable when speaking to his classmates in English, but feels confident and comfortable when answering questions in class in English. He thinks his teachers' oral English is quite poor, but that their English writing is average. He hears mostly English in his classes. He strongly supports the idea that English is important in his tertiary education, and that it is an important international language. He doesn't think that Chinese should be used as a medium of instruction, even though he thinks he would do better in his studies if he had the opportunity to study in the medium of Chinese.

¹¹ Part of the research reported in this chapter was published in Botha (2013b), and also presented at the International Symposium on Bilingualism, in Singapore (Botha 2013a).

4.1 Introduction

The results of a sociolinguistic study that was carried out at Macau University of Science and Technology (MUST) in Macau are presented in this chapter (cf. §3.3.1, see also Botha 2013a, 2013b). The survey involved faculty and undergraduate students engaged in English-medium teaching and learning, and studied the sociolinguistic realities of language use, as well as attendant ideologies on the MUST campus. The results of this study give an account of the various ways in which faculty and staff engage with English, and how this engagement intersects with beliefs and ideologies that respondents have about English as an academic language, and its competitive utility (see Botha 2013a, 2013b). In addition to the actual use of English on the MUST campus, the ‘linguistic worlds’ of the respondents were also extrapolated from the survey. The ‘linguistic worlds’ of the respondents pertain to the languages and language varieties that these respondents use in their daily lives, on as well as off the university campus in various aspects of their lives. The specific research issues that were specified before the survey was carried out were as follows:

- i. Language policies and the use of English by undergraduate students at MUST;
- ii. The use of English among educators, who teach in the medium of English;
- iii. The attitudes of students and educators towards English-medium instruction;
- iv. The perceived impact of English-medium courses in the students’ personal lives;
- v. The linguistic worlds that students and educators live in, and feel they live in.

The most significant results of this sociolinguistic study at MUST are reported on in the subsequent sections below.

4.2 Results

4.2.1 The use of English by undergraduate students at MUST

A number of questions were asked of students concerning the use of English in various educational, as well as extra-curricular settings (see Q15 – Q30, and Q49 of the questionnaire in Appendix 2). The responses to these questions are summarized in Tables 4.1a-c, Tables 4.2a-b, and Tables 4.3a-b, and give an indication to the use of English by undergraduate students, as well as their exposure to English and other languages in educational settings. As can be seen from Table 4.1a, frequency of exposure to English in students' lectures varies according to academic unit (faculty). The greatest exposure to English was found to occur in the Faculty of Hospitality and Tourism, where 65.9% of students reported that either 'all' or 'almost all' of their lectures were presented in English. It would also appear that students in the Faculty of Management and Administration, as well the Faculty of Information Technology are exposed to a large amount of their lecture content in English, with 60.8% and 44.1% of students in these faculties respectively claiming to hear English in their lectures most or all of the time.

Table 4.1a-c. Students' exposure to and the use of English in educational settings

Faculty	All/almost all	About half	Almost none/none
<i>a Students' responses to Q22 on lectures in English (by % and no. per faculty)</i>			
Management and Administration (N=45)	62.2% (28)	28.9% (13)	8.9% (4)
Hospitality and Tourism (N=44)	65.9% (29)	22.7% (10)	11.4% (5)
Law (N=43)	16.3% (7)	27.9% (12)	55.8% (24)
Information Technology (N=43)	44.1% (19)	48.9% (21)	6.9% (3)
Humanities and Arts (N=46)	21.7% (10)	36.9% (17)	41.3% (19)
<i>b Students' responses to Q24 on proportion of language use on campus (for English, Putonghua, and Cantonese)</i>			
English (N=215)	13.4% (29)	46.5% (100)	40% (86)
Putonghua (N=219)	87.2% (191)	7.3% (16)	5.4% (12)
Cantonese (N=214)	31.3% (67)	22.9% (49)	45.8% (98)
<i>c Students' responses to Q49 on proportion of language heard in class (for English, Putonghua, and Cantonese)</i>			
English (N=217)	43.3% (94)	35.9% (78)	20.7% (45)
Putonghua (N=217)	70.9% (154)	20.2% (44)	8.7% (19)
Cantonese (N=213)	23.9% (51)	34.3% (73)	41.7% (89)

From Table 4.1b it can be seen how undergraduate students reported on their use of English, Putonghua, and Cantonese, on campus. Here it is obvious that Putonghua is the most prominently used language on the MUST campus, with 87% of students reportedly using Putonghua 'all' the time or 'almost all' the time. Interestingly, some 46% of students claimed to use English 'about half' the time. However, 40% of students said that they 'almost never' or 'never' use English, which is slightly lower than the percentage of students who stated they 'never' or 'almost never' use Cantonese on campus. This dominant use of Putonghua on campus could be explained with reference to the educational

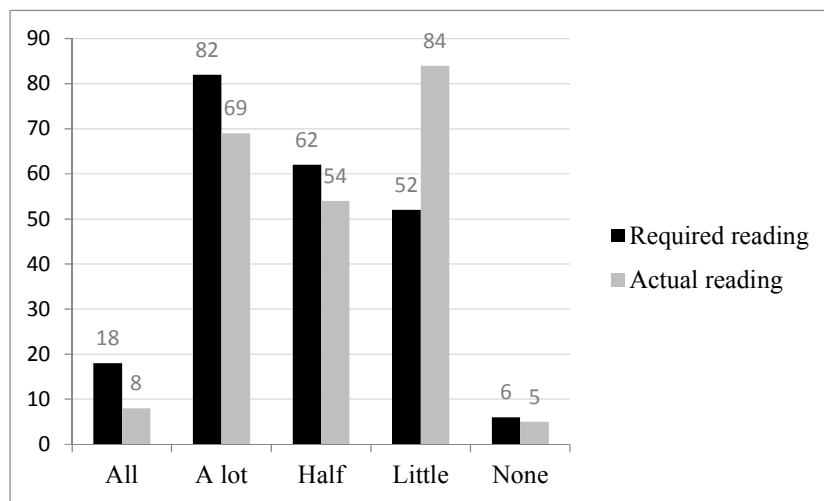
history of mainland students before coming to Macau. As 83% (183) of the surveyed students attended high schools where Putonghua was used as a medium of instruction (i.e. China mainland), compared with 17% of students who studied through the medium of Cantonese (either in Macau or Hong Kong), it is evident that the majority of students had a high level of competence in Putonghua, and were used to hearing Putonghua in educational settings. The survey also revealed that the students reported coming from homes where a total of 54 different Chinese languages and varieties were spoken, with only 36.5% of the students reportedly speaking Putonghua as a first language. Thus, the vast majority of mainland students were accustomed to the use of Putonghua in the domain of education before beginning their studies at MUST.

Students were also asked what proportion of their lectures was in English, Putonghua, and Cantonese respectively (presented in Table 4.1c). When compared with the results in Table 4.1a, it seems there was a slight over reporting by the students regarding that particular question, when they were asked to respond on the frequency of English exposure in their lectures. The results presented in Table 4.1c indicate that 43% of students reported that they heard English ‘all’ or ‘almost all’ of the time, while some 70% of students reportedly hear Putonghua very frequently. As expected, Cantonese is reportedly the least frequently heard language in class, with 41% of students reporting that they use the language ‘almost none’ or ‘none’ of the time. It would appear that the data in Table 4.1c portrays more accurately the frequency of English use in lectures at MUST than Table 4.1a. Even though

the university claims English as a medium of instruction, the reality is that English is still much less frequently heard in class, compared with Putonghua.

Next, the results are presented of the exposure students have to reading in English at the university (see Q18 and Q19 of the questionnaire in Appendix 2). Figure 4.1 shows the overall reported required reading in English by the university, as well as the amount of reading that students actually report on doing.

Figure 4.1. Overall required reading versus actual reading in English for academic purposes at MUST (by no. of respondents)



N=220

It is evident from the results presented in Figure 4.1 that students do much less reading in English for their studies than what is actually required from them by the university. It is surprising to find that of the five surveyed faculties at MUST that claim English-medium

instruction 45.4% (100/220) of students reported that ‘all/almost all’ of their required reading is in English. Only 26.3% (58/220) of the students reported that ‘little/none’ of their required reading was in English. However, and as noted above, students do less of the required reading in English for their courses. For example, only 35% (77/220) of the students claimed to actually do their required reading in English.

Table 4.2a-b. Students’ required reading versus actual reading in English in educational settings, across various faculties

Faculty	All/almost all	About half	Almost none/none
<i>a Students’ responses to Q18 on required reading in English for their EMI courses</i>			
Management and Administration	68.8% (31)	24.4% (11)	6.6% (3)
Hospitality and Tourism	65% (28)	16.2% (7)	18.6% (8)
Law	16.2% (7)	27.9% (12)	55.7% (24)
Information Technology	54.5% (24)	38.6% (17)	6.8% (3)
Humanities and Arts	22.2% (10)	33.3% (15)	44.3% (20)
<i>b Students’ responses to Q19 on actual reading done in English for their EMI courses</i>			
Management and Administration	55.5% (25)	28.8% (13)	15.5% (7)
Hospitality and Tourism	60.4% (26)	13.9% (6)	25.6% (11)
Law	14.6% (6)	14.6% (6)	70.6% (29)
Information Technology	34% (15)	40.9% (18)	25% (11)
Humanities and Arts	8.8% (4)	22.2% (10)	68.8% (31)

N=220

The fact that the students reportedly read less in English could be attributed to the fact that students typically read less than is prescribed, however, in this instance it refers to a particular problem at this university where students may not have the required English proficiency levels in order to read their course material (i.e. prescribed reading) in English.

Furthermore, it was found that the students at MUST are generally assigned very little reading as a result of this problem, and in some instances, students are only required to complete one prescribed English textbook for a whole year of study. However, this was not found to be the case across all the faculties, as there was notably more required reading (in English) in some faculties compared with others.

Tables 4.2a-b present the reported amount of reading in English that students are exposed to across the five surveyed faculties. In Table 4.2a the reported amount of required reading in English is presented, while in Table 4.2b the actual amount of reading done in English is reported. From this data it appears that all the respondents claimed that they do less reading in English than the amount that is required by their respective faculties. The most notable differences can be seen regarding the Information Technology faculty where 54.5% of the students claimed that 'all/almost all' of their required reading is in English, but only 34% of the same students claimed to actually do their required reading in English. Similarly, in the Faculty of Management and Administration, the largest amount of reading in English is required compared with the other faculties, with 68.8% of the students claiming that 'all/almost all' of the reading is in English. However, only 55.4% of those students reported actually doing the required reading for their courses 'all' or 'most' of the time.

The amount of reading that is required by the various faculties seems to reflect the amount of English that students in the various faculties are generally exposed to, with the Faculties of Management and Administration and Hospitality and Tourism students claiming that ‘all’ or ‘most’ of their required reading is in English (see also Table 4.1a). In addition, the reported amount of reading required by the Law and Humanities and Arts faculties is the least, with 16.2% for the former, and 22.2% of the latter students claiming that ‘all/almost all’ of their reading is in English. Interestingly, 68.8% of the Humanities and Arts students reported doing ‘very little’ or ‘no’ reading in English, while 70.6% of Law students do ‘no’ or ‘very little’ reading in English.

When it comes to writing in English, slightly different figures are reported, as can be seen in Figure 4.2 (see Q20 and Q21 in Appendix 2). From this data it would appear that a lot less writing is required by the five faculties that claim English as a medium of instruction. In contrast to the 45.4% of students who reported that most or all of their required reading is in English, only 29% (63/217) reported that ‘all/almost all’ of their required writing is in English. Another difference is that some students reportedly write in English more than is required for their courses. As can be seen from Figure 4.2, 39.1% (70/220) of students claimed to write in English for their courses, which is a slightly higher figure compared with the 29% of students who claimed that English is required for their writing. When the writing data is distributed according to the five faculties, as presented in Tables 4.3a-b, results are evidently also slightly different compared with the reading data presented above.

Figure 4.2. Overall required writing versus actual writing in English for academic purposes at MUST (by no. of respondents)

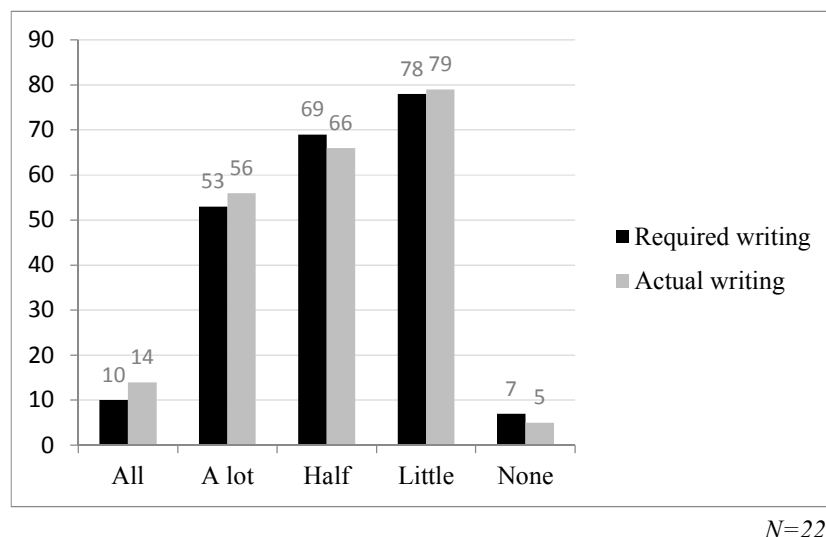


Table 4.3a-b. Students' required writing versus actual writing in English in educational settings

Faculty	All/almost all	About half	Almost none/none
<i>a Students' responses to Q20 on required writing in English for their EMI courses</i>			
Management and Administration	37.7% (17)	51.1% (23)	11.1% (5)
Hospitality and Tourism	52.2% (23)	15.9% (7)	31.8% (14)
Law	7.5% (3)	22.5% (9)	70% (28)
Information Technology	41.8% (18)	34.8% (15)	23.2% (10)
Humanities and Arts	4.4% (2)	33.3% (15)	62.2% (28)
<i>b Students' responses to Q21 on actual writing done in English for their EMI courses</i>			
Management and Administration	53.3% (24)	37.7% (17)	8.8% (4)
Hospitality and Tourism	55.8% (24)	11.6% (5)	32.5% (14)
Law	13.9% (6)	23.10% (10)	62.7% (27)
Information Technology	34% (15)	38.6% (17)	27.2% (12)
Humanities and Arts	2.2% (1)	37.7% (17)	60% (27)

N=220

Tables 4.3a-b show that students generally claimed to do more writing in English than may be required by their courses. For example, 37.7% of Management and Administration students claimed to be required to do ‘all/almost all’ of their writing in English, whereas 53.3% of those students claimed to write in English for their courses. Similarly, 7.5% Law faculty students claim to be required to write in English for their courses, while 13.9% reported actually doing so.

4.2.2 The use of English among educators, who teach in the medium of English

A sample of MUST teachers was also surveyed on their use of English in educational settings (using an amended form of the questionnaire in Appendix 2), and Table 4.4a-c below presents the reported English use in educational settings. Table 4.4a presents the reported use of English by teachers in the surveyed faculties. The reported use of English in class by teachers corresponds in a general manner to students’ exposure to English in class (cf. Table 4.1a-c), with the faculties of Tourism (83%), Management and Administration (66%), and Information Technology (75%) teachers reporting the most frequent use of English in class. The Humanities and Arts and Law faculty teachers reported the least frequent use of English in class, with 50% of the former reporting little or no use of English in class. Only two Law teachers were surveyed, as these are the only teachers who teach any courses in the faculty through the medium of English. From Table

4.4b it can be seen that, similar to the students' responses on the proportion of language use on campus, most teachers used Putonghua, with some 90% of them reportedly using the language with fellow faculty members and students on campus. English is used by 52% of the teachers 'about half' the time, while 42% of teachers reportedly never use English outside of classroom situations on campus.

Table 4.4a-c. Perceived use of English in lectures by MUST teaching staff

Faculty	All/almost all	About half	Almost none/none
<i>a Teachers' responses on lectures in English (by faculty)</i>			
Management and Administration (N=6)	66.6% (4)	33.3% (2)	0%
Hospitality and Tourism (N=6)	83% (5)	17% (1)	0%
Law (N=2)	0%	100% (2)	0%
Information Technology (N=4)	75%(3)	25% (1)	0%
Humanities and Arts (N=4)	0%	50% (2)	50% (2)
<i>b Teachers' responses on proportion of language use on campus (for English, Putonghua, and Cantonese)</i>			
English (N=19)	5.3% (1)	52.6% (10)	42.1% (8)
Putonghua (N=22)	90.9% (20)	4.5% (1)	4.5% (1)
Cantonese (N=10)	20% (2)	50% (5)	30% (3)
<i>c Teachers' responses on proportion of language use in class (for English, Putonghua, and Cantonese)</i>			
English (N=22)	59% (13)	31.8% (7)	9% (2)
Putonghua (N=22)	40.9% (9)	36.3% (8)	22.7% (5)
Cantonese (N=6)	0%	33.3% (2)	66.6% (4)

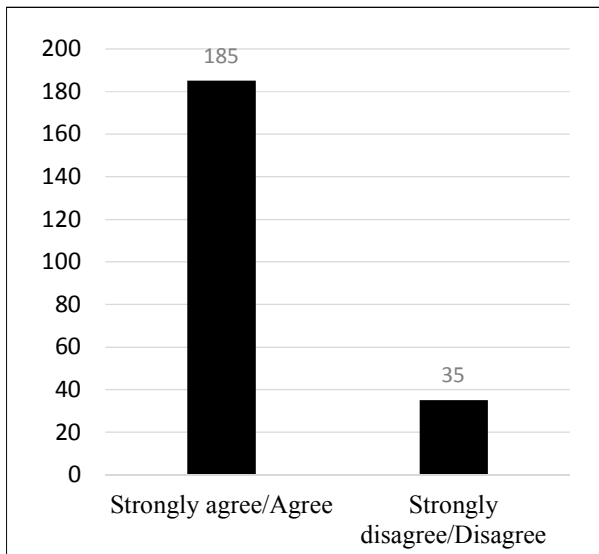
In Table 4.4c, 59% of the teaching staff claimed to use English 'all' or 'almost all' the time, and this is in stark contrast to the students' responses in Table 4.1c, where the majority of students (70%) reportedly heard Putonghua most frequently in their lectures. Only some 40% of teachers reportedly use Putonghua all or most of the time. The discrepancy between student and teacher figures and the teacher's underreporting on their use of Putonghua in

class could be attributed to the teachers being aware of the university's language policy and may not want to reveal that they are using Putonghua too frequently in their classes. Again, Cantonese is the least frequently used language in classroom situations, with 31% of teachers reportedly using the language 'about half' the time, and some 9% claimed to never use the language in their teaching.

4.2.3 The attitudes of students and teachers towards English-medium instruction

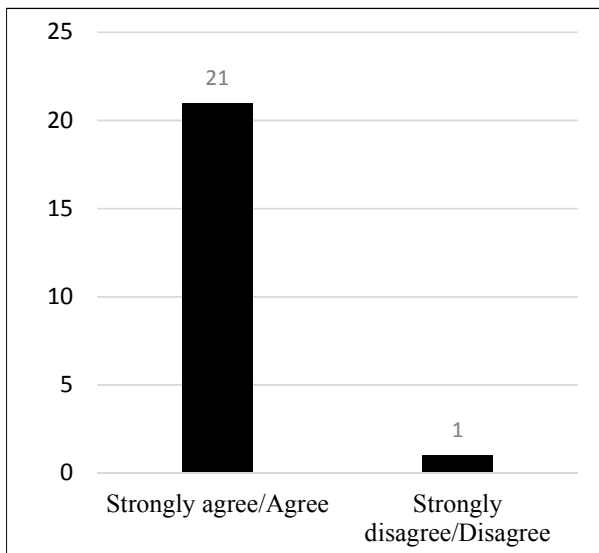
The relatively high proportion of reported English use on campus by both teaching staff and students is reflected in the general beliefs that students and educators have about the role of English as a global language (see Q50 – Q53 in Appendix 2). Figures 4.3 and 4.4 present the results of the attitudes of the surveyed students and teachers toward the notion that 'MUST is more international if courses are taught in English' (Q52 in Appendix 2). In Figure 4.3, a clear majority of 84% (or 185/220) of the students 'agree/strongly agree' with the notion that the university is more international if courses are conducted through the medium of English. Similarly, in Figure 4.4, 95% (21/22) of the teachers 'agree/strongly agree' with this notion. The attitudes reported on here appear to closely reflect the university's own rhetoric towards English as an example of internationalism, and its importance as a global language (cf. §3.3.1).

Figure 4.3. Students' attitudes regarding English as an international language (by no. of respondents)



N=220

Figure 4.4. Teaching staff attitudes regarding English as an international language (by no. of respondents)



N=22

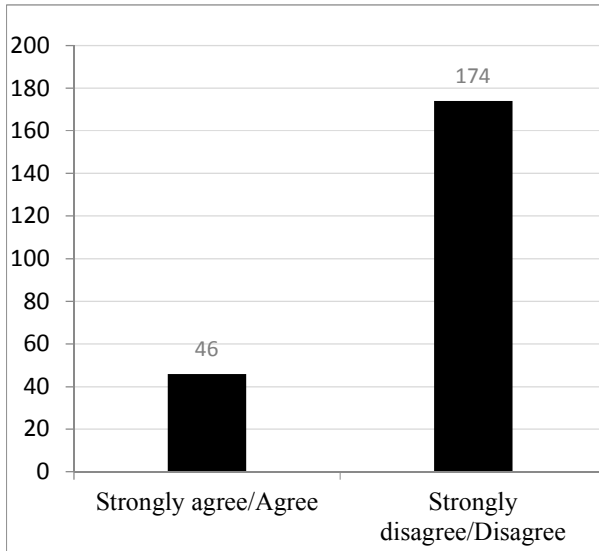
Several students and teachers were interviewed regarding their attitudes towards English as a medium of instruction at MUST, which revealed the prevailing perception that because English is international, this internationalizes the university. The following are typical of responses to the question *Do you think English should be used as the medium of instruction at this university?* (see Q1 in Appendix 3)

[1] I think we should because...um...I come to this university because of this...because of this English teaching and also it shows in its website, so it should...it must (undergraduate student, aged 21, from mainland China, Faculty of Business Management and Administration)

[2] Sure...because English is a international language...and if...if you want to take part in the international activity you should use English. English is very useful and convenient (lecturer, from mainland China, Faculty of Hospitality and Tourism)

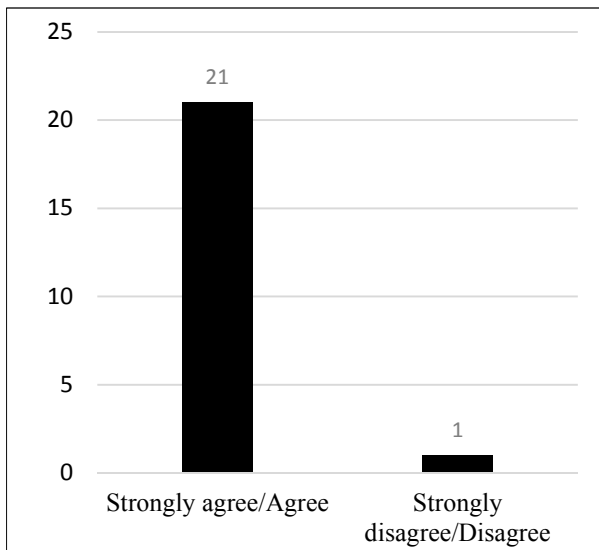
Students and teaching staff were also asked whether they thought it would be better if all undergraduate courses were taught in Chinese. Figures 4.5 and 4.6 present students' and teachers' attitudes toward the notion that 'MUST is better off if all courses are taught in Chinese' (see Q53 in Appendix 2).

Figure 4.5. Students' attitudes regarding Chinese as a language of teaching (by no. of respondents)



N=220

Figure 4.6. Teaching staff attitudes regarding Chinese as a language of teaching (by no. of respondents)



N=22

The responses by teachers and students regarding their beliefs about the importance of English as the medium of instruction are in stark contrast to the views they have about Chinese as the language of instruction at the university. From Figures 4.5 and 4.6 it is evident that the majority of students and teachers do not think that the university will be somehow better off if all the courses were only taught in Chinese, with 79% (174/220) of students and 95% (21/22) of teachers ‘disagreeing’ or ‘strongly disagreeing’ this notion.

4.2.4 The perceived impact of English-medium courses in the personal lives of students and teachers

4.2.4.1 The extra-curricular use of English

A number of survey questions were asked regarding the use of English in extra-curricular settings, as this might give an indication of the impact of English-medium teaching on the lives of the students and teachers, outside of academic settings (see Q23 and Q25 – Q29 in Appendix 2). Table 4.5 represents the reported extra-curricular use of English by both students and teaching staff. This table reveals that the most frequently reported use of English outside of educational settings by students is when they are ‘socializing with friends’, with 57% reportedly doing so. The next highest proportion of extra-curricular use of English by students is with ‘reading’, at 49%, closely followed by 47% of students who reportedly use English for ‘online searches’, and 45% who use English for ‘online

socializing’. Results also indicate that the Faculty of Business and Administration students use English in their spare time the most often with 26.6% of these students claiming to use ‘a lot’ of English. Surprisingly, the Faculty of Information Technology students used English in their free time the least often with 51.1% of these respondents reportedly using ‘little’ or ‘no’ English for extra-curricular purposes.

Table 4.5. Reported extra-curricular use of English by students and educators (by % and no. of respondents)

<i>Extra-curricular Activity</i>	<i>Students</i>	<i>Teachers</i>
Socializing with friends	57.2% (127)	59.1% (13)
Internet searches	47.7% (106)	54.5% (12)
Online chats	28.3% (63)	31.8% (7)
Blogging	11.7% (26)	4.5% (1)
PC Games/Video games	34.6% (77)	4.5% (1)
Travel	35.5% (79)	54.5% (12)
Online socializing	45.9% (102)	22.7% (5)
Reading	49% (109)	63.6% (14)
Clubs/hobbies	15.3% (34)	27.2% (6)
Other	4% (9)	0
Never use English	3.1% (7)	0
	<i>No.</i> 222	22

In comparison, with teaching staff the most frequently reported extra-curricular use of English is for ‘reading’, at 63%. This is followed by 59% of teachers who reported using English when ‘socializing with friends’, followed by 54% for both ‘Internet searches’ and ‘travel’.

It was also found that the Faculty of Hospitality and Tourism and the Faculty of Management and Administration students reported the highest proportion of extra-curricular use of English, with 75.5% (34) of the Management and Administration students and 70.4% (31) of Hospitality and Tourism students reporting 'some' or 'a lot' of English use in their spare time. It is also interesting to note that in some faculties the use of English for extra-curricular purposes appears to be related to their year of study. For instance, 61.9% (13) of the third and fourth year Law students reported that they use 'very little' or 'no' English in their spare time. What was particularly surprising was that a similar number of third and fourth year Information Technology students reported little or no English use in their free time, at 65% (13). Year three and four Management and Administration and Hospitality and Tourism students use English 'some' or 'a lot' for extra-curricular purposes, at 50% (11) and 69.5% (16) respectively – the highest reported use by third and fourth year students among the faculties. In addition, with reference to the extra-curricular use of English, it would appear that students' majors influence the activities they reported. For instance, 51.1% (22) of Hospitality and Tourism students reported that they use English for 'travel', a much higher response rate for this activity compared with students from any other faculty. One question asked students to state the purpose in which situations they last used English outside of a classroom setting (prior to the survey), and the responses are presented in Table 4.6.

Table 4.6. The reported purpose English was last used outside of a classroom setting by students (by % and no. of respondents)

<i>Reported Activity</i>	<i>%</i>	
Improving English	3.10%	(6)
Socializing	27.70%	(53)
Writing emails	3.10%	(6)
Entertainment	9.90%	(19)
Giving directions	2%	(4)
Internet	5.70%	(11)
Reading	13.60%	(26)
Studying	27.70%	(53)
Travel	1.50%	(3)
Working	2.60%	(5)
Writing	1%	(2)
Online socializing	1.50%	(3)
	<i>No. 191</i>	

As can be seen from Table 4.6 (and compared with Table 4.5), it is evident that students did not over-report on their use of English when communicating with their friends (i.e. socializing), with the largest number of students (some 27%) claiming that they last used English when communicating with friends. Similar to the figures presented in Table 4.5, the largest number of students reportedly used English when they were socializing with their friends. It needs to be pointed out, however, that ‘socializing with friends’ and ‘communicating with friends’ implies any form of English usage, from isolated English words and expressions, to longer switches between the students’ first language and English.

As one would expect, a large number of students also reported using English for their studies, at 27.7%. It appears noteworthy that less than a third of students reportedly last used English outside of a classroom setting for their studies.

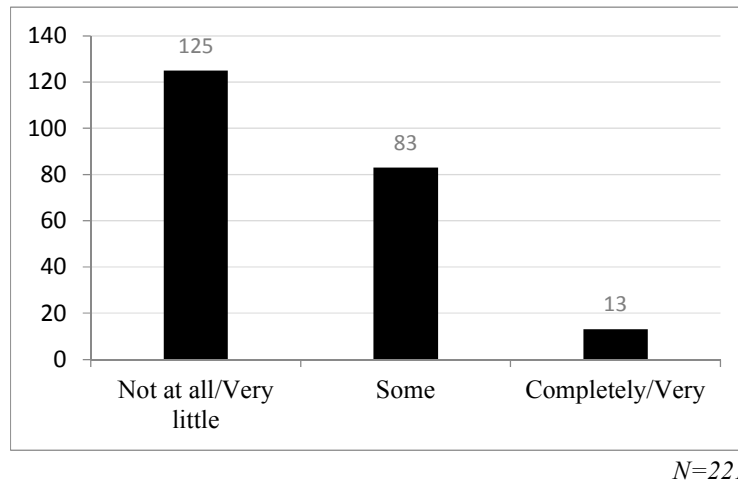
4.2.4.2 Students' beliefs about their English abilities

Students were also asked whether they believed they improved in their English abilities while studying at MUST, with 85.5% (190/222) of the students stating that they have improved 'some' or 'a lot' (see Q31 in Appendix 2). Only 14.4% (32/222) of the surveyed students felt they have not improved at all. However, it seems that very few students had a confident self-perception (or self-actualization) regarding their bilingual abilities in English and their first/native language¹².

Figure 4.7 presents the results to the question *Do you consider yourself bilingual in English and your mother tongue?* (see Q30 in Appendix 2). Figure 4.7 indicates that MUST students are generally not very confident in their bilingual abilities, with 56.5% (125/221) reporting that they do not consider themselves bilingual, or at least only slightly bilingual.

¹² In the sociolinguistic surveys reported on in this thesis 'bilingualism' and 'bilingual abilities' refers to the ability to speak English in addition to a Chinese language variety.

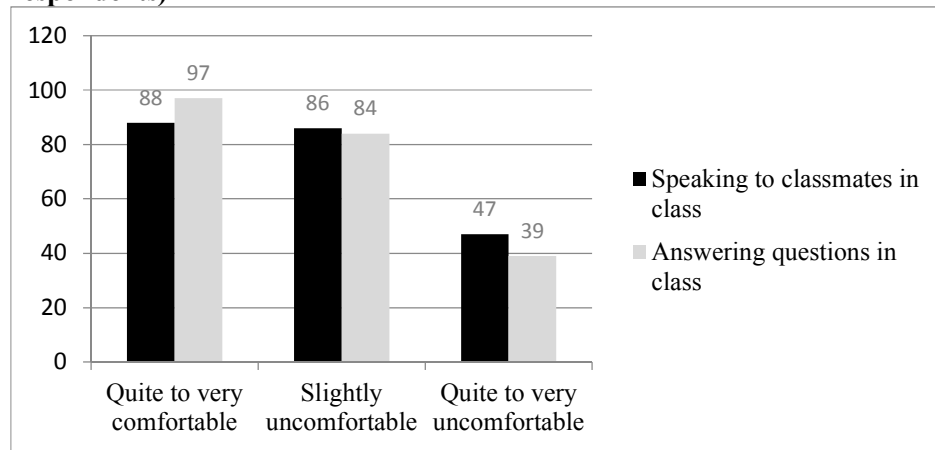
Figure 4.7. Students' perception of their bilingual abilities in English and their native language (by no. of respondents)



From the survey 37.5% (83/221) reported 'some' degree of bilingualism, and only 5.8% (13/221) of the respondents claimed to be competently bilingual in English and their home/native language. This suggests that although students are quite frequently exposed to English in their learning and use English for a variety of reasons outside of classroom settings, most do not believe that their English abilities could rival that of their first language. This is perhaps due to the academic nature of students' exposure to English, with very little chance of developing rounded English skills in non-academic environments.

In contrast to this, the use of English for specific purposes in classroom settings, however, seems to indicate that students are generally comfortable with the use of English in academic settings, as presented in Figure 4.8 (see Q39 – Q40 in Appendix 2).

Figure 4.8. Students' comfortability with English in classroom settings. (by no. of respondents)



N=221

It is evident that the majority of students surveyed are quite comfortable and, by implication, confident in using English in classroom settings, with 78% (174/221) reporting that they felt 'slightly uncomfortable' to 'very comfortable' when interacting in English with their classmates in class. This is similar to the figure for 'answering questions in class' in English, with 82% (181/220) reportedly feeling 'slightly uncomfortable' to 'very comfortable'.

Some questions asked students and teachers to comment on their own and their peers' English abilities, and the results are summarized in Table 4.7 (see Q45 – Q47 in Appendix 2).

Table 4.7. Students perception of their own English abilities; teachers' perception of their learners' abilities; and students' perception of their teachers' abilities (by % and no. of respondents)

Perceived ability	Students' self-perception (<i>N</i> =221)	Teachers' perception of students (<i>N</i> =22)	Students' perception of teachers (<i>N</i> =222)
Very good/good	30.3% (67)	0%	47.7% (106)
Acceptable	59.7% (132)	31.8% (7)	45.9% (102)
Poor/very poor	9.9% (22)	68.1% (15)	6.3% (14)

From Table 4.7 it can be noted that students generally perceive their own English abilities to be better than their teachers' perceptions of their abilities, with only 9% of students reporting that their fellow students' English is 'poor', while 68% of the surveyed teachers reported that the English abilities of their students are 'poor'. Just over 30% of the surveyed students reported that they consider the English abilities of their fellow students to be 'good' or 'very good', while none of the teachers consider their students to have good English abilities. Students also generally perceive their teachers' English skills to be quite good, with some 47% of the respondents stating that their teachers had 'good' or 'very good' English skills.

4.3 Discussion and Conclusion

This section briefly discusses the results that are presented in this chapter. The focus here is to specifically relate the (presented) results to the main research objectives that were

introduced in §4.1 above. A further, more detailed discussion of some of these results is presented in Chapter 8 where the main aims and research objectives of this thesis are discussed as a whole.

4.3.1 The use of English by undergraduate students and teachers at MUST

The reality of English (i.e. the actual use of the language) on the MUST campus is that the amount of English students and teaching staff engage with on campus is related to the respective academic units. There is a visibly higher exposure to English in the Faculty of Management and Administration and the Faculty of Hospitality and Tourism compared with the other faculties. At the same time, even though there is little engagement with English in some of the faculties, students across the university consider English important and many claim that the language has an instrumental value for them. However, complete exposure to English across the university is not the norm. For instance, in typical English-medium classes some 70% of students reported that all or most of their language exposure was to Putonghua (cf. Table 4.1c). In addition to this is the fact that 77% of the student respondents who have taken formal English proficiency tests took an English examination from mainland China (e.g. CET or TEM), with only 23% of respondents claiming to have taken an internationally recognized English proficiency test such as IELTS or TOEFL. This further suggests a kind of local instrumental value of English, based on local academic proficiency standards. The reality is also that, on campus, students typically use Putonghua

as a result of their competence in the language, and their need for an educational lingua franca. As one student pointed out in her interview:

[4] In the MUST...anywhere is always can listen the Mandarin (undergraduate female student, aged 22, from Macau, Faculty of Business Management and Administration)

4.3.2 Comparing MUST's language policy and the realities of English-medium teaching

Regarding the university's language policies and the realities of English-medium teaching presented above, the university does have a policy on English-medium teaching and learning, yet this study has shown that the policy is evidently not implemented¹³. However, the ideological perception of the value and role of English is unmistakable and shared across all the faculties where English is claimed to be used as a medium of teaching. In addition, students' actual use and exposure to English in their 'English-medium classrooms' is largely dependent on the faculty (and degree program) concerned, with evidently more exposure in the Faculty of Management and Administration and the Faculty of Hospitality and Tourism.

¹³ The university's official position is that it 'expects English-medium to be the main medium of instruction, save for those courses and/or tutors which/who are exempted' (MUST Quality Assurance Office 2010: 3)

It would further appear that the university uses English for marketing purposes when recruiting students, which highlights the money-making potential of English in China (see Hu 2009: 50). For example, in the university's first annual report, published in 2012, it is stated in the introduction that MUST is 'a local university with an international outlook' and further that 'internationalization [at the university] is increasing' (MUST Annual Report 2012: 3), which suggests that the concept of internationalism is central to the university's outlook. In addition to this, the university's English-medium teaching handbook states explicitly that '[improving] the level of English-medium teaching in the University is a significant part of its internationalization' (MUST English-medium Teaching Handbook 2010: 3). Although MUST does not appear to directly 'sell' English, it does play on the ideology of internationalism (see §2.3.1), and faculties do interpret the use of English as subscribing to this 'international outlook', with several faculties stating explicitly that the English language increases the global competitive utility of the university, as noted by the Faculty of Management and Administration above (see §3.3.1). Some faculties, such as the Faculty of Information Technology, have noted on their websites that they 'have also been gradually increasing the use of English as the medium of instruction', while the Faculty of Humanities and Arts appears more liberal in its approach to languages, stating that the faculty encourages students to 'broaden their international view and learn multinational languages'.

4.3.3 The attitudes of students and teachers towards English-medium instruction

Regarding the attitudes of students and educators at MUST, it appears to be the general perception that English-medium instruction internationalizes the university, even though the university mostly recruits mainland Chinese and Macau students – many of whom end up living and working in mainland China. It is precisely this promotion of internationalism by the university which leads students and teaching staff to adopt the view that the English language is instrumental in globalising the university, and by extension one assumes, the students themselves. The belief that MUST is more international if its courses are conducted in English is overwhelmingly supported by the student and teaching staff population, with 85% of the surveyed sample agreeing with this notion.

4.3.4 The perceived impact of English-medium courses in the personal lives of students and teachers

The beliefs and attitudes about English on the MUST campus appear to influence the personal lives of MUST learners and teaching staff, especially in the way they access content on the Internet, and socialize with their friends. What is also noteworthy is that 55% of students in this study reported speaking and/or reading English within two days of the survey, and the most surprising result is students and teachers claiming to use English when socializing with their friends, co-workers, classmates, and online (virtual)

communities (cf. Tables 4.5 and 4.6). In fact 27.7% students reportedly last used English when socializing as well as for their studies during their leisure time. The results of the extra-curricular use of English also correspond loosely to the amount of English students reportedly are exposed to in their respective faculties, with Hospitality and Tourism and Management and Administration students using English the most in their spare time.

It was also found that the responses of the sub-sample of students that came from Macau did not largely differ in any significant fashion from those of the mainland Chinese student sample, particularly with reference to the reported patterns of language use at the university. However, there was one major difference with reference to the intended careers of students, with Macau students reporting that English had a practical use for their future employment in the territory. Many Macau students reported having part-time employment in offices and the casinos of Macau. One student commented as follows regarding her current workplace, a casino named ‘The Venetian’:

[5] I’m working in the Venetian, but I’m working the HR place...and they...some...come here have interview ... they have not local people just like Philippines or an others Thailand. They will said English but they English is not good. Maybe fair for me. So we we talk...the ...eh...I don... I don’t know how to speak Thailand language...or an others...they don’t know how to speak Cantonese... (undergraduate female student, aged 22, from Macau, Faculty of Business Management and Administration)

Interviews with Macau students thus appeared to indicate that the English language had an instrumental value for them, which typically it would not have for mainland students, most of whom return to mainland China. As the gaming (casino) industry is by far the largest economic industry in Macau, directly employing 75 out of every 1000 people in the local Macau workforce (DSEC 2010), knowledge of Putonghua and English is increasingly important in order to cater to the influx of mainland Chinese as well as other Asian and foreign tourists. Many of the casinos are also multinational, with corporate headquarters in the United States of America (e.g. Las Vegas Sands Corporation), and hire a number of foreign workers in their Macau operations, and as a result English appears to be a major language of communication in these multicultural settings, as the Macau student pointed out in [5] above. In comparison with mainland students at MUST, who mainly place an ideological value on English (a kind of local ‘paper value’), Macau students view English as an important necessity for their current and future careers in Macau.

Interestingly, students at MUST also reported an awareness of a ‘Chinese variety of English’, with some 51% of learners reporting that they heard this variety of English in their classrooms. With the majority of students (76%) happy with the way their courses are conducted through the medium of English, it would appear that students do not view the Chinese variety (or varieties?) of English particularly negatively.

4.3.5 Summary

Results presented in the this chapter indicated that the linguistic backgrounds of the students and teaching staff at MUST are highly diverse, with only 36.5% of student respondents using standard Putonghua as a first language. In addition to this, results in this chapter beg a key question regarding the linguistic worlds of students and teachers at Chinese universities: to what extent do the students' perceptions and ideologies regarding the value of English impact their everyday linguistic worlds? Some answers to this question are provided in this chapter, which show that Chinese students and teaching staff live in linguistic worlds that are in constant flux and highly adaptable. For instance, the major language of interaction on campus is Putonghua and students come from backgrounds where their linguistic worlds are constantly changing – during high school, many of these students learnt through the medium of Putonghua while speaking another Chinese language variety or varieties at home and with their friends on their high school campuses, and when these students arrived in Macau they were faced with a sudden challenge to study through the medium of English, and negotiate a linguistic environment in Macau where the major common language is Cantonese. The results of this chapter are discussed further in Chapter 8, in light of the theoretical issues introduced in Chapter 2.

CHAPTER 5: UNDERGRADUATE STUDENTS AT SUN YAT-SEN UNIVERSITY

Language profile: Mary He (SYSU, female, aged 18, undergraduate Philosophy major)

Mary speaks four language varieties.

Mary comes from Hunan Province, and she speaks the *Yiyang* dialect, as well as *Datong* dialect at home with her family. As with many undergraduate students at Sun Yat-sen University, Mary's household earns less than CNY 10,000 a month. Although Mary speaks two language varieties at home with her family, she studied through the medium of Putonghua, and studied English as a foreign language at her high school. Mary believes that the dialects she speaks at home are close to Putonghua and so she considers her native language to be 'Chinese'. Mary is studying Philosophy, and as she is still a first year student, she isn't sure what career path she will take in the future.

Mary doesn't think her English is very good, and rarely hears her lecturers using the language in her classrooms at her university, and she is seldom required to read or write in English for her courses. Mary is required to take the compulsory course 'College English' in her first year. In her spare time Mary uses some English, mostly when she is doing online searches. She also uses English on her *Weibo*, and a little English when chatting online (using *QQ*) and reading. For all her other extra-curricular activities, Mary uses Putonghua the most frequently, and her use of the *Yiyang* and *Datong* dialects is restricted to conversations with some of her friends on campus that come from her hometown. Mary doesn't have strong opinions about English as an international language and she doesn't believe English will make the university more 'international', but she does believe that more courses need to be offered in English, and that the university will not be better if it only uses Chinese as a medium of teaching.

5.1 Introduction

This chapter presents the results of the sociolinguistic study that was carried out on the various campuses of Sun Yat-Sen University (SYSU) in Guangzhou (cf. §3.3.2). The survey involved undergraduate students engaged in some form of English-medium learning, and studied the sociolinguistic realities of language use, as well as attendant ideologies on the SYSU campus. As with the study at MUST reported on in the previous chapter, the results of SYSU study capture the various ways in which undergraduate students engage with English as well as how they are exposed to the language in their daily lives. The results also report on how the students' engagement with English intersects with beliefs and ideologies they have about English as an academic language, and its perceived competitive utility. In addition to the actual use of English by undergraduate students on the SYSU campus, the linguistic worlds of the respondents were also extrapolated from the survey. The specific research issues that were specified before the survey was carried out were as follows:

- i. The use of English by students at SYSU;
- ii. The realities of English as a medium of teaching and learning at the university;
- iii. The attitudes of students towards English as a medium of instruction at SYSU;
- iv. The perceived impact of English on the personal lives of the students at this university;
- v. The linguistic worlds in which the students live, and feel they live in.

The most significant results of the sociolinguistic study of SYSU undergraduate students' use of English are reported on below, as they relate to the research questions above.

5.2 Results

5.2.1 The use of English by undergraduate students at SYSU

5.2.1.1 The use of English in educational settings

In the SYSU undergraduate student survey, a number of questions were asked of students concerning the use of English in various educational, as well as extra-curricular settings (see Q15 – Q30, and Q49 of the questionnaire in Appendix 2). Results in Tables 5.1a-c, Table 5.2, and Tables 5.3, as well as Figure 5.1 and Figure 5.2 report on the use of English by undergraduate students, as well as their exposure to English and other languages in educational settings. From the results reported on in Table 5.1a, it is evident that SYSU undergraduate students are generally infrequently exposed to spoken English in their lectures. However, similar to the MUST study reported on in Chapter 4, exposure to English at SYSU varies according to field of study (academic unit).

Table 5.1a-c. Students' exposure to and the use of English in educational settings

Faculty	All/almost all	About half	Almost none/none
<i>a Students' responses to Q22 on lectures in English (by % and no. of academic unit)</i>			
School of Business (N=23)	8.6% (2)	21.7% (5)	69.5% (16)
Social Sciences (N=24)	16.6% (4)	25% (6)	58.3% (14)
School of Medicine (N=17)	0%	0%	100% (17)
School of Physics and Engineering (N=38)	7.8% (3)	7.8% (3)	84.2% (32)
School of Mathematics (N=24)	0%	8.3% (2)	91.6% (22)
<i>b Students' responses to Q24 on proportion of language use on campus (for English, Putonghua, and Cantonese)</i>			
English (N=118)	7.6% (9)	26.2% (31)	66.1% (78)
Putonghua (N=124)	96.7% (120)	3.2% (4)	0%
Cantonese (N=109)	20.1% (22)	27.5% (30)	52.2% (57)
<i>c Students' responses to Q49 on proportion of language heard in class (for English, Putonghua, and Cantonese)</i>			
English (N=115)	8.6% (10)	37.3% (43)	53.9% (62)
Putonghua (N=118)	88.9% (105)	6.7% (8)	4.2% (5)
Cantonese (N=103)	5.8% (6)	12.6% (13)	81.5% (84)

The greatest exposure to English was found to occur in the Social Sciences (i.e. faculties/departments in the 'Humanities') where 16.6% of students reported that either 'all' or 'almost all' of their lectures were presented in English, and 25% reported that 'about half' of their courses were conducted in English. It further appears that undergraduate students from the School of Business are also quite frequently exposed to English, with 8.6% claiming that 'most' or 'all' of their lectures were in English, and 21.7% of students reporting that 'about half' of their lectures were in English. Very little exposure to English

was found in the School of Physics and Engineering, Mathematics, and Medicine, with almost all of the students reporting ‘very little’ or ‘no’ exposure to lectures in English in these academic units.

The results presented in Table 5.1b indicate how undergraduate students reported on their proportional use of English, Putonghua, and Cantonese on campus. From this table it is obvious that Putonghua is the most prominently used language on the SYSU campus, with 96.7% of students reportedly using Putonghua ‘all’ or ‘almost all’ the time, while no students claimed little or no use of Putonghua on campus. A surprising result is that 26.2% of the students reported using English ‘about half’ the time. In contrast, however, 53.9% of the respondents claimed that they ‘almost never’ or ‘never’ use English. Cantonese appears to be used relatively frequently on campus, with 47.7% of the students claiming that ‘about half’ to ‘all’ of their language use was in Cantonese. However, quite a large number of students seldom used Cantonese, with 52.2% reporting ‘no’ or ‘very little’ use of the language on campus.

The survey on language use at SYSU is relatively similar to the MUST findings reported on the previous chapter, especially in terms of the dominant use of Putonghua. On the SYSU campus, it is evident that the majority of students had a high level of competence in Putonghua, with 97.6% of the students reporting that they had a ‘fair’ to ‘excellent’ competence in the language, and were used to hearing Putonghua in educational settings

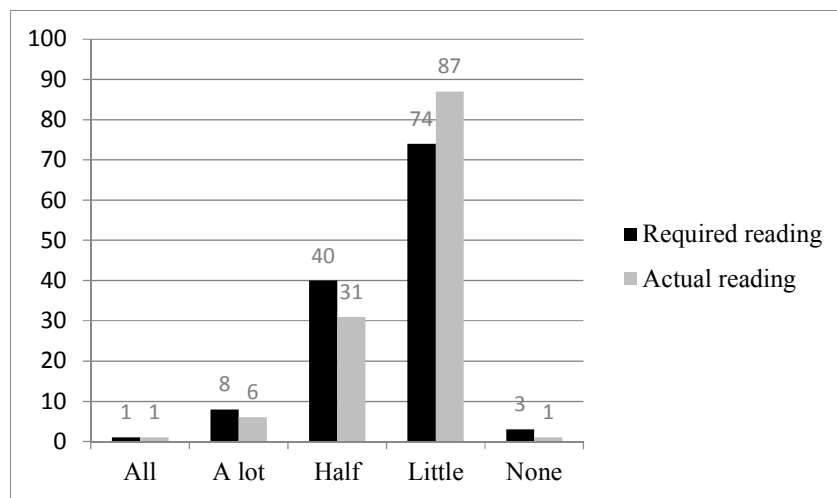
(see Q10 in Appendix 2). In addition to this, it was found that some 40 Chinese languages/dialects were reportedly spoken by the undergraduate students as a home language, with only 22.8% of the surveyed students reportedly speaking Putonghua at home. The context of Chinese languages is taken up further in Chapter 8 below, suffice it to state here that Putonghua is evidently an educational lingua franca on the SYSU campus.

Students were also asked what proportion of their lectures were in English, Putonghua, and Cantonese respectively (presented in Table 5.1c). Consistent with the figures in Table 5.1a, it is evident that students reported that they heard very little English in their classrooms, with only 8.6% of students claiming to hear English ‘all’ or ‘almost all’ of the time, while 88.9% of students reportedly heard Putonghua very frequently. What is surprising is that 37.3% of students claimed to hear English ‘about half’ the time in class. And as expected, Cantonese was reportedly the least frequently heard language in class, with 81.5% of students reporting that they heard the language ‘almost none’ or ‘none’ of the time. It appears that the survey data in Tables 5.1a-c indicate that although Putonghua is the most frequently used language in educational settings on the SYSU campus, but that English is gaining popularity as an instructional language. However, its use appears to be restricted to certain academic units, as well as certain fields of study.

Next, results are presented in terms of the exposure students have to reading in English at SYSU (see Q18 and Q19 in Appendix 2). Figure 5.1 shows the overall reported required

reading in English by the university, as well as the amount of reading that students reported actually doing.

Figure 5.1. Overall required reading versus actual reading in English for academic purposes at SYSU (by no. of respondents)



N=126

As can be seen from Figure 5.1, students appear to generally do less reading in English for their studies than what might actually be required from them in their courses. It is also surprising to find that only 38.8% (49/126) of the surveyed undergraduate students reported that ‘half’ to ‘all’ of their required course reading was in English. The majority of students also appear not to be required to read their course material through the medium of English, with 61.1% of the respondents reporting that ‘little’ or ‘none’ of their reading was in the language. Of the students that were often required to do their reading in English, less

actually do their reading in English for their courses. Specifically, only 30.1% (38/126) of these students claimed to actually do their required reading in English.

Table 5.2 presents the reported amount of reading in English that students are exposed to across the five surveyed faculties.

Table 5.2. Students' required reading in English in educational settings, across various academic units

Faculty	All/almost all	About half	Almost none/none
<i>Students' responses to Q18 on required reading in English for their courses (by % and no. of academic unit)</i>			
School of Business	0%	47.8% (11)	52.2% (12)
Social Sciences	16.6% (4)	33.3% (8)	50% (12)
School of Medicine	11.7% (2)	5.8% (1)	82.3% (24)
School of Physics and Engineering	5.2% (2)	36.8% (14)	57.8% (22)
School of Mathematics	4.1% (1)	25% (6)	70.8% (17)

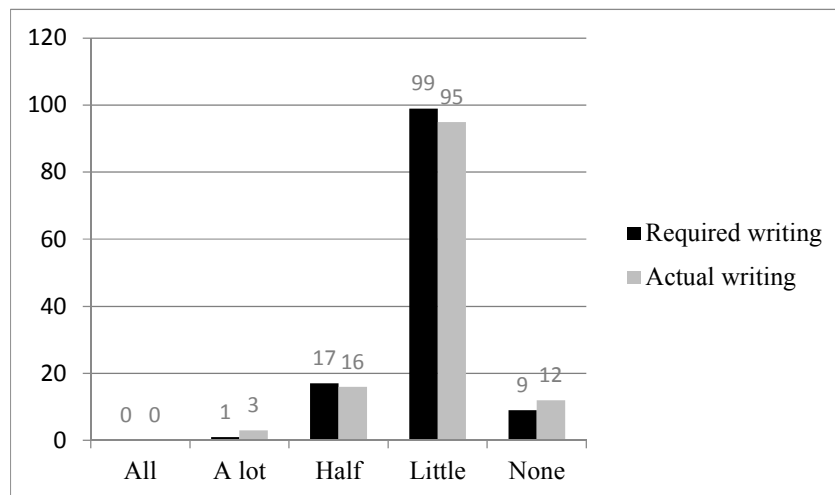
N=126

In Table 5.2 the reported amount of required reading in English is presented according to various academic units. It is evident from this data that the amount of reading that is required by the various faculties in a general manner reflects the amount of English that students in the various faculties are exposed to, with the most exposure to English through reading occurring in the Social Sciences, and the School of Business, with almost 50% of students from these academic units claiming to be required to read 'about half' to 'all' of their reading in English. What is surprising is that students from the School of Physics and

Engineering also appear to be required to read a large amount of their course material in English, with some 42% claiming that at least half of their prescribed reading was in English. In addition, the least amount of prescribed reading seems to be required in the School of Medicine and the School of Mathematics, with 82.3% of students in the former, and 70.8% students from the latter reportedly receiving ‘little’ or ‘none’ of their prescribed reading in English.

In terms of writing in English for academic purposes, it can be seen from the statistics given in Figure 5.2 that undergraduate students do not appear to be required to do much writing in English for their studies (see Q20 and Q21 in Appendix 2).

Figure 5.2. Overall required writing versus actual writing in English for academic purposes at SYSU (by no. of respondents)



N=126

The figures in Figure 5.2 suggest that even though students are required to some extent to read some of their course material in English, this requirement does not translate into much writing in the students' academic contexts, with the vast majority (85.7% or 108/126) of the respondents in the survey claiming that 'little' or 'none' of their course writing was required to be in English. Further, 14.2% (18/126) of the undergraduate students reported that 'about half' to 'all' of their course writing was in English, which is much lower than the required reading in English. Finally, the actual writing that students reported doing for their courses, compared with the prescribed writing is generally similar and no major differences can be identified between required and actual writing.

Generally, the results in Table 5.3 further confirm that very little writing in English is required from any of the academic units at SYSU.

Table 5.3. Students' required writing in English in educational settings, across various academic units

Faculty	All/almost all	About half	Almost none/none
<i>Students' responses to Q20 on required reading in English for their EMI courses (by % and no. per faculty)</i>			
School of Business	0%	21.8% (5)	78.2% (18)
Social Sciences	0%	20.8% (5)	79.2% (19)
School of Medicine	0%	11.7% (2)	88.3% (15)
School of Physics and Engineering	2.6% (1)	10.5% (4)	86.9% (33)
School of Mathematics	0%	4.2% (1)	95.8% (23)

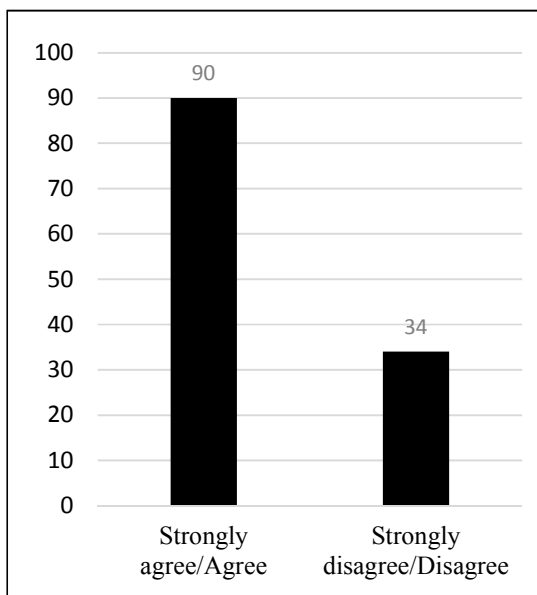
N=126

However, the results do suggest that students from the School of Business and the Social Sciences may be required to do more writing in English, compared with the other academic units, even if figures in the ‘about half’ to ‘all’ categories are very low. What is certain is that the vast majority of the students are generally not frequently required to write through the medium of English for their courses.

5.2.2 The attitudes of students towards English as a medium of instruction

It would generally appear that undergraduate students perceive the English language as a symbol for ‘internationalism’, as can be seen from Figure 5.3 (see Q52 in Appendix 2).

Figure 5.3. Students’ attitudes regarding English as an international language (by no. of respondents)



N=124

The vast majority (72.5% or 90/124) of the surveyed students ‘agree/strongly agree’ with the notion that ‘SYSU is more international if courses are taught in English’. These results are similar to those in the MUST study (see §4.2.3).

Several students were also interviewed regarding their attitudes towards English as a medium of instruction at SYSU. Their responses revealed their perceptions regarding the use of English in education at the university. For some of the students the use of English in teaching presented a challenging prospect, while others felt that it was important and necessary. The following is a typical response to the question *Do you think English should be used as the medium of instruction at this university?* (see Q1 in Appendix 3)

[1] I don't think so...because English is not...not our native language. If we...uh...use English as a medium of teaching at iversity...ah..we may have difficulty to mastering...the...uh...knowledges...so it...but if...uh...if we..um..use Chinese as a medium at first stage and when we want to further study we can use English like to go abroad or go to Hong Kong and so on (undergraduate male student, aged 21, School of Physics and Engineering)

Some students who had taken some of their courses through the medium of English described the challenges and difficulties they experienced when they had to suddenly study specialized subjects through English, as they had previously been accustomed to studying

specialized subjects exclusively through the medium of Putonghua. During one of the group interviews/discussions, one student, in particular, described the difficulties she had when she took one of her Algebra courses through the medium of English (see Appendix 1 for the transcription key).

[2]

S: In last semester we use English book...English textbook as the as Abstract Algebra...uh...this lesson...and it brings me much difficulty to learn it

I: [but that's just numbers, isn't it?](@@)

S: ...yeah...but uh this lesson is difficulty...is difficult itself and uh...I must uh...understand English and [uh] then I must understand the..uh..the *ding yi*...

O: [principles]

S: ...uh...the principles meaning...so I must uh...I have two [X X] to go...[yeah] ah...so it's very difficult

I: [very difficult?]....

S: [yeah]

I: Were you successful? Did you pass?

S: uh...pass but the score is very low

I: So, if you only studied in Chinese, do you think your score would have been higher?

O: (@@)

S: I think so

I: Do you think so?

S: Yeah, uh...because I bought a Chinese textbook myself...and I think the theory is much more easier to understand

S=Sandy (undergraduate female student, aged 20, School of Mathematics)

I=Interviewer

O=Other

The student in [2] explained that she was required to read one of her prescribed books for a course in Abstract Algebra through the medium of English. From her response, it is evident that she had great difficulties studying her course material when the required reading was in English. In addition, she indicates that she felt she would probably have done better in this particular course, if English had not been a requirement in her reading. In [2], the student also describes one of the coping strategies that many undergraduate students use when they are required to read course material in English – that is, they often purchase the Chinese editions of the prescribed books. They then study these Chinese versions in order to gain a better understanding of the theoretical aspects of their coursework.

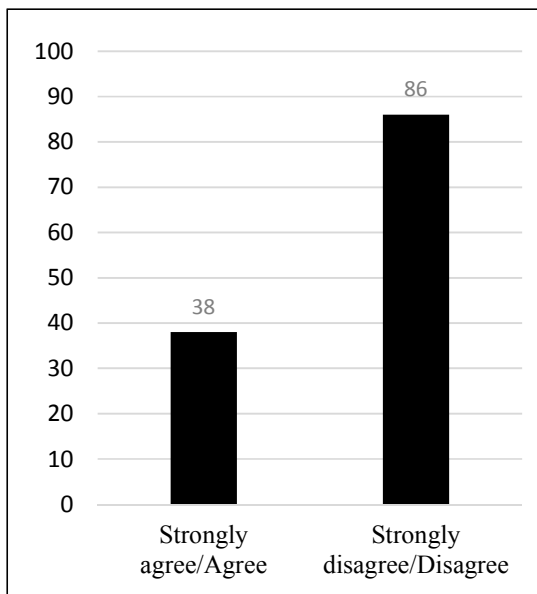
As mentioned earlier, many students also thought that the use of English at Sun Yat-sen University is important. One of the key reasons they gave was that they felt the university would be more internationally competitive if English is used in teaching certain major subjects, as is suggested below in [3]:

[3] I think...on one hand...uh...some courses should use...uh...English because different courses have its different specialties. And I think because of...oh...is...it depends on what the course you're taking because some course may be uh...in in the European it will be developing very well and as for Anthropology...especially for Anthropology I think Anthropology in China is not so good...or maybe in mainland China it's not so

good and if we use the medium of uh...English as a medium of teaching language I think it's better because it developed very well...uh...in European or America (undergraduate female student, aged 21, Social Sciences).

Students were also asked whether they thought it would be better if all undergraduate courses at SYSU were taught in Chinese. Figure 5.4 presents students' responses to the notion that SYSU would be better off if all courses were taught in Chinese (see Q53 in Appendix 2).

Figure 5.4. Students' attitudes regarding Chinese as a language of teaching (by no. of respondents)



N=124

The student responses regarding their beliefs about the importance of English as the medium of instruction, is very different from the views they have about Chinese as the language of instruction at SYSU. From Figure 5.4 it is evident that the majority of students do not think that the university would be somehow ‘better off’ if all their courses were only taught in Chinese, with 69.3% (86/124) of students ‘disagreeing’ or ‘strongly disagreeing’ with this notion.

5.2.3 The perceived impact of English-medium courses in the personal lives of the students

5.2.3.1 The extra-curricular use of English

A number of survey questions were asked regarding the use of English in extra-curricular settings so as to give an indication of the spread and use of English in the personal lives of the students (see Q23 and Q25 – Q29 in Appendix 2). As was previously mentioned, the questions on the extra-curricular use of English sought to extrapolate the use of English in the context of other languages: i.e. Putonghua, and other/additional languages and ‘dialects’. Table 5.4 presents the reported extra-curricular use of English, Putonghua, and additional languages and/or dialects by undergraduate students at SYSU. The results indicate that the most frequently reported use of English outside of educational settings by students is for ‘reading’, with 68.6% reportedly using English, and 74.6% of these students

(who use English) doing ‘half’ to ‘all’ of their reading in the language. This is compared with 80% of the students who use Putonghua for this pastime, and 97.7% of these students reporting that ‘half’ to ‘all’ of their reading was in Putonghua. The next highest extra-curricular use of English is ‘Internet searches’, with 69.9% of the students claiming to use English, and 70% of these students stating that ‘half’ to ‘all’ their searches were done in English.

Table 5.4. Reported extra-curricular use of English, Putonghua, and other dialects/languages for selected activities

Extra-curricular Activity	All/almost all	About half	Little
<i>Students’ responses to Q25 on the use of English, Putonghua and other languages or dialects for extra-curricular purposes (in % and no.)</i>			
A Socializing with friends			
- English (<i>N</i> =66)	4.5% (3)	22.7% (15)	72.7% (48)
- Putonghua (<i>N</i> =108)	97.2% (105)	2.7% (3)	0%
- Other language/dialect (<i>N</i> =49)	48.9% (24)	32.6% (16)	18.3% (9)
B Internet searches			
- English (<i>N</i> =77)	19.4% (15)	50.6% (39)	29.8% (23)
- Putonghua (<i>N</i> =98)	93.8% (92)	5.1% (5)	1% (1)
- Other language/dialect (<i>N</i> =19)	21% (4)	26.3% (5)	52.6% (10)
C Reading			
- English (<i>N</i> =79)	17.7% (14)	56.9% (45)	25.3% (20)
- Putonghua (<i>N</i> =92)	89.1% (82)	8.6% (8)	2.1% (2)
- Other language/dialect (<i>N</i> =17)	35.3% (6)	29.4% (5)	35.3% (6)
D Online socializing (e.g. Weibo)			
- English (<i>N</i> =43)	9.3% (4)	39.5% (17)	51.1% (22)
- Putonghua (<i>N</i> =80)	95% (76)	3.7% (3)	1.2% (1)
- Other language/dialect (<i>N</i> =22)	45.4% (10)	22.7% (5)	31.8% (7)

A large number of students (85.2%) do Internet searches in Putonghua, and of these, 99% use Putonghua for 'about half' to 'all' of their searches. The third most frequent use of English is with socializing, with 57.3% of the students reportedly using English when 'socializing with their friends', and 26.5% of this number claimed that 'half' to 'all' of this use was in English.

Surprisingly, the data shows that students infrequently used English for 'online socializing', with 37.3% of the students claiming to use English for this activity. Of the students that use English, 48.8% claimed to use English 'half' to 'all' of the time when socializing online. In contrast, quite a large number of students reported socializing online in Putonghua, with some 69% using this language. Of these students, some 98% use Putonghua 'about half' to 'all' the time. The results for the students' use of English socializing online are surprising as some recent studies on the use of English in China (e.g. Zhang 2012) suggest (implicitly) that many young people use English frequently for this type of leisure activity. The results from Table 5.4 accurately present the frequency of preferred language use by students in terms of both the popularity of the leisure activities as well as the amount of language use students perceive to be using for these activities.

The respondents were also asked to state the purpose for which situations they last used English outside of a classroom setting prior to the survey for this study, and the responses are presented in Table 5.5. As can be seen from the table, it is evident that students did not

over-report on their use of English when ‘socializing’, with some 30% claiming that they last used English (prior to the survey) when communicating with their friends. The results need to be treated with caution though, as ‘communicating with friends’ could imply any form of English use, including isolated borrowing of English words and isolated instances of code switching. In addition, and as one would expect, a number of students reported using English for their ‘studies’, at 16%. Quite a few students also reportedly last used English when ‘surfing the web’, with around 10% last using English for this activity. Just under 9% of the students also reported last using English for ‘improving their English’.

Table 5.5. The reported purpose English was last used outside of a classroom setting by undergraduate students (by % and no. of respondents)

<i>Reported Activity</i>	<i>%</i>	<i>Reported Activity</i>	<i>%</i>
Improving English	8.7% (9)	Reading	22.3% (23)
Socializing	30.1% (31)	Studying	16% (16)
Writing emails	0.9% (1)	Singing Karaoke	1.9% (2)
Entertainment	8.7% (9)	Writing	3.8% (4)
Giving directions	2.9% (3)	Blogging	0.97% (1)
Internet	2.9% (3)	Swearing	0.97% (1)

N=103

The self-reported extra-curricular use of English by undergraduate students at SYSU reveals that English is more frequently used than one would expect, especially since English is rarely and not uniformly used in these students’ education at the university. However, the use of English in the students’ education does seem to impact these students’ extra-curricular use of English, with undergraduate students widely using English for ‘reading’, ‘their studies’, as well as ‘Internet searches’. The main non-educational use of

English in the students' free time is when they are 'socializing with their friends', and students seem to be using English to varying extents in their daily conversations with their friends and peers both on and off the university campus. In addition, when asked when last students used English in their free time, some 60% of the students reportedly used English when 'reading', and just over 57% of the students reported using English when 'speaking' to their peers within three days of the survey (see Q29 in Appendix 2). Only 39% of the students' reported writing in English within three days of being surveyed for this study.

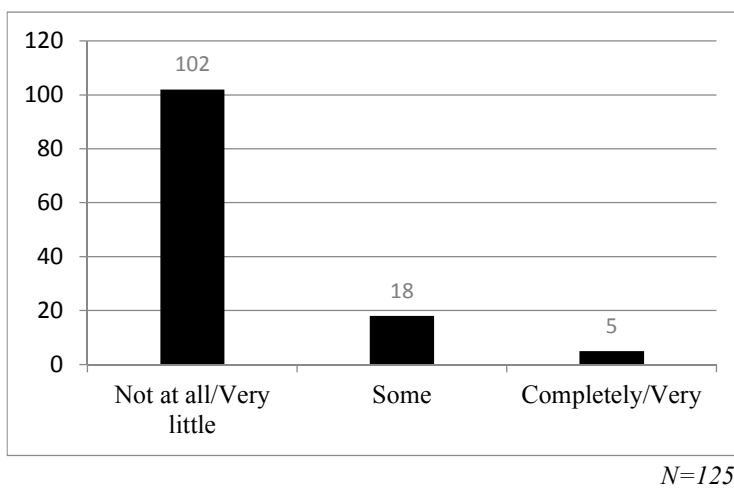
5.2.3.2 Students' beliefs about their abilities towards English

The undergraduate student survey also investigated whether SYSU students believed the university helped to improve their English abilities. The results indicated that 53.3% (66/124) of the students believed that they have improved to some degree (see Q31 in Appendix 2). On the other hand, 46.7% (58/124) of the surveyed students felt they have not improved much or at all, since they started studying at SYSU.

It also appears that that very few students have a confident self-perception regarding their bilingual abilities. Figure 5.5 presents the results to the question *Do you consider yourself bilingual in English and your mother tongue?* (see Q30 in Appendix 2). Figure 5.5 indicates that, similar to the MUST students, SYSU students generally do not have a very confident self-perception of their bilingual abilities, with 81.6% reporting that they do not consider

themselves bilingual. From the survey 14.4% reported ‘some’ degree of bilingualism, and only 4% of the respondents claimed to be ‘very’ or ‘competently’ bilingual in English and their home/native language.

Figure 5.5. Students’ perception of their bilingual abilities in English and their native language (by no. of respondents)



It appears that most of the undergraduate students do not believe that their English abilities rival those of their first language abilities. As indicated in §4.2.4.2 above, this is perhaps due to the academic nature of students’ exposure to English, which affords very little chance of developing rounded English skills in non-academic environments, and their use of English appears to be restricted to certain domains (see also discussion in §8.2.2). Furthermore, even in academic settings, some 70% (89/124) of the students reported that they felt ‘somewhat uncomfortable’ to ‘very uncomfortable’ when they spoke in English to their classmates during their lessons (see Q39 in Appendix 2). Similar to these results,

just over 72% (89/123) of the surveyed students claimed to feel ‘somewhat uncomfortable’ to ‘very uncomfortable’ when they were required to answer questions in English in class (see Q40 in Appendix 2).

Some questions also required students to comment on their own and their teachers’ English abilities, and the results are summarized in Table 5.6 (see Q45 – Q47 in Appendix 2). From this table it would appear that a large number of students (63.4%) generally perceived their own English abilities to be ‘acceptable’. Around 24% of the students considered their own English abilities ‘poor/very poor’, while just over 11% perceived their own abilities to be ‘good/very good’. Students generally perceived their teachers’ English abilities to be quite good, with 45.9% of the students reporting that their teachers’ English was ‘acceptable’, and 44.3% considered their teachers’ English to be ‘good/very good’. Only some 9% of the students reported that they felt their teachers’ English abilities were ‘poor’ or ‘very poor’.

Table 5.6. Students perception of their own English abilities; and students’ perception of their teachers’ abilities (by % and no. of respondents)

Perceived ability	Students’ self-perception (<i>N</i> =126)	Students’ perception of teachers (<i>N</i> =124)
Very good/good	11.9% (15)	44.3% (55)
Acceptable	63.4% (80)	45.9% (57)
Poor/very poor	24.6% (31)	9.6% (12)

5.3 Discussion and Conclusion

In this section, the results of the undergraduate student survey at SYSU were briefly discussed. In the course of the discussion the results of the SYSU undergraduate student survey will be related to the main research objectives that were introduced in §5.1 above. A more detailed discussion of some of these results (together with those presented in Chapter 4) is presented in Chapter 8 where they are interpreted in terms of the main aims and research objectives of this thesis.

5.3.1 The use of English by undergraduate students at the university

The sociolinguistic reality of English on the SYSU campus is that the amount of English students use on campus seems related to the respective faculties. In general, it appears that the use of English as a medium of teaching in undergraduate programs is not widespread. There appears to be a visibly higher exposure to English in the School of Business and the Social Sciences compared with the other academic units. At the same time, even though there is little engagement with English in some of the faculties, students across the university consider English important and many claim that the language has an instrumental value for them. Nonetheless, extensive exposure to English at the university is evidently not the norm. For instance, in their undergraduate classes some 88% of the students reported that all or most of their language exposure was to Putonghua (cf. Table

5.1c). Similar to the mainland student sample from the MUST study reported on in Chapter 4, 87.4% of the student respondents who have taken formal English proficiency tests took an English examination from mainland China (e.g. CET), while only 8.2% of respondents claimed to have taken an internationally recognized English proficiency test such as IELTS or TOEFL. Around 3% did not specify which type of English proficiency test they had taken. This further highlights the local instrumental value of English, based on a local proficiency standard.

The sociolinguistic reality is also that, on campus, 96.7% of the surveyed students reported using Putonghua as a language of communication. As was pointed out in §4.3.1 above, this can be attributed to students' competence and familiarity with Putonghua as an educational lingua franca.

5.3.2 Comparing SYSU's language policy and the realities of English-medium teaching

Regarding SYSU's language policies and the realities of English-medium teaching presented above, access to official language policy documents has been extremely limited. It was pointed out in Chapter 3 that SYSU is one of the 'key' universities in China, in that the university is 'directly under' the Ministry of Education. The implication of this is that official policies at the university are set and reviewed by the Ministry of Education. One

source within the university management revealed that Chinese is the official medium of instruction at the university, but that this is not a policy that is circulated within the university's schools, faculties, and departments. One finding that confirmed this information is the China Government's 'Study in China' website, which introduces various leading universities and general information regarding the country's public universities as well as the various programs that are offered at these universities. On this site it is noted that all of the 100 undergraduate major programs offered at SYSU, every one of these are indicated as being taught through the medium of 'Chinese' (Study in China 2013). However, discussions with some teachers and students indicate that English is slowly being introduced in their programs, and that this practice is gaining popularity.

Across the university, it appears that the use of English in higher education is considered important and valued. As was indicated above, the majority of the surveyed students (cf. Figure 5.3) felt that English 'internationalizes' the university. In addition, 67.8% (84/124) of students felt that it was important that SYSU offer more courses taught through the medium of English. These ideological perceptions of the role of English are also unmistakable across all the academic units that were surveyed.

5.3.3 The attitudes of students towards English as a medium of instruction

Regarding the attitudes of students at SYSU, it appears to be the general perception that English-medium instruction internationalizes the university, even though the university recruits mostly mainland Chinese students – most of whom indicated that they would remain in the mainland to pursue their future careers.

The ideology of ‘internationalism’ and English as a symbol of ‘modernity’ (or China’s rhetoric towards modernization) appears to be shared across the undergraduate student body. However, the increasing use of English in education at the university appears to be problematic for many of the students who have been required to study their courses through the medium of English. The major problem seems to be related to students’ capabilities of confidently studying their subjects through the medium of English, as was pointed out by the student in [2] above. The belief that SYSU is more international if its courses are conducted in English is also overwhelmingly supported by the undergraduate student population, with 72.5% of the surveyed sample agreeing with this notion.

5.3.4 The perceived impact of English-medium courses and language attitudes on learners

From the results presented in this chapter, it appears that undergraduate students' beliefs and attitudes about English on the SYSU campus might have an effect on their personal lives, especially in the way they access content on the Internet, do their reading, and socialize with their friends. What is also noteworthy is that some 53% and 57% of students respectively reported that they spoke English or read English materials within two days prior to participating in the survey for this study. A surprising result is that the greatest exposure students have to English is through reading in their extra-curricular time, as well as when doing online/Internet searches.

What was also notable was that the students appeared to be aware of various varieties of English in their education at the university (see Q48 in Appendix 2). From the survey data, it was found that some 90% (112/124) of the students reported that they heard a Chinese variety of English, such as 'Hong Kong English' or 'Chinese English' in their lectures. Many students also reportedly heard 'American English' and/or 'British English'.

5.3.5 Summary

The results presented in this chapter indicate that the linguistic backgrounds of the students at SYSU are very diverse, with only 22.8% (27/118) of undergraduate student respondents

claiming to use Putonghua at home with their families (i.e. as a ‘home language’). However, many of the students appeared to be shifting to Putonghua as a first language as some 31% (39/124) considered Putonghua to be their first language. Furthermore, 54.7% of the students in the sample reportedly came from Guangdong Province (cf. Table 8.2, in §7.2.5.1), and one would expect that Cantonese would be more widely used as a home language; however, this appears not to be the case. Some of the possible reasons could be that many students’ families have migrated to Guangdong Province, parents from different language backgrounds have intermarried, and the fact that Putonghua is predominantly used in education and the media. Although outside of the scope of this thesis, language shift from people’s home languages and dialects to Putonghua is apparent from this survey, and further sociolinguistic studies would need to explore this issue further (cf. §9.2).

Finally, the results from this chapter indicate that the undergraduate Chinese students in the SYSU study live in linguistic worlds that are in flux, that are fluid, and changing. This survey deliberately did not include English major students, with a view to pinpointing the spread and use of English by ordinary Chinese students at a leading university in China. Undergraduate students in general appeared to attach a significant importance to English, and this importance is reflected in the ways students engaged with English in their daily lives. For many of these students English appears to offer an important resource to access information on the Internet, to read materials (often for their education), and to gain access to the latest academic publications. However, English might also be a resource for these

students when they are socializing with their friends in order to index (Silverstein 1976, 2003) specific social information about themselves to their peers. Many of the issues discussed here are taken up in greater depth in Chapter 8 below. The following chapter presents the results of a sub-sample of the SYSU study: the use of English by postgraduate students at the university.

CHAPTER 6: POSTGRADUATE STUDENTS AT SUN YAT-SEN UNIVERSITY

Language profile: Rosanna Li (SYSU, female, aged 23, postgraduate medical student)

Rosanna speaks four language varieties:

Rosanna is from Heilongjiang Province in the Northeast of China, and she speaks the *Hubei* dialect as well as Putonghua at home with her family. As is the case with many other students at SYSU, her family household income is below CNY 10,000 a month. Rosanna considers her English to be quite good, and she has taken a number of English proficiency tests over the last two years, including IELTS, for which she got band 7, TOEFL, and CET level 6. Rosanna is doing postgraduate coursework in the School of Medicine.

Rosanna takes some of her courses through the medium of English, and in her current semester she is taking the subjects ‘Medical English’ and ‘Nursing Management’ through the medium of English, although she claims to rarely hear her teachers speaking English in these classes, and she is not required to read or write much English for her courses. In her leisure time, Rosanna uses some English when she is socializing with her friends, and on her *Weibo*, but she uses English the most when she is doing Internet searches. She mainly uses Putonghua for all her leisure activities, and also uses her *Hubei* dialect when she is talking with her friends, or when she is chatting online (*QQ*).

Rosanna has invested a lot of time and energy in being proficient in English, and she believes English is very important in her education and for her future. She strongly believes that the university should offer more courses in English, and that English will help to make the university more international.

6.1 Introduction

Following on from Chapter 5, this chapter presents the results of a sociolinguistic study on the use of English by postgraduate students who study courses/degrees through the medium of English at Sun Yat-Sen University (SYSU). As was discussed in §3.4.3, it was found that English-medium teaching occurred in certain postgraduate programs in the School of Business, and the School of Medicine, and the postgraduate sample of this study consists of students from these two academic units. As in the previous two chapters, results of the sociolinguistic surveys presented here indicate the engagement students have with English in their formal education, as well as in their daily lives. A finding in this study was that a small number of postgraduate students in the university's IMBA program were also international students at the time of the survey, while the rest of the postgraduate students were all from mainland China (cf. §3.4.3). This chapter also reports on the 'linguistic worlds' of the respondents, and how their education through the medium of English corresponds to their use of the language in their personal lives. The specific research issues were as follows:

- i. The use of English by postgraduate students across various academic units at SYSU;
- ii. The realities of English as a medium of instruction, across various academic units;
- iii. The attitudes of students towards English as a medium of instruction;
- iv. The perceived impact of English-medium courses on the personal lives of the students;
- v. The linguistic worlds in which undergraduate students live, and feel they live in.

The most significant results of the postgraduate student survey at SYSU are reported on in the subsequent sections below.

6.2 Results of the postgraduate student survey

In this section some of the important results of the postgraduate student survey are presented in terms of the research issues that are indicated in §6.1 above. This section begins with an overview of the use of English in the students' education at SYSU, which is then followed by a report on the attitudes of these students toward English in their education, and finally their use of English for extra-curricular purposes.

6.2.1 The use of English by postgraduate students at SYSU

6.2.1.1 The use of English in educational settings

The postgraduate student survey investigated the use of English in various educational, as well as extra-curricular settings (see Q15 – Q30, and Q49 of the questionnaire in Appendix 2). Responses to these questions are summarized in Tables 6.1a-e, Table 6.2, and Tables 6.3, as well as Figure 6.1 and Figure 6.2, and the results present the use of English by

postgraduate students in various academic units, as well as their exposure to English and other languages in educational settings.

Table 6.1a-e. Postgraduate students' exposure to and the use of English in educational settings

Faculty	All/almost all	About half	Almost none/none
<i>a Students' responses to Q22 on lectures in English (by % and no. per academic unit)</i>			
School of Business: IMBA (N=23)	100% (23)	0%	0%
School of Business: MBA (N=16)	75% (12)	25% (4)	0%
School of Medicine (N=23)	8.6% (2)	4.3% (1)	86.9% (20)
<i>b Students' responses to Q16 on seminars in English (by % and no. per academic unit)</i>			
School of Business IMBA (N=22)	77.2% (17)	9.1% (2)	13.6% (3)
School of Business MBA (N=16)	31.2% (5)	12.5% (2)	56.2% (9)
School of Medicine (N=23)	4.3% (1)	8.6% (2)	86.9% (20)
<i>c Students' responses to Q17 on workshops/labs in English (by % and no. per academic unit)*</i>			
School of Business: IMBA (N=22)	77.2% (17)	4.5% (1)	18.1% (4)
School of Business: MBA (N=16)	25% (4)	18.7% (3)	56.2% (9)
School of Medicine (N=23)	4.3% (1)	8.6% (2)	86.9% (20)
<i>d Students' responses to Q24 on proportion of language use on campus (for English, Putonghua, and Cantonese)</i>			
English (N=57)	36.8% (21)	26.3% (5)	36.8% (21)
Putonghua (N=59)	79.6% (47)	10.1% (6)	10.1% (6)
Cantonese (N=49)	28.5% (14)	16.3% (8)	55.1% (27)
<i>e Students' responses to Q49 on proportion of languages heard in class (for English, Putonghua, and Cantonese)</i>			
English (N=60)	56.6% (34)	20% (12)	23.3% (14)
Putonghua (N=56)	60.7% (34)	10.7% (6)	28.5% (16)
Cantonese (N=49)	10.2% (5)	6.1% (3)	83.6% (41)

* 'labs' refers to classes or courses that are conducted in a (scientific) laboratory

When comparing the academic units, it is evident from Table 6.1a that postgraduate students in the IMBA program are exposed to English the most in their education at SYSU, with all of the respondents claiming that ‘all/almost all’ of their lectures were in English. Students in the MBA program also claimed to receive most, or 75% of their lecture content in English. Postgraduate students in the School of Medicine are evidently not exposed to much of their lecture content in English, with some 86% of the students reporting that ‘almost none/none’ of their lectures were in English. A more diverse student population can explain the predominant use of English in the IMBA program, as there were found to be many international students in the program – in fact, 50% of the students in the survey for this study were from overseas, with the majority of the students coming from Thailand.

When it came to seminars (cf. Table 6.1b, see also Q16 in Appendix 2), the IMBA group also claimed the most frequent exposure to English, with some 77.2% of their seminars being given ‘all/almost all’ in English, while the figures for the MBA group indicated a much lower response of some 31.2%, compared with some 4% for the School of Medicine. Results for students’ exposure to labs or workshops in English appear to be similar to those for seminars presented above, with IMBA students reportedly exposed the most to English in their workshops, at 77.2%. Students from the MBA group appear to use English less in their workshops, with 56.2% reporting ‘little’ to ‘no’ English in this category, while very few students from the School of Medicine received their labs/workshop content in English.

Table 6.1d presents the use of English and other languages on campus. In terms of an educational lingua franca, Putonghua seems to be the most frequently reported language used by the postgraduate students on campus, with some 79% reportedly using Putonghua ‘all/almost’ all the time, compared with some 36% claiming to use English ‘almost all’ to ‘all’ the time. Cantonese is not surprisingly less frequently used by the respondents, with some 55% claiming ‘little’ or ‘no’ use of the language on campus.

Next, Table 6.1e provides results of the proportionate use of English, Putonghua, and Cantonese in students’ classrooms. Generally, it appears that English and Putonghua are both used the most frequently among the students. According to the data in Table 6.1e, some 56% of the respondents claimed that ‘all/almost all’ of their language exposure in their classes was to English, and just over 60% of the students claimed that ‘most’ or ‘all’ of their language exposure in class was to Putonghua. Not surprising is the results students reported for the use of Cantonese, with some 83% reporting ‘little’ or ‘no’ exposure to Cantonese in their classes. In general, and consistent with the results presented in Chapters 4 and 5, the use of English is restricted to faculties, and/or academic units. From Tables 6.1a-c it is evident that students in the IMBA program at SYSU use English the most frequently in their education. The surveyed MBA students were all local mainland Chinese students, yet they reported that most to all of their lectures/classes were presented through the medium of English. However, postgraduate students in the School of Medicine rarely engage with English in their classrooms, lectures or labs, and when they did some of these

students reported having difficulties when learning through the medium of English, as pointed out by one student in [1] below:

[1]

I: In your classrooms, do the teachers sometimes use English?

B: Yes, when we study... when we study...the many course in English use English book and use English PPT and our papers is English too.

I: So you have to write in English?

B: No, we write in Chinese.

I: [OK]

I: Well, that's interesting, so you're reading in English, but write your exams in Chinese

B: Yes, so sometimes, I can't..can't remember uh.. actually what I've learnt, and uh... last term a co..course is teaching in English with English PPT but the exam paper is in Chinese, so I don't understand what the exam paper is talking about, so sometimes I don't understand uh..uh...professional terms.

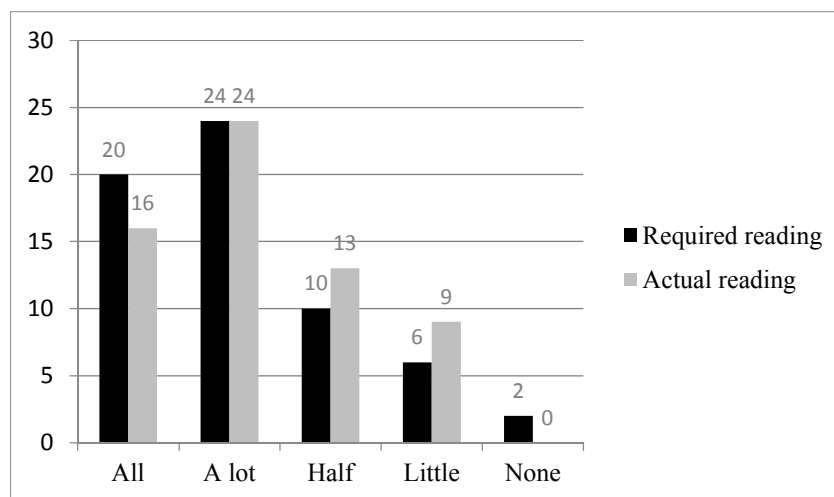
B=Billy (Postgraduate male student, aged 23, School of Medicine)

I=Interviewer

The student in [1] explains a similar difficulty highlighted by undergraduate students (in Chapter 5) that there is an increasing use of English in their formal education, which these students perceive as making it challenging for them in order to effectively engage with their course material. Students reportedly are expected to study certain course material in English, and are then expected to write examinations on this material in Chinese. This particular issue is discussed in depth in §8.2.1.

The next set of results present the amount postgraduate students have to read in English for their courses at the university. Figure 6.1 shows the overall reported required reading in English by the university, as well as the amount of reading that students actually reported doing.

Figure 6.1. Overall required reading versus actual reading in English by postgraduate students (by no. of respondents)



N=62

As one would expect, postgraduate students in the survey generally reported that a lot of their reading was done in English (see Q18 and Q19 in Appendix 2). From Figure 6.1 it can be seen that some 87% (54/62) of postgraduate students reported that ‘half’ to ‘all’ of their reading was required to be in English. Although there appears to be some discrepancy with regards to ‘actual’ versus ‘required’ reading, the differences are in fact very small and not significant.

In addition to the amount of reading that the students reported on, the students were also asked to report on the difficulties they experienced when they were required to read their course material in English. It generally appears that the majority of the students are quite comfortable reading their coursework in English, with a majority of some 72% (44/61) claiming that their prescribed reading in English in the university context provided ‘little’ or ‘no’ difficulty. However, some students may have experienced difficulties when they were required to write in the medium of Chinese for their courses, as pointed out by the student in [1] above.

Next, Table 6.2 presents the reported amount of reading in English that respondents were required to do, across the three academic units that were surveyed. What is striking about the results in Table 6.2 is that nearly 70% of the postgraduate students in the School of Medicine reported that ‘about half’ to ‘all’ of their reading was through the medium of English. This is in stark contrast to the amount of spoken English these students appear to be exposed to in their lectures, seminars, and labs (cf. Tables 6.1 a-c). Not surprisingly, the majority of MBA and IMBA students reported that almost all of their reading was in English.

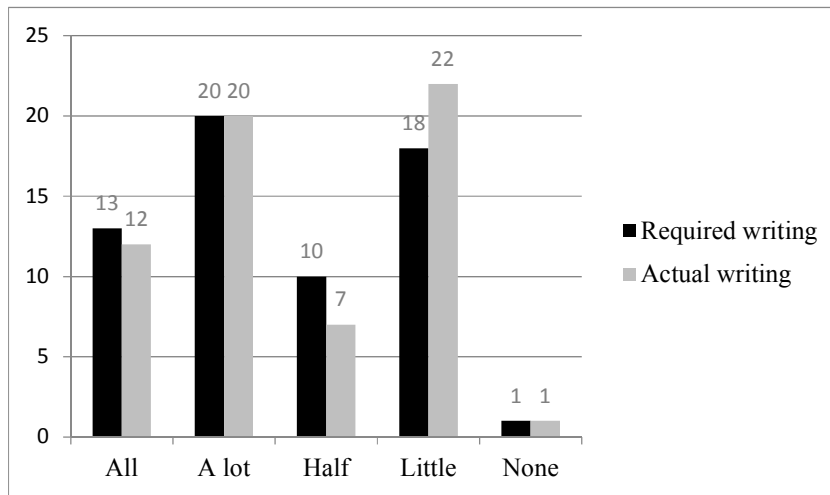
Table 6.2. Postgraduate students' required reading in English in educational settings

Faculty	All/almost all	About half	Almost none/none
<i>Students' responses to Q18 on required reading in English for their courses (by % and no. of students)</i>			
School of Business: IMBA	95.6% (22)	4.4% (1)	0%
School of Business: MBA	68.7% (11)	25% (4)	6.25% (1)
School of Medicine	47.8% (11)	21.7% (5)	30.4% (7)

N=62

Postgraduate students generally appear to engage in quite a lot of writing for their courses (see Q20 and Q21 in Appendix 2). From Figure 6.2 it can be seen that 69.3% (43/62) of the surveyed students reported doing 'half' to 'all' of their writing for their studies in English.

Figure 6.2. Overall required writing versus actual writing in English for academic purposes by postgraduate students (by no. of respondents)



N=62

Table 6.3. Postgraduate students' required writing in English in educational settings

Faculty	All/almost all	About half	Almost none/none
<i>Students' responses to Q20 on required writing in English for their courses (in % and no.)</i>			
School of Business: IMBA	95.6% (22)	4.4% (1)	0%
School of Business: MBA	43.7% (7)	37.5% (6)	18.7% (3)
School of Medicine	17.3% (4)	13% (3)	69.5% (16)

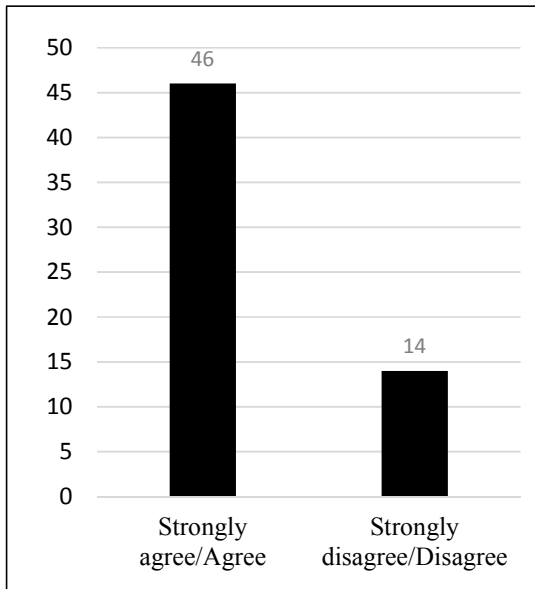
N=62

There also does not appear to be a big discrepancy between the writing students are required to do, and the writing they actually reported doing for their studies. In contrast to the confidence students showed in their abilities to read in English in the university context, a different picture emerges when it comes to writing. Just over half, or some 52% (32/61) of the students felt 'little' or 'no' difficulty when writing in English for their courses. This indicates that the students generally felt it was a lot easier to read English for their courses than to write in the language.

6.2.2 The attitudes of postgraduate students towards English-medium instruction

Consistent with all the results presented so far on the attitudes of students to the 'international' value of English, postgraduate students at SYSU also appear to believe that English 'internationalizes' the university. The results of the postgraduate students' attitudes to the statement 'SYSU is more international if courses are conducted in English' are presented in Figure 6.3 (see Q52 in Appendix 2).

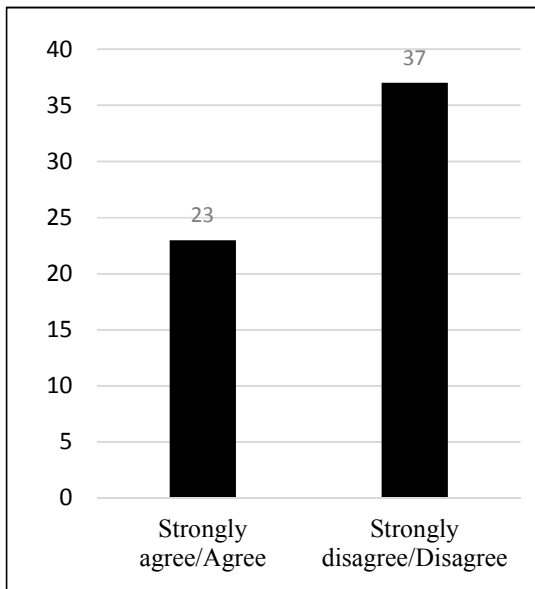
Figure 6.3. Postgraduate students' attitudes regarding English as an international language (by no. of respondents)



N=60

From Figure 6.3 it can be seen that 76.6% (46/60) of the students agreed with this notion, compared with only 23.4% (14/60) who disagreed. Generally, postgraduate students' attitudes to the value of English are also confirmed by the results of their attitudes towards Chinese as a language of teaching and learning (see Q53 in Appendix 2). From Figure 6.4 it can be seen that 61.6% (37/60) of the postgraduate students did not agree with the notion that 'SYSU is better off if all courses are taught in Chinese', while 38.3% (23/60) of the students agreed with this notion.

Figure 6.4. Postgraduate students' attitudes regarding Chinese as a language of teaching (by no. of respondents)



N=60

The students also expressed the view that English is an important means for them to get access to the latest academic research and publications, as noted by a student in [2] below:

[2] The top study is usually in the...in the foreign country like America and English..uh..England. So the top paper is write...written in English. We must read this paper, so we must use English and follow the new...the newest study (postgraduate male student, aged 23, School of Medicine).

6.2.3 The perceived impact of English-medium teaching and learning in the personal lives of the students

6.2.3.1 The extra-curricular use of English

The reported extra-curricular use of English and additional languages and/or ‘dialects’ in the postgraduate survey presents an interesting account of how the students use English in their spare time, outside of the university context (see Q23 and Q25 – Q29 in Appendix 2). Table 6.4 presents the reported extra-curricular use of English, Putonghua, and additional languages and/or dialects by postgraduate students at SYSU. Results in this table present the most frequent activities that the students in the survey reportedly engage in. The table indicates that the most frequently reported use of English in the students’ leisure time is in ‘reading’, with 86.4% respondents to this task claiming to read English in their spare time. Of the students who claimed to read in English in their spare time, a staggering 84.3% read ‘about half’ to ‘all’ of their content in English. In comparison, some 76% of the students reported reading in Putonghua, with some 86% of these students reading ‘about half’ to ‘all’ of their content in Putonghua. These figures suggest that the postgraduate students generally read more through the medium of English than they do in Putonghua or any other additional language and/or ‘dialect’.

Next is the predominant use of English for ‘Internet searches’, with 76% of the respondents using English when doing searches on the Internet, compared with some 74% who do searches in Putonghua. Of the students who reported using English for this activity, an astounding 91% of the students claimed to use English ‘half’ to ‘all’ the time. In comparison, of the number of students who use Putonghua when doing their Internet searches, 86.2% use the language ‘about half’ to ‘all’ the time. Similar to the figures for ‘reading’, postgraduate students seem to use English more for Internet searches than Putonghua or any other language and/or dialect. The more frequent use of English for Internet searches could be explained by the fact that these students may be more accustomed to reading and writing in English, and perhaps they may find it convenient to search for information in the Internet in English.

The next most frequent extra-curricular use of English was with ‘socializing with friends’, with 64.4% of the respondents claiming to use English for this activity, while 84.7% of the students reported using Putonghua. The largest number of additional language and/or dialects was reported for this activity as well, with 30.5% of the students reportedly using another language or language variety when socializing. Regarding the use of English for socializing, 68.3% of the students stated that they used the language ‘about half’ to ‘all’ the time, compared with 92% who reported using Putonghua.

Table 6.4. Reported extra-curricular use of English, Putonghua, and other dialects/languages by postgraduate students for selected activities

Extra-curricular Activity	All/almost all	About half	Little
<i>Students' responses to Q25 on the use of English, Putonghua and other languages or dialects for extra-curricular purposes (in % and no.)</i>			
A Socializing with friends			
- English (<i>N</i> =38)	55.2% (21)	13.1% (5)	31.5% (12)
- Putonghua (<i>N</i> =50)	80% (40)	12% (6)	8% (4)
- Other language/dialect (<i>N</i> =18)	55.5% (10)	22.2% (4)	22.2% (4)
B Internet searches			
- English (<i>N</i> =45)	55.5% (25)	35.5% (16)	8.8% (4)
- Putonghua (<i>N</i> =44)	84% (37)	2.2% (1)	13.6% (6)
- Other language/dialect (<i>N</i> =11)	82% (9)	9% (1)	9% (1)
C Online Chats			
- English (<i>N</i> =32)	34.3% (11)	34.3% (11)	31.2% (10)
- Putonghua (<i>N</i> =43)	81.3% (35)	6.9% (3)	11.6% (5)
- Other language/dialect (<i>N</i> =15)	53.4% (8)	26.6% (4)	20% (3)
D Reading			
- English (<i>N</i> =51)	54.9% (28)	29.4% (15)	15.6% (8)
- Putonghua (<i>N</i> =45)	80% (36)	6.6% (3)	13.4% (6)
- Other language/dialect (<i>N</i> =10)	60% (6)	20% (2)	20% (2)
E Online socializing (e.g. Weibo)			
- English (<i>N</i> =24)	45.8% (11)	29.1% (7)	25% (6)
- Putonghua (<i>N</i> =36)	80.5% (29)	5.5% (2)	13.8% (5)
- Other language/dialect (<i>N</i> =7)	85.7% (6)	0%	14.2% (1)

Frequent reported use of English was also found to occur with 'online chats' and 'online socializing', with 54.2% and 40.6% of students respectively using English for these activities. However, it appears that Putonghua is the most frequently preferred language for these activities, with 72.8% and 61% of students respectively using the language when

engaging in these pastimes. For the respondents who stated they used English, some 68% reportedly used English ‘half’ to ‘all’ the time for online chats, while about 74% of the students who use English for socializing online, do ‘about half’ to ‘all’ their online socializing in the language. It appears that not many students use English when socializing online, but a large proportion of those that do use English use the language quite frequently for this leisure activity.

The postgraduate students were also asked to state the situations in which they most recently used English, and the responses are presented in Table 6.5 (see Q29 in Appendix 2). It needs to be mentioned here again that this question can to some extent confirm the validity of the pre-selected extra-curricular uses of English that were provided in the survey. This question also provided the opportunity to elicit any other important extra-curricular uses of English that may not have been stipulated in the survey. From Table 6.5 it is evident that most of the students claimed to last use English when ‘communicating with their friends’, with some 32% reportedly last using English for this purpose. The next largest number is with ‘reading’, and here just over 18% of the students stated that they last used English for this activity. Interestingly, in third place is ‘working’, with some 16% of the students claiming to last use English for their work.

What is interesting about the data in Table 6.5 is that many of the students in the School of Business (specifically in the MBA program) work either full or part-time in foreign-owned

enterprises, and many of these students reported that they regularly use English for their work. In fact, all of the students that reported last using English for work-related purposes in Table 6.5 were from the MBA program. More specifically still, 75% (9/12) of the students from the MBA program stated that they last used English for their work.

Table 6.5. The reported purpose English was last used outside of a classroom setting by postgraduate students (in % and no.)

<i>Reported Activity</i>	<i>%</i>	<i>Reported Activity</i>	<i>%</i>
Improving English	3.6% (2)	Reading	18.1% (10)
Socializing	32.7% (18)	Studying	7.2% (4)
Job interview	1.8% (1)	Working	16.3% (9)
Entertainment	3.6% (2)	Writing	5.4% (3)
Giving directions	1.8% (1)	Blogging	1.8% (1)
Internet	5.4% (3)	Lecture	1.8% (1)

N=55

Similar to all the results on the extra-curricular use of English reported on so far in Chapters 4 and 5, postgraduate students also claimed to use English very often when socializing with their friends. In fact, some 64% of the postgraduate students in this survey claimed to have last spoken English within two days of completing the survey for this study. This is perhaps surprising as many of these students do not study at SYSU on a full-time basis and therefore, spend much of their time outside of the university context. In addition, a similar amount of students, or some 61%, last ‘wrote’ in English for extra-curricular purposes within two days of the survey. Unsurprising, however, is that most of the students reported using English within two days of the survey for ‘reading’, with 83.8% reportedly doing so.

From the data reported regarding the use of English in the postgraduate students' leisure time, it appears that the use of English in these students' education does impact the ways in which many of them engage with the language for extra-curricular purposes.

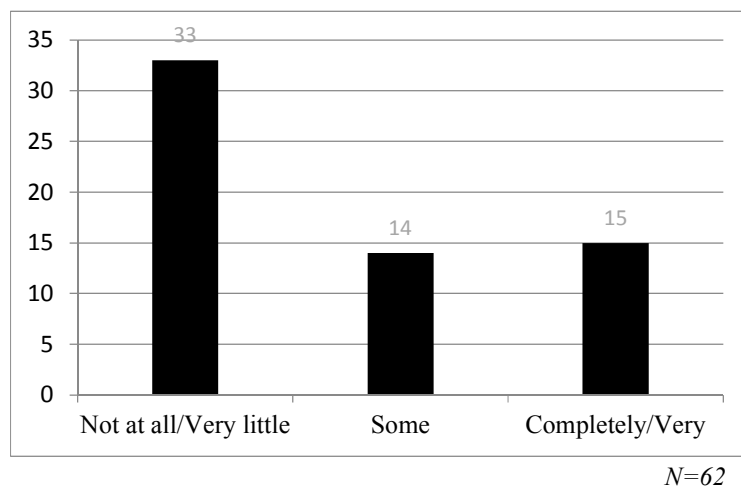
6.2.3.2 Postgraduate students' beliefs about their English abilities

The postgraduate student survey also investigated whether the students believed the university helped to improve their English abilities, with a majority of some 69.1% (43/62) of the students stating that they have improved 'some' or 'a lot' (see Q31 in Appendix 2). In comparison, few of these students, or 20.9% (13/62) felt they had not improved much or at all since they started studying their postgraduate programs at SYSU. These results indicate that the majority of students believed their university education at SYSU helped them improve their English abilities.

Figure 6.5 presents the results to the question *Do you consider yourself bilingual in English and your mother tongue?* Regarding the students' self-perception towards their perceived level of 'bilingualism' in English and their native/first language, just over half of the respondents reported that they did not feel confident in their bilingual abilities, with 53.2% of the students stating that they do not really consider themselves to be bilingual. However, a surprising result is that many of these students do in fact consider themselves to be proficient in English and their native/first language, with 46.7% reporting 'some' to a

‘complete’ degree of bilingualism. The results presented in Table 6.5 are different from how undergraduate students in Chapters 4 and 5 reported on their own perceived bilingual abilities. In contrast to the negative self-perception of undergraduate students on their abilities, many of the postgraduate students in the survey appear much more confident in their English abilities. This confidence is perhaps due to the nature of the postgraduate students’ frequent exposure to English in their education as well as their working lives.

Figure 6.5. Students’ perception of their bilingual abilities in English and their native language (by no. of respondents)



6.4 Discussion and Conclusion

In this section the results presented in this chapter are discussed in relation to the main research objectives that were introduced in §6.1 above. Together with the results reported in Chapters 4 and 5 above, a more detailed discussion of the results in this chapter is presented in Chapter 8 where the main aims and research objectives of this thesis are discussed as a whole.

6.4.1 The use of English by postgraduate at SYSU

Similar to the results in the undergraduate student survey at SYSU, the sociolinguistic reality of English on the SYSU campus is that the degree to which students engaged with English on campus is related to the respective academic units, as evidenced by the large extent of English use in the IMBA program.

Another point to note about the results presented in this chapter is the English proficiency of students, as measured by English language proficiency tests. It was found from the survey that 61.9% (39/63) of the postgraduate group claimed to have taken an English proficiency test within two years prior to completing the survey for this study. Interestingly, of this group of students, 66.6% that reported having taken an English proficiency test, took one (or more) of the tests from mainland China, such as CET or TEM. In addition,

only some 22% of the postgraduate students took IELTS and/or TOEFL, or any other international test. The fact that so many of the postgraduate students had taken an English proficiency test within two years prior to the survey indicates that English proficiency may have been a requirement for admission to their respective programs, or in order to graduate from their undergraduate degree programs (and that the requirement may have been a CET score).

The sociolinguistic reality of language use on the SYSU campus is that some 79% of the postgraduate students claimed to use Putonghua frequently as a language of communication. In contrast, around 36% of the respondents claimed to use English frequently. Even though figures reported by the postgraduate students in their use of English on campus appear somewhat low, it is significant to see that more than a third of the postgraduate students use English very frequently at SYSU¹⁴.

¹⁴In the context of world Englishes, the use of English in the SYSU postgraduate students' education somewhat echoes what has been called 'parallel languages' in many European (esp. Scandinavian) countries. This refers to the parallel use of various languages in specific domains in higher education, where, for example, students are exposed to a particular spoken language in their classrooms, while simultaneously being required to read their course material in English. For a recent study on parallel languages, see Bolton and Kuteeva (2012), in which the use of languages in students' education were surveyed at Stockholm University.

6.4.2 Comparing SYSU's language policy and the realities of English-medium teaching

The surveys presented in this chapter reveal that English is used to varying degrees in the postgraduate programs, with more English used in the School of Business, than in the postgraduate medical programs. As was reported in §5.3.4, there does not appear to be an official policy at SYSU that indicates how English and/or other languages and dialects should be used at the university, yet there appears to be some use of English in students' undergraduate courses, and increasing use of English in students' postgraduate programs. With regards to the areas where English is frequently used in postgraduate courses, the following promotion of English teaching was observed on the School of Business website:

SYSBS is determined to building upon our reputation as a premier business school in China and Asia with global impact. It is rated first-in-class business tertiary education institution in China, with its academic and professional programs consistently ranked among the top 10 in the nation. It earns a reputation for academic excellence (e.g., 98% of employment rate for our students), internationalization (30% of our faculty hold doctorate degrees from leading schools overseas; over 50 courses are offered in English; about 70 full-time or visiting foreign students each year), quality of our programs (e.g., MBA program is accredited by AMBA and persistently ranked among the top four in the nation), and contributions to society [sic, from original] (School of Business web 2013)

The declaration above reveals that the School of Business relates English to ‘internationalization’, as the statement ‘over 50 courses are offered in English’ is presented as an example of the School’s internationalization. It is also interesting to note that the statement above claims that ‘30% of [the] faculty hold doctorate degrees from leading schools overseas’, and one would assume that many of these teachers studied their doctoral degrees through the medium of English, and as a result could be one of the reasons that English is gaining popularity in this School. In addition to this is the apparent frequent use of English among students in the School of Business and in the personal lives of the students. Furthermore, many of the business students reported last using English prior to the survey in their workplace, and the reality of English in the students’ classes could also be related to the students’ use of English in their workplaces. It was found that the School of Medicine similarly equates ‘internationalization’ with the English language (see §7.3.2). Besides the MBBS program in the School of Medicine, English appears to be limited in its use as a medium of teaching in the rest of the School, with postgraduate students (and undergraduate students) reportedly being exposed to very little English in their classrooms. The exception is with ‘reading’ in the School of Medicine, as many postgraduate medical students claimed to read about half to all of their coursework in English (cf. Table 6.2).

In addition, in Chapter 5 it was reported that undergraduate students from the School of Medicine very rarely engage with English in their education, and one is left wondering about the sudden required reading and writing postgraduate students in the School of

Medicine are faced with in their postgraduate programs. The results in this chapter indicate that many of the postgraduate medical students are required to read a lot of material in the English language (cf. Table 6.2). It would appear that undergraduate medical students' lack of exposure to English in academic contexts might result in many of these students having difficulties in learning their course material through English in their postgraduate studies. Results in this chapter indicate that postgraduate medical students appear to have difficulties when they are required to write in English for their courses.

6.4.3 The attitudes of students towards English as a medium of instruction

The attitudes of the postgraduate at SYSU appear to indicate that these students predominantly view the English language as an important 'international' language, and also that English-medium instruction is an important aspect relating to the so-called internationalization of the university. Even though many of the postgraduate students to varying extents receive their education at SYSU in English, the role of English appears mostly to have an instrumental value for these students, especially since most of the business students reported using English for their work. The fact that the postgraduate medical students use English mainly for reading their academic texts indicates that the language is mainly used as a means of accessing the latest medical research required for their studies. Despite the practical uses of English for many of these postgraduate students, the overall perception is that these students value the importance of the language in their

education, at SYSU, as well as in their personal lives. The majority of the surveyed students also felt that English ‘internationalizes’ the university, and 73% (44/60) of the postgraduate students felt that it was important that SYSU offer more courses taught through the medium of English.

6.4.4 The perceived impact of English-medium courses in the personal lives of students

The results that are reported in this chapter present an interesting account of the use of English and other languages and/or dialects on the SYSU campus. Unlike many of the undergraduate students who do not seem to study much of their formal education through the medium of English, the postgraduate students typically use English for ‘instrumental’ reasons related to their studies in higher education, and for some, in their working lives. The postgraduate students surveyed in this study reported using English very often, but that this usage was restricted to certain domains. For instance, some 83% of the postgraduate students claimed to have read English within two days prior to completing the survey, compared with just over 64% and 61% who respectively spoke or wrote in English within the same period. One important finding is that it is not clear from these findings whether increased exposure to English in the students’ education resulted in more frequent use of the language in their personal lives. Many of these students were already using the language in their personal lives prior to joining the university, but it could be that for many of these

students English became an important language in furthering their education, and by extension, one assumes, their future career prospects.

What was also surprising was that the postgraduate students appeared to be aware of various varieties of English in their education at the university. From the survey data it was found that some 93% (58/62) of the students reported that they heard a Chinese variety of English, such as ‘Hong Kong English’ or ‘Chinese English’ in their lectures. Many students also reportedly heard ‘American English’ and/or ‘British English’, with 79% (49/62) and 50% (31/62) respectively claiming to have heard these varieties in their classes.

6.4.5 Summary

This chapter indicates that the linguistic backgrounds of the postgraduate students at SYSU are very diverse, with only 25.4% (14/55) of the postgraduate student respondents claiming to use Putonghua at home with their families (i.e. as a ‘home language’). The additional use of English reported on in this chapter reveals that the postgraduate students appeared to be considerably mobile, with the majority having migrated to Guangzhou from other locations across greater China. The survey results also showed that most of these students are used to using a variety of languages in their personal lives as well as in their education. It appears that languages for many of these students are not simply just ‘tools’ by which they negotiate their everyday worlds, but instead their repertoire of languages could be seen as a way for them to project themselves and their realities to others, as well as how they

perceive and internalize the external world around them. Many of the issues discussed here are taken up in greater depth in Chapter 8 when the results of the research of this thesis are discussed at length.

CHAPTER 7: INTERNATIONAL STUDENTS AT SUN YAT-SEN UNIVERSITY

Language profile: Aaradhya (SYSU, female, aged 20, undergraduate MBBS student)

Aaradhya speaks four language varieties:

Aaradhya is from India, and she speaks Tamil, English, Hindi, and Thai at home with various members of her family. However, she mostly speaks Tamil and English with her parents, and she considers Tamil to be her first language. As with many of the other international students at SYSU, Aaradhya's family household income is under CNY 10,000 a month. She considers her English to be excellent, even if she has not taken any English proficiency tests. Aaradhya is doing her undergraduate study in SYSU's MBBS program for international students, and she is studying her course through the medium of English.

Aaradhya is taking all of her subjects through the medium of English at SYSU, and she claims that her teachers often use English in her class lectures, labs, and seminars. She is also completely happy with the way in which her courses are conducted in English at the university. She mostly uses English with her classmates in class, but also speaks Hindi with some of the other international students from India. In her leisure time, Aaradhya uses mostly English when she is socializing with her friends, and she always uses English the most when she is doing Internet searches. When she chats online with her friends and family she uses Tamil, Hindi, English, and Thai. And when she socializes with friends in Guangzhou she sometimes uses Putonghua, along with English, but she mainly uses English in her leisure time.

Although Aaradhya feels that it is not too difficult to follow her courses when they are conducted in English, she thinks she would do much better in her studies if she didn't have to study her subjects in English. Along with most of the other international students at SYSU, Aaradhya strongly believes that the university should offer more courses in English, and that English will help to make the university more international.

7.1 Introduction

In addition to the use of English by undergraduate and postgraduate Chinese students at Sun Yat-sen University described in Chapters 5 and 6 above, it was also found that English-medium instruction was promoted in the university's international Bachelor of Medicine and Bachelor of Surgery (MBBS) program in the School of Medicine (see also §3.3.2). As was stated in Chapter 3, it was found that SYSU is also part of a growing number of Chinese universities that are specifically attracting international students to their campuses by offering programs exclusively in English (see also §2.4). This particular study reported on in this thesis does not specifically aim to provide an overview and discussion of the international English-medium programs in China's universities, as the focus is specifically on the use of English by Chinese students in their education. However, inclusion of a subsample of international students in this thesis is motivated by the fact that Chinese universities are promoting themselves as destinations for international students, and that the sociolinguistic survey presented here provides an account of how these universities promote the use of English-medium programs to international students, and how these students receive their education through the medium of English. In addition to this, it would seem appropriate to include this subsample in order to obtain a broader sociological picture of language contact situations occurring in many Chinese universities today. The survey of international undergraduate students provides an interesting example of how English-medium instruction programs are being used to attract foreign students to China's

universities, in order for these universities to promote themselves as international hubs for international students. The study of these courses also provides some insight into how Chinese universities are increasingly branding themselves as ‘international’ institutions.

7.2 Results of the international student survey

This section presents the results of a subsample of international students studying through the medium of English at SYSU. It is the purpose here to shed some light on the ways such students engage with English (as well as other languages) in their education and extracurricular lives at the university. As mentioned in §7.1 above, the aim is also to provide insights into the ways universities in China are increasingly promoting themselves as educational hubs for international students. This section first reports on the use of English in the students’ education at SYSU, and is then followed by reports on the attitudes of these students toward English in their education, and their use of English for extracurricular purposes. It needs to be pointed out that none of the international students volunteered to be formally interviewed for this research, but they were willing to complete the sociolinguistic survey and to talk informally with the researcher. Overall, 35 international students took part in the survey, which accounts for nearly all of the MBBS student population at SYSU. Accurate figures for the total international student population in the MBBS program are unavailable, and it also needs to be pointed out that there were

no year 3 and year 4 students in the survey, as the university could not recruit enough students during its 2009 and 2010 admissions.

7.2.1 Demographic characteristics of the survey sample

The international student sample consists of a diverse range of students that mainly come from the greater Asia region. It is appropriate here to briefly describe the demographic details of this sample. Of the 30 students that provided their demographic details in the survey, 33.3% (10/30) reported that they came from India, 26.6% (8/30) from Mauritius, 20% (6/30) from Thailand, and 10% (3/30) students that came from the United States. The remaining three students came from the United Kingdom, Japan, and Malaysia respectively. What is evident from the students' countries of origin is that the vast majority came from developing countries, which would suggest that students from such countries view China (and SYSU) as a new destination for international higher education and learning. In addition to this, the majority (60.7% or 17/28) of the students reported a monthly household income of less than RMB 20,000 (approx. US \$3000) per month, and 35.7% (10/28) reported a monthly household income of less than RMB 10,000 (approx. US \$1500), which suggests that these students are from the lower end of the household income scales of international students. It would appear that these students were attracted to SYSU because the university is an affordable study option for these international students, compared with most other international higher education destinations.

In terms of languages, 94% (33/34) of the students reported not speaking English as a native (or home) language. In addition, 32.3% (11/34) of these students reported speaking more than one language at home, suggesting that many of these students are multilingual, and it could therefore be assumed that they are accustomed to using a variety of languages and language varieties in their daily lives. Furthermore, a staggering 17 home languages were reportedly spoken by this group of students, which further suggests that they come from a large variety of linguistic backgrounds. Some of these students that come from multilingual societies such as India reported speaking many different kinds of languages and language varieties at home. For example, one student reported speaking Manipuri, Hindi, and English as a home language, while another student, also from India, reported speaking Tamil, English, Thai, and Hindi as home languages with various members of her family.

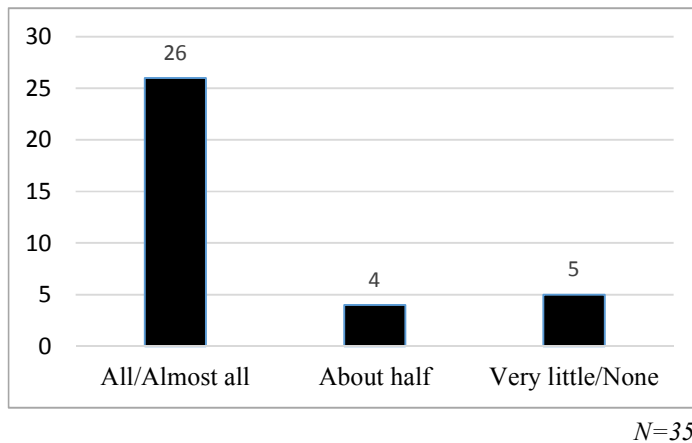
7.2.2 The use of English by international students at SYSU

7.2.2.1 The use of English in educational settings

The MBBS students' use of English in educational settings are reported on in this section. First, results of students' exposure to and their use of English in educational settings are presented in Figures 7.1, 7.2, 7.3, as well as Tables 7.1a-b present the (see Q15 – Q30, and Q49 of the questionnaire in Appendix 2). From Figure 7.1 it is evident that the MBBS

students are exposed to a lot of English in their lectures, with 74.2% of the respondents stating that ‘all/almost all’ of their lectures were conducted in English.

Figure 7.1. MBBS students’ responses on lectures in English (by no. of respondents)



Tables 7.1a-b present the students’ use of English, Putonghua, and Cantonese on the university campus, as well as their proportionate language exposure in their lectures for the above-mentioned languages. From the results displayed in Table 7.1a it appears that students use English the most on campus, with some 84% reporting that ‘all/almost all’ of their language use was in English. What is interesting is that 86.6% of the students reportedly use Putonghua ‘about half’ to ‘all’ the time on campus, suggesting that the language is important in their day-to-day lives on the SYSU campus. Furthermore, it appears that the international students do not use Cantonese much, with 72.7% claiming ‘little’ or ‘no’ use of the language on campus.

Table 7.1a-b. MBBS students' exposure to use of English in educational settings (in % and no.)

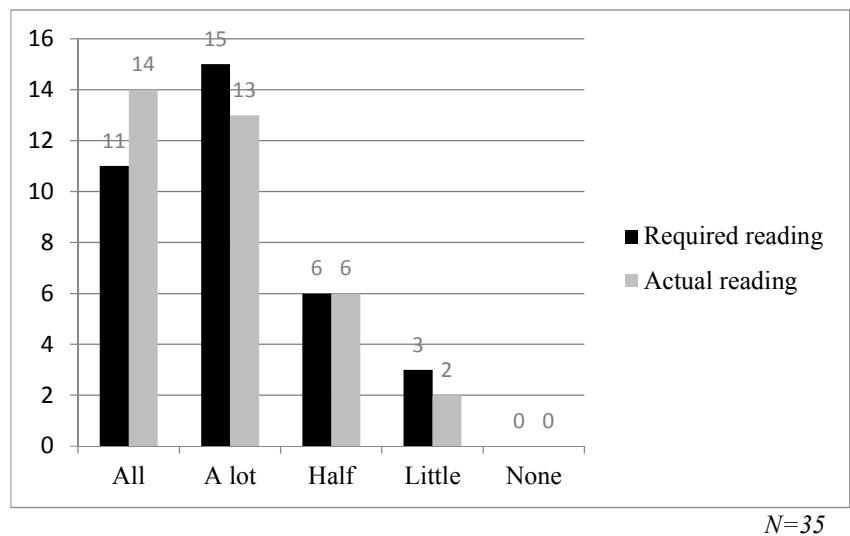
Language	All/almost all	About half	Almost none/none
<i>a Reported proportion of language use on campus (for English, Putonghua, and Cantonese)</i>			
English (N=32)	84.3% (27)	9.3% (3)	6.2% (2)
Putonghua (N=30)	56.6% (17)	30% (9)	13.4% (4)
Cantonese (N=18)	5.5% (1)	16.6% (3)	77.7% (14)
<i>b Reported proportion of languages heard in class (for English, Putonghua, and Cantonese)</i>			
English (N=33)	93.9% (31)	6.1% (2)	0%
Putonghua (N=31)	64.5% (20)	16.1% (5)	19.3% (6)
Cantonese (N=22)	9.1% (2)	18.2% (4)	72.7% (16)

In Table 7.1b, the students' reported exposure to English is presented in the context of Putonghua and Cantonese. From this table it is evident that the students hear English predominantly, with some 93% of the students stating that they hear the language 'all/almost' all the time. Interestingly, the students also reported hearing a lot of Putonghua in their classes, with 64.5% of the students reporting that they heard Putonghua 'all/almost' the time in class. The use of Putonghua in the students classes could be explained by the fact that after arriving China many of these students started learning Putonghua as a second and/or additional language, and increasingly use the language as a language of wider communication on the SYSU campus, as well as in Guangzhou (see also §7.2.4.1 below).

The results of the MBBS students' responses to the questions regarding their exposure to English through their prescribed reading are presented in Figure 7.2 (see Q18 and Q19 in Appendix 2). When it comes to reading through the medium of English the results show

that the majority, some 74% (26/35) of the students are reportedly required to read their study material in English ‘a lot’ or ‘all’ the time.

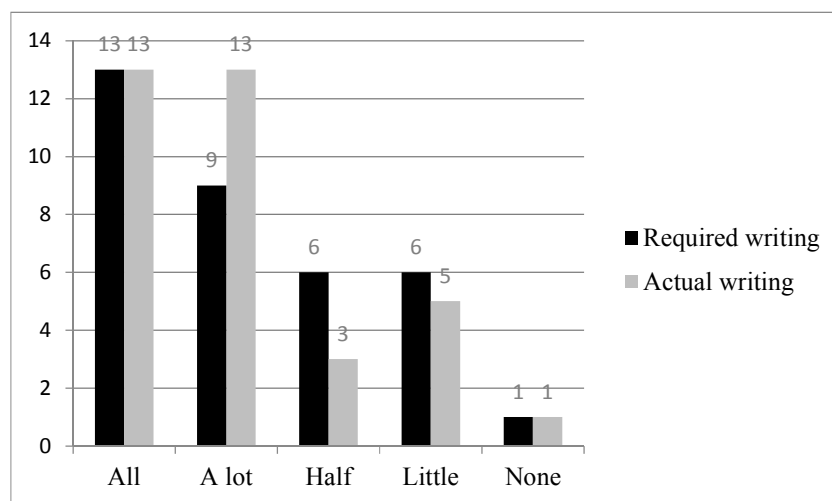
Figure 7.2. Overall required reading versus actual reading in English for the MBBS group (by no. of repondents)



In comparison, a slightly higher figure is reported for the students who reported that they actually do their reading in English, with some 77% (27/35) stating that they actually did their course reading in English ‘a lot’ to ‘all’ the time. In addition, 96.8% (31/32) of the students reported that they had ‘little’ or ‘no’ difficulty when reading their course material through the medium of English, which is somewhat surprising when one considers that many of these students come from backgrounds where English is presumably not widely used in their high school education (e.g. Thailand).

From Figure 7.3 it can be seen that 62.8% (22/35) of the MBBS students reported doing ‘a lot’ to ‘all’ of their writing for their studies in English (see Q20 and Q21 in Appendix 2).

Figure 7.3. Overall required writing versus actual writing in English for the MBBS group (by no. of respondents)



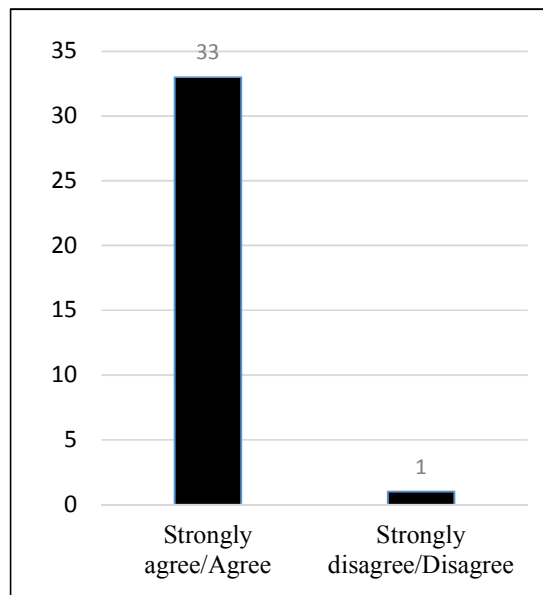
N=35

As with the results for reading, the students appear to write more in English than is required from them, with some 74% stating that they actually did their writing in English, which is higher than the figure for ‘required’ writing. It also generally appears that the students do less writing, and are required to do less writing in English compared with the figures for reading presented in Figure 7.2. In fact, 20% (7/35) of the MBBS group reported that ‘little’ or ‘none’ of their writing was required to be done in English, compared with only 8.5% who reported ‘little’ or ‘no’ required reading. This result could be attributed to some students perhaps not being aware that their teachers were concerned with English writing.

7.2.3 The attitudes of international students toward English-medium instruction

Perhaps not very surprising is the view by the MBBS students' that English 'internationalizes' the university. The fact that most of the students are international students, most of whom come from multilingual backgrounds suggest that these students would value the role of English in higher education in China. In Figure 7.4, the majority (97% or 33/34) of the students agreed with the view that 'English internationalizes the university' if courses are conducted in the language.

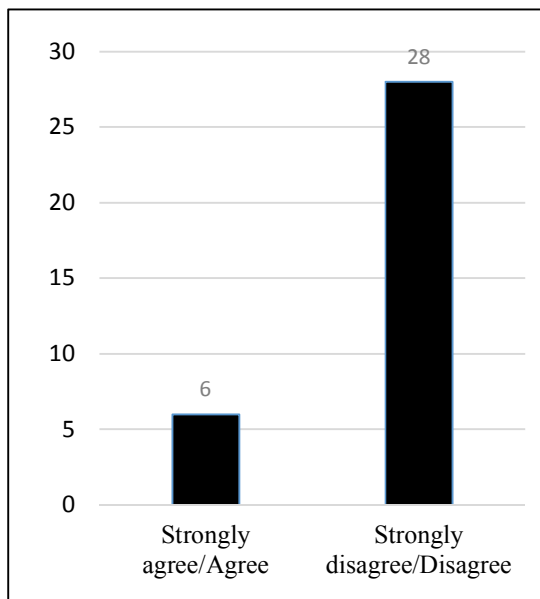
Figure 7.4. MBBS students' attitudes regarding English as an international language (by no. of respondents)



N=34

Generally, MBBS students' attitudes to the value of English are also confirmed by the results of their attitudes towards Chinese as a language of teaching and learning. From Figure 7.5 it can be seen that 82.4% (28/35) of the students did not agree with the view that 'SYSU is better off if all courses are taught in Chinese', while only 17.6% (6/34) of the students agreed with this notion.

Figure 7.5. MBBS students' attitudes regarding Chinese as a language of teaching (by no. of respondents)



N=34

7.2.4 The perceived impact of English-medium teaching and learning in the personal lives of the students

7.2.4.1 MBBS students' extra-curricular use of English

The MBBS students are all 'international' students studying at SYSU, yet from the sociolinguistic survey only 20.5% (7/34) reported that English is their native/first language (see Q23 and Q25 in Appendix 2). The survey also explored these students' reported extra-curricular use of English outside of the university context, and Table 7.2 presents their reported use of English, Putonghua, and other languages and/or dialects in the students' leisure time. Results for the extra-curricular use of English present the most frequent activities that the students in the survey reportedly engage in. The table reveals that the most frequently reported use of English in the international students' leisure time is when they are 'socializing with friends', with 93.5% of the respondents claiming to socialize in English in their spare time. Of the students who claimed to socialize in English in their spare time, an astounding 89.6% socialize 'a lot' or 'all' in English. In comparison, 61.2% of the students reported socializing in the medium of Putonghua, with a surprising 63.1% of these students socializing 'about half' to 'all' in Putonghua. After arriving at the university it is interesting to note that most of these students reportedly used Putonghua when socializing with friends, and that many of these students who are able to socialize in Putonghua do so quite a lot of the time. The students' use of Putonghua can be explained

by their need for Putonghua as a language of wider communication on the SYSU campus, as well as in Guangzhou. However, it is not very surprising that these students reported that most of their socializing is in English, as the language is a natural lingua franca for these students and, at least among the international student population, it would appear that these students prefer using English among themselves. Besides English and Putonghua, most of the students' additional language and/or dialect use was also for this category, with 32.2% socializing in another language or dialect, and of this number, 60% socialize 'about half' to 'all' in a third language or language variety.

The students' second most frequent use of English was reported for 'Internet searches', with 87% of the respondents using English when doing searches on the Internet, compared with some 41% who do searches in Putonghua. Of the students who reported using English for this activity, an astounding 92.5% of the students claimed using English 'all/almost' the time. In comparison, of the number of students who reported using Putonghua when doing their Internet searches, 71.3% use the language 'about half' to 'all' the time. The next most frequent extra-curricular use of English was with 'reading', with 80.6% of the respondents claiming to use English for this activity, while some 41% of the students reported reading in Putonghua.

Table 7.2. Reported extra-curricular use of English, Putonghua, and other dialects/languages for selected activities

Extra-curricular Activity	All/almost all	About half	Little
<i>Students' responses to Q25 on the use of English, Putonghua and other languages or dialects for extra-curricular purposes (in % and no.)</i>			
A Socializing with friends			
- English (<i>N</i> =29)	89.6% (26)	3.4% (1)	6.8% (2)
- Putonghua (<i>N</i> =19)	10.5% (2)	52.6% (10)	36.8% (7)
- Other language/dialect (<i>N</i> =10)	50% (5)	10% (1)	40% (4)
B Internet searches			
- English (<i>N</i> =27)	92.5% (25)	3.7% (1)	3.7% (1)
- Putonghua (<i>N</i> =14)	28.5% (4)	42.8 (6)	28.5% (4)
- Other language/dialect (<i>N</i> =4)	75% (3)	0%	25% (1)
C Online Chats			
- English (<i>N</i> =24)	87.5% (21)	8.3% (2)	4.1% (1)
- Putonghua (<i>N</i> =14)	42.8% (6)	28.5% (4)	28.5% (4)
- Other language/dialect (<i>N</i> =5)	60% (3)	0%	40% (2)
D Reading			
- English (<i>N</i> =25)	96% (24)	0%	4% (1)
- Putonghua (<i>N</i> =14)	21.4% (3)	50% (7)	28.6% (4)
- Other language/dialect (<i>N</i> =4)	100% (4)	0%	0%

Regarding the use of English for reading, a majority of 96% of the students stated that they read 'about half' to 'all' their material in English, compared with 71.4% who reportedly read Putonghua. Frequent reported use of English was also found to occur with 'online chats', with 77.4% of students using English for this activity, and 87.5% chatting in English 'all/almost all' the time. In comparison, it appears that some 41% of the students do their

online chats using Putonghua, with 42.8% using the language when engaging in this pastime.

Students also reported on the activities where they most recently used English for various activities (prior to doing this survey), and the responses are presented in Table 7.3 (see Q29 in Appendix 2). Students' most recent reported use of English gives an indication of the validity of the self-reports they presented regarding their extra-curricular use of English.

Table 7.3. The reported purpose English was most recently used outside of a classroom setting by MBBS students (in % and no.)

<i>Reported Activity</i>	<i>%</i>
Socializing	85.1% (23)
Emailing	3.7% (1)
Surfing the Internet	3.7% (1)
Reading	3.7% (1)
Shopping	3.7% (1)
<i>N=27</i>	

From Table 7.3 it is evident that most of the students claimed to last use English when 'socializing with their friends', with some 85% reportedly last using English for this purpose. One student each reported using English for 'emailing', 'surfing the Internet', 'reading', and 'shopping'.

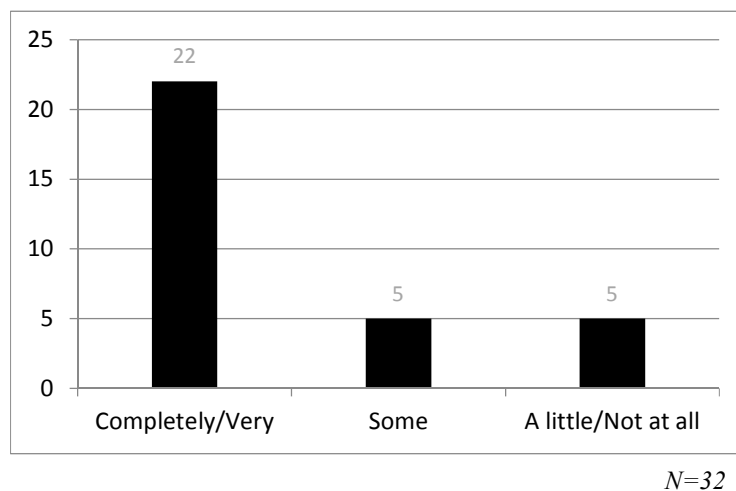
7.2.4.2 MBBS students' beliefs about their English abilities

The MBBS student survey also investigated whether the students believed the university helped to improve their English abilities, and the majority, some 73.5% (25/34) of the students, stated that they have improved 'not much' or 'none at all'. This result is interesting as it is the complete contrast to the postgraduate students' beliefs regarding the university's role in improving their English (see §6.2.3.2), where around 70% of the postgraduate students reported that they felt to have 'some' to 'a lot'. Results for the MBBS students indicate that they do not believe their university education at SYSU helped them improve their English abilities.

Figure 7.6 presents the results to the question *Do you consider yourself bilingual in English and your mother tongue?* (see Q30 in Appendix 2). As can be seen from this figure, the majority of the MBBS students felt confident in their English abilities, with 68.7% stating that they are 'very' or 'completely' bilingual in English and their 'first language'. Only some 15% of the MBBS students reported that they did not consider themselves bilingual in English and their first language. The figures presented here for the MBBS students are also in contrast to the undergraduate as well as postgraduate students' self-perceptions regarding their bilingual abilities, with the majority of the undergraduate and postgraduate students reportedly not considering themselves very or completely bilingual. The confidence that the MBBS showed in their bilingualism could perhaps be attributed to their

familiarity with multilingual linguistic environments in their countries of origin, with 10 students in this group coming from India, 8 from Mauritius, and 6 from Thailand.

Figure 7.6. Students' perception of their bilingual abilities in English and their native language (by no. of respondents)



7.3 Discussion and Conclusion

The aim of this section is to relate some of the most significant results presented in this chapter to the main research objectives of the thesis. Together with the results reported on in Chapters 4 through 6 above, a more detailed discussion of the results in this chapter is presented in Chapter 8 where the results of all sections are related to the main aims and research objectives of this thesis and discussed as a whole.

7.3.1 The use of English by international students at SYSU

In contrast to the results presented on the use of English by the undergraduate and postgraduate students at SYSU, it appears that much more English is used in the formal education of the international students, as evidenced by the reported exposure these students have to English in their studies. What is significant to note about the results presented in this chapter is the issue of English proficiency, as only 28.5% (10/35) international students took an English language proficiency exam two years prior to taking the survey, compared with the large number of Chinese students that took such an exam. Interestingly, only one student in the MBBS group reportedly took a local Chinese proficiency test. It was also found that the university's MBBS program officially requires applicants to have an IELTS (band 6) or TOEFL (530) test score, or that they come from an 'English-speaking' country in order to be admitted to the program. However, most of the students in this survey reported not having taken such a proficiency test prior to the survey.

Another interesting finding from the international student sample is that some 56% of the MBBS students claimed to use Putonghua often as a language of communication, even if some 84% of these students also reportedly use English frequently. While it is obvious that the international students' lack of proficiency in Putonghua prevented them from using the language fluently and in all communicative situations on campus, it does appear that these

students used Putonghua quite often as a language of communication on campus. This would suggest that many of these students were incorporating Putonghua (and to a lesser extent Cantonese) into their already multilingual linguistic repertoires (see also §7.2.1 above). Interestingly, it was found that many of these students were already multilingual, with some speaking up to 5 different languages and language varieties. Some of the students also reported that they are required to take Chinese lessons (Putonghua), and that a requirement of the MBBS program was that the students graduate with a proficiency score in the *Hanyu Shuiping Kaoshi* (HSK)¹⁵.

7.3.2 Comparing SYSU's language policy and the realities of English-medium teaching

It was found that a lot of English is evident in the MBBS program. Similar to the official promoted use of English by the School of Business in Chapter 6, on the School of Medicine website the following claim is made:

With the internationalization of medical education being promoted in our college, we engaged seven foreign teachers in the undergraduate teaching in 2007. In 2006 and 2007, for

¹⁵ The HSK test is a Chinese proficiency test for students learning Chinese as a foreign/additional language. It is important to note that this test is in standard Putonghua only and is similar to the International English Language Testing System (IELTS) format, in that it tests Reading, Writing, Listening, and Speaking aspects of the language. This test is also used as a Chinese proficiency requirement by Chinese universities when admitting foreign students to Chinese-medium study programs.

the first time we enrolled 200 foreign students, from Nepal, Pakistan, India, Bangladesh, Sri Lanka, etc. for all-English courses. This all-English preclinical medical education program has been approved and praised by Zhang Xinsheng, the Deputy Minister of Education (School of Medicine web 2013).

From the statement above, it appears that the School of Medicine also equates ‘internationalization’ with the English language, as this statement claims the School’s ‘all-English preclinical medical education program’ is evidence of internationalism that is apparently being promoted by the college. The reality of English in the MBBS program referred to in the statement above is that the language is, in fact, widely used as a medium of teaching in the program. However, English appears to be limited in its use as a medium of teaching in the rest of the School as a whole, with Chinese postgraduate students (and undergraduate students) reportedly being exposed to very little English in their classrooms. As was indicated above, the majority of the surveyed students felt that English ‘internationalizes’ the university. Some 91% (31/34) of the international students felt that it was important that SYSU offer more courses taught through the medium of English.

7.3.3 The attitudes of students towards English as a medium of instruction

The attitudes of the international students at SYSU appear to indicate that these students predominantly view the English language as an important ‘international’ language, and also that English-medium instruction is an important aspect relating to the so-called

internationalization of the university. The students also appear to value the importance of English as a language of international communication, and the majority strongly felt that English is a necessity at SYSU, and that it is important that the university increasingly uses the language as a medium of teaching. These students' attitudes to English a medium of teaching is in no doubt influenced by the fact that many of these students were attracted to SYSU to study medicine, and that English-medium teaching was the main reason for them coming to this university. However, it also appears that Putonghua was an important language of communication for these students on the university campus, in order to socialize with other students, many of whom were local, Chinese students.

7.3.4 The perceived impact of English-medium courses in the personal lives of students

The international students surveyed in this study also reported using English very often in their lives. In fact, some 91% of the sample reportedly speaking English within the same day of the survey, and some 85% wrote and read in English on the same day of the survey. However, it is not evident that there are correlations between increased exposure to English in these students' education and their extra-curricular use of English. What is evident, however, is that these students have to use English as an educational lingua franca, especially since these students come from all over the world, mostly from greater Asia. What was also notable was that the international students were aware of a Chinese variety

of English, with some 96% reportedly hearing a Chinese variety of English in their lectures, while some 72% reported hearing American English, and some 46% reportedly hearing British English.

7.3.5 Summary

This chapter reveals that the linguistic backgrounds of the international students at SYSU are very diverse, with most of these students reportedly coming from multilingual backgrounds. It was noted that 17 different languages were reportedly spoken as home languages by this group of students, and many of these students speak more than two languages or language varieties at home. Some of these students who come from India reported speaking many different kinds of languages and language varieties at home, with one student speaking Manipuri, Hindi, and English as home languages. Another student, also from India, reported speaking an astonishing number of languages at home, namely Tamil, English, Thai, and Hindi with various members of her family (see language profile at the beginning of this chapter).

The additional use of English reported on in this chapter reveals that international students appear to be considerably mobile, with the majority having moved to Guangzhou from other locations across greater Asia, and even the rest of the world, from places as far as the United States and Mauritius. The survey results also showed that most of these students are used to using a variety of languages in their personal lives as well as in their education,

and that their attitudes to languages are in constant flux, depending on a number of contexts. Some of the key issues discussed in this chapter are taken up in greater depth in the following chapter when the results of the research of this thesis are discussed at length.

CHAPTER 8: DISCUSSION OF RESULTS

In the universe of change, it's natural to long for stability, to want to pin things down and fix them. But it can't be done. The whole of nature is in flux, and so is the whole of human life, and we might as well make the best of the fact. It's not really much good clinging to the bank: we have to push out into the flux and swim.

Charles Barber (2000: 278)

8.1 Introduction

In this chapter the results of the two studies that were carried out at Macau University of Science and Technology and Sun Yat-sen University are discussed. This discussion is centered around the main research questions that formed the basis of the research, and that were introduced in §1.3. The discussion begins with a description of the official-stated policies of English as a medium of instruction at the two universities, and then a comparison is made between the stated policies and the linguistic realities of language use in the formal education of the universities. Next, a discussion is presented of the language attitudes of students at the universities and the values that the students accord English as a language of teaching and learning. This section also explores some of the attitudes that the students have about various varieties of English, as well as the competitive utility of the language in their lives. After that, the perceived impact of the students' use of English in

their education in their personal lives is considered. Finally, a sociolinguistic account is provided of the linguistic worlds of students at the two universities. In this section there is a particular emphasis on the application of the theoretical concepts that were introduced in §§2.4 and 2.5, namely globalisation, polycentricity and indexicality. The aim is to provide a better theoretical understanding of the dimensions of the use of English in China today, as well as to further develop the theoretical frameworks currently available that contribute to the development of the spread and use of English in so-called ‘Expanding-Circle’ countries.

8.2 Discussion of the results

In this section the results of the sociolinguistic surveys at MUST and SYSU are discussed in terms of the major research questions of this study (cf. §1.3), as well as the theoretical frameworks that were introduced in Chapter 2. First, the language policies and the official (as well as unofficial) status of English at these universities are discussed. The official status of English is then compared with the actual use of English in the formal education of students at the universities. This is followed by a discussion of the attitudes that these students and other stakeholders hold toward English as a language of teaching and learning. Finally, the impact of English in the formal education of the students on their use of the

language in their personal lives, before a theoretical account is provided on the spread and use of English in China's higher education.

8.2.1 Language policies on the use of English at the universities

As was reported in §4.3.2, MUST does have an official language policy which states that English is the 'main medium' of instruction at the university. However, what is interesting about this policy as it is published by the university, is that it is explicitly stated that the university 'expects English to be the main medium of instruction, save for those courses and/or tutors which/who are exempted' (MUST Quality Assurance Office 2010: 3). Even though the university published a language policy, this policy appears to be quite vague. For, it does not indicate that English is to be used in the same way across the whole university, and instead states English is to be used as the 'main' language of instruction. It is also uncertain how the term 'main' is interpreted by the various faculties. In addition, the policy indicates that certain tutors (i.e. teachers) as well as certain programs are exempted from this policy, but it is not specified who is exempted, nor which courses are exempted. Neither is it specified who is authorized to exempt courses or 'tutors' from this policy. As such, it is uncertain how useful this policy is in practice, as it does not offer specific guidelines for the use of English at the university.

It also appears that the various academic faculties have their own needs and requirements for the use of English in their respective programs. For example, the Dean of the Faculty

of Information Technology stated in an interview with the researcher that the faculty was (at the time of this research) applying for accreditation with the Hong Kong Institute of Engineering, and a major requirement for this accreditation is that all the IT programs would need to be taught in English. The faculty Dean also stated that it was a major effort to ensure all the courses were conducted in English as many of the teachers did not have sufficient experience in teaching their courses in English. Another major problem noted by the Dean was that the students did not have the necessary background to study their course material only in English. However, despite these challenges the IT faculty appeared adamant that it used English as a medium of teaching.

The other faculties at MUST were to varying extents fazed by the university's language policy. The Vice Dean of the Faculty of Management and Administration also noted that the faculty tried to offer half its programs through the medium of English, and the other half more through the medium of Chinese, as the medium of teaching was dependent on the students' proficiency in English. Specifically, students who entered the university with 'good' to 'high' scores in their English *gaokao* exams had a pathway almost directly to the 'English-only' programs in this faculty, while students who received lower results in English were grouped in courses where Chinese is used as the main language of instruction. Other faculties, such as the Faculty of Humanities and Arts appeared not to require its teachers or students to teach or learn through the medium of English. The same is true for

the Faculty of Law. Not surprisingly, the Faculty of Chinese Medicine (not surveyed in this research) appears not to use English at all in its formal education program.

As was previously mentioned in §4.3.2, it would appear that MUST's language policy is not implemented evenly across the university and that a number of significant challenges remain regarding the official language policy of this university. One of the biggest issues that this study has unveiled was that a large number of MUST students are from Macau and that these students were not familiar with either English or Putonghua as a medium of teaching and learning. This research indicates that many of the local Macau students at the university are therefore at a disadvantage when it comes to both the official language policy of the university, as well as the fact that students most frequently reported hearing Putonghua in their classrooms. As was shown in Table 4.1c (§4.2.1), the vast majority of students (some 91%) reported hearing Putonghua 'about half' to 'all' the time in their lectures, while some 41% reported hearing 'very little' or 'no' Cantonese in their classes. This would indicate that the local Cantonese-speaking students appear to be disadvantaged by both the language policy of the university, as well as the reality of language use in their classrooms.

Students at MUST are also not required to provide an international English proficiency test score as part of their admissions to the university. As was noted above, the student population recruited from mainland China are only required to provide their *gaokao* scores,

and the scores they received in this exam ‘measure’ their English proficiency. Macau students are required to take the university’s own language proficiency test, and they are then placed according to their results in this test. Interestingly, and similar to the *gaokao* examination, the MUST ‘language proficiency test’ does not measure the students’ spoken English abilities.

The situation for SYSU appears to be very different to that from MUST in many respects. As SYSU is a state-funded institute ‘directly under’ the Chinese Ministry of Education, it is presumably the Ministry that would dictate the official policies of the university. This is confirmed by the fact that no official language policies are available from the university. One source from within the university’s management revealed that the academic units do not follow a particular language policy, except that, and in line with all other Government tertiary institutions on the mainland, Putonghua is the official stated language of teaching (cf. Chinese Government 2001), and that most or all the students are required to provide a CET or TEM test result in order to be admitted to postgraduate degree programs. As was mentioned in §5.3.2, no official policies exist for the use of English in the university’s formal education curriculum, despite the fact that the language is becoming increasingly popular as an additional language of teaching and learning in some academic units and/or programs. The clear exception to the official status of English at SYSU is the MBBS program, which is officially recognized by the Ministry of Education as an English-medium degree program, open only to international students. Interestingly, and as was

reported in Chapter 7, it appears that many of the international students did not take an international proficiency test, and many of these students were not from so-called ‘English speaking’ countries. However, the university appears to officially require international students to the MBBS program to provide an IELTS (band 6) or a TOEFL (530) test score, if they are not from an English-speaking country (see Study in China 2013). Another interesting finding about the ‘official’ status of English at the university is that only one other academic unit (i.e. the School of Business) actively promotes the use of English. As was noted in § 6.4.2, the School of Business openly claims that over 50 of its courses are offered in the medium of English. Without any official status regarding the use of English at SYSU, many students have reported mixed feelings about what appears to be an increasing use of English in their education at the university. This issue is taken up in the subsequent sections below.

In addition to the official status of English at MUST and SYSU discussed above, Hu (2009) argued that Guangzhou is one of the ‘power centres’ in China, and that Chinese-English bilingual education is one of the primary motivations for promoting this kind of education (see §2.3.1.1). However, it appears that this is not exactly the case, for a number of reasons. The primary reason is that Hu’s (2009) argument is circular, as it suggests that there is an underlying consciousness by people, educational institutions, and the local Guangzhou municipality which would ‘distinguish’ this city from others by using (and promoting) this type of education. In addition, Florida (2005) has argued that certain regions/cities attract

skilled people for the very fact that they are already concentrated centres of innovation, knowledge and creativity in the first place. In other words, there are a number of reasons people migrate to such power centres, and it appears to be problematic to argue language is a reason for people to migrate – language contact and change is merely an outcome of mobility and migration. Although results of the research presented here suggest that ‘internationalism’ is a prominent value/ideology that is attached to English as a language of education, it would be very difficult to argue that cities in China are engaged in a ‘power’ struggle, and that English in education is somehow symbolically linked to this struggle – i.e. that it holds ‘cultural capital’. The results discussed in the subsequent sections below suggest that this may only be partially the case.

Finally, Hu (2009) also argued that universities in China offer Chinese-English bilingual programs in order to improve global, as well as local university rankings, as this would make these universities appear more globally competitive. However, this research has not found any evidence for this claim. Both MUST and SYSU use the notion of ‘internationalism’ and tie this concept to the use of English in some of these universities’ formal education programs, but neither of these universities has explicitly promoted the use of English in order to achieve higher global rankings.

8.2.2 A comparison of the official-stated language policies, and the actual use of English in educational programs at the universities

Following on from the previous section on the official status of English at the two universities, this section discusses the actual use of English within the formal education of students at the universities, and then compares this to the official-stated policies discussed above.

According to the survey results on students' exposure to English in their education at MUST, it generally appears that the frequency of this exposure varies according to faculty. As was discussed in §4.3.1, there appears to be a visibly higher exposure to English in the Faculty of Management and Administration and the Faculty of Hospitality and Tourism, compared with the other faculties. However, in the context of other languages, it seems that the students are mostly exposed to Putonghua in their classes (cf. §4.2.1, Table 4.1c), while English is less frequently heard. Furthermore, even though Cantonese is the most widely used language in Macau, the language was reportedly only heard in some the classes, and it was generally found that this language was heard the least frequently compared with Putonghua and English.

Specifically, MUST students seem to be required to read a lot of their course material through the medium of English. However, as was reported in Chapter 4, students' required

reading varied in relation to faculty, with the majority of students from the Faculty of Management and Administration and the Faculty of Hospitality and Tourism reportedly being required to read most of their course material in English (see §4.2.1, Tables 4.2a-b). What is interesting to note about the results from the MUST study is the general discrepancy between ‘required’ reading compared with the ‘actual’ reading the students reported for their courses. For all the faculties the students consistently did less of their required reading in English. Many students reported in their interviews that they had difficulties when they had to read their course textbooks in English, and some even reported going to a neighbouring city called Zhuhai (across the border in mainland China) to buy the Chinese editions of their prescribed English books in order to more fully understand their course material. Many lecturers I had spoken to at the university were apparently aware of this, and even allowed the practice, citing the difficulties that many of the students had when they tried to read their textbooks in English.

When it came to writing in English, the majority of students reported in Chapter 4 that they were generally not required to do much of their writing in English for their courses and/or examinations (§4.2.1, Table 4.3a-b). Despite overall lower figures for required writing in all the faculties, some faculties require the students to write more in English than others, with the Faculty of Management and Administration and the Faculty of Hospitality and Tourism leading in this respect.

As with MUST, the use of English at SYSU appears restricted to certain academic units. With the undergraduate survey results presented in Chapter 5, it was evident that overall very little English was spoken in lectures at the university. However, when English was used in lectures it was used more frequently in the Social Sciences and the School of Business (cf. Table 5.1a). One of the apparent reasons for the minimal use of spoken English in lectures in the undergraduate courses could be attributed to the lack of competence by both students and teachers in having/receiving their lectures in English. One student pointed out this fact in her interview:

[1] [The teachers] seldom speak a sentence...uh...mostly some word...yeah...they can..they can use those...they have..they have been abroad to study but I don't think most of them can speak English fluently or correctly...but their writing and reading is very good...they can fluently read the English magazine in science (undergraduate female student, aged 21, School of Mathematics).

The student's response in [1] above suggests that the teachers seldom speak English in their classrooms, and when they do, their use is restricted to certain specialized jargon for their respective courses. However, even if the use of English in lecturers does not appear widespread in the undergraduate programs, there is evidence in the reported results to suggest that the language is used to some extent, even if its use is restricted. It is evident that Putonghua is the most frequently used language in the undergraduate students' lectures at SYSU.

The undergraduate students at SYSU also generally reported little required reading in English. However, the most required reading appears to occur in the School of Business and the Social Sciences (cf. Table 5.2). The survey results for the undergraduate group also suggest that the vast majority of the students were not required to write in English for their courses. (cf. Table 5.3).

A notable difference is reported with regard to the use of English in postgraduate students' lectures, seminars, and labs/workshops in the School of Medicine and the Business School, with seemingly a lot of English being used in these students' classrooms. Specifically, it was found that some 76% of all these postgraduate students reported hearing English in their classrooms (cf. Table 6.1e). Consistent with these results is the amount of required reading and writing in the postgraduate programs, with the majority of the students reporting that most of their required reading and writing was through the medium of English (cf. Table 6.2 and Table 6.3). However, it needs to be pointed out that a preliminary study at SYSU found that English was only used as a language of instruction in the School of Business and the School of Medicine, and therefore only results of these two academic units are reported on in this thesis. The international students in the MBBS program reported the most frequent exposure to English in their classroom settings, with some 93% reporting that 'all' or 'almost all' of their classes were conducted in English (cf. Table

7.1b). Furthermore, these students also reported that most or all of their prescribed reading and writing was through the medium of English.

At both the universities there generally appears to be a discrepancy concerning the official-stated language policies and the ‘realities’ of language use. At MUST the official language policy is that English is ‘the main language of instruction’ at the institution. However, the implementation of the policy described in Chapter 4 shows that English is only used frequently in some of the faculties at the university, and that the official policy towards English as the ‘main language of instruction’ is evidently not implemented evenly across all the academic units. Some of the key problems identified regarding the language policy and its implementation at this university are as follows:

- i. The university’s language policy is ambiguous and offers little (or no) guidance as to how and where exactly English-medium instruction should be implemented;
- ii. There is little clarity regarding the term ‘English-medium instruction’, as this term is not defined or explained;
- iii. Many of the students and teachers at the university do not appear to have the sufficient English proficiency levels in order to confidently benefit from English-medium teaching and learning;
- iv. The realities of language use in the students’ education suggests that the local Macau students are disadvantaged as they may lack the proficiency to follow lectures in either English or Putonghua;

- v. There are no immersion programs at the university to adequately assist students to study through the medium of English.

As was mentioned in Chapter 5, no official policy is readily available at SYSU that indicates how English should be used at the university. However, and consistent with government policy on the use of Putonghua in education (see Chinese Government 2001), the official practice at the university appears to be that only Putonghua is to be used as the main language of instruction, with the exception of the MBBS program. Despite the predominant use of Putonghua, this study has indicated that there is overall an increasing use of English in many of the university's programs and academic units. Without an official, published policy informing the use of language in the university's formal education, this study identifies the following concerns:

- i. There is no overall guidance for the various academic units at the university on how and where English-medium instruction is to be implemented;
- ii. Students in some of the faculties may not be able to adequately benefit from using English as an additional language of learning;
- iii. Students' proficiency in English is evidently not a requirement when certain courses are presented in English;
- iv. Many students at the university come from backgrounds where they had limited exposure with Putonghua (or with English) as a medium of instruction, and these students may be disadvantaged by the current situation regarding language use in the university's education.

Even though the universities that were surveyed for this thesis are different in many respects, both of these institutions appear not to adequately implement their language policies. As a result, many students at these universities appear to be disadvantaged, because the universities' policies are either not evenly implemented across all the academic units, or there is a lack of well-defined policies to inform teachers on how to apply them. Finally, the various ways in which English is used as a medium of instruction at the two universities conforms to the 'levels' or 'degrees' that Hu and Alsagoff (2010) highlighted, with their 'Type A' to 'Type D' English-medium programs identified at these universities (see §2.4). This would suggest that there is a lack of standards at the institutions in how policies are to be implemented.

8.2.3 The attitudes of students toward English as medium of teaching and learning

Generally, the results in Chapters 4 through 6 indicate that students predominantly consider the English language to be an indispensable part of their lives and education. As was mentioned in §2.3.1.3 many studies in the world Englishes paradigm have focused on the language attitudes of Chinese nationals towards English and various English varieties (see Kirkpatrick and Xu 2002; Gao et al 2005; Hu 2004; 2005; Fong 2009; He and Li 2009; Evans 2010; Xu 2012). The attitudinal investigations that formed part of the research in this thesis are discussed here in the context of previous studies on the attitudes that are held

towards the English language in China. However, in contrast to many of the previous studies mentioned above, this research specifically focuses on university students studying non-English major subjects and their attitudes and values towards the perceived utility of English in their studies. In addition, since attitudinal research might be perceived as ‘fixed’ or ‘concrete’ notions, this discussion reminds the reader that the attitudes presented here are not to be perceived as rigid constructs, because attitudes change over time, along with referents to these attitudes (see Bekker 2002; and Smit 1996). In addition, as Smit (1996) has pointed out, attitudinal studies are most often influenced by beliefs and/or opinions, largely because respondents most often present their views based on their knowledge of the topic at hand (see §1.4.1). Bearing these considerations in mind, a discussion follows of the results of students’ attitudes towards English.

To begin with, students in this study have typically consistently displayed the perception that English is important in terms of ‘internationalism’, and that the language is crucial in ‘internationalizing’ their universities, and by extension, it can be assumed, the students themselves. Xu (2012: 148) commented that English language teachers in China were typically found to echo government rhetoric and policy regarding the value of English, and this study confirms this perception to a certain extent. Overall, some 76% (321/420) of the Chinese students surveyed in this research agreed with the notion that their respective universities would be more ‘international’ if courses were conducted in English. The overwhelming agreement with this notion suggests that the students do in fact perceive

English is an important element concerning the ideology of internationalism. The claim is not limited to only the Chinese students' responses, as similar results were recorded in the international student sample in the surveys. As many of the international students at SYSU also agreed that English is an important international language, it could be proposed that regions where English is not afforded any official status, and where it may be evident that there is a government and/or national rhetoric that favours 'internationalism', nationals from such regions would tend to equate the English language as a good example of 'internationalism'. Pan and Seargeant (2012) and Hu (2009) have also noted that links between English and internationalism in China might also be considered part of the government rhetoric towards modernization. Interestingly, there was also the view among many of the respondents in the surveys that the issue of 'globalisation' is also tied to the usefulness and importance of English, as pointed out by one student in a discussion:

[2] It's very important to learn English to communicate...because of the global...globa...glo...globalisation...yes...uh...a lot of foreigners are coming to China...and more and more foreigners are coming to...coming here. So it's very useful to communicate (undergraduate female student, aged 20, from SYSU, Human Sciences).

The student in [2] above remarks that English has an instrumental value because of the global movement of people, with many international visitors ('foreigners') coming to

China and this student considers English to be a convenient (and useful) means of communication.

Further to this, Kirkpatrick and Xu's (2002) attitudinal survey found that the majority of their student respondents 'disagreed' that 'one day there will be a variety of English called 'Chinese English'. However, in this study it was found that the majority of the respondents intuitively understood the notion of a 'Chinese variety of English'. Many of these students appeared to simply accept the use of English in their formal education. Overall, some 69% (303/438) of the respondents in this study have reported hearing a 'Chinese variety' of English in their formal education. However, many of the students did comment negatively on their teachers' use of English in their classrooms. Comments were generally made with regards to 'fluency' and 'pronunciation', and many students commented that their teachers' were good at writing and reading in English, but that their spoken English wasn't very good, as pointed out by the student in [1] above. The student in [1] highlights one of the important issues about students' attitudes in China today, and points out that many of these younger students have a grasp of English that many in the previous generations do not appear to have.

Another finding was that students' awareness of different varieties of English largely impact from their exposure to English in their extra-curricular use of the language. Some

of the students at SYSU responded to the question *What do you think are the differences between, say, British English and American English?* in the following way:

[3]

A: You can feel it.

I: [You can feel it?]

O: (@@)

A: Because...uh..uh...we..we have watch/id/ a lot of..um..Hollywood movies..uh..when we listen British accents we feel it...uh..strange to us. So we can differ America English from English.

O: But I think British English is more elegant.

I: [yes?]

O: More noble.

A=Andy (undergraduate male student, aged 21, School of Physics and Engineering)

I=Interviewer

O=Other

Besides being aware of different varieties of English, the students automatically turned the conversation towards their ‘attitudes’ concerning British and American English. As can be noted from [3] above, students instinctively made comments on how they felt towards these varieties, commenting that British English was somehow more ‘noble’ and ‘elegant’. However, the students generally felt that American English was somehow ‘easier’ to learn and speak, as noted in [4] below.

[4] And I think English...British English is more elegant...that's true...but it's easy...it's much easier to speak American English. And so a lot of...um at least my classmates will use American English (undergraduate female student, aged 20, from SYSU, Social Sciences).

The fact that some of these students feel American English is 'easier' could be attributed to these students' frequent exposure to American English in their extra-curricular time. Much of the attitudinal research on how Chinese students perceive different 'Inner-Circle' varieties of English appear to be somewhat misguided, especially if the research is intended to merely gauge the values that these students have towards different varieties of English. As was noted earlier, attitudes and values change (often suddenly) over time. One wonders, then, to what end the Chinese students' preferences actually suggest anything meaningful about different Inner-Circle varieties of English. Although not focused exclusively on attitudinal research, this study would claim that the values the students have towards English (and English varieties) are influenced by a number of factors, such as their exposure to and familiarity with these varieties, as well as the wider ideological perceptions that may influence these values (such as current socio-political contexts). Not only this, the vast majority (some 74% or 327/437) of the student respondents in this study reported that they were 'satisfied' to 'completely happy' with the way their English-medium courses were conducted, which could suggest, perhaps implicitly, that they do not consider the Chinese variety of English particularly negatively.

8.2.4 The perceived impact of the use of English in students' formal education in the personal lives of students

The results of the sociolinguistic surveys at the two research locations offer valuable insights into the ways the students engage with English in both their formal studies, as well as in their personal lives. Considering this engagement, this section attempts to draw connections between the perceived exposure the various student populations have to English in their formal education and their use of the language in their personal lives.

Many of the students in the MUST study were shown to receive much of their education through the medium of English, despite their exposure and use being linked to the various faculties (see §4.2.1). In this study it was also shown that the students' reported extra-curricular use of English was varied, with the most frequent overall use identified for 'socializing with friends', 'reading', 'Internet searches', and 'online socializing'. An important finding was that the Macau students viewed English as having an 'instrumental' value for them, with many of these students using English for work-related purposes. Besides this, it was found that there was a correlation between academic units and their respective students' personal use of English, with students in the Faculty of Management and Administration and the Faculty of Tourism using English the most frequently in their free time. It was also found that in these faculties English was the most widespread and

most often used, compared with the other faculties. Similarly, the SYSU undergraduate results showed that students in the School of Business, the Social Sciences, and the School of Physics and Engineering receiving more of their formal education in English compared with the other academic units. It also appears that students in these academic units use English the most frequently in their personal lives. For instance, 24% of the students who read English 'some' to 'all' for extra-curricular purposes were from the School of Physics and Engineering, while 13.9% were Social Science students and 11.3% from the School of Business. In addition, it appears that both undergraduate populations at MUST and SYSU use English with a certain regularity in their extra-curricular time, which may be influenced by their required use of the language in their education. This would further suggest there might be a correlation between the type of exposure students in these units have and their use of English for extra-curricular purposes.

What is also evident from the undergraduate samples at the two universities is that the students tend to use Putonghua as an educational lingua franca. With many of the students migrating to Macau and Guangzhou to further their education, and with much of their lecture and educational content provided in Putonghua, it was not surprising to find in the research data that these students use Putonghua very often in their personal lives. Specifically, at MUST only 36.5% (79/216) of the students, and 22.8% (27/118) of the SYSU undergraduate students reported that Putonghua was their 'home language', while these students all had received their formal education through the medium of Putonghua,

and were frequently exposed to the language in many aspects of their social lives (e.g. China's media; travel; the Internet). Interestingly, the survey data revealed that students from the two universities reportedly used some 90 different languages and/or language varieties as home languages, with 72 of these languages being Chinese languages, or Chinese language varieties. However, the data from §4.2.1 and §5.2.1 overwhelmingly confirms the fact that Putonghua is the most frequently used language on these university campuses, and the research data in §5.2.3.1 on the use of Putonghua in the students' personal lives, confirms that this language is the most widespread in their extra-curricular lives, outside of their formal education. This strongly suggests that the use of Putonghua in these students' formal education, as well as their migrating and interacting with students from other regions on campus affects how they use the language in their day-to-day lives.

In addition to the undergraduate student samples discussed above, the postgraduate students at SYSU also generally appeared to receive a large degree of exposure to English in their formal education, and these students were also exposed to English quite frequently in their extra-curricular time. As was shown in Chapter 6 (cf. §6.2.1 and §6.2.3) the postgraduate students reported being most frequently required to read for their studies, and these students also reported that their most frequent exposure to English was through reading, in their personal lives. Similar results were reported for the international student sample at SYSU, but one difference was their frequent use of Putonghua in their personal lives, which can be explained by their need to negotiate their personal lives in Guangzhou,

and as such, Putonghua would be the obvious choice. Interestingly, the MBBS students are reportedly required to take the *Hanyu Shuiping Kaoshi* (or HSK) test before graduation, with most taking language classes in Putonghua at the time of the survey. This test is a national standardized language proficiency test for non-native speakers of Putonghua, with much the same purpose and functions the IELTS test has for non-native English speakers. It was also found the international student sample of the SYSU survey that 62.8% (22/35) of the MBBS students perceived their own ability in Putonghua to be ‘fair’ to ‘excellent’, and that they reported using the language quite frequently in their daily lives on, as well as off the university campus.

However, the claim that there is a distinct correlation between type and frequency of exposure to English in the students’ education is not convincing enough to definitely state that there is a link between the students’ personal use and their academic use of English. One possible reason is that the results could also be interpreted differently, especially since the students who use English for a particular leisure activity use English more frequently for that particular activity, compared with less use for other activities (see §5.2.3 and §6.2.3). This would suggest that the familiarity of the use of English for a particular activity would largely depend on the individual student. In other words, other reasons could also contribute to students’ frequency of English use in their extra-curricular lives. Future studies may wish to explore more in-depth the correlations between kinds of contact frequency with the types of extra-curricular uses of English at China’s universities.

Generally, however, from this study it would appear that contact frequency in the students' formal education does impact their use of languages in their personal lives.

8.2.5 A sociolinguistic account of the 'linguistic worlds' that students at the two universities live in, and/or feel they live in

In this section the 'linguistic worlds' or 'language worlds' (see Bolton 2012; Bolton and Graddol 2012; Bolton 2013) of the students at the two universities are discussed. This section also returns to some of the theoretical issues that were introduced in Chapter 2 regarding language contact in the wider context of globalisation. One of the key issues is the notion of 'mobility' which not only refers to the physical movements of people across spaces, but also to the online or virtual movement of people across virtual spaces via the Internet. In a sense, the notion of 'space' is not to be conceived of as merely a geographical location, but rather one that symbolizes one's perceived 'place' in the world – especially how one perceives one's own role and identity in the world (see Blommaert 2010; Bolton 2013). Following Blommaert (2010), as well as Le Page and Tabouret-Keller (1985), there appears to be a need in sociolinguistics to take into account the links between linguistic differences and how these differences project particular values of an individual, or where the individual seeks to 'reinforce his models of the world, and hopes for acts of solidarity from those he wishes to identify' (Le Page and Tabouret-Keller 1985: 181). Considering this, an account is next given of various language contact situations at MUST and SYSU,

and how these situations are understood in terms of mobility and projections of individual identities into multidimensional spaces.

8.2.5.1 Accounting for language contact in the context of mobility at the universities

Mobility was found to be evident in various aspects at the two university campuses. The first is the physical movement of students that was identified in the sociolinguistic research at these locations. Many of the students at these locations were in a moment of transition in their lives as many of them did not originate from Macau or Guangzhou, but instead moved to these cities to further their education. Tables 8.1 and 8.2 present the regions of origin of the Chinese students at the two universities. For this part of the discussion, the international students are deliberately excluded as the focus is on mobility and student migration of mainland Chinese students. From Table 8.1 it can be seen that the majority of students came to Macau from neighbouring Guangdong Province, with some 30% coming from this province.

In addition to the 13% of the students who are from Macau, 12.1% of the students came from Fujian Province. There are notably smaller numbers of students coming from all the ‘other’ provinces or cities (e.g. Beijing municipality, Chongqing municipality, Shanghai municipality, etc.). What is interesting to note from this table is that many students (43.6%) were reportedly from Guangdong Province and Macau, with both of these territories

traditionally considered ‘Cantonese-speaking’ areas. When compared with the amount of language use on the MUST campus that the students reported (cf. Table 4.1b), it is interesting to note that 53.6% of the students claimed that ‘about half’ to ‘all’ their language use was in Cantonese, while 59.9% reported used ‘about half’ to ‘all’ was in English. The highest reported use was Putonghua, with 94.5% of the students claiming that ‘about half’ to ‘all’ of their proportionate use of languages was in this language.

Table 8.1. Reported student region of origin in the MUST sample

Region	in % and no.	Region	in % and no.
Anhui	0.9% (2)	Jiangxi	0.45% (1)
Fujian	12.1% (27)	Jilin	0.45% (1)
Gansu	0.45% (1)	Liaoning	0.45% (1)
Guangdong	30.6% (68)	Qinghai	0%
Guangxi	0.45% (1)	Shaanxi	0.45% (1)
Guizhou	1.3% (3)	Shandong	1.8% (4)
Hainan	1.3% (3)	Shanxi	0%
Hebei	0%	Sichuan	3.6% (8)
Heilongjiang	0.9% (2)	Yunnan	0.45% (1)
Henan	4.5% (10)	Zhejiang	4.9% (11)
Hubei	0.9% (2)	Macau	13% (29)
Hunan	7.2% (16)	Other	7.2% (16)
Jiangsu	6.3% (14)	<i>No.</i>	222

The large amount of Putonghua spoken on this campus suggests that a vast majority of these students were used to Putonghua in educational settings, and were used to this language as a lingua franca for communication with their peers. Furthermore, it also suggests that the Macau students were now more regularly exposed to Putonghua than at high school when they were exposed to Cantonese on campus. The irony is that the Macau students did not physically relocate to another region to be exposed to Putonghua. In addition, these students were also very frequently exposed to Putonghua in their lectures, as it was shown in Chapter 4 to be the most frequently used language in the students' formal education at MUST.

It was also shown in Chapter 4 that only some 36% of the students spoke Putonghua as a home language, and it appears that the mainland Chinese students who came to study in Macau were now using Putonghua much of the time, as suggested by their frequent use of the language in their personal lives, with very few of these (non-native Cantonese-speaking) students shifting to Cantonese. In addition, many of the students were now also exposed to English in their education, and (in some faculties at least) were increasingly required to use the language in their formal education. The exposure to multiple languages in these students' educational contexts suggests that the linguistic worlds of many of the students on the MUST campus are quite complex.

Interestingly, one lecturer stated in an interview about language use on campus among the students that he believed languages were used by the students as a ‘marker’ of group identity.

[5] Here is a very strong tendency to use Cantonese among some of the students and so Mandarin is not such a majority...major...or common language for students they use...so the danger is the students will divide into different language groups (male lecturer, from mainland China, Faculty of Humanities and Arts, MUST).

The comment by the lecturer in [5] indicates that he perceives the use of languages on the MUST campus is a way of indicating a kind of ‘group identity’ among the students. Interestingly, the lecturer points out that the use of language as a group identity marker is a ‘danger’. Considering the above issues of language contact on the MUST campus in the context of mobility suggests that the students have many opportunities to draw on linguistic resources to convey aspects of their own and/or group identity.

As was discussed above, the physical mobility of the students has created an interesting language contact environment in Macau, where students are using Putonghua as a major common language on campus, intersected by the use of Cantonese, and English, and to lesser extents other Chinese languages and/or language varieties. In their classrooms, the students are also consistently negotiating their educational world in Putonghua, English and, in this context, to a lesser extent Cantonese. Although the use of languages by MUST

students focused only on their use of English, it does shed some light on their use of languages in their personal linguistic worlds.

The personal worlds of the students at MUST appear to be influenced by their use of languages (especially English) in their respective faculties. However, the important distinction to be made between the students' educational context and their extra-curricular context is that in the former context their exposure to languages in their classrooms is not so much a choice of code, on the part of the students, compared with their choice of being exposed to languages in their free time. Their choice of exposure to English in the contexts of socializing with their friends, use of English on the Internet for searches online, socializing, and reading, suggest that these students negotiate multiple contexts and multiple languages in their personal lives. The use of English in the students' reported 'socializing' could be misleading, but to use Mufwene's (2001) notion of 'ecology', one can understand that 'English' does not suggest a 'pure', enclosed system of language use, but rather a choice of code by which to use certain words or phrases to indicate various aspects of their personal or group identities – or to use Le Page and Tabouret-Keller's (1985) notion, to project various 'acts of identity' through their choice of codes. Another very interesting example of this is when many of the mainland Chinese students reported using English on their *Weibo* blogs. For instance, one student's response to the question *Do you use English in your free time? If so, where?* was as follows:

[6] Um...many place um...movies, magazines, and when I...when I write my diary on the Internet ...I always use English (undergraduate female student, aged 21, from mainland China, Faculty of Business Management and Administration, MUST).

The multiple linguistic worlds that these students negotiate in their everyday lives appear not only to result from their physical mobility between spaces, but also their ability to move between online, virtual worlds. It is astonishing to note that these Chinese students watch English movies with Chinese subtitles, switching between English and Chinese when searching the Internet, and thereby expressing aspects of their individual identities to their friends in their physical worlds as well as their virtual online worlds.

In the case of SYSU, it is important to note that the use of languages by students are in many respects similar to those of the MUST students, but there are also notable differences, which are discussed here. From Table 8.2 it can be seen that the majority, or some 44% of the students are from Guangdong Province, while the rest of the student sample came from various other Chinese provinces. In fact, around half of the students appear to come from other areas in China.

The interesting fact about languages on the SYSU campus is that Putonghua is by far the most frequently used language on campus, with 89.7% of the postgraduate students, and some 99% of the undergraduate students reporting that they used Putonghua most of the time (cf. §§ 5.2.1 and 6.2.1). In addition, 63.1% of the postgraduate students and 33.8% of

the undergraduate students reported ‘half’ to ‘all’ use of English, while 44.8% of the postgraduate group and only 47.6% of the undergraduate group stated that ‘half’ to ‘all’ their language use was in Cantonese. The biggest gap between the post- and undergraduate groups were with the use of English, with the postgraduate group reporting a much greater usage of English on the university campus. Similar to the MUST campus, it is evident that the majority of the students at SYSU were used to Putonghua as an educational lingua franca when communicating with their peers.

Table 8.2. Reported student region of origin in the SYSU sample

Region	in % and no.	Region	in % and no.
Anhui	2.6% (5)	Jiangxi	3.1% (6)
Beijing	0%	Jilin	1% (2)
Chongqing	1.5% (3)	Liaoning	1.5% (3)
Fujian	1% (2)	Qinghai	0%
Gansu	0%	Shaanxi	1.5% (3)
Guangdong	44.6% (84)	Shandong	2.6% (5)
Guizhou	1% (2)	Shanxi	2.6% (5)
Hainan	0%	Shanghai	1% (2)
Hebei	4.3% (8)	Sichuan	1.5% (3)
Heilongjiang	2.1% (4)	Yunnan	1% (2)
Henan	4.3% (8)	Zhejiang	1% (2)
Hubei	3.7% (7)	Guangxi	1% (2)
Hunan	4.7% (9)	Other	10.6% (20)
Jiangsu	2.1% (4)	<i>No.</i>	<i>188</i>

In Chapter 5 and 6 it was shown that only 23.6% of the students (i.e. 22.8% undergraduate students and 25.4% postgraduate students) reported speaking Putonghua as a home language, which suggests that there is a big gap between the amount of Putonghua used on campus, between the students, compared with their use of the language at home with their families (see §9.4 for a discussion of possible future research on this issue). Some students were even openly against the government's promoted use of Putonghua, as can be seen from [7] below.

[7]

I: And your hometown dialect? Do you think..Do you think your hometown dialect will disappear in the future?

A: ...uh..If the..if the government continue..continue to promote the Putonghua I think it

I: [right]

A: will. But I..I'm against/ it. I..

I: [hmm]

A: I think we should protect our local culture and uh..make them..make the language..uh..uh..go for the next generation an..uh..uh..their children and forever

[hmm...hmm]

A=Alvin (undergraduate male student, aged 20, School of Physics and Engineering)

I=Interviewer

O=Other

The SYSU student in [7] above emphatically points out that he is 'against' the continued promotion of Putonghua by the government because it may cause his (Sichuan) 'dialect' to disappear in the future. He also notes the importance of protecting his 'hometown dialect'

for future generations. Another student told a story of how he came to SYSU and started learning Cantonese, and made the language part of his new linguistic world:

[8] I'm from Hubei, Wuhan, and when I was in high school in classes we use Putonghua, and outside of classes we use local dialects...*Wuhanhua*...and its we was so comfortable about this...but in SYSU we use Putonghua all the time and sometime my friends in Guangzhou they speak Cantonese among the native..among the locals right...I listen to them and sometimes I watch TVB series which is in Cantonese..I pick up some of the Cantonese and I now I can understand what they say and can speak some of them...and I'm kind of proud of it because my friends and classmates in Wuhan they also like Cantonese because there are so many wonderful songs and movies in Cantonese and I can sing and watch the original TVB series so I'm very proud of it. And I think I live and study in SYSU for almost 3 years and in these 3 years most of times I speak in Putonghua and get used to it that's once one of my friend phone me in order to communicate fluently with him I suggest speaking in Putonghua instead of *Wuhanhua*. Actually we speak *Wuhanhua* for almost 10 years because we are neighbours but now I need to speak Putonghua with him because I cannot change that transform me to that immediately like...and I think Cantonese is very different from Putonghua...I remember the first day when I got here I was very interested in the way people speak. I think I know they speak Chinese but I don't know one word of what they speak and I think its funny at that time...but now I think it's very comfortable... when I get home in Wuhan once I heard Cantonese I feel I'm very comfortable and close...I don't know why...but it happens...and I think Guangdong is blocked by Lingnan mountain from the major part of China so in ancient the traffic is not that convenient so they have their own

culture and their Cantonese...their local speak local language is very common among them..thus their Putonghua is not very good...Most of my friends in Guangdong they do not speak Putonghua as fluently as us and they have some incorrect pronunciations but now it changes ...when I get outside of our campus I see many children speaking in Putonghua instead of Cantonese but some old people cannot even understand Putonghua. Like the spring festival gala...people in Guangdong seldom watch it but in northern China or middle of China we regard it as something necessary in the festival eve. I think this is the different, but things changed. Putonghua began to take advantage. And I kind of worried that Cantonese or some other dialects may disappear in the future and we may only speak one language...Putonghua...(undergraduate male student, aged 20, from SYSU, School of Mathematics)

The student in [8] is emphatic about how he thinks that Cantonese and other dialects are under threat from Putonghua because the ‘language started taking advantage’. Interestingly the student notes how he is ‘proud’ of having learnt Cantonese, and that his friends from Wuhan will admire him because they like singing Cantonese songs and watching Cantonese films.

What is significant is the students’ reported use of English on campus, as well as their use of English in their personal lives. As expected, and as was previously discussed by Hu and Alsagoff (2010), some students reported that English offered a practical advantage for their

futures, such as providing the opportunity for better career prospects, as noted by the student in [9] below:

[9] It's very important...uh...for us...many corporations requires CET 4 or CET 6...uh... certifications...I think it will help us...It will help us...because...um...China has be open to the world...we will have more and more business with the English world (undergraduate male student, aged 21, from SYSU, School of Physics and Engineering).

However, the impact and personal use of English for these students was astounding, especially since a large number of them felt the language was actually an opportunity to be part of other worlds, outside of China. The following responses to the question *How do you use English in your spare time, and how does this impact your life?* were especially noteworthy:

[10] I think um there Hollywood movies make the biggest difference for us...because uh..we um..uh..we some subjects we seldom talk about in China...uh have been in Hollywood movies like some sex...or um beliefs...or something else...I think it makes a difference for me... I think more open...and um...can accept the different ideas (undergraduate male student, aged 20, from SYSU, School of Physics and Engineering).

[11] A little bit...because...uh..you..you..you have the better English speaking ability and you will feel more confident to...uh...accept different cultures. Maybe you will watch a lot of

American movies...American TV programs...and some different countries...uh...different programs...so you will feel more confident to get to know different...cultures (undergraduate female student, aged 20, from SYSU, Social Sciences).

[12] I have more...it..it open a window for me...but I often...uh...read CNN news...and watch American films...it teaches me a lot...and uh..generally change my view of the world. Becau..and uh...because you know in China..uh..we all have uh..some..um..some traditional ideas or something but when I read English articles or news I (f)in they have another view..uh..about the same thing...I think it helps me build up my own view (undergraduate male student, aged 20, from SYSU, School of Mathematics).

What is especially notable in [10] – [12] above are the students’ references to media ‘worlds’ and how English presents an opportunity for these students to gain access to these worlds. A key issue to remember is that all foreign media is heavily censored in China, so one assumes many students have managed to gain access to foreign media by somehow circumventing the government censors. Nevertheless, the students all mentioned the importance of American films, TV series, and news as a way for them to learn about various ideas and understand or learn more about foreign cultures from these types of media. Particularly noteworthy is that the English language represents an opportunity for these students to gain personal enrichment, which these students perceive allows them to change the ways they understand their worlds in mainland China, as evidenced by the responses in [10] – [12] above. These statements appear to also contradict Garrot’s (1991) survey in

which respondents had no ‘clear responses’ with regards to how they would use English after graduating from college, as it appears that English is already an integral part of these students’ personal lives (see §2.3). This also highlights the fallacy that English is primarily learnt for its international competitive utility (see §2.2).

Some students also mentioned how their use of English has changed in their lives, especially with regards to the differences between how they are using English now, compared with how they used English in their high schools.

[13] ...from [my high school teachers] I recite many articles...uh...and improve..improve my English and in the high school I...uh..we do the test over and over again and our teacher emphasize on words and grammar so..so..so..the..this time I improve my English the grammar but in but in university I don’t..uh..I don’t study English like..like like before I just..uh..use English..um..in practical...practical use...like reading newspapers and magazines and listening to the BBC..uh...some other news (undergraduate male student, aged 21, from SYSU, School of Physics and Engineering).

The student in [13] points out that his use of English in high school was restricted to classroom study and preparing for English vocabulary and grammar tests. However, at SYSU this student now uses English in his personal life by reading newspapers and listening to the BBC. This employment of language resources for personal and social roles will be discussed in the following section below.

8.2.5.2 Spaces, polycentricity, and indexicality

As was noted in Chapter 2, accounting for language contact situations requires a description of the non-localized qualities and the dynamic nature of group identities, especially in the ways that individuals and groups migrate across both real as well as imaginary spaces. As was also discussed in §2.5, past studies of anthropological objects were perceived of as being territorialized, culturally homogenous, and unselfconscious (see Appadurai 1996; Blommaert 2010). This discussion proceeds to use some of the recent frameworks in Blommaert's (2010) sociolinguistics of globalisation to bring a further dimension to the interpretation of the role of English in the personal lives of the students at MUST and SYSU.

It is first important to establish which 'prototypes of registers' (see Blommaert 2010: 39-40) students at the universities draw on. The students were seemingly aware of the range of different varieties of English, and were able to distinguish these different varieties as 'American English', 'Chinese English', 'British English', and so on. For these students, then, there are registers of language and language varieties that are conscious to them, and that they tend to attribute certain values to these varieties, such as 'British English is more noble or elegant'. However, and as noted by the student in [4] above, many of her classmates prefer to speak 'American English', and that they most often hear 'Chinese

English' spoken by their teachers in their classrooms. For these students there appears to be a range of prototypical registers that they draw on in order to communicate various identities of themselves, of the groups they associate with, as well as how they perceive others. The status and role of 'American English' in the students' lives is unmistakable, and it appears that many students perceive themselves as 'speaking American English', which suggests that they are aware of the popularity of American films, TV series, and this general cultural exposure is shared with their peers, and so these students draw on this awareness to project an image of themselves and of their identities to others. In other words, the virtual world of American films, American news, and American TV series is for these students enregistered in a particular type of English, and in their physical worlds these students wish to be perceived by others as using this type of English – they want themselves to be perceived of as speaking or using American English. In addition, as these students have limited exposure and access to other varieties of English (e.g. New Zealand English), their perceptions of these English varieties vary more greatly with varieties they are less familiar with, to more conformed stereotypes of the varieties they know well, and are exposed to more often (e.g. American English and British English).

Silverstein's (1976; 2003) theory of indexicality offers a means by which to untangle the various ideological positions that the students hold towards the 'English language', both how it is perceived, as well as how the language is used in China. It is postulated that there are 'levels' (or 'orders of indexicality') by which such an interpretation can be made. At

one level is the novel use of English in a particular context. For example, the use of English by a student on her *Weibo* to avoid her parents knowing that she is in a love-relationship. However, this particular use of English cannot be used to make generalizations regarding the use of English by all Chinese university students. Then there are the general perceptions that are evident both in the way the students use English, as well as how they perceive themselves and others to use the language. This could be referred to as ideologies (or stereotypes) that are mostly shared by the student communities at the universities in China and indexed through their use of the English. One example from this study is the Chinese government's rhetoric towards English and its symbol for modernization, as well as the universities' promotion on the use of English as a symbol for 'internationalization' (see §4.3.2, §5.3.2, §6.4.2, §7.3.2). The perception of English as a symbol for internationalism is also evident in the students' attitudes with the majority agreeing that the use of English in their formal education is a necessary aspect of their respective universities' internationalism. Another example is the shared stereotypes about the utility of English in the personal lives of the students, especially the shared perception that it offers various instrumental benefits for their lives, both for their future careers and their personal enrichment.

Further, the use, as well as values regarding the use of English by the students can also be seen as being variable and subconscious. Moreover, even though this use (and attendant values) is variable and subconscious, particular roles and values are shared by various

groups of students at the universities. An example that this study has revealed is the reported use of English for ‘travel’ by the Faculty Hospitality and Tourism students at MUST (see §4.2.4.1). This was the only faculty where students reported a frequent use of English for travel, but it is not evident that this faculty has in any way propagated the perception that English is important for travel in the students’ personal lives. A further example is the use of English for online socializing at SYSU. An important factor that appeared to influence the use of English for this activity was the students’ interest in their use of online socializing. In other words, the students that reported using English for online socializing tended to use English often (see §5.2.3.1 and §6.2.3.1). This would indicate that for some students the use of English for online socializing indexes aspects of their personal worlds to others in their social networks. Another example that seemed prevalent was the use of American English to index sets of variables relating to students’ awareness of certain cultural products (i.e. American TV series). This use of American English may be variable and shared only within particular groups of speakers, while it could be that others use British English to index other specific sets of ideologies and beliefs that they may wish to portray (e.g. if they want to sound more ‘noble’ or ‘elegant’).

Not only can Silverstein’s (2003) notion of indexicality offer deeper dimensions on the use of English in China’s universities, it could also further explain the use of English in China today, in other domains. What is of particular interest for sociolinguistic studies on the use of English in China is that indexicality offers a working theory from which to make sense

of the various uses of the language in the country. More specifically, previous research in the world Englishes paradigm may now be re-examined and explained in a new and more revealing light. For instance, Wu's (1985) study on the variation and use of English by Chinese English teachers shows that the teachers' various uses of English indexed Wu's sociolinguistic variables both directly and indirectly. In addition, Zhang's (2012) results on code switching/mixing in China's blogosphere could be interpreted to show how, for instance, the Changzhou Police Department drew on indexical values to connect with popular culture on the Internet. Moreover, Li's (2012) study of English in Chinese real estate adverts could rather be seen as these real estate companies drawing on stereotypes when promoting properties (e.g. 'British privileged classes are noble'). Other indexes might also include 'peddler's English' (cf. Zhao and Campbell 1995), and English used to express affection between lovers (cf. Zhao 1989). Considering this, one may start to more accurately interpret the use of English in China from a micro-sociolinguistic perspective by investigating specific features and variations of Chinese Englishes, to large-scale sociolinguistic studies that explain the overall spread and use of English in the context of other languages and language varieties in greater China.

Following Blommaert (2010), indexicality and polycentricity appear to offer important implications for sociolinguistic studies on the use of English in China's higher education. The use of English in these contexts requires an understanding of both the sociolinguistic realities – in other words, a description of the spread and use of English at these universities

and in the personal lives of university students – as well as the various perceptions that these university students have about the language and which they use to project their views of themselves to others. This recalls Le Page and Tabouret-Keller's (1985: 247) comment that on the one hand, speakers build up systems which

motivate what they say and which they use to project their view of themselves in relation to the universe in which they feel they live and the social structures it contains; and on the other [hand], to the stereotypes and abstractions and idealized models which both linguists have about 'languages' and about 'speech or language communities'.

It is in this sense that the use of English in China is determined by various ideological positions, which operate at various planes and spaces in the students' lives, both in their formal education and their personal lives. Many of the students were shown to ascribe specific social meanings to their use of English, and project these social meanings in the ways they use the language in their personal lives. The complexity, however, lies in the fact that these students' lives are in flux, and constantly changing, specifically in terms of their mobility in both the physical as well as virtual sense.

8.3 Conclusion

Recently, Bolton (2013: 249) has pointed out that the effects of globalisation are particularly felt in Asian societies, as many young people in the region are becoming increasingly mobile, and routinely move between multiple linguistic worlds, ‘sampling and mixing multiple worlds and cultures’ as they go. The discussion above has attempted to show how mobile Chinese university students are. In the physical sense, many of these students leave their family homes and travel great distances to further their education elsewhere in China, all the while negotiating different and changing sociolinguistic landscapes and worlds. In the virtual and imaginary senses, these students are exposed to and expose themselves to various sociolinguistic worlds on the Internet, in books, computer games, movies, TV series and news media, to name a few. The discussion above has also shown how the physical and virtual worlds of these students influence one another in a number of ways, often in surprising and unpredictable ways. An example of this was the ways the students expose themselves to American TV series, perhaps as an act of group identity, and then sample this world through the medium of English and are influenced by this world, and then project their experiences to others, in the real world, as well as other virtual worlds (such as the Internet). This constant sampling and projection of worlds is also done in a variety of linguistic codes, and competence in each code offers more opportunities for the students to sample more worlds and in turn project more of these

worlds to others. One could almost refer to this as a constant spiralling of influence, where the language ecologies and social worlds of the students are in constant flux.

The contexts discussed above also suggest a certain reconceptualization of the spread and use of English in China, especially with respect to how research on English in the world Englishes paradigm has been theorized. Bolton (2013) has pointed out specifically that theorization on research in the world Englishes paradigm is still in its early stages, and that this theorization has remained relatively static over that last decade or so. Although studies in world Englishes have provided an important degree of recognition to so-called 'Expanding-Circle' varieties of English (e.g. Chinese English), the field has not broken much new ground in accounting for the complexities of language flow in the context of mobility, migration and globalisation (see Bruthiaux 2003; and Bolton 2013). The research presented in this thesis offers various dimensions and theoretical models that illustrate the richness and complexity of the use of English in China today. This implies that Expanding-Circle varieties of English require interpretations that are multidimensional and take into account the notions of mobility (of groups and individuals) in physical as well as imaginary spaces. In addition to this, it could be argued that the field of world Englishes could benefit from current theories in transnational anthropology and transnational sociolinguistics, and in turn produce new interpretations of the spread and use of English by Expanding-Circle societies.

In summary, this chapter has provided theoretical interpretations of some of the major research findings that were reported in Chapters 4 – 7. This discussion has reviewed some of the key issues that were researched at two universities in greater China, which takes into account how various stakeholders at these universities engage with English in the context of other languages. Results of the macro-sociolinguistic surveys at these institutions were discussed, which assessed the spread, official and unofficial status, as well as role of English in the formal education of students in these institutions. Next, the prevalent attitudes and attendant ideologies towards English as a language of education at these universities was discussed, which showed that English is generally considered valuable and important in the formal education of the university students. This chapter also discussed at length the sociolinguistic realities of English in the personal lives of students in China from various sociolinguistic perspectives. Finally, results of the research in this thesis were interpreted in terms of Silverstein's (1976, 2003) notion of indexicality in order to explain in depth the ways in which the use of English could be interpreted in China's higher education today.

CHAPTER 9: CONCLUSION

Social beings, men, express their nature by creating and re-creating an organization which guides and controls their behaviour in myriad ways. This organization, society, liberates and limits the activities of men, sets up standards for them to follow and maintain: whatever the imperfections and tyrannies it has exhibited in human history, it is a necessary condition of every fulfilment of life.

MacIver and Page (1950: 5)

9.1 Introduction

The introductory chapter stated that this thesis seeks to understand and explain the spread and use of English in China's higher education (i.e. the sociolinguistic realities of English), specifically in terms of university students' use of the language for various purposes in their tertiary education and in their personal lives on and off campus. To achieve this aim it was important to draw on both quantitative and qualitative research methods to record the large-scale spread of English across two universities in China, as well as individual stories by a number of students (and teachers) on these campuses. In order to understand the spread and use of English at the two research locations it was important to investigate the official stated policies of these universities, and then to compare the officially-stated use of English with the actual use as reported by students who are to varying extents engaged in English-medium instruction. The focus of the macro-sociolinguistic surveys was

to identify the spread and use of English in various academic units at MUST and SYSU, where English was apparently used as a medium (or additional medium) of teaching and learning; and to report on the actual use of English by these students in their formal education at these universities. Another focus of the large-scale surveys was to gauge the shared perceptions that the students in these universities have about the role of English as a medium of teaching (as well as their reception of these courses) at their respective universities, as well as to trace the spread of English in the personal lives of the students. The large-scale surveys were also intended to be used to compare the use of English with Putonghua, the official language of teaching in mainland China, and Cantonese, the major common language that is spoken in the cities where these universities are located. Then, drawing on this ‘macro-description’ of the spread and use of English at the universities, I conducted a number of discussions, formal and informal, with a range of stakeholders in English-medium instruction at these universities with the aim of providing personalised linguistic stories of students (and some teachers) relating to their use of English in the context of the languages and/or language varieties they speak, and use in their lives.

The results of the research were also interpreted in the context of current sociolinguistic theory that draws on transnational anthropology and language contact in the context of mobility and globalisation. By using these theoretical models, this thesis also aims to inform theorizing in the world Englishes paradigm, as one of the central concerns in this paradigm is the spread and use of English in various societies, locations, and communities

across the world. This thesis found that the use of English as an Expanding-Circle' variety of English in China's higher education is highly complex, as the language intersects students' lives at various points, often in surprising ways.

9.2 Revisiting the research questions

The research questions at the beginning of the thesis were divided into two major categories: those that relate to language ideologies and language attitudes; and those relating to the sociolinguistic realities on the use of English of the use of English in China's tertiary education. The first category of questions relating to language and ideology are:

- i. What is the current rhetoric on the use of English in the field of tertiary education in China today?
- ii. What are the values and attitudes that students (and other stakeholders) in tertiary institutes in China hold in regard to the role of English in education?

Various sections in the chapters in this thesis respond to these questions, and specifically discuss the various attitudes that are evident in the use of English at the two universities where this research was carried out. What is evident from the research is that both universities appear to equate the English language with the ideology of 'internationalism'. This use of this ideology was evident in the ways certain academic units at these

universities promoted English-medium instruction in their official reports and course introductions, mainly on their websites and in discussions with senior management and teachers. At MUST, the official language policy of English as the ‘main’ medium of instruction appears to be motivated by the notion of internationalism, and the Faculty of Management and Administration uses this ideology to motivate the use of English in its formal curriculum. At SYSU the notion of internationalism was not explicitly promoted by the university as a whole, but various academic units do use this ideology to motivate its use of English in the formal curriculum. Examples of this include the promotion of English in the School of Medicine, and the School of Business in terms of internationalism. It would appear that the ideology of internationalism is important for China’s universities to motivate English-medium programs in their formal education. The attitudes of students at MUST and SYSU generally appeared to mirror the universities’ internationalism rhetoric, with a vast majority of the student populations reporting that they felt English internationalizes their respective universities, and that these students felt it is important that the universities offer courses, programs and degrees taught through the medium of English. The attitudes of the students also indicate that a majority felt that the Chinese language would not somehow make their universities any ‘better’ (cf. Figures 4.5, 4.6, 5.4, and 6.4). The second category of questions relating to the sociolinguistic realities on the use of English in tertiary Education in China are:

- iii. How and where is English used in tertiary education in China?
- iv. How has the spread and use of English in China's tertiary education affected the lives of Chinese university students in how they use language on a day-to-day basis?

Major parts of Chapters 4 through 8 are dedicated to presenting and discussing the spread and use of English by university students at the selected universities. All the surveys have consistently shown that English is used to varying extents in the students' formal education, from courses and programs with a minimal use of English as a medium of instruction (e.g. Faculty of Law at MUST; School of Mathematics at SYSU) to those courses and programs with almost complete use of English (e.g. MBBS program at SYSU). The use of English as a medium of instruction was found to vary according to the academic units at the universities. It also appears that the business faculties at both universities tended to have a lot of English-medium instruction programs. The most exposure the students have to English is through their required reading at the universities, but it should be noted that the amount of reading also varies according to academic unit. Generally, the students are not required to do much writing in English in their formal education.

In terms of the second question, it is shown how the frequency of exposure to English impacts on the use of English in the personal lives of the students. It is also the personal use of English at these universities that illustrates how varied Chinese university students' use of English is. English is used most frequently by the students in their extra-curricular time when reading, surfing the Internet, when socializing with friends, and when

socializing on the Internet. What is important to note is that students who use English for a particular activity (such as on their *Weibo* blogs) typically use English quite frequently for this activity. Students also appear to use English in their free time to enrich their lives by learning about foreign cultures, accessing international news media, and watching films and TV series. Interestingly, many of these students have to circumvent China's censors in order to gain access to these types of Internet and media content.

9.3 Contribution of the research

Sociolinguistic research on the spread and use of English in China's higher education is still very limited. In particular, most studies on the use of English in the country's higher education have been restricted to providing accounts of the spread and teaching of English language subjects, with very little mention of how English is increasingly being used as a language of instruction, and how English is actually being used and perceived in higher education in China. This study fills this research gap by providing both quantitative and qualitative research in order to present a macro-sociolinguistic profile on the use of English in two universities in greater China.

The thesis is significant in a number of ways. First, the study is an innovative attempt to examine the macro-level impact of ideologies, language attitudes, and socio-political

contexts on the spread and reception of English in China's tertiary education. The Pearl River Delta region in southern China where this research was carried out has a long and interesting history regarding contact between China and the rest of the world, and also between southern China and the rest of greater China to the north. It provides the ideal location to investigate mobility in China today, how communities are in flux and how people in China are, to a certain extent, affected by migration.

Second, this study informs current theorizing in the world Englishes paradigm by offering interpretations of the research data that are informed by current theorizing in the sociolinguistics of globalisation, especially in terms of the importance accorded the interplay between personal and group identity, and the constant change that permeates people's lives in a globalised world. As was shown in Chapter 8, this study offers a more comprehensive account of the spread and use of English in an Expanding-Circle country. Furthermore, this study contributes to studies in world Englishes by offering new ways of theorizing about the spread of English in Expanding-Circle societies. The theorizing in this thesis illustrates the complexity of English use in China, and situates the study in the wider context of language contact, as well as in the sociolinguistics of globalisation. Current studies of English in Expanding-Circle societies can benefit from many of the issues that are raised in Chapter 8. Of particular interest is the notion of 'orders of indexicality' and how this explains the correlations between the macro-level ideologies and the actual spread and use of English in various domains, or as Johnstone (2004) notes, it is in the context of

globalisation that sociolinguists have increasingly been paying attention to people on the edge of social networks and focusing on heterogeneity and adaptiveness, in addition to commonality and predictability. It is not to say that the circles model of English in China is not useful, but rather, as this research shows, there are dynamics at play in such a model that need to be accounted for.

9.4 Future directions and implications of the study

This study has brought to light various possibilities of research with regard to the spread and use of English in greater China today, in the context of mobility and globalisation. The most prominent areas that were identified are:

- i. Future studies may wish to explore more in-depth correlations between kinds of contact frequency with the types of extra-curricular uses of English at China's universities. Generally, however, from this study it would appear that contact frequency in the students' formal education does impact their use of languages in their personal lives. This hypothesis could be tested more extensively at other universities (in other contexts).

- ii. The research data in this thesis suggests that the notion of ‘Chinese English’ (or ‘Chinese Englishes’) as a variety of English could be scrutinized in terms of a number of social variables, such as the ideological perceptions that the students have towards American English, or other varieties of English. Other influences, such as the types of exposure (i.e. Internet, films, etc.) could be correlated with the varieties of Englishes that are used or spoken by Chinese university students. The theory of indexicality offers a unique means of correlating various social variables with linguistic features (e.g. phonology, syntactical features, etc) of the Chinese variety of English. It is also the assumption here that the various Chinese languages and/or language varieties influence the varieties of English that students speak in China.
- iii. It was observed in the data that a large portion of the students claimed to use English when they are socializing with their friends, and future studies need to specifically investigate how frequently English is used, as well as exactly when the students use English with their friends. It also needs to be established how English is used exactly as a medium of teaching and learning, especially in students’ lectures. Some students have indicated that their teachers mainly use specialized terms in English in their classes, while others reported that their teachers speak almost exclusively in English. In future studies scholars may wish to explore these issues in greater depth.

- iv. In Chapter 6 it was pointed out that many postgraduate students in the MBA program at SYSU used English frequently for work-related purposes. Future research on English in China could consider the correlations between work-related use and its impact on the personal lives of employees who use English for work-related purposes. Future studies may also investigate the spread and use of English in workplaces in China, particularly those that are both foreign-owned, as well as the use of English in non-foreign owned enterprises. It could also be that ‘white-collar’ employees who know and use English switch between English and Chinese in their conversations with others, and the use of English might index a host of social variables, such as social status, competence in English, and so on. Specific studies on code switching could consider some of these issues.

- v. This research has also highlighted the importance of language contexts, specifically with regards to how the actual spread and use of English is to be understood in greater China. However, one important finding in this study involved the spread and use of Putonghua, as well as the attendant ideologies that students in China have toward the language. It was shown in this research that very few students speak Putonghua as a home language, but the language is used as the major language of communication at the university campuses, and that many students now perceive Putonghua to be their first language, especially in how this language is

related to mobility in China. One cannot help but assume that language shift must be a highly probable outcome of the huge amount of exposure university students have to Putonghua, especially in terms of their mobility and contact with students from other parts of greater China. Unfortunately, the concerns of language shift fall outside of the scope of this thesis, but it is a topic that future researchers would need to investigate in much greater detail than this present research has done (cf. §8.2.5.1).

9.5 Endword

This thesis has responded to the sociolinguistics of globalisation by offering an account of language spread and contact in southern China. One of the major achievements of world Englishes has been the field's significant role in according recognition to so-called Outer-Circle varieties of English, as well as the recognition of the spread of English in the Expanding Circle, such as Chinese English(es) (Bolton 2013). It is also in this field that there is a growing awareness of the vibrancy of English varieties world-wide, and research has been encouraged which has influenced other fields in linguistics, especially those of Applied linguistics, Language planning and policy, and English literatures. However, as Bolton (2013) points out, theorizing in world Englishes has remained somewhat static, and therefore Blommaert's (2010) advocacy of a reconceptualization of language in a

globalized world is both timely and well-founded. This thesis has responded to this need by specifically providing a sociolinguistic account of the spread and use of the English language in China's higher education, and considering English in a number of contexts: first, the context of language contact, of English alongside other languages and language varieties at two university campuses; second, of English as part of the linguistic worlds of Chinese students who switch between languages in their daily lives, both in their education as well as their private lives; and third, by considering the spread and use of English in terms of the physical and virtual movement of people across spaces.

This thesis has shown that many Chinese university students are quite multilingual, and constantly switch between different worlds, by using different languages and language varieties as they move between various worlds. These students not only learn English as a subject at school and university, but also acquire the language in other spheres in their daily lives, through their use of the Internet, by watching films, and international news media. Not only does English offer them better access to knowledge and jobs in an increasingly globalised world, but the language is for many of them a means to explore new worlds, and offers them new ways of expressing their individual identities to others in the real and perceived worlds they live in. Research on the spread and use of English in China mainland needs to keep pace with these shifting, multilingual contexts of language use and language ecologies in the region, especially with regard to the rich and multivariied multilingual worlds of students in China's higher education.

In conclusion, it is the hope that this thesis may provide future researchers with a better understanding and working knowledge of the dynamics of the use of English (and other languages and language varieties) in the China context. It is also the hope that sociolinguists working with English in Expanding-Circle contexts can use the theoretical concepts discussed in this thesis to explain more adequately the spread and use of the English language in these contexts.

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APPENDIX 1: TRANSCRIPTION KEY

:	Speaker turn
[]	Speech overlap
.	Final
?	Appeal
\	Falling tone
/	Rising tone
^	Primary accent/stress
`	Secondary accent/stress
=	Lengthening
...(N)	Long pause
...	Medium pause
..	Short pause
(0)	Latching
()	Linguistic variables
(H)	Audible inhalation
@	Laughter
<Q Q>	Quotation quality
//	Phonetic transcription
<X X>	Uncertain hearing
1-9	Tones

(Adapted from: Du Bois 1991)

APPENDIX 2: SAMPLE QUESTIONNAIRE

Sun Yat-sen University (SYSU) questionnaire on English - for undergraduate students –

The purpose of this questionnaire is to inform a study on Sun Yat-sen University (SYSU) students' exposure to English, and attitudes towards English in general. This study is being conducted by Werner Botha, a researcher from the University of South Africa.

All information in this questionnaire will be treated with confidentiality, and is for research purposes only. Your answers will remain anonymous.

The estimated time for completing this questionnaire is around 10 minutes.

This questionnaire consists of four parts, with a total of 53 questions. Part 1 asks a few general background questions. Part 2 consists of more specific questions about your use of English at SYSU. Part 3 asks specific questions regarding English in your education here at SYSU. And finally, part 4 deals with attitudes towards English as a medium of instruction.

You are welcome to leave your name and email, should you require the results of this research, when completed.

In case you have questions or comments about the questionnaire or about the study, please feel free to contact Mr. Werner Botha at bwerner@must.edu.mo

Thank you very much for participating

澳門科技大學調查問卷 中文版本
僅供學生使用

此问卷调查旨在了解中山大学学生的英语学习使用量以及对英文的总体态度。本调查研究项目由南非大学的研究人员 Werner Botha 负责。

本次调查将采用匿名问卷调查形式进行。我们将对此研究中被调查人士提供的所有资料进行保密，并仅作调查研究用途。

完成问卷估计时常为 10 分钟。

此问卷由四部分组成，共 53 个问题：

1. 您的基本资料
2. 您在中山大学的英文使用量
3. 您对中山大学使用英文作为教学媒体的看法
4. 您的英文教学的态度

如有需要索取此研究结果，欢迎在问卷最后留下您的姓名及联系方式。

如有任何意见或建议，欢迎以电邮方式联系我们的项目负责人 Werner Botha: bwerner@must.edu.mo

感谢您的参与！

The use of English at Sun Yat Sen University

Cross your answer, or write down your response, where required

请于空格内打 ，或按相应要求填写你的答案

Optional: Name 姓名: Email 电邮地址:
--

Part 1: Demographic information 基本资料

Question	Answers	
1 How old are you? 你的年龄为?	17 <input type="checkbox"/>	22 <input type="checkbox"/>
	18 <input type="checkbox"/>	23 <input type="checkbox"/>
	19 <input type="checkbox"/>	24 <input type="checkbox"/>
	20 <input type="checkbox"/>	25 <input type="checkbox"/>
	21 <input type="checkbox"/>	> 25 <input type="checkbox"/>
2 What is your gender? 你的性别为?	Male 男 <input type="checkbox"/>	
	Female 女 <input type="checkbox"/>	
3 Which year of study are you in at this university? 你现就读于大学几年级?	1 st <input type="checkbox"/> ; 2 nd <input type="checkbox"/> ; 3 rd <input type="checkbox"/> ; 4 th <input type="checkbox"/> ; other <input type="checkbox"/>	
4 Which province/region do you come from in China? If you are not from China, please specify where you come from. 你来自中国的哪个省份?	Anhui; 安徽 <input type="checkbox"/>	Jiangxi; 江西 <input type="checkbox"/>
	Beijing; 北京 <input type="checkbox"/>	Jilin; 吉林 <input type="checkbox"/>
	Chongqing; 重庆 <input type="checkbox"/>	Liaoning; 辽宁 <input type="checkbox"/>
	Fujian; 福建 <input type="checkbox"/>	Qinghai; 青海 <input type="checkbox"/>
	Gansu; 甘肃 <input type="checkbox"/>	Shaanxi; 陕西 <input type="checkbox"/>
	Guangdong; 广东 <input type="checkbox"/>	Shandong; 山东 <input type="checkbox"/>
	Guizhou; 贵州 <input type="checkbox"/>	Shanxi; 山西 <input type="checkbox"/>
	Hainan; 海南 <input type="checkbox"/>	Shanghai; 上海 <input type="checkbox"/>
	Hebei; 河北 <input type="checkbox"/>	Sichuan; 四川 <input type="checkbox"/>
	Heilongjiang; 黑龙江 <input type="checkbox"/>	Yunnan; 云南 <input type="checkbox"/>
	Henan; 河南 <input type="checkbox"/>	Zhejiang; 浙江 <input type="checkbox"/>
	Hubei; 湖北 <input type="checkbox"/>	Other (specify)其他: <input type="checkbox"/>
	Hunan; 湖南 <input type="checkbox"/>	
	Jiangsu; 江苏 <input type="checkbox"/>	

<p>5 What is your family's household income per month (CNY)? An estimate is fine. 你的家庭月收入为多少（人民币）？粗略估计即可</p>	<p><10,000; <input type="radio"/> 11,000 – 15,000; <input type="radio"/> 16,000 – 20,000; <input type="radio"/> 21,000 – 25,000; <input type="radio"/> 26,000 – 30,000; <input type="radio"/> >31,000 <input type="radio"/></p>
<p>6 Which Chinese dialects/languages other than Putonghua can you speak well now? 除普通话外，你现时还掌握那种中国方言/语言？</p>	<p>.....</p>
<p>7 What languages/dialects do you speak at home? 你在家使用哪种语言/方言？</p>	<p>.....</p>
<p>8 What languages/dialects do your parents speak at home? 你的父母于家中使用哪种语言/方言？</p>	<p>.....</p>
<p>9 What would you say is your mother tongue? 你认为你的母语是？</p>	<p>.....</p>
<p>10 How would you judge your level of Putonghua? 你如何评价自己的普通话水平？</p>	<p>Excellent 极好 <input type="radio"/> Good 好 <input type="radio"/> Fair 一般 <input type="radio"/> Not so good 不太好 <input type="radio"/> Poor 差 <input type="radio"/></p>
<p>11 Which department/faculty is your main department/faculty this year? 你现就读于哪个学院？</p>	<p>.....</p>

12 Which official English exams have you passed <u>in the last 2 years</u> ? If you have taken any English exams, <u>what was your score</u> ? 在过去你两年, 你通过了以下哪些官方那个英语测试? 你的所得的分数为?	IELTS (.....) <input type="radio"/> TOEFL (.....) <input type="radio"/> CET 4 (.....) <input type="radio"/> CET 6 (.....) <input type="radio"/>	<input type="radio"/> TEM 4 (.....) <input type="radio"/> <input type="radio"/> TEM 8 (.....) <input type="radio"/> <input type="radio"/> Other: <input type="radio"/> <input type="radio"/>
13 How good is your English? 你如何评价自己的英文水平?	Excellent 极好 <input type="radio"/> Good 好 <input type="radio"/> Fair 一般 <input type="radio"/> Not so good 不太好 <input type="radio"/> Poor 差 <input type="radio"/>	
14 Which subjects are you taking now where <u>English is the main medium of Instruction</u> ? 你现时所修的哪些科目以英文为主要教学语言?	

Part 2: General Use of English 总体英文使用量

Question	Answer
15 How often do you have lectures/classes in English in your department/faculty? 你所在学院的使用英文教学频率为?	Never 从不 <input type="radio"/> Rarely 极少 <input type="radio"/> About half the time 一半时间 <input type="radio"/> Very often 经常 <input type="radio"/> Always 总是 <input type="radio"/>
16 How often do you have seminars in English? 你多久参加一次以英文为讲述语言的讲座?	Never 从不 <input type="radio"/> Rarely 极少 <input type="radio"/> About half the time 一半时间 <input type="radio"/> Very often 经常 <input type="radio"/> Always 总是 <input type="radio"/> No seminars 无法提供信息: 没有会议 <input type="radio"/>

<p>17 How often do you have labs or workshops in English? 你多久参加一次以英文为交流语言的实验室或工作室活动?</p>	<p>Never 从不 Rarely 极少 About half the time 一半时间 Very often 经常 Always 总是 No labs or workshops offered 无法提供信息：没有实验室或工作室活动</p>	<p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
<p>18 What proportion of the required <u>reading</u> for your studies is in English? 在你的学习中，要求使用英文<u>阅读</u>的部分为多少?</p>	<p>None 无 Very little 极少 About half 一半 A lot 很多 All 全部</p>	<p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
<p>19 What proportion of the required <u>reading</u> in English do you actually do? 在你的学习中，实际使用英文进行<u>阅读</u>的部分为多少?</p>	<p>None 无 Very little 极少 About half 一半 A lot 很多 All 全部</p>	<p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
<p>20 How much of the required <u>writing</u> for your studies is in English? 在你的学习中，要求使用英文进行<u>写作</u>的部分为多少?</p>	<p>None 无 Very little 极少 About half 一半 A lot 很多 All 全部</p>	<p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
<p>21 How much <u>writing</u> do you actually do in English for your studies? 在你的学习中，实际使用英文进<u>写作</u>的部分为多少?</p>	<p>None 无 Very little 极少 About half 一半 A lot 很多 All 全部</p>	<p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>

<p>22 Overall, how much English do your lecturers <u>speak</u> in a typical class where English is the medium of teaching? 总的来说，在你课堂上，你的老师使用英文进行授课的部分为多少？</p>	<p>None 无 <input type="radio"/></p> <p>Very little 极少 <input type="radio"/></p> <p>About half 一半 <input type="radio"/></p> <p>A lot 很多 <input type="radio"/></p> <p>All 全部 <input type="radio"/></p>			
<p>23 How often are you exposed to English in your spare time (e.g. music; PC games; films, etc), while you are studying at SYSU? 在中山大学学习期间，你在课余时间中使用英文的频率为？（如：音乐、电影、电脑游戏、电影等）</p>	<p>No English in spare time 课余时间不使用英文 <input type="radio"/></p> <p>Little English in spare time 课余时间极少使用英文 <input type="radio"/></p> <p>Some English in spare time 一些课余时间使用英文 <input type="radio"/></p> <p>A lot of English in spare time 较多课余时间使用英文 <input type="radio"/></p> <p>All English in spare time 全部课余时间使用英文 <input type="radio"/></p>			
<p>24 What is your proportion of language use in each of the following languages at SYSU? (1= all the time; 2=often; 3=sometimes; 4=seldom; 5=never) 在中山大学学习期间，你使用以下语言的时间分别为多少？（1=总是，2=经常，3=有时，4=极少。5=从不）</p>	<p>Putonghua 普通话 (1) (2) (3) (4) (5)</p> <p>Cantonese 粤语 (1) (2) (3) (4) (5)</p> <p>English 英文 (1) (2) (3) (4) (5)</p> <p>Other 其他: (1) (2) (3) (4) (5)</p>			
<p>25 For what purposes do you use English outside of the classroom, while you are a student here at SYSU? More than one answer is OK. Also check the proportion of your language use in English, Putonghua and/or other dialects or languages you use for these purposes. (1=all the time; 2=a lot; 3=some; 4=not much; 5=none) 作为一名中山大学学生，你于课余时间使用英文/普通话/其他方言的目的为？可多于一个答案。就你的使用目的而言，你使用这三种语言的时间分别为多少？（1=全部时间，2=经常，3=有时，4=极少。5=从不）</p>		English 英文	Putonghua 普通话	Other dialect/ language 其他
	<p>Socializing with friends 与朋友交际 Internet searches 互联网搜索 Online chats (e.g. MSN, QQ, etc) 在线聊天（如 QQ, MSN） Blogging 写博客 PC Games/Video games 电脑游戏 Travel 旅行 Online socializing (e.g. Weibo) 在线社交（如：Weibo） Reading 阅读 Clubs/hobbies 社团/爱好 Other 其他:..... Never use English 从不使用英文</p>	<p>(1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) <input type="radio"/></p>	<p>(1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5)</p>	<p>(1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5) (1)(2)(3)(4)(5)</p>

<p>26 When was the last time you <u>spoke</u> English outside of a classroom situation? 最近一次在课外说英文是什么时候?</p>	<p>Earlier today 今天 <input type="radio"/></p> <p>Yesterday 昨天 <input type="radio"/></p> <p>2 days ago 两天前 <input type="radio"/></p> <p>3 days ago 三天前 <input type="radio"/></p> <p>4 days ago 四天前 <input type="radio"/></p> <p>5 days ago 五天前 <input type="radio"/></p> <p>6 days ago 六天前 <input type="radio"/></p> <p>1 week ago 一周前 <input type="radio"/></p> <p>> one week ago 大于一周前 <input type="radio"/></p>
<p>27 When was the last time you <u>wrote</u> English outside of a classroom situation? 最近一次你在课外写英文是什么时候?</p>	<p>Earlier today 今天 <input type="radio"/></p> <p>Yesterday 昨天 <input type="radio"/></p> <p>2 days ago 两天前 <input type="radio"/></p> <p>3 days ago 三天前 <input type="radio"/></p> <p>4 days ago 四天前 <input type="radio"/></p> <p>5 days ago 五天前 <input type="radio"/></p> <p>6 days ago 六天前 <input type="radio"/></p> <p>1 week ago 一周前 <input type="radio"/></p> <p>> one week ago 大于一周前 <input type="radio"/></p>
<p>28 When was the last time you <u>read</u> English outside of a classroom situation? 最近一次你在课外使用英文进行阅读是什么时候?</p>	<p>Earlier today 今天 <input type="radio"/></p> <p>Yesterday 昨天 <input type="radio"/></p> <p>2 days ago 两天前 <input type="radio"/></p> <p>3 days ago 三天前 <input type="radio"/></p> <p>4 days ago 四天前 <input type="radio"/></p> <p>5 days ago 五天前 <input type="radio"/></p> <p>6 days ago 六天前 <input type="radio"/></p> <p>1 week ago 一周前 <input type="radio"/></p> <p>> one week ago 大于一周前 <input type="radio"/></p>
<p>29 When you used English outside of the class <u>the last time</u>, for what purpose was this? 最近一次你在课外使用英文的目的为?</p>	<p>.....</p>

30 Do you consider yourself bilingual in English and your mother tongue? 你认为你是一名双语使用者吗? (就你的母语与英文而言)	Not at all 不认为	<input type="radio"/>
	A little 不太认为	<input type="radio"/>
	Some 一般认为	<input type="radio"/>
	Very 非常认为	<input type="radio"/>
	Completely 完全认为	<input type="radio"/>

Part 3: The use of English at SYSU 于中山大学的英文使用量

Question	Answer
31 Has this university helped your ability to learn English? 该校教学是否有效地帮助你学习英文?	A lot 很多 <input type="radio"/> Some 一些 <input type="radio"/> Not much 不多 <input type="radio"/> Not at all 无 <input type="radio"/>
32 Are you generally happy with the way your subject courses are conducted in English? 你是否对该校的英文授课课程感到满意?	Completely 完全满意 <input type="radio"/> Very 非常满意 <input type="radio"/> It's alright 一般 <input type="radio"/> Not really 不太满意 <input type="radio"/> Not at all 不满意 <input type="radio"/> DNA: No subject courses in English 其他: 无英文授课课程 <input type="radio"/>
33 Do you think English should be used as the medium of instruction at this university? 你是否认为该校应使用英文进行授课?	Yes 是 <input type="radio"/> No 不是 <input type="radio"/> Maybe 或许 <input type="radio"/>
34 Generally, how easy or difficult is it for you to understand your lectures when they are delivered in English? 总的来说, 你认为理解英文授课内容的难易程度为?	Very easy 非常容易 <input type="radio"/> Easy 容易 <input type="radio"/> It's OK 一般 <input type="radio"/> Difficult 困难 <input type="radio"/> Very difficult 非常困难 <input type="radio"/>
35 Would you do better in your studies if you didn't have to study courses through the medium of English? 如不采用英文教学形式, 你是否认为你能更有效地学习?	Yes 是 <input type="radio"/> No 不是 <input type="radio"/> Maybe/Not sure 或许/不确定 <input type="radio"/>

<p>36 How much of the English lecture content can you understand, typically? 你通常能理解英文授课课程中的多少内容?</p>	<p>All 全部 <input type="radio"/> Most 绝大部分 <input type="radio"/> Some 一些 <input type="radio"/> Little 极少 <input type="radio"/> None 无 <input type="radio"/></p>	
<p>37 Generally, how much of your spoken interaction in class is in English? 总的来说, 你在课堂中使用英文进行交流的部分为多少?</p>	<p>All 全部 <input type="radio"/> A lot 很多 <input type="radio"/> Some 一些 <input type="radio"/> Little 极少 <input type="radio"/> None 无 <input type="radio"/></p>	
<p>38 Do your teachers generally encourage you to use English in class? 你的老师是否鼓励你在课堂中使用英文?</p>	<p>Yes 是 <input type="radio"/> No 不是 <input type="radio"/> Sometimes/Not sure 有时/不确定 <input type="radio"/></p>	
<p>39 How do you feel when you have to speak English in class to your classmates? 你在课堂中使用英文和同学交流的感觉为?</p>	<p>Comfortable 非常舒服 <input type="radio"/> Quite comfortable 比较舒服 <input type="radio"/> A little uncomfortable 有一点不舒服 <input type="radio"/> Quite uncomfortable 比较不舒服 <input type="radio"/> Very uncomfortable 非常不舒服 <input type="radio"/></p>	
<p>40 How do you feel about <u>answering questions</u> in English in class? 你在课堂中使用英文回答问题的感觉为?</p>	<p>Comfortable 非常舒服 <input type="radio"/> Quite comfortable 比较舒服 <input type="radio"/> A little uncomfortable 有一点不舒服 <input type="radio"/> Quite uncomfortable 比较不舒服 <input type="radio"/> Very uncomfortable 非常不舒服 <input type="radio"/></p>	
<p>41 How much difficulty do you experience in writing in English for your courses/the university context? 使用英文写出你的课程内容的难易程度为?</p>	<p>No difficulty 无困难 <input type="radio"/> A little difficulty 有一点困难 <input type="radio"/> Some difficulty 一般困难 <input type="radio"/> A lot of difficulty 非常困难 <input type="radio"/> Unable 无法做到 <input type="radio"/></p>	

<p>42 How much difficulty do you experience in in English for your courses/university context? 使用英文阅读你的课程内容的难易程度为?</p>	<p>No difficulty 无困难 <input type="radio"/> A little difficulty 有一点困难 <input type="radio"/> Some difficulty 一般困难 <input type="radio"/> A lot of difficulty 非常困难 <input type="radio"/> Unable 无法做到 <input type="radio"/></p>	
<p>43 Has your English improved since you left high school? 高中毕业后, 你的英文水平是否得到提高?</p>	<p>Yes, a lot 是的, 进步很大 <input type="radio"/> Yes, a little 是的, 有一点点进步 <input type="radio"/> Yes, some 是的, 有一些进步 <input type="radio"/> No, not much 不是, 没有很大进步 <input type="radio"/> No, none 不是, 无进步 <input type="radio"/></p>	
<p>44 While studying here, have you taken any courses outside this university to improve your English? 在该校学习期间, 你是否有参与其他课程去提高自己的英文水平?</p>	<p>Yes 是 <input type="radio"/> No 不是 <input type="radio"/></p>	
<p>45 Generally, how good is the <u>oral</u> English of your <u>teachers</u> at SYSU? 你认为你的<u>老师</u>的<u>英语口语</u>水平如何?</p>	<p>Very good 非常好 <input type="radio"/> Good 好 <input type="radio"/> Acceptable 可以接受的 <input type="radio"/> Poor 差 <input type="radio"/> Very poor 非常差 <input type="radio"/></p>	
<p>46 Generally, how good is the <u>written</u> English of your <u>teachers</u> at SYSU? 你认为你的<u>老师</u><u>英语写作</u>水平如何?</p>	<p>Very good 非常好 <input type="radio"/> Good 好 <input type="radio"/> Acceptable 可以接受的 <input type="radio"/> Poor 差 <input type="radio"/> Very poor 非常差 <input type="radio"/></p>	
<p>47 Generally, how good is the English of your <u>fellow students</u> at SYSU? 你认为你的<u>同学</u>的英文水平如何?</p>	<p>Very good 非常好 <input type="radio"/> Good 好 <input type="radio"/> Acceptable 可以接受的 <input type="radio"/> Poor 差 <input type="radio"/> Very poor 非常差 <input type="radio"/></p>	

48 Which varieties of English have you heard in your subject lectures at SYSU? More than one is OK. 你在课堂中听过哪种英文? (可多于一个选择)	American English 美式英文 <input type="radio"/> British English 英式英文 <input type="radio"/> Hong Kong English 港式英文 <input type="radio"/> Chinese English 中式英文 <input type="radio"/> Other 其他:..... <input type="radio"/>
49 What proportion of English, Mandarin, and Cantonese do you typically hear in your lecturers here at SYSU? (1=all the time; 2=a lot; 3=some; 4=not much; 5=none) 你在老师授课过程中, 听到英文、普通话以及粤语的比例为?	English 英文..... (1) (2) (3) (4) (5) Mandarin 普通话..... (1) (2) (3) (4) (5) Cantonese 粤语..... (1) (2) (3) (4) (5)

Part 4: Attitudes to English at SYSU 中山大学的英文态度

Question	Answer
50 It would be important if SYSU offered subjects taught entirely in English 中山大学使用全英教学是重要的。	Strongly agree 非常同意 <input type="radio"/> Agree 同意 <input type="radio"/> Disagree 不同意 <input type="radio"/> Strongly disagree 非常不同意 <input type="radio"/>
51 SYSU should offer more courses taught entirely in English 中山大学应更多使用全英教学。	Strongly agree 非常同意 <input type="radio"/> Agree 同意 <input type="radio"/> Disagree 不同意 <input type="radio"/> Strongly disagree 非常不同意 <input type="radio"/>
52 SYSU would be more international if courses are conducted in English 采用全英教学能使中山大学更加国际化。	Strongly agree 非常同意 <input type="radio"/> Agree 同意 <input type="radio"/> Disagree 不同意 <input type="radio"/> Strongly disagree 非常不同意 <input type="radio"/>
53 SYSU is better off if courses are taught in Chinese 中山大学使用全中文教学会更好。	Strongly agree 非常同意 <input type="radio"/> Agree 同意 <input type="radio"/> Disagree 不同意 <input type="radio"/> Strongly disagree 非常不同意 <input type="radio"/>

END: THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS SURVEY / 结束: 感谢你的参与!

APPENDIX 3: INTERVIEW QUESTIONS/DISCUSSION TOPICS

SYSU interviews on English - for students –

The purpose of this interview is to inform a study on Sun Yat-sen University (SYSU) students' exposure to English, and attitudes towards English in general. This study is being conducted by Werner Botha, a researcher from the University of South Africa.

All information in this interview will be treated with confidentiality, and is for research purposes only. Your answers will remain anonymous.

The estimated time for completing this interview is around 25 minutes.

This questionnaire consists of around 15 questions and consists of questions relating to your use of English at SYSU and your attitudes towards English as a medium of instruction in general.

You are welcome to leave your name and email at the end of this interview, should you require the results of this research, when completed.

In case you have questions or comments about the questionnaire or about the study, please feel free to contact Mr. Werner Botha at bwerner@must.edu.mo

Thank you very much for participating

QUESTIONS

- 1 Do you think English should be used as a medium of teaching at this university? Why/Why not?
- 2 Which variety of English (e.g. American English/British English) do you prefer to learn/use? Why?
- 3 How do you think English is useful for you? And for your future?
- 4 How do you feel about non-native English teachers (i.e. Chinese teachers) teaching courses in English (non-English courses such as Business courses)?
- 5 What are some of the difficulties you face when learning non-English courses through English as a medium of instruction? Explain.
- 6 Do you feel you have changed as your English has improved? If so, in what ways?
- 7 How do you feel when you have to speak/use English in the classroom? What about outside of the classroom?
- 8 Where do you use English outside of classroom/school situations?
- 9 Do your friends use English outside of the classroom? In which situations, and why?
- 10 Are you happy about the fact that you are studying courses in English? Why/Why not?
- 11 Has your English improved now that you are studying through the medium of English? Why/Why not?

Longer Questions

- 12 When you came here, did you notice a big difference between this University and your high school in a way that languages are used?

Think about the question for a few minutes. And then I'd like you to talk as long as possible about that question.

- 13 Think about a typical day in Guangzhou. How many different languages/dialects do you hear or speak during the day—both at SYSU and outside the University, and at home. Make some notes. (After five – ten minutes, tell me your story)
- 14 How did you learn English?
- 15 Tell me about your family and all the different languages/dialects members of your family speak.

APPENDIX 4: CONSENT FORMS AND EXPLANATORY STATEMENTS

1 CONSENT FORM

PROJECT TITLE: ENGLISH-MEDIUM INSTRUCTION IN CHINA’S UNIVERSITIES:
EXTERNAL PERCEPTIONS, IDEOLOGIES AND SOCIOLINGUISTIC
REALITIES

I agree to take part in the above-mentioned University of South Africa research project. I have had the research objectives explained to me, and I have read the Explanatory Statement, which I keep for my records. I understand that agreeing to take part means that I am willing to:

1. Complete a questionnaire and/or record my interview. Completing the questionnaire and/or recording should take no more than about 30 minutes, including this formal process of obtaining my consent.

I understand that any information I provide will be kept confidential, and that no information that could lead to the identification of any individual will be disclosed in any research articles on the research project, or to any other third party.

I also understand that my participation is completely voluntary, and that I can choose not to participate in part or all of the research project.

I also understand that once the research project has been submitted to the University of South Africa for evaluation, I cannot withdraw my information from the research.

Please feel free to ask any questions now, if you have any.

Name:

Signature:

Date:

Email:

2 EXPLANATORY STATEMENT

Date

English-medium instruction in China's universities: External perceptions, ideologies and sociolinguistic realities

My name is Werner Botha and I am carrying out a small survey/interview as part of research project in Linguistics supervised by Prof. LA Barnes and Prof. K Bolton, towards a research degree offered by the University of South Africa.

The aim of this research is to investigate the spread and use of English in higher education in China. The information will contribute to my understanding and knowledge of language policies and learning and teaching through the medium of English at Chinese universities.

I am seeking students and educators of the local university who are willing to complete a short questionnaire/interview. You don't have to answer all the questions. The questionnaire and/or interview should take no longer than 30 minutes to complete, including the formal process of obtaining your consent.

No findings that could identify any individual participant will be published. The anonymity of your participation is assured by my procedure, in which the interviews and conversations are anonymous and only the combined results of all participants will be published.

Information collected during the research period will be stored securely until assessment of the degree is complete, at which point the information will be destroyed. No information will be disclosed to other organizations or individuals beyond the present researcher, the student assistant(s), and the supervisors.

If you have any queries, please telephone: +27 12 429-6687; or email the first supervisor at: barnela@unisa.ac.za

Should you have any complaint concerning the manner in which this research is conducted, please do not hesitate to contact Prof. LA Barnes at the following address:

Prof. LA Barnes
University of South Africa
Theo van Wijk Building, 9-92
Preller Street
Muckleneuk
Pretoria
Telephone: +27 12 429-6687
Email: barnela@unisa.ac.za

Thank you.

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