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ELF and its implications for local English teaching: A case study from Guangxi University

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English has become a lingua franca worldwide, including among multilinguals across Asia, but the extent and scope of the use of English has not been fully recognized in local English teaching. Based on a questionnaire survey of past and present English majors from Guangxi University, including undergraduates, postgraduates and full-time employees, it is found that English is extensively used as a lingua franca with people from ASEAN countries. It is also found that students are positive about opening ASEAN-related English courses, even though "Standard English" is still their learning goal. It is suggested that local English teaching should aim at the future needs of students and the specific needs of the local community. A practice-based Asian ELF (English as a lingua franca) model focusing on linguistic input and intercultural competence can be creatively integrated into local English teaching in order to better serve the local language community.

Keywords: ELF; English as a lingua franca; local English teaching; intercultural competence; ASEAN; China; Asia

English as an Asian lingua franca

English is arguably the most widely used and known international language. It is estimated to be a mother tongue or an official second language in 75 countries and territories (Jenkins, 2009) while Crystal (2003) calculated that "one in four of the world's population is now capable of communicating to a useful level in English" (p. 69). Non-native speakers of English greatly outnumber English native speakers. English has become a worldwide lingua franca both in geographical scope and in numbers of speakers, resulting in a growing number of bilingual speakers of English. This is particularly true in Asia. Bolton (2008) points out that over 800 million people in Asia use English for communication. In addition, English is the only official working language of The Association of Southeast Asian Nations (ASEAN)[1] as stated in the ASEAN Charter (Kirkpatrick, 2010b). The reality of the use of English as a lingua franca (ELF) is that the goal of learning English is not only to communicate with native speakers of English, but also with multilinguals for whom English is an additional language. In fact, communication in English with non-native speakers is much more frequent than with native speakers.

Interest in ELF research has increased dramatically in the past decade. Seidlhofer (2011) defines ELF as "any use of English among speakers of different first languages for whom English is the communicative medium of choice" (p. 7). The study of ELF has been controversial in terms of its nature and legitimacy since it became a subject for academic research. For ELF scholars, English is no longer viewed as being owned by native speakers, whose number accounts for only one fourth of total English users in the world. Non-native speakers are adapting the language creatively in their own ways to

achieve communicative goals in real contexts. The ways in which these multilinguals are using English are illustrated in large ELF corpora such as the Vienna-Oxford International Corpus of English (https://www.univie.ac.at/voice/) and the Asian Corpus of English (http://corpus.ied.edu.hk/ace). These corpora enable scholars to observe and describe the forms and functions of ELF interaction.

The frequent contact between Guangxi Province in China and ASEAN countries makes Guangxi an ideal context for the study of ELF. With the establishment of the China-ASEAN Free Trade Area in January of 2010, Guangxi has become an important player in China-ASEAN cooperation as it is the only province in China with access to ASEAN countries by both land and sea. Since 2004, the China-ASEAN Exposition (CAEXPO), the China-ASEAN Business and Investment Summit and the China-ASEAN Folk Song Arts Festival have been held annually in Nanning, the capital city of Guangxi (see http://www.caexpo.org for details). Most visitors come from ASEAN countries for high-level conferences, business negotiations, field investigations, personal training, sightseeing and shopping. English serves as the main bridge language for formal and informal communication between Chinese and ASEAN people. In the past ten years, over 2000 students and teachers have been involved in these occasions as interpreters and assistants, and many English major graduates from Guangxi University work in these Asian contexts. However, there is still an increasing demand for ASEAN-oriented bilinguals in Guangxi. The survey reported below gives a picture of the use of English and the attitude of English majors of Guangxi University towards lingua franca English and the potential for Asia-related courses for English majors in China to facilitate communication between Chinese and other Asian people.

The current study of ELF in language teaching

ELF researchers regard ELF as a totally different phenomenon from English as a Foreign Language (EFL). Jenkins (2006, 2009) and Jenkins, Cogo, and Dewey (2011) give a detailed comparison of ELF and EFL in terms of paradigm, learning goal and theory base. ELF is part of the English as an International Language (EIL) paradigm, with speakers from all of Kachru's three circles (1988). The non-conformities with native-speaker norms are viewed as variations or differences from the perspective of ELF, rather than errors, which is the EFL view. McKay (2002) also points out the problems of using a native speaker model in language learning for the bilingual speakers outside the Inner Circle. More scholars have begun to focus on the teaching of EIL and ELF (Holliday, 2005; Kirkpatrick, 2006, 2007, 2012; Kirkpatrick & Sussex, 2012; McKay, 2002, 2003; Seidlhofer, 2004, 2011; Sharifian, 2013; Tomlinson, 2006). Many ELF researchers agree that native-speaker norms should not necessarily be the learning goal for language learners in ELF communication as it ignores the varied uses of English among bilingual speakers who use English for various purposes in multilingual contexts. Seidlhofer (2011) argues "what is crucial is not so much what language is presented as input but what learners make of it, and how they make use of it to develop the capability for languaging" (p. 198). ELF research findings naturally raise challenges and controversy about current language teaching practice.

Some scholars are exploring the importance of culture in teaching EIL. McKay's notion of interculturality (2002) and Sharifian's metacultural competence (2013) are examples. Baker (2012) proposes intercultural awareness which is more relevant to the needs of a global lingua franca context, "in which cultural influences are likely to be varied, dynamic, and emergent" (p. 66). Honna (2005) points out Asian people could communicate with each other better without following native-speaker norms. He also

stresses that intercultural literacy is important for students as English can be used across cultures while its speakers enjoy the multicultural values contained in the language. That is to say, English does not only reflect British or American culture but is also a carrier for Asian cultures.

Not only are scholars exploring culture in teaching EIL, but emphasis is also being placed on the communicative strategies adopted in ELF interaction (Canagarajah, 2007; Cogo & Dewey, 2012; Deterding, 2013; Kirkpatrick, 2010a). Canagarajah (2007) demonstrates the intersubjective nature of ELF forms and pragmatic strategies and calls for a re-examination and revision of our models for language teaching. To sum up, the learning goal of ELF users is to achieve successful communication focusing on effective communicative strategies and intercultural competence rather than native speaker norms.

There are few detailed discussions of how to integrate the dynamic and fluid nature of ELF into language teaching. Kirkpatrick (2010a) proposes the multilingual model for English teaching based on the use of ELF in ASEAN. He argues that "learners need to be able to use the language in lingua franca contexts more than they need to be able to replicate the linguistic features of some imported exonormative standard of English" (pp. 175-176). Native speaker's norms should no longer be taken for granted as the benchmark for language proficiency. It is more appropriate to set students the goal of becoming effective communicators.

The diverse linguistic backgrounds of ELF speakers represent valuable resources for speakers to exploit, rather than representing a cause of misunderstanding. A pedagogical model proposed by Wen (2012) based on the Chinese language teaching situation, is in accordance with the multi-norm approach. Since there is, as yet, no ready-made pedagogical solution addressing the context of ELF in China, Wen's three-level model with its reference to linguistic, cultural and pragmatic components can be a practical alternative for college English teaching in China. According to the model, three types of linguistic input, namely native varieties, non-native varieties and linguistic features of local varieties are all introduced to learners in different proportions according to their level of proficiency. This model also reflects the English teaching principle McArthur proposes, moving "from the known and safe to the unknown and disturbing, until that too becomes safe" (Rubdy & Saraceni, 2006, p. 29). Wen's model might be a good alternative for the Chinese situation. However, the introduction of different varieties can be more flexible in accordance with students' needs.

In summary, no model is necessarily the best for all learners. Which model is the more appropriate depends on the learner's needs and values as well as contexts of language use. The key point is that learners should not have a native-speaker model imposed upon them as their sole learning goal. The findings of ELF research provide insights into the heterogeneous nature of English and the goal of language teaching (Jenkins et al., 2011).

This paper is set in the unique context of Guangxi where there is frequent contact between people of ASEAN and China. This is an appropriate setting for re-examining the perceptions of stakeholders about English language teaching philosophy, models and materials.

Survey design and the respondents
The survey in this research explores the current use of English in Guangxi. A questionnaire (see Appendix) was completed by undergraduates (group 1), postgraduates (group 2) and full-time employees who graduated from Guangxi

University as English majors (group 3). The aim of the questionnaire was to determine the extent to which the respondents use English, their attitudes towards Asian English and their expectations of their own English. The questionnaire includes 15 questions of which questions 1 to 8 concern the use of English in the respondents' work or practice, including their experiences with non-native English users, the reasons for any communication breakdowns and their exposure to non-standard English. Questions 9 to 12 concern respondents' attitudes towards the opening of ASEAN-related courses, including the necessity for such courses, potential contents of such courses and their willingness to attend them. Questions 13 to 15 concern the respondents' evaluation of their own English and their attitudes towards Chinese English.

A total of 269 valid questionnaires were returned. The demographic details of the respondents (Table 1) show they were all Chinese, including 194 full-time junior and senior English major undergraduate students, 53 full-time master candidates specializing in English linguistics (24), literature (14) and translation (15) and 22 full-time employees. Most of the students had working experience as volunteers at CAEXPO during their internship and most of the full-time employees worked in different foreign affairs related departments in Guangxi. The respondents showed somewhat different viewpoints as their experience with non-native English speakers (NNS) increases. Comparatively speaking, the postgraduates and employees had more practical experience and their suggestions should therefore probably carry more weight for future curriculum consideration.

Table 1. Demographic details of respondents

	gender		age			total
	male	female	20-30	30-40	40-50	
Undergraduate (group 1)	19	175	194	0	0	194
Postgraduate (group 2)	9	44	53	0	0	53
Full-time employee (group 3)	5	17	11	11	0	22
total	33	236	258	11	0	269

The results

Experience
More than half the respondents reported that they had had the chance to communicate with NNS during their work or internship, with a percentage of 62%, 58% and 91% for group 1, 2 and 3 respectively (Table 2, see all who selected *sometimes* or above). Group 3 reported the highest frequency of communicating with NNS, 86% of whom come from Asian countries. It is important to note that respondents' contacts with other Asian NNS increase as they have more experience in professional contexts.

The main occasions respondents communicate with NNS during their work or internship include: chatting and shopping, business dealings and conference interpreting (Figure 1). The percentage of informal chatting and shopping dropped from 57% for group 1 to 23% for group 3, while that of business reception increased from 28% to 77% across these groups. The percentage of formal conference interpreting jumped to

32% from 4% for both groups 1 and 2. Compared with their experience at work or internship, however, the exposure to NNS is quite limited for students. Most students are only introduced to NNS from movies and TV rather than from real contexts.

Table 2. Experience with non-native English speakers (based on Q1 & Q2)

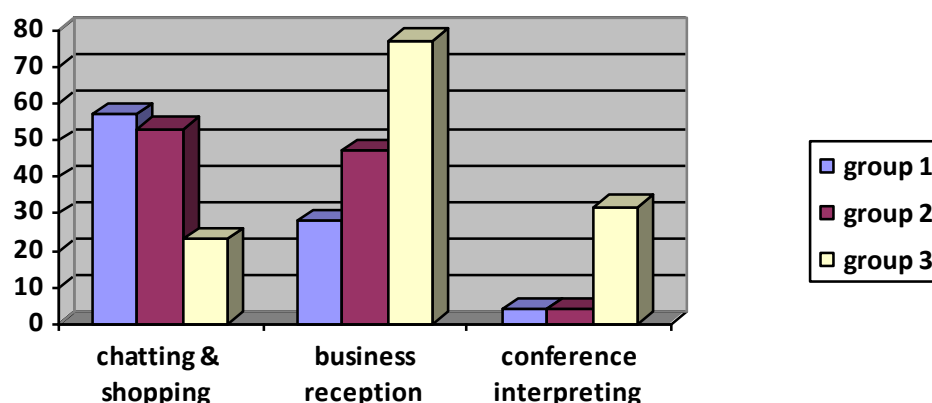|	never	seldom	sometimes	often	frequently	Origin of the most NNS
Undergraduate (group 1)	5%	32%	46%	16%	0%	Europe: 51%, Asia: 36%
Postgraduate (group 2)	2%	42%	45%	13%	0%	Asia: 73%
Full-time employee (group 3)	0%	9%	27%	50%	14%	Asia: 86%

Figure 1. Major sources and occasions for communication with NNS (based on Q3)

More than half of all respondents agreed that pronunciation and use of certain vocabulary items can cause communication breakdown (Tables 3 and 4). Each group responded similarly regarding pronunciation and lexis as reasons for communication breakdowns. For example, 63% of group 1, sometimes have communication breakdowns due to pronunciation, and 66% do due to lexis. For group 3, the corresponding percentages are 54% and 55%.

However, groups responded differently over breakdowns due to cultural differences. More than half of group 1 (73%) and group 2 (55%) think cultural differences sometimes or often or frequently cause communication breakdowns (Table 5). But only a small part of group 3 (32%) think so. This suggests the impact of cultural differences on communication may reduce as more contacts are made with NNS.

Table 3. Communication breakdown due to pronunciation (based on Q4)

	never	seldom	sometimes	often	frequently
Undergraduate (group 1)	1%	22%	63%	11%	3%
Postgraduate (group 2)	2%	30%	53%	9%	0%
Full-time employee (group 3)	0%	41%	54%	5%	0%

Table 4. Communication breakdown due to lexis (based on Q5)

	never	seldom	sometimes	often	frequently
Undergraduate (group 1)	2%	20%	66%	12%	1%
Postgraduate (group 2)	2%	38%	53%	6%	0%
Full-time employee (group 3)	0%	41%	55%	9%	0%

Table 5. Communication breakdown due to cultural differences (based on Q6)

	never	seldom	sometimes	often	frequently
Undergraduate (group 1)	2%	26%	61%	10%	2%
Postgraduate (group 2)	6%	36%	49%	6%	0%
Full-time employee (group 3)	0%	68%	32%	0%	0%

The three groups' expressed different views on whether to open a course based on the English of ASEAN NNS. While the majority of respondents think positively in terms of opening such courses, with a respective percentage of 56%, 63% and 64% (Table 6, see all who selected *necessary* and above). Respondents who have had more contact with NNS are more likely to find such courses extremely necessary (14%). This may imply that the more real work respondents are involved in, the more they realize

the necessity and importance of learning non-native English varieties. This also shows a gap between students' expectations and the real working situation. To better prepare students for their future jobs, their actual needs should be considered which, in the case discussed here, suggests the opening of non-native English related courses. The reality of increasing communication between China and ASEAN countries provides a further justification of opening such courses. The course contents respondents nominate include pronunciation, lexical usage and cultures of non-native English speaking people and countries, as well as a pragmatic knowledge between Chinese and NNS. The majority of each group indicate they would choose to learn ASEAN English varieties (Table 7).

Table 6. Attitudes towards non-native Englishes related courses (based on Q9 & Q10)

	Totally unnecessary	A little necessary	Necessary	Quite necessary	Extremely necessary	Course contents
Undergraduate (group 1)	16%	29%	38%	11%	7%	Pronunciation, intonation, lexical usage, culture of NNS; pragmatic knowledge between Chinese and NNS
Postgraduate (group 2)	20%	18%	41%	14%	8%	
Full-time employee (group 3)	27%	9%	36%	14%	14%	

Table 7. Preference for non-native varieties (based on Q12)

	ASEAN	East Asia (Japan, Korea)	South Asia (India, Pakistan)	Europe	Africa
Undergraduate (group 1)	52%	27%	10%	43%	7%
Postgraduate (group 2)	60%	13%	21%	22%	5%
Full-time employee (group 3)	64%	32%	27%	27%	32%

Note: Respondents could choose more than one preference

However, the negative attitude (*totally unnecessary*) scored second highest in groups 2 and 3, 20% and 27% respectively (Table 6). The respondents who think it is unnecessary to open non-native English related course state their reasons as follows (Table 8). The reasons fall into three categories. Firstly, the attitude towards SE. An

average percentage of 18% of all the respondents still believe in the authority of SE, which should be the goal of English learning. Non-native English varieties are considered as non-mainstream or may influence the acquisition of SE. Some commented that "SE is the core of all varieties". The second category relates to practical reasons. An average percentage of 9% respondents do not want to learn non-native varieties due to heavy study load or they do not perceive it would help with examinations or future jobs. The last category is about the way of learning NNE. Some commented that "English users can learn or adjust what they need at work by themselves through various materials like books or movies" and some report doubts about the teachers' qualifications for teaching NNE in classroom if the courses are available.

Table 8. Reasons for non-necessity of non-native English courses (based on Q11)

	SE should be the goal of English learning	Non-native varieties may influence acquisition of SE	No time for non-native varieties	No need for tests and exams	No need for future work	No support from teachers or parents	Other comments
Undergraduate (group 1)	20%	32%	28%	14%	14%	3%	none
Postgraduate (group 2)	17%	21%	15%	9%	8%	0%	2%
Full-time employee (group 3)	5%	5%	5%	9%	0%	0%	18%

The main issues here are concerned with whether students should learn non-native English and how to learn it. Many students claim that SE is what they need to master and that this will help in understanding other varieties. In reality, however, it may not be true that mastering SE allows mastery of other varieties. Britain (2010) points out that "Standard English is a minority dialect in England" (p. 37) which suggests it may not be a useful standard if so few people use it. English teaching should aim at the future needs of students. It is the responsibility of local language teachers to give students a full picture of the use and features of English today and how English is used as a lingua franca in local contexts. The key point it not to learn different English varieties as many as possible. It is more important to develop students' sensitivity and tolerance to different varieties, the ability to be flexible in their use of the language and the ability to negotiate meaning in specific communication contexts. To open such courses does not mean to discard teaching SE. It would be more beneficial to find a way to integrate both. This issue will be discussed below.

Self-evaluation of personal English
Nearly all respondents think their English has some Chinese features (Table 9). About one third of the respondents think there is a possibility for them to speak English as well as a native speaker, with the percentage of 31% for group 1, 30% for group 2 and 32% for group 3 respectively (Table 10, see scores above *maybe*). But there is a declining tendency of their expectation to be able to speak like a native speaker as the respondents gain more work experience. In addition, most of the respondents think that it is

unnecessary for a Chinese person to speak like a native speaker (Table 11). Interestingly, none of the postgraduates or those in employment believes that this is definitely necessary. It can be assumed that the more exposure they gain to native speakers, the more they realize it is unnecessary to speak like a native speaker as long as their communication purpose is achieved.

Table 9. Chinese features in personal English (based on Q13)

	Definitely no	A little	Some	Quite sure	Definitely sure
Undergraduate (group 1)	1%	41%	42%	9%	7%
Postgraduate (group 2)	4%	42%	43%	6%	4%
Full-time employee (group 3)	10%	42%	28%	10%	10%

Table 10. The possibility to speak English like a native speaker (based on Q14)

	Definitely impossible	little possibility	maybe	Quite possible	Definitely possible
Undergraduate (group 1)	5%	28%	36%	22%	9%
Postgraduate (group 2)	14%	31%	24%	26%	4%
Full-time employee (group 3)	9%	41%	18%	23%	9%

Table 11. The necessity to speak English like a native speaker (based on Q15)

	Definitely unnecessary	A little necessary	Should be	Quite necessary	Definitely necessary
Undergraduate (group 1)	21%	35%	25%	10%	9%
Postgraduate (group 2)	26%	52%	13%	9%	0%
Full-time employee (group 3)	33%	38%	5%	24%	0%

The implications for local English teaching: practice-based Asian ELF model

The findings show that English-major students and future graduates from the universities in Guangxi are or will be involved extensively in communication with other multilingual English-speaking Asians due to frequent China-ASEAN contact. Most students accept that learning ASEAN-related ELF and ASEAN-related cultures would be useful. However, the existing curriculum is not yet able to serve this purpose. There is a gap between what is being learned in class and what is needed in the workplace because an inappropriate, outdated and inaccessible model is being imposed on learners. It is time to adjust the teaching models and curricula for English students in Guangxi in order to better adapt to future realities.

At the same time, it would not be reasonable to completely discard the traditional native-speaker model in English teaching in universities. Firstly, many students still aspire to native-speaker competence for personal achievement or because they intend to go to the Inner Circle countries for further study or work. Secondly, the testing system in China is still based on native-speaker norms. Students have to follow this norm in order to pass examinations. Thirdly, almost all current teaching and learning materials are based on native-speaker norms.

The practice-based Asian ELF model proposed here should be complementary to the existing model. With regard to the specific case and context of Guangxi University, three components of an Asian-based ELF model, including linguistic features, intercultural competence and real practice are proposed.

First, the linguistic features component would focus on exposing the students to the varieties of Asian Englishes, especially in ELF interaction among Asian people. This exposure would familiarize students with different linguistic features including phonological and lexico-grammatical features of ELF as used by Asian multilinguals. Students need to be sensitive to different varieties and be able to adapt to those differences. They need to treat varieties equally and refashion their perspective of English language, which means not thinking of Inner Circle varieties as exonormative. At the same time, they will realize their Chinese English is also part of this English mosaic and is equally worthy of respect. Some may worry that the learners' proficiency would drop if they are exposed too much to non-standard forms. Tomlinson (2006) and Seidlhofer (2004) share the same view by arguing that more exposure to a wide range of varieties of English is likely to facilitate the acquisition of communicative ability with both native speakers as well as non-native speakers.

Potential courses for this component include listening to Asian ELF and interpreting in China-ASEAN contexts. No suitable listening comprehension textbook is currently available but the Asian Corpus of English (ACE), with over 100 hours of naturally occurring ELF conversations between Asian multilinguals, can provide appropriate resources for listening materials. Media and TV programs in English in Asian countries can also provide vivid and real resources for listening practice. When listening to these ELF interactions, the focus should be not only on the phonological and lexico-grammatical features, but also on the communicative strategies used in ELF interactions, including how speakers deal with misunderstandings.

Interpreting skills are also important as many senior students and graduates may become involved in China-ASEAN interpreting services. A good foundation in Asian ELF listening practice could make a significant contribution to such practice. The original recordings of past China-ASEAN expositions or conferences can be used as teaching materials. An interpreting textbook based on those original recordings is being used in Guangxi University.

Second, intercultural competence is aimed at cultivating students' sensitivity and flexibility in intercultural interactions. Baker (2012) lists 12 components of intercultural awareness relevant to the needs of intercultural communication in the Expanding Circle and suggests teaching methods for classroom instruction. Various resources, such as films, literature and news reports are valuable materials for cultural comparison in class. However, culture cannot be learned as something stable, but "something freer and more fluid" (Baker, 2012, p. 64). In ELF contexts "the flow of cultural influences is multidirectional and its consequences hard to predict" (Kirkpatrick, 2010a, p. 119). Potential courses can include *An Introduction to Asian Cultures* and *Chinese Culture*. Teachers need to focus on the cultural relationship between Chinese and other Asian cultures as well as the dynamic development of cultures in the region rather than a static description of a certain country's culture. Courses can also include a series of lectures with local or foreign teachers who have been working in other Asian countries. In Guangxi, there are hundreds of teachers and students from the Southeast Asian nations, who would be a valuable resource for such a course.

Third, a focus should be on providing students with an opportunity for real practice. This will reinforce and allow students to reflect on what has been learned in the first two components. Learning through practice in actual contexts is an effective way of achieving the ELF communicative ability by putting the classroom knowledge in use and acquiring new skills. Guangxi University offers its students a number of opportunities for real life language practice. The most obvious example is a one-month language practice activity at the end of students' second year of study. Students form groups to complete a project they choose, such as film dubbing, acting as tour guides or writing a play. English majors are encouraged to work with students attending Guangxi University from other Asian countries (there are several hundred). Such collaboration provides better understanding of the use of ELF and the cultures of other Asian countries. A second example occurs during the annual China-ASEAN exposition held in Nanning when about one hundred English majors provide language services for guests from other countries. After the practical experience is completed teachers guide students to reflect on their language use and students write a report on their practice. It is important to encourage critical reflection on performance. This practice-based Asian ELF model attempts to utilize the resources inside and outside the classroom. However, the role of teachers is crucial in implementing the model. They need to be trained and updated in their perspectives and understanding of the nature of language, the use of English and the choice of teaching materials. As Seidlhofer claims (2011), "knowledge of language and knowledge about language are equally important" (p. 205) for teachers.

Conclusion

The results of the survey reported here show that in the context of increasingly frequent communication between China and ASEAN, communication breakdowns may occur due to pronunciation, lexis, and cultural differences. Chinese users of English in Guangxi hold a positive attitude towards opening courses based on English of ASEAN NNS. Therefore, there is a need for Chinese local English teaching to integrate NNE in order to better prepare students for their future work and needs. In light of the situation in Guangxi, a practice-based Asian ELF model is suggested, which integrates linguistic features, intercultural competence and real practice.

Although the survey was conducted only among English majors of Guangxi University of China, it is that hoped the findings will help Chinese students and teachers in a wider context see the changing situation of English use today and adapt to the

current use of English in the region. The proposals made in this paper are not without challenges because Standard English still dominates various international and national English proficiency tests. However, it is suggested that courses and materials that recognize and accommodate the reality of English use in the region can co-exist with current practice.

Notes

1. ASEAN includes ten countries, namely Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Singapore, Thailand, the Philippines and Vietnam.

About the author

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Appendix: Questionnaire for Survey (original in Chinese) (N=269)

Thank you very much for taking the time to fill in the anonymous questionnaire, which is used for the research of English variety course design in local English major teaching. The result of survey will be used for academic research only. Please choose the correspondent option according to your own experience and feelings. Thank you very much!

Your gender: male (33) female (236)

Your age: 20-30 (258) 30-40 (11) 40-50 (0)

Your status: undergraduate (194) postgraduate (53) full-time employee (22) freelancer ( )

1. During your internship or work, did you have any experience of using English to communicate with nonnative English speakers (i.e. those who are not from the UK, US, Canada or Australian)? (if your answer is "never", please go to question 3)

   Never (12) seldom (87) sometimes (118) often (49) frequently (3)

2. If you had such experience, where are they from?

   Asia (127) Europe (124) Africa (34) Latin America (74)

3. What are the major occasions for your communication?

   Conference interpreting (16) business reception (96) shopping and chatting (44) others: _23__

4. Did you have any communication breakdowns or misunderstanding due to pronunciation differences when using English?

   Never (3) seldom (66) sometimes (158) often (27) frequently (5)

5. Did you have any communication breakdowns or misunderstanding due to lexical differences when using English?

   Never (5) seldom (67) sometimes (167) often (28) frequently (2)

6. Did you have any communication breakdowns or misunderstanding due to cultural differences when using English?

   Never (6) seldom (85) sometimes (152) often (22) frequently (0)

7. During your school study, did you have any experience of using English to communicate with nonnative English speakers? (if your answer is "never", please go to question 9)

   Never (8) seldom (72) sometimes (130) often (46) frequently (9)

8. If you had such experience, what are the major sources for nonnative English?

   Course books (132) movies or TV (188) radio broadcast (69)
   foreign teachers and students (169) friends (62) work or internship (106) others____3_____

9. Do you think it is necessary to open nonnative English courses at school, such as English in ASEAN countries or Indian English? (if your answer is "totally unnecessary", please go to question 11)

   Totally unnecessary (47) A little necessary (67) necessary (102) quite necessary (31)
   extremely necessary (20)

10. If you think there is necessity to open such courses, what contents do you think they need to include?

 Pronunciation and intonation of the English variety (176)
 Lexical expression of the English variety (151)
 Cultures of the countries speaking the variety (173)
 Pragmatic knowledge for communication between Chinese and the people from the country (155)

11. If you think it is totally unnecessary to open such courses, what are your reasons?

 Learning English means learning Standard English, such as British English or American English. (50)
 Learning such varieties may influence the acquisition of Standard English. (74   )
 No time to learn such varieties since the study load is heavy at university. (70)
 No test will cover the varieties. (35)
 You don't need to learn the varieties for future work. (33)
 No support from teachers or parents to learn such varieties. (6)

 Others:
 [Answers supplied:
   SE is the core of all varieties. Mastering SE makes learning other varieties easy.
   English users can learn or adjust what they need at work by themselves through various materials like books or movies.
   There may not be qualified teachers for such courses. Exposure to various media rather than class teaching enable students to learn better.
   NNE varieties can be learned as an interest after class rather than in formal class teaching.]

12. If you have chance to learn or understand a nonnative English variety, which variety(ies) do you prefer?

 English of ASEAN countries (146) or specific country:_____
 English of East Asia (Japan, Korea) (67)
 English of South Asia (India, Pakistan) (37)
 English of European countries (102   ) or specific country:_____
 English of African countries (17) or specific country:_____

13. Do you think your English has Chinese features?

 Definitely no (6) A little (111) some (110) quite sure (22) definitely sure (18)

14. Do you think you can speak English like a native speaker?

 Definitely impossible (18) little possible (76) maybe (82) quite possible (58) definitely sure （ 20)

15. Do you think it is necessary for a Chinese to speak English like a native speaker?

 Definitely unnecessary (62) a little necessary (105) should be (57) quite necessary (30) extremely necessary (15   )