



香港教育大學

The Education University  
of Hong Kong

A Project entitled

***An investigation into Hong Kong pre-service teachers' and in-service teachers' attitudes to World  
Englishes (WE) and their perceived benefits of WE courses in teacher-training programmes***

by

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## Declaration

I, Joshua CHU Wai Yin, declare that this research report represents my own work under the supervision of Dr. Christy, LIU Fung Ming, and that it has not been submitted previously for examination to any tertiary institution.

Joshua CHU Wai Yin

April 2019

## **Abstract**

This essay presents findings from an empirical study that adopts a mixed-methods approach attempting to investigate how pre-service and in-service teachers perceive benefits got from WE-related courses in their teacher-training programmes. It also finds the similarities and differences in the perception as well as the reasons why these similarities and differences exist.

The quantitative phase is based on 50 pre-service and 50 in-service teachers in Hong Kong. The quantitative findings suggest that generally speaking, pre-service and in-service teachers in Hong Kong have positive perceptions towards WE-related courses. A majority of the subjects claimed that they were highly benefited even though there is a discrepancy between their explicit perception and their actual attitudes towards the issue.

On the other hand, the qualitative phase is based on 5 pre-service and 3 in-service teachers in Hong Kong. The qualitative findings show that there are differences between both groups because of the difficulties faced as well as the personal English learning experiences they have.

## **Keywords**

English Language Teaching (ELT); World Englishes; pre-service teachers; in-service teachers; language attitudes; Hong Kong; varieties of English; accented English; empirical studies

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## **I. Introduction**

Since the 19th century, the British Empire spread the English language through colonialism and geopolitical dominance, making English highly valued around the world. Even in the post-colonial era, globalisation is still upholding the superiority of the English language because people still use English as the world's lingua franca for communicative purposes in the field of education, business, and politics (Crystal, 2007). The dominance of the English language makes English Language Teaching (ELT) highly valued in schools worldwide.

As English is now taught to many non-native speakers, the language no longer belongs to the countries where English is used as a native language but belong to “the world” (Galloway & Rose, 2015). As a result, the ‘glocalisation’ of the English language has raised the awareness of the variations of English itself as well as the existence of Englishes around the world (Sharifan, 2016). Yet, several research has shown the fact that when it comes to the field of ELT, attitudes towards the concept of World English (WE) remains negative while British and American Englishes are still considered as standards (Man, 2015; Çeçen & Tülüce, 2019; Fang, 2016; Holliday, 2006). As a result, the necessity of introducing WE in teacher-training programmes has been advocated. This study aims to ascertain pre-service and in-service teachers’ attitudes to and their pedagogical awareness of World Englishes and to study the perceived benefits of WE-related courses in teacher-training programmes by pre-service and in-service teachers in Hong Kong.

## **II. Literature Review**

### *2.1 World Englishes*

Kilickaya (2009) points out that the spread of English has stimulated the debate about the status of different Englishes. As people speak English as a common language, some scholars like Kachru (1985), Schneider (2007), Strevens (1980), McArthur (1987), Gollach (1990) and Modiano (1999) introduced the concept of World Englishes (WE), suggesting that English should belong to its speakers around the world instead of the countries where English is dominantly used, no matter those speakers speak English as their first, second or even foreign language. In order to advocate equality between different Englishes, lots of research about variations of the English language in different places and the status of different Englishes have been conducted such as Tokumoto and Shibata (2011) and Miura (2009) etc.

## 2.2 Kachru's three circles of English

Although many models help categorise Englishes around the world, Kachru's three circles of English (1985) serves as one of the most leading models to classify Englishes according to the countries and regions where English is used. In his model, Englishes used as a native language (e.g. British English, American English) are regarded as the Englishes within the "Inner Circle"; Englishes used as a second language (e.g. Indian English, Pakistani English, and Bangladeshi English) are classified as the Englishes within the "Outer Circle"; and Englishes used as a foreign language (e.g. Korean English, French English and Russian English) are categorized as the Englishes within the "Expanding Circle".

## 2.3 Factors affecting attitudes towards World Englishes

Çeçen and Tülüce (2019) investigated the attitudes of Turkish pre-service English teachers towards Englishes in all three circles. Unsurprisingly, Englishes within the Inner Circle remains highly valued. Most of the Turkish pre-service EFL teachers tend to conform to native-speakerism because of the following reasons:

1. **Native-speakerism** – Holliday (2006) states that most stake-holders within ELT believe that native speakers are the model of English and of ELT methods. As a result, Englishes within the Inner Circle are always regarded as the standard Englishes, making these Englishes more prestigious than other Englishes.
2. **Intelligibility** – Language should serve as a tool for communication. As a result, the intelligibility of the speech is always taken into account when evaluating a certain variety of English. While Levis (2005) states that pronunciation can directly affect intelligibility, strong accented Englishes may affect people's attitudes and perceptions towards World Englishes.
3. **Reference to experience** – Mastsuura (2007) suggests that there is a positive correlation between the exposure of Englishes and having positive attitudes towards WE. Once people are exposed to different Englishes, they become familiar with those Englishes and finally, they will find them intelligible, which helps to form a positive attitude towards WE.
4. **Potential ownership** – Çeçen, and Tülüce (2019) find that people tend to make positive comments on WE when they suspect the speaker of a certain variety of English a "legitimate" speaker of English. As a result, when promoting WE, it is unavoidable to promote the "legitimacy" of Englishes used around the world.
5. **Potential Professional awareness** – According to Çeçen and Tülüce (2019), most speakers understand that it is nearly impossible for a non-native English speaker to speak English with a

native accent. As a result, most of the native Englishes only serve as the model for English learners, upholding the superiority of Englishes within the Inner Circle.

#### 2.4 Importance of promoting World Englishes

Crystal (2007) estimated that there are more nonnative-nonnative English communications than native-native ones and even native-nonnative ones. This suggests that the number of users who speak English as a second language may outweigh the population of speakers who speak English as a first language. However, native English speakers still enjoy the prestige and they believe that it is their responsibility to set the standard norms of the English language (Bhowmik, 2015). As a result, it is necessary for English speakers worldwide to know the fact that the varieties of Englishes should be seen as “differences” instead of “errors” through promoting WE.

#### 2.5 Teachers’ role in promoting World Englishes

It is true that teachers, especially non-native English teachers, play a crucial role in promoting WE and the diversity of the English language because teachers themselves speak English in certain ways regarding their linguistic and cultural background (Seargeant, 2012). However, Young and Walsh (2010) find that most English teachers are not aware of the importance of promoting WE and keep pursuing British and American Englishes as the standard forms of the language. As a result, scholars like Bhowmik (2015) and Sadeghpour (2017) urge for revisiting teacher-training programmes in universities and putting more emphasis on WE in order to raise awareness of this important issue. While Hong Kong is an international city using English as one of the official languages, it seems that this issue is especially important in Hong Kong.

#### 2.6 Teacher-training programmes in tertiary institutions in Hong Kong in 2019

There are a total of 8 government-funded universities in Hong Kong while four of them offer teacher-training programmes (see Table 1). Most of them offer WE related courses as electives or cores. Table 1 illustrates the some background information of these programmes and the correspondent WE courses.

Table 1 Information about the universities offering teacher-training programmes and the correspondent WE courses.			
Institution	Programme	Title of course(s)	Core / Elective
The Education University of Hong Kong	Bachelor of Education (English Language)	ENG 4346 English as a Global Language	Elective
	Bachelor of Arts in Language Studies and Bachelor of Education (English Language)		Core



The University of Hong Kong	Bachelor of Arts and Bachelor of Language Education (English)	ENGL 1042 World Englishes matters	Elective
		ENGL 2030 World Englishes	Elective
		LING 2039 Language Variation and Change	Elective
Chinese University of Hong Kong	Bachelor of Arts (English Studies) and Bachelor of Education (English Language Education)	ENGE2600 World Englishes and Their Cultures	Elective
Open University of Hong Kong	Bachelor of Education (English Language Teaching) and Bachelor of English Language Studies	ENGL E371 The English Language: Past, Present and the Future	Core
Hong Kong Baptist University	Bachelor of Arts in English Language & Literature and Bachelor of Education in English Language Teaching	ENGL 2016 Sounds of English around the World	Core

### *2.7 Potential benefits of studying WE-related courses*

Bolton (2018) stresses that WE-related courses should put emphasis on the critical debate on ‘linguistic imperialism’, suggesting that ‘standard forms’ of English are threatening cultural and linguistic identity while localised English varieties should be always upheld because the variations of the English language is stirred up with specific cultural and linguistic features to characterise the certain groups of people. Through introducing this knowledge to students, they are expected to ease the general stereotypes towards accented English varieties.

Additionally, Sirbu (2015) remarks that language should be seen as a tool for communication. As a result, learning about the codification and classification of different varieties of English in related courses can help learners get a clearer overview of World Englishes and can equip them with the competency of communicating with both native and non-native speakers.

### *2.8 Research Gap and Significance of the study*

From the review of the literature, Some scholars such as Man (2015) and Cecen and Tuluce (2019) advocate that putting more emphasis on WE in teacher-training programmes may help preservice teachers raise their awareness of WE, and finally may help promote the concept of WE. Meanwhile, more and more local universities are refining their teacher-training programmes to respond to this advocate by sociolinguists and educators. However, most reviews of teacher-training programmes in Hong Kong have just been made recently, suggesting that little research has been conducted to find out the effects and effectiveness of such refinement.

This research aims at studying the perceived benefits of WE-related courses by pre-service and in-service teachers via a mixed-methods approach. Firstly, through researching the attitudes of pre-service and in-service teachers, who took WE-related courses, towards WE and their knowledge of language variations, the actual learning outcomes and benefits of studying WE-related courses perceived by them were evaluated. Secondly, some suggestions for further improvement in teacher training programmes were made in order to help promote the concept of WE after analysing the perceived benefits of such courses in great depth.

### *2.9 Aim of the study and Research Questions*

Inspired by Man's (2015) focus on the need to investigate "a paradigm shift towards more emphasis on language variation in teacher training programmes and its effect on the beliefs and practices of in-coming, pre-service teachers" (p. 252), This study aims to ascertain pre-service and in-service teachers' attitudes to and their pedagogical awareness of World Englishes and to study the perceived benefits of WE-related courses in teacher-training programmes by pre-service and in-service teachers in Hong Kong. Guided by this aim, four specific research questions are set:

1. What are the attitudes of pre-service and in-service teachers to varieties of English?
2. How do pre-service and in-service teachers perceive the relationship between World Englishes and English language pedagogy?
3. How do pre-service and in-service teachers perceive the benefits of WE-related courses in teacher-training programmes? Are there any differences in the perception between pre-service and in-service teachers?
4. Why do the similarities and differences exist between these two groups of teachers in perceiving the benefits of WE courses in teacher-training programmes?

## **III. Methodology**

### **3.1 Context**

A mixed-method research was conducted in all local universities which offer English teacher training programmes including The Education University of Hong Kong (EdUHK), The University of Hong Kong (HKU), Chinese University of Hong Kong (CUHK), Hong Kong Baptist University (HKBU) and The Open University of Hong Kong (OUHK). These institutions were selected because they are the main providers of English teachers in Hong Kong, and they offer WE-related courses to student teachers. As ESL preservice teachers, students pursuing a degree in these universities are exposed to varieties of English through communication with professors and non-local students in the English medium context

regardless of the formality. Apart from student-teachers aiming at teaching in local primary and secondary schools, in-service primary and secondary English teachers who took WE-related courses were also participants of the research so that the perceived benefits of these courses by the two groups can be compared.

### **3.2 Research instruments and tasks**

This research adopts a two-phase-explanatory mixed-methods approach. Phase I consists of a questionnaire survey (see appendixes i and ii). A total of one hundred questionnaires were distributed and collected in the universities mentioned previously and in two local Hong Kong schools including one primary and one secondary school. After collecting the questionnaires, three in-service teachers and five pre-service teachers participated in phase II, the matched-guise test and the individual semi-structured interviews.

#### *3.2.1 Phase I (Quantitative): Questionnaires*

Jones, Baxter and Khanduja (2013) state that questionnaires allow large populations to be asked, which can provide as much as reliable data as possible. As Quantitative research aims to present a representative number to persuade the public that the result of the research is reliable and general, questionnaires might be a very useful survey method. In this research, in order to collect a large number of data to generate a persuasive conclusion, a structured questionnaire was distributed to the targeted participants during October 2019 to January 2020 through voluntary sampling.

The questionnaire consists of five sections. Section one focuses on personal information; Section two concerns the participants' personal attitudes towards the topic of different varieties of English; Section three collects data regarding the participants' pedagogical awareness of World Englishes; Section four asks the participants to express their perceptions towards benefits of WE-related courses; Section five requires the participants to give opinions towards stereotypical perceptions towards accented Englishes. Through these sections, the questionnaire outlined the perceived benefits of WE-related courses offered in universities in Hong Kong.

#### *3.2.2 Phase II (Qualitative): Individual semi-structured interviews*

According to Jamshed (2014), semi-structured interviews provide more in-depth data by asking preset open-ended questions that are related to a focused topic. As this research aims at researching in-depth opinions of the interviewees, semi-structured interviews were adopted between November 2019 and January 2020 to ensure the data collected were exactly concerning the four research questions.

The participants of phase II were divided into two big groups. Group one included five pre-service English teachers while group two included three in-service English teachers. The interview consisted of a set of questions concerning: (i.) Language attitudes, (ii.) Beliefs of ELT; (iii.) Debates on WE and Standard English (SE); and (iv.) Opinions about the benefits of WE courses in teacher-training programmes perceived (see appendix iii).

#### **IV. Findings and discussion of the first, quantitative, phase**

##### **4.1 Demographic data of the participants**

In order to strike a balance when comparing the two groups, data collection procedures directly stopped after a total of 100 participants, including 50 pre-service and 50 in-service teachers took part in the present study.

Of the 50 pre-service teachers (Group P), 31 (62%) are female and 19 (38%) are male. They are between 20 and 24. Among them, 11 (22%) major in primary English education, 14 (28%) major in secondary English education and 25 (50%) study in the English education programmes that do not specify the level of teaching. Half (50%) of the participants study at The Education University of Hong Kong; 4 (8%) of them are from The University of Hong Kong; 9 (18%) of them are from Chinese University of Hong Kong, 9 (18%) of them are from Open University of Hong Kong and 3 (6%) of them are from Hong Kong Baptist University. Regarding whether they completed their teaching practice, 46 (92%) claimed that they did while 4 (8%) of them claimed the opposite. Among this group, 34 (68%) of the pre-service teachers took WE-related courses as their core subjects while 16 (32%) took WE-related courses as their elective subjects.

Of the 50 in-service teachers (Group I), 33 (66%) are female and 17 (34%) are male. They are between 24 and 38. Among them, 17 (34%) are primary English teachers and 33 (66%) are secondary English teachers. 21 (42%) of the participants of this group graduated from The Education University of Hong Kong; 6 (12%) of graduated from The University of Hong Kong; 5 (10%) of them finished their study at Chinese University of Hong Kong; 8 (16%) had their teacher-training programmes at Open University of Hong Kong and 10 (20%) of them are from Hong Kong Baptist University. Regarding the reason why they took WE-related courses, 10 (20%) of them took WE-related courses as their core subjects while 40 (80%) of them took WE-relative courses as their elective subjects. All in-service teachers were invited in different schools including five primary schools and five secondary schools.

Table 2 Demographic data of the participants

	<b>Group P (Pre-service)</b>		<b>Group I (In-service)</b>	
	<i>N.</i>	<i>Percentage</i>	<i>N.</i>	<i>Percentage</i>
<b>Total</b>	<b>50</b>	<b>100%</b>	<b>50</b>	<b>100%</b>
<b>Gender</b>				
Male	19	38%	17	34%
Female	31	62%	33	66%
<b>Major</b>				
Primary English Education	11	22%		N/A
Secondary English Education	14	28%		N/A
Both primary and secondary English Education	25	50%		N/A
<b>Level of teaching</b>				
Primary		N/A	17	34%
Secondary		N/A	33	66%
<b>Institution</b>				
The Education University of Hong Kong	25	50%	21	42%
The University of Hong Kong	4	8%	6	12%
Chinese University of Hong Kong	9	18%	5	10%
Open University of Hong Kong	9	18%	8	16%
Hong Kong Baptist University	3	6%	10	20%
<b>Teaching practice</b>				
Complete	46	92%		N/A
Not complete	4	8%		N/A
<b>Cores / Electives</b>				
Cores	34	68%	10	20%
Electives	16	32%	40	80%

## 4.2 Quantitative data analysis

As explained, the questionnaire for this study contains five sections: (1) Personal information; (2) Personal attitudes towards different varieties of English; (3) Pedagogical awareness of World Englishes; (4) Perceptions towards benefits of WE-related courses; and (5) Opinions towards stereotypical perceptions towards accented Englishes. Research findings related to these parts are analysed in the following to answer the first three research questions.

### 4.2.1 Attitudes towards the topic of different varieties of English

This section centres on finding the answers to the first research question: “*What are pre-service and in-service teachers’ attitudes towards varieties of English?*”

Both groups tended to agree that English learners should still pursue a native-like accent as shown in Table 3. The mean value for group P is 2.22 while the mean value for group I is 2.58 (on a scale of 1 to 4, where 1 = strongly disagree; 4 = strongly agree). There is a significant difference with the p-value lies at 0.034. Regarding the perception of the intelligibility of accented Englishes, both groups also tended to agree that non-native English accents may not be understood by native speakers of English (mean for group P=2.66; mean for group I=2.58). The result implies that, even though the participants took at least one WE-related courses, they still tend to be affected by nativespeakerism, which is a mindset considering native Englishes as the only varieties that should be learnt and spoken (Holliday, 2006).

However, group I felt significantly stronger than group P that good English learners should speak English with a native accent ( $p=0.034$ ), meaning that in-service teachers are significantly more standing for asking students to pursue native English proficiency than pre-service teachers. In the meantime, in terms of pronunciation, group P (mean value=3.28) felt significantly stronger than group I (mean value=2.84) that intelligibility is more important than accuracy ( $p=0.009$ ). This suggests that pre-service teachers value the communicative purposes more. In considering choosing accents for teaching materials, group P (mean value=3.08) felt significantly more strongly than group I (mean value=2.58) that there are always some accents of English should be the models of learning English ( $p=0.004$ ).

Regarding the perceptions towards native-like Englishes, group I felt slightly more strongly than group P that people who speak with a native-like English accent are usually educated, intelligent and well-off. Given that most WE-related courses are advocating that accents should not be one of the criteria to judge one's educational background, the prejudice towards accented Englishes is still affecting in-service English teachers more than pre-service teachers, although the difference between the two groups is not significant ( $p=0.184$ ).

Overall, it was found that even though WE-related courses aim to ease the influence of nativespeakerism, from the participants' responses to their personal attitudes towards different varieties of English, both pre-service and in-service teachers did not benefit much regarding this objective. Furthermore, a significant difference between the two groups was found on four items, indicating that the two groups see different Englishes very differently.

Table 3: T-test results of the two groups on personal attitudes towards the topic of different varieties of English

	Group P	Group I	t-value	p-value
	Mean	Mean		
There are always some accents of English should be the models of learning English.	3.08	2.58	2.920	<b>0.004</b>
In terms of pronunciation, intelligibility is more important than accuracy.	3.28	2.84	2.665	<b>0.009</b>

English learners should pursue a native-like accent.	2.22	2.58	-2.214	<b>0.029</b>
Good English learners should speak English with a native-like accent.	2.24	2.58	-2.149	<b>0.034</b>
People who speak with a native-like English accent are usually educated, intelligent and well-off.	2.46	2.72	-1.338	0.184
Non-native English accents may NOT be understood by native speakers of English.	2.66	2.58	0.707	0.481

#### 4.2.2 Pedagogical awareness of World Englishes

This section centres on finding the answers to the second research question: “*How do pre-service and in-service teachers perceive the relationship between World Englishes and English language pedagogy?*”

Interestingly, both groups share the same opinion that speaking with a native-like accent is a must for English teachers since the mean values of both groups lie at 2.44. However, group P felt significantly more strongly than group I that Hong Kong English and accented English should be taught in classrooms ( $p=0.003$  and  $p=0.004$  respectively) as well as students should get exposed to varieties of English in terms of lexis, syntax, phonetics, and phonology ( $p<0.001$ ). These results imply that pre-service teachers are more willing to include different varieties of English in their English classrooms.

There is an interesting finding that both groups value British English, American English and Canadian English (mean for group P = 2.58; mean for group I = 2.42) more than Australian English and NewZealand English (mean for both groups = 2.0) even though these five Englishes are considered as varieties within the inner circle and native English varieties. Having taken WE-related courses, both pre-service and in-service do still value British and American Englishes more than other native Englishes. The tendency found of valuing more on British and American Englishes fits the results found by other sociolinguists. Miura (2009) states that British and American Englishes are more valued than other native varieties because these two Englishes are more familiar to people.

Regarding whether they would require their students to pursue a native-like English accent, both groups have a similar attitude ( $p=0.320$ ). The mean score lies 2.00 (group P) and 2.14 (group I), suggesting that they slightly tend to ask their students to pursue a native-like English accent. From the findings found previously, the ‘native-like English accent’ might refer to British and American accents specifically.

The above-mentioned findings suggested that pre-service teachers are more willing to integrate different Englishes in their language classrooms while in-service teachers are less willing to do so, showing that

there should be some practical situations that in-service teachers are facing or even block them from integrating different Englishes in their language classrooms. A more solid picture was expected to be found in the second, qualitative phase during the semi-structured interviews.

Table 4: T-test results of the two groups on pedagogical awareness of World Englishes

	Group P	Group I	t-value	p-value
	Mean	Mean		
Students should get exposed to varieties of English in terms of lexis, syntax, phonetics and phonology.	3.50	2.86	5.555	<b>0.000</b>
Hong Kong English should be taught in classrooms.	2.34	2.00	3.012	<b>0.003</b>
Accented English should be taught in classrooms.	2.34	2.00	2.920	<b>0.004</b>
I would require my students to pursue a native-like English accent.	2.00	2.14	-1.000	0.320
British English, American English and Canadian English should always be taught in classrooms.	2.58	2.42	0.958	0.340
Speaking with a native-like accent is a must for English teachers	2.44	2.44	0.000	1.0
Australian English and New Zealand English should always be taught in classrooms.	2.00	2.00	0.000	1.0

#### 4.2.3 Perceptions towards benefits of WE-related courses

This section centres on finding the answers to the third research question: *“How do pre-service and in-service teachers perceive the benefits of WE-related courses in teacher-training programmes? Are there any differences in the perception between pre-service and in-service teachers?”*

With the relatively high mean values for both groups (on a scale of 1 to 5, where 1 = strongly disagree; 5 = strongly agree), it is suggested that both groups strongly agreed that WE-related courses have benefited them from various perspectives. Yet, out of nine items, the perceptions towards eight items from both groups are significantly different.

Group P felt significantly strongly than group I that WE-related courses have equipped them with the understanding of the hybridity and fluidity as the norms of language acquisition, usage and development ( $p < 0.001$ ), knowledge of how English spread around the world ( $p < 0.001$ ), knowledge of linguistic features, including lexis, syntax, morphology, phonetic and phonology, of different varieties of English ( $p = 0.002$ ), knowledge of how English is used around the world as a lingua franca ( $p < 0.001$ ), exploration



of diversity and opportunities to challenge key constructs such as ‘nativeness’ ( $p < 0.001$ ), opportunities to get exposed to different Englishes ( $p = 0.001$ ), respect of multilingualism ( $p < 0.001$ ) and respect of different Englishes ( $p = 0.027$ ). This suggests that pre-service teachers benefit a lot more than in-service teachers.

Besides, in-service teachers agreed more strongly that WE-courses they took have equipped them with the awareness of the necessity of shifting a paradigm in teaching methods. It should be reminded that the differences are not statistically significant. Perhaps it is because in-service teachers are more familiar with the current paradigm in teaching methods in the actual school context.

Table 5: T-test results of the two groups on Perceptions towards benefits of WE-related courses

WE-related courses have equipped me with...	Group P	Group I	t-value	p-value
	Mean	Mean		
understanding of the hybridity and fluidity as the norms of language acquisition, usage and development.	4.30	3.56	4.352	<b>0.000</b>
knowledge of how English spread around the world	4.16	3.38	4.598	<b>0.000</b>
knowledge of how English is used around the world as a lingua franca.	4.47	3.74	5.831	<b>0.000</b>
exploration of diversity and opportunities to challenge key constructs such as ‘nativeness’.	4.28	3.14	8.497	<b>0.000</b>
respect of multilingualism.	4.58	3.86	6.280	<b>0.000</b>
opportunities to get exposed to different Englishes.	4.24	3.74	3.408	<b>0.001</b>
knowledge of linguistic features, including lexis, syntax, morphology, phonetic and phonology, of different varieties of English	4.28	3.86	3.130	<b>0.002</b>
respect of different Englishes.	4.48	4.14	2.239	<b>0.027</b>
awareness of the necessity of shifting a paradigm in teaching methods.	3.40	3.56	-0.884	0.379

It is interesting that there is a discrepancy between the perception towards WE-related courses and their actual attitudes towards WE as well as their pedagogical awareness towards WE. As mentioned, both in-service teachers and pre-service teachers seem to be still affected by nativespeakerism. Having said that, they were willing to include different varieties of English in their language classrooms while according to the data, and from the responses from both groups in the questionnaires, it is suggested that they were highly benefited from those courses.

The first, quantitative, phase provides us with a clear picture of both in-service and pre-service teachers' perceptions towards WE-related courses and their actual attitudes towards WE. We also have a clearer picture regarding the similarities and differences between the two groups on perceiving the benefits of WE-related courses. However, the answer to the fourth research question, the reasons behind those similarities and differences, has not yet been found. Therefore, qualitative research is needed to find out more.

## **V. Findings and discussion of the second, qualitative, phase**

### **5.1 Analysis of open-ended questions**

Prior to moving on to the qualitative phase, two open-ended questions were asked in the questionnaire. Therefore, participants' responses will be reported in the following. In the questionnaire, the participants were first asked to share their opinions about their thoughts of 'native English speakers teach better than non-native English speakers'. Then, they were encouraged to share their ideas about promoting the equality or fairness of different Englishes. These two questions were asked to further collect more solid qualitative answers to the first three research questions as these two questions focus on personal attitudes towards WE and pedagogical awareness regarding WE in education field in depth.

#### *5.1.1 Participants' opinions about their thoughts of 'native English speakers teach better than non-native English speakers'*

Among the 100 participants (50 pre-service teachers and 50 in-service teachers) who responded to our questionnaires, 84 (43 pre-service teachers and 41 in-service teachers) answered the open-ended questions stated above. The responses were processed through the following steps: Firstly, all responses were gone through carefully so that a general picture was generated. Then, the inductive coding approach was adopted to code the responses. According to Yi (2018), inductive coding refers to the methodology that requires the researchers to create a codebook based on the data, which could ensure the codes fit the data themselves. Finally, the frequency of codes was counted and shown in table 6.

It should be noted that some comments from the respondents focus on more than one category. For example, one in-service teacher claimed:

‘Honestly, I do not think native speakers are able to teach better than non native speaker. it is because non native speaker spend more time on learning and understanding the usage of the language and therefore they know more about the difficulties when non-native learners are learning the language, so sometimes non native speaker is a better teacher

than native speaker. and they understand their students more regarding the learning culture and linguistic culture.”

The respondent stressed that non-native English teachers are more able to understand the difficulties of non-native English learners (cater for non-native English learners’ learning needs) and they know more about how local students use the English language (cultural background). Therefore, there were more than 84 counts to the open-ended questions although only 84 participants shared their opinions.

Table 6: Responses to the first open-ended question – The participants’ opinions about their thoughts of ‘native English speakers teach better than non-native English speakers’

Categories	Sub-categories	Counts		
		Group P	Group I	Total
Cater for local educational needs	Cater for local English exams	34	37	71
	Cater for non-native English learners’ learning needs	<b>43</b>	23	66
Nativeness	Age of English onset	4	19	23
	Accuracy	17	<b>47</b>	<b>64</b>
Use of the English language	Cultural background	14	25	39
	Colloquial use of the English language	30	26	56

#### 5.1.1.1 Cater for local educational needs

According to the responses from the participants, catering for local English exams and catering for non-native English learners’ learning needs are the major concerns when pre-service and in-service teachers considering if an English teacher is a good one. A total of 71 comments from both groups (34 from group P and 37 from group I) are related to catering for local English exams while a total of 66 responses from them (43 from group P and 23 from group I) are related to catering for non-native English learners’ learning needs.

Both groups value the fact that if English teachers can cater for local English exams because Hong Kong is a very exam-proented city. Participant 24 from group I once revealed this issue by stating:

[...] As teachers, we have the responsibility to help our students get good marks in their exams. If a teacher doesn’t familiar with the testing system of Hong Kong, I don’t think he or she could teach well in the Hong Kong context. (From participant 24 from group I)

The data also shows that many pre-service teachers value the fact that whether teachers can cater for non-native English learners’ learning needs rather than if teachers are native English speakers after taking WE-related courses. Participant 7 from group P’s opinions are worth mentioning regarding this

issue, he states that the effectiveness of teaching should be put as the first priority when it comes to valuing English teachers. He said:

[...] However, to me, especially after taking WE-related courses, I found that ‘nativeness’ should not be the only criterion when it comes to evaluate an English teacher because even for the ‘native’ English varieties, there are a total of five Englishes and they are all different! [...] However, as ‘teachers’, we should value more on the effectiveness of teaching. Once the teachers know about how to teach English as a second language and understand the struggles [that] their students would experience, it’s already good enough.

(From participant 7 from group P)

#### *5.1.1.2 Nativeness*

Many in-service teachers concern the English proficiency of English teachers. They seem to up-hold the advantages of native English speakers. Participant 42 from group I’s thoughts on this issue are valuable to be noted. She expresses that the accuracy of the English language used by the teachers should be valued the most while native English speakers speak English since they were born, they should teach much better than non-native English speakers. She said:

Given that the courses we took advocate that all Englishes are equal, and non-native English teachers are also very capable, I have to say that in terms of accuracy, native English speakers seem to be more guaranteed. We as English teachers should always bear in mind that the most important duty of ours should be to teach accurate English to our students. (From participant 42 from group I)

Apart from accuracy, age of English onset is also a concern to in-service teachers. They think that native speakers are more familiar with the English language because they learn English since born. Response from participant 36 from group I is worth mentioning here. She said:

To be honest, even though I am an English teacher, I cannot say that I’m fully familiar with the English language because I didn’t learn English since born. With the only 30 years of English learning journey, I think I have a lot to improve. (From participant 36 from group I)

#### *5.1.1.3 Use of the English language*

It is worth noting that both groups quite concern about if an English teacher can master the colloquial use of the English language while the rationales behinds are quite different. Pre-service teachers seem to focus on the communicative purposes achieved by using English colloquial expressions. Participant 42 from group P mentioned that:

[...] As native English speakers can teach students more about the colloquial expressions used in foreign countries, which help them communicate with other native English speakers more easily. Overall, language is just a tool for communication! (From participant 42 from group P)

On the other hand, in-service teachers pay more attention native speakers' certain cultural background that can help students sound native. Participant 20 from group I said:

Yeah, I do think that native speakers teach better when it comes to teaching colloquial slangs. Sometimes, people aim to learn more about slangs in order to sound more native. In this case, only native speakers who always get immersed in a certain environment can master these expressions, which make them more capable to teach. (From participant 20 from group I)

After analysing the responses to this open-ended question, a great discrepancy between the perceptions towards the thought of 'native English speakers teach better than non-native English speakers' is found. Given that both groups have completed at least one WE-related courses, which lead to the fact that they might share a similar stance, the rationales and the quality they value are very different.

### 5.1.2 The participants' ideas about promoting the equality or fairness of different Englishes

Crystal (2007) points out that promoting equality and fairness among different varieties should be the main goal of WE-related courses. The second open-ended question aims to ask for the participants' comments. After going through the responses, the codes are generated based on the responses. Then, the frequency is counted and is shown in table 5.1.2.

Table 7: Responses to the first open-ended question – the participants' comments on promoting the 'equality' or 'fairness' of different varieties of English after having taken at least one WE-related course

Categories	Sub-categories	Counts		
		Group P	Group I	Total
Necessity	English as a global / international language	44	31	75
	Prejudice towards accented Englishes	43	27	70
	Goals of English language teaching	40	43	83
Feasibility	Changing people's stereotypes	37	48	85
	Useful methodologies	20	30	50

#### 5.1.2.1 Necessity

According to Jeon (2016), English is now considered a neutral language that serves as a medium of communication across the world. Therefore, the equality and fairness of different Englishes should be promoted and valued. In the meantime, the data above shows that pre-service teachers concern about

this issue because English is now a global and international language and people have prejudice towards accented Englishes (44 counts and 43 counts respectively). Participant 16 from group P once mentioned:

After taking the course, I start to know that English belongs to everyone. All people have the rights to develop their own English as long as you can talk with others effectively. I think teachers should encourage students to think like this as well because [...]

### 5.1.2.2 Feasibility

Yet, in-service teachers are quite reserved towards this issue although they also agreed that it is worth promoting the fairness of different Englishes because many of them expressed their feelings that it might be difficult to change parents', schools' and society's prejudice towards non-native Englishes (48 counts). Participant 49 from group I once mentioned:

[...] Surely, this is a good concept to spread, but it might be very difficult to change one's mind, right? [...]

These comments suggest that there is a discrepancy between the focus of both groups, which might affect their perceptions towards the benefits of WE-related courses. Regarding the reasons behind these differences, a more in-depth qualitative research should be conducted.

## 5.2 Background information of the participants of the second, qualitative, phase

From the data found in the quantitative data, we can see that there is a huge gulf between the perceived benefits of WE-related courses by pre-service and in-service teachers. As a result, a qualitative approach should be adopted to further research about the benefits of WE courses perceived and to seek the answer to the fourth research question: The reasons why these similarities and differences exist. The interview consisted of four sections, each section has a theme naming: (i.) Language attitudes, (ii.) Beliefs of ELT; (iii.) Debates on WE and Standard English (SE); and (iv.) Opinions about the benefits of WE courses in teacher-training programmes perceived.

A total of 8 participants who participated in the first phase were invited to a face-to-face semi-structured interview between November 2019 and January 2020. A set of interview questions were set (see appendix iii) to seek the answers to the fourth question – the reasons behind the similarities and differences regarding the awareness and attitudes towards WE and their perceived benefits from WE-related courses in teacher-training programmes. All participants were given pseudonyms to ensure confidentiality.

Ivan is an in-service secondary English teacher who took WE courses as core participants. Ivy and Isla are both in-service teachers who teach in a primary school and both took WE courses as electives. Polly, Peter, and Pauline are all pre-service English teachers who major in secondary English education while Patrick and Penny are pre-service English teachers who major in primary English education. The detailed background of these participants can be found in table 5.2.

Table 8: Background information of participants

<b>Name of participant</b>	<b>Level of teaching / Major</b>	<b>Pre-service (Group P) or in-service (Group I)</b>	<b>University</b>	<b>WE as Cores / Electives</b>
Ivan (male)	Secondary	In-service/ Group I	Chinese University of Hong Kong	Electives
Ivy (female)	Primary	In-service / Group I	The Education University of Hong Kong	Electives
Isla (female)	Primary	In-service / Group I	The Education University of Hong Kong	Electives
Polly (female)	Secondary	Pre-service Group P	The Education University of Hong Kong	Cores
Peter (male)	Primary and Secondary	Pre-service/ Group P	University of Hong Kong	Electives
Pauline (female)	Primary and Secondary	Pre-service/ Group P	Hong Kong Baptist University	Cores
Patrick (male)	Primary and Secondary	Pre-service/ Group P	Chinese University of Hong Kong	Electives
Penny (female)	Primary	Pre-service/ Group P	The Education University of Hong Kong	Cores



### 5.3 Analysis of the semi-structured interviews

The eight interviews were recorded and transcribed, then several themes are generated by adopting the inductive coding approach. Then, the frequency of codes was counted. The thematic data are shown in table 5.3. It should be noted that some comments from the respondents focus on more than one category. For example, Penny claimed:

“World Englishes” to me means different kinds of English used by different people with different cultures. You know different Englishes may vary in different dimensions such as lexical choices, the words they use, they may have some newly coined words depends on the cultures of the place and the phenomena happened there. And they may also be different in terms of pronunciation. Some languages may not have some sounds of English so they may use other sounds appear in their mother tongue to replace those particular English sounds.

The respondent stressed that English can indicate one’s cultural background (language as a code of identity) and the courses she took equipped her with knowledge regarding features of different Englishes (Linguistic features of different Englishes). Therefore, there were more than 8 counts to the interviews although only 8 participants shared their opinions.

Table 9: Responses to the interview

Categories	Sub-categories	Counts		
		Group P	Group I	Total
Benefits of WE courses	Awareness of WE	38	14	<b>52</b>
	Linguistic features of different Englishes	8	5	<b>13</b>
Difficulties faced when applying knowledge learnt in school context	Time-related	12	12	<b>24</b>
	Comprehensibility	10	7	<b>17</b>
	Cater for exams	5	5	<b>10</b>
	Pressure from school / parents	0	7	<b>7</b>
Personal English learning experiences	English as a tool for communication	35	12	<b>47</b>
	English as a code of identity	20	2	<b>22</b>
	English as a tool for upward social mobility	0	10	<b>10</b>

#### 5.3.1 Benefits of WE-courses

According to the responses from the participants, raising the awareness of the concept of WE and the linguistic features of different Englishes are the major benefits perceived by pre-service and in-service teachers. A total of 52 comments from pre-service and in-service teachers (38 from group P and 14 from

group I) are related to the awareness of WE while 13 (8 from group P and 5 from group I) are related to linguistic features of different Englishes.

Regarding developing the awareness of WE, Ivan, Ivy and Isla of group P all agreed that WE-related courses have successfully raised their awareness of ‘the existence of different Englishes around the world’ and ‘the fact that the English language should be dynamic’. While Polly, Pauline, Peter, Penny, and Patrick added that these courses have ‘encouraged them to appreciate different Englishes’ and also have ‘encouraged them to promote the concept of WE’. Penny specifically added that WE courses changed her to negative attitudes towards different Englishes. She said:

[...] I just had a very negative attitudes towards other Englishes. However, after taking these courses and after knowing more about the concept of World Englishes as well as the true meaning of adding the plural form of the word ‘English’, I started to be not so stubborn forcing myself and my students to speaking English with a native accent.

In terms of linguistic features of different WE, Ivan mentioned that he learnt ‘Englishes defer from each other’ while Ivy and Isla added that she learnt about ‘how people use English differently in terms of word choice and pronunciation’. In-service teachers, Peter and Nicole, agreed that these courses equipped them with professional knowledge specifically regarding phonetic and phonological features of different Englishes. Yet, knowledge in relation to lexical, syntactic, semantic and pragmatic features of Englishes seems to be absent in WE-courses. Peter once mentioned:

[...] I think these courses focus more on pronunciation and verbal communication. But for writing, I think more can be done. [...]

From the qualitative data above, it is shown that the rise of WE awareness and the linguistic, especially phonetic and phonological features of different Englishes, are the two major benefits perceived by both pre-service and in-service teachers. Yet, according to Cook and Thomas (2005), apart from phonetics and phonology, morphology, syntax, semantics, and pragmatics should also be focused on when studying languages. As a result, the data reveals that one of the future directions of WE-related courses should put more emphasis on these aspects to maximise the benefits perceived.

### *5.3.2 Difficulties faced when applying knowledge learnt in school context*

When it comes to hurdles that pre-service and in-service teachers faced when applying knowledge learnt in the school context, comprehensibility (10 comments from group P and 7 comments from group I) is one of the key factors. All eight interviewees mentioned that most students, especially less capable ones, might not be able to understand accented Englishes other than British and American Englishes because

they are largely exposed to only these two Englishes in school and daily contexts. Isla even claimed that comprehensibility is the main reason why she decided not to include WE topics in her lessons. She once said:

[...] I think I will only use one of the native accents to minimise the differences or variations found in my teaching materials. [...]

The lack of time allocated for English lessons (12 comments from group P and 12 comments from group I) is another factor that pushes pre-service and in-service teachers from including WE content in their lessons. 4 pre-service teachers (Polly, Penny, Peter and Patrick) and all 3 in-service teachers stressed that the massive amount of content covered in the English language curriculum has already occupied most time for each English lesson. One comment shared by Ivy reveals the real situation that in-service teachers are probably facing:

[...] the regular English curriculum is already very ‘fruitful’. I really cannot shift my focus to the side dishes, can I? [...]

It is worth mentioning that pressure from school and parents (7 comments from group I) is considered as one of the major reasons why in-service teachers tend not to introduce WE content in school context while no comments from group P are recorded. Ivy explained that her school ‘quite stresses on teaching British English’ while Isla also expressed that ‘not only parents but also schools and even students themselves hope to strike a very high mark in their exams’. This directly discourages them to cover the seemingly ‘inaccurate’ accented Englishes. Isla always predicted that if teachers covered WE content in regular lessons, ‘the backlash from parents and students, or even the whole English panel or the principal might be very severe’. As this difficulty is unique to in-service teachers and it severely blocks them from including WE content in school contexts, it should be one of the possible reasons why there are some differences regarding benefits perceived by pre-service and in-service teachers.

As suggested, pre-service and in-service teachers claimed that they encountered time-related difficulties when considering if they should include WE-related topics in school context because of the tight teaching schedule and the packed English language curriculum suggested by the Hong Kong Education Bureau. In addition, the lack of exposure to different Englishes also leads to comprehension problems that students may not be able to understand accented Englishes, which discouraged pre-service and in-service teachers to blend WE topics in their regular English lessons. To in-service teachers, specifically, the resistance from parents and schools also discourages them to teach about WE or accented Englishes because most parents and schools still regard non-native Englishes as a sign of deficiency and inaccuracy.

### 5.3.3 Personal English learning experiences

The data reveals that personal English learning experiences of pre-service and in-service teachers seem to be the major factor of the existence of the differences in the perceived benefits of WE-related courses in teacher-training programmes. A total of 35 and 20 responses from group P were counted that their English learning experiences valued more on the communicative purposes and the cultural meanings as a second language user. On the other hand, only 12 and 2 responses from group I were counted. Patrick mentioned that:

[...] When I was still learning English in secondary school, my teachers already told me that language is also a social construct as it is a communication tool'. So, as long as the people within the same culture can understand, it's not a big problem. [...]

Penny also shared that her English learning experiences focused more on intercultural communication, which affects her belief towards different Englishes:

[...] I still remember my English teacher told me that when we come across different speakers of English, it provides a platform for us to know more about people from different countries and other cultures. [...]

However, according to the responses from group I, their English learning journey seemed to be more utilitarian. 10 responses show that their English learning experiences seemed to equip them with skills to strike for upward social mobility. Ivan once shared:

[...] Even my teachers in secondary school told me that mastering the English language helps them strike for a better life because English is widely used in the so-called high-level society. [...]

Ivy also mentioned that the education system is upholding the fact that English is a means for achieving upward social mobility. She said:

English is an official language in Hong Kong and under the education system in Hong Kong, English is the main language used in higher education or even in some secondary schools. I think the English language is kind of like a tool for striking a chance for receiving higher education and a better life in the future.

As from the semi-structured interviews conducted with the eight interviewees, not only a clearer overview regarding the specific benefits perceived by pre-service and in-service teachers are provided. The data also reveal the fact that apart from the challenges that both groups are facing, there seems to be a huge gulf regarding the personal English learning experiences between the two groups, and these seem to be the main reasons why the similarities and differences in perceived benefits between the two groups exist.

## **VI. Limitation and Further research implications**

This research, which adopts a mixed-methods approach, has generated some important findings with Man's (2015) inspiration. However, some limitations are also important to be mentioned. The lack of diversity of the participants is one of the major problems. Respondents from EduHK occupied a large portion of the whole pool of participants. This might lead to a lack of representation of the data because the participants are not diverse enough.

Additionally, the low response rate indicating the interest in participating in the semi-structured interviews is another major limitation. Only five pre-service and three in-service teachers were interviewed. This might also lead to a lack of representation of this study. This happened maybe due to the heavy workload of in-service teachers, especially under the effects of the coronavirus pandemic.

The present study can be further modified through including a more diverse sampling pool to ascertain the same amount of participants from different universities which provide teacher-training programmes to ensure the data can represent a more general situation with stronger reliability. Secondly, if possible, enlarge the number of participants of the semi-structured interviews and to invite the same number of samples for both groups.

## **VII. Conclusion**

This empirical study which adopts a mixed-method approach looks for how pre-service and in-service teachers perceive the benefits from WE-related courses in their teacher-training programmes. After analysing the collected quantitative and qualitative data, it was found that both groups have a generally positive attitude towards the perceived benefits including raising the awareness of WE and equipping the linguistic knowledge regarding different Englishes. Given so, because of the difficulties faced by both groups and different focuses of their personal English learning experiences, in-service teachers seemed to be more pessimistic towards applying knowledge learnt in WE-related courses in their teacher training programmes and promoting the concept of WE, which is one of the most important goals of putting more emphasis on WE in teacher-training programmes. Therefore, I contend that it is not enough for only scholars and teacher-trainees to learn about the concept of World Englishes theoretically. The education system in Hong Kong and school policies should also be re-examined to ensure there are positive conditions for trained English teachers to apply and promote WE-related concepts to further spread the views of World Englishes so that nativespeakerism can be tackled.

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## **IX. Appendices**

### *i. Sample questionnaire (pre-service teachers)*

#### **Section One – Personal information**

- 1.1 Age: \_\_\_\_\_
- 1.2 Gender: \_\_\_\_\_
- 1.3 University: \_\_\_\_\_
- 1.4 Teacher-training Programme: \_\_\_\_\_
- 1.5 Stream: Primary / Secondary / Primary AND Secondary (*Circle the appropriate*)
- 1.6 Year of study: \_\_\_\_\_
- 1.7 Email Address (For contact use): \_\_\_\_\_
- 1.8 Have you finished your teaching practice yet?  
(Yes / No) (*Circle the appropriate*)
- 1.9 Did you take any World Englishes (WE)-related courses?  
(Yes / No) (*Circle the appropriate*)
- 1.10 Did you take those World Englishes (WE)-related courses as core subjects or  
electives?  
(Core / Elective) (*Circle the appropriate*)

#### **Section Two – Personal attitudes towards the topic of different varieties of English.**

This section is related to your personal attitudes towards the topic of different varieties of English. Please rate the following statements in a scale from 1 to 4.

**1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree**

Items	Scale			
	1	2	3	4
2.1 English learners should pursue a native-like accent.	1	2	3	4
2.2 Non-native English accents may NOT be understood by native speakers of English.	1	2	3	4
2.3 Good English learners should speak English with a native-like accent.	1	2	3	4
2.4 There are always some accents of English should be the models of learning English.	1	2	3	4
2.5 In terms of pronunciation, intelligibility is more important than accuracy.	1	2	3	4
2.6 People who speak who a native-like English accent are usually educated, intelligent and well-off	1	2	3	4

### Section Three – Pedagogical awareness of World Englishes

This section is related to your pedagogical awareness of World Englishes. Please rate the following statements in a scale from 1 to 4.

**1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree**

Items	Scale			
	1	2	3	4
3.1 Speaking with a native-like accent is a must for English teachers.	1	2	3	4
3.2 British English and American English and Canadian English should always be taught in classrooms.	1	2	3	4
3.3 Australian English and New Zealand English should always be taught in classrooms.	1	2	3	4
3.4 Hong Kong English should be taught in classrooms.	1	2	3	4
3.5 Accented English should be taught in classrooms.	1	2	3	4
3.6 Students should get exposed to varieties of English including lexis, syntax, phonetics, and phonology.	1	2	3	4
3.7 I would require my students to pursue a native-like English accent.				

### Section Four – Perceptions towards benefits WE-related courses

This section is related to your personal perception towards your personal perception towards the benefits of WE-related courses. Please rate the following statements in a scale from 1 to 5.

**1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly disagree**

Items	Scale				
	1	2	3	4	5
WE-related courses have equipped me with...					
4.1 awareness of the necessity of shifting a paradigm in teaching methods	1	2	3	4	5
4.2 understanding of hybridity and fluidity as the norms of language acquisition, usage, and development.	1	2	3	4	5
4.3 knowledge of how the English Language spread around the world	1	2	3	4	5
4.4 knowledge of linguistic features, including lexis, syntax, morphology, phonetic and phonology, of different varieties of English	1	2	3	4	5
4.5 knowledge of how language is used around the world as a Lingua Franca	1	2	3	4	5
4.6 exploration of diversity and opportunities to challenge key constructs such as “nativeness”	1	2	3	4	5
4.7 opportunities to get exposed to different Englishes.	1	2	3	4	5
4.8 respect for multilingualism.	1	2	3	4	5
4.9 respect for different Englishes	1	2	3	4	5

**Section Five – open-ended questions**

*Please answer the following questions. (Please write around 50-100 words for each question)*

5.1 To what extent do you think the WE-related courses you took influence your thought of “native English speakers teach better than non-native English speakers”?

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5.2 To what extent do you think the WE-related courses you took encourage you to promote the ‘equality’ or ‘fairness’ of different varieties of English?

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**Section Six – Last words**

Will you be available to attend an interview session for further investigation?

(Yes / No)

ii. Sample questionnaire (in-service teachers)

**Section One – Personal information**

- 1.1 Age: \_\_\_\_\_
- 1.2 Gender: \_\_\_\_\_
- 1.3 University: \_\_\_\_\_
- 1.4 Teacher-training Programme: \_\_\_\_\_
- 1.5 Level of teaching: Primary / Secondary (*Circle the appropriate*)
- 1.6 Year of graduation: \_\_\_\_\_
- 1.7 Email Address (For contact use): \_\_\_\_\_
- 1.8 Have you finished your teaching practice yet?  
(Yes / No) (*Circle the appropriate*)
- 1.9 Did you take any World Englishes (WE)-related courses?  
(Yes / No) (*Circle the appropriate*)
- 1.10 Did you take those World Englishes (WE)-related courses as core subjects or  
electives?  
(Core / Elective) (*Circle the appropriate*)

**Section Two – Personal attitudes towards the topic of different varieties of English.**

This section is related to your personal attitudes towards the topic of different varieties of English. Please rate the following statements in a scale from 1 to 4.

**1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree**

Items	Scale			
	1	2	3	4
2.1 English learners should pursue a native-like accent.	1	2	3	4
2.2 Non-native English accents may NOT be understood by native speakers of English.	1	2	3	4
2.3 Good English learners should speak English with a native-like accent.	1	2	3	4
2.4 There are always some accents of English should be the models of learning English.	1	2	3	4
2.5 In terms of pronunciation, intelligibility is more important than accuracy.	1	2	3	4
2.6 People who speak who a native-like English accent are usually educated, intelligent and well-off	1	2	3	4

### Section Three – Pedagogical awareness of World Englishes

This section is related to your pedagogical awareness of World Englishes. Please rate the following statements in a scale from 1 to 4.

**1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree**

Items	Scale			
	1	2	3	4
3.1 Speaking with a native-like accent is a must for English teachers.	1	2	3	4
3.2 British English and American English and Canadian English should always be taught in classrooms.	1	2	3	4
3.3 Australian English and New Zealand English should always be taught in classrooms.	1	2	3	4
3.4 Hong Kong English should be taught in classrooms.	1	2	3	4
3.5 Accented English should be taught in classrooms.	1	2	3	4
3.6 Students should get exposed to varieties of English including lexis, syntax, phonetics, and phonology.	1	2	3	4
3.7 I would require my students to pursue a native-like English accent.				

### Section Four – Perceptions towards benefits WE-related courses

This section is related to your personal perception towards your personal perception towards the benefits of WE-related courses. Please rate the following statements in a scale from 1 to 5.

**1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly disagree**

Items	Scale				
	1	2	3	4	5
WE-related courses have equipped me with...					
4.1 awareness of the necessity of shifting a paradigm in teaching methods	1	2	3	4	5
4.2 understanding of hybridity and fluidity as the norms of language acquisition, usage, and development.	1	2	3	4	5
4.3 knowledge of how the English Language spread around the world	1	2	3	4	5
4.4 knowledge of linguistic features, including lexis, syntax, morphology, phonetic and phonology, of different varieties of English	1	2	3	4	5
4.5 knowledge of how language is used around the world as a Lingua Franca	1	2	3	4	5
4.6 exploration of diversity and opportunities to challenge key constructs such as “nativeness”	1	2	3	4	5
4.7 opportunities to get exposed to different Englishes.	1	2	3	4	5
4.8 respect for multilingualism.	1	2	3	4	5
4.9 respect for different Englishes	1	2	3	4	5

**Section Five – long questions**

*Please answer the following questions. (Please write around 50-100 words for each question)*

5.1 What are your opinions about the thought of “native English speakers teach better than non-native English speakers”?

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5.2 What are your opinions about promoting the ‘equality’ or ‘fairness’ of different varieties of English?

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**Section Six – Last words**

Will you be available to attend an interview session for further investigation?

(Yes / No)

### *iii. Interview questions*

#### **Section One – Language attitudes**

- 1.1 Do you think materials that are developed with non-native English varieties can be used in your English class? If so, how? If not, why?
- 1.2 What difficulties do you think you would encounter if you materials that are developed with non-native English varieties to teach English?
- 1.3 If your students asked you not to include other varieties of English other than British and American accents, would you conform the norm of using native varieties as teaching materials only?
- 1.4 What benefits do you think students will get by helping students get exposed to different varieties of English?
- 1.5 Are there any drawbacks of helping students get exposed to different varieties of English?

#### **Section Two – Beliefs of ELT**

- 2.1 What do you think is the purpose of English Language Teaching (ELT) in Hong Kong?
- 2.2 What do you think is the role of English teachers in Hong Kong?
- 2.3 Do you think it is a must to help your students sound native? Why? Why not?
- 2.4 Do you think promoting the equality / fairness of different varieties of English is necessary?

#### **Section Three – Debates on World Englishes (WE) and Standard English (SE)**

- 3.1 What is your understanding of the concept of “World Englishes”?
- 3.2 Some people tend to see language variations as “errors” instead of “features”. Can you share your ideas about this mindset?
- 3.3 Some English learners are obsessed with pursuing the native English proficiency. Can you share your ideas about this mindset?
- 3.4 Some people tend to stigmatise accented English. Can you share your ideas about this mindset?

#### **Section Four – perceived benefits of WE courses in teacher-training programmes**

- 4.1 To what extent do you think that the content covered in WE courses you have taken equips you with enough knowledge regarding World Englishes?
- 4.2 Do you agree that WE-related courses should be put in teacher-training programmes as core subjects? If so, what content related to World Englishes do you think should be added in teacher training programme? If no, why do you think it is unnecessary to do so?

4.3 To what extent do you think that the courses of World Englishes you have received help you change the concept of nativespeakerism? How?

4.4 To what extent do you think that the courses of World Englishes you have received helped you get familiar with different accents of English and help you communicate with people with different accents? How?

4.5 To what extent do you think that the World Englishes-related courses you have received equip you with knowledge to promote the concept of WE in your (future) career as an English teacher?

4.6 To what extent do you think you can / will be able to apply what you have learnt in WE-related courses in your teaching now/ in the future?



**I: Interviewer                      E: Interviewee**

I:	So, it's glad to have you as one of my interviewees. And in the following section, we are going to do a semi-scripted interview. There will be a total of four sections. Please answer all questions. Okay?
E:	OK.
I:	So, let's move on to section 1. Do you think materials that are developed with non-native English varieties can be used in your English class? If so, how? If not, why?
E:	No. I think I could only use the ones in the British and the American accents. As my students' English proficiency is not really that high, they might find it very different to understand those audio clips with strong accents.
I:	OK. So, what difficulties do you think you would encounter if you used materials that are developed with non-native English varieties to teach English?
E:	I think my students might not be able to understand accented English. I think it is already very difficult for my students to understand or to comprehend the content of these audio clips even if the some speakers are native English speakers, speaking with a very typical native accent. So, if students need to listen to accented English, it will be even harder for them to understand the speech. As a result, I think British and American accents are already very enough for my students.
I:	If your students asked you not to include other varieties of English other than British and American accents, would you conform the norm of using native varieties as teaching materials?
E:	I don't think I would because I think they need to learn. Of course, in exam, I will only use British and American Englishes as materials. But in regular class time, if time allows, I would include more English varieties.
I:	What benefits do you think students will get by helping students get exposed to different varieties of English?
E:	I think students can be more capable to talk in English and they will be even more confident when talking in English. I think my students now are always trained to comprehend British and American Englishes, so they have nearly no problems understanding them, but students will not stay in classrooms forever, they will go outside and meet different people. So, getting exposed to different Englishes can help them have a so-called psychological preparation to talk with people with a strong accent. And when they know that accent is not the most important thing as long as you can express yourself, their motivation and confidence in speaking English will increase.
I:	Are there any drawbacks do you think of helping students get exposed to different varieties of English?
E:	The most serious drawback would be having not enough time to cover topics that are directly stated in the English curriculum guide or the scheme of work. I think all teachers know that the schedule of the regular English curriculum in Hong Kong is a very tight one. We have to already spend quite a large amount of time to cover all topics stated or provided in the curriculum guide and the school-based scheme of work. That's why having less time to teach regular topics might be the most obvious and the biggest drawback of helping students get exposed to different varieties of English.
I:	OK! So, thank you very much, this is the end of section one. Let's move on to section two. This is the section about your beliefs towards ELT English language teaching.

	First of all, what do you think is the purpose of English language teaching in Hong Kong?
E:	As Hong Kong is an international city, most people in Hong Kong believe that English is very important. Even my teachers in secondary school told me that mastering the English language helps them strike for a better life because English is widely used in the so-called high-level society. So, I think the purpose of ELT in Hong Kong should be preparing students to get ready for the future development. To be concise, to get a better job.
I:	What do you think is the role of English teachers in Hong Kong?
E:	I think it really depends on your students' background. If your students come from some wealthy families, English teachers should serve as helpers to provide guidance to students to further develop their English proficiency as those students might already have enough recourses to learn English even outside classrooms. So, when they come to class, teachers can already help them with further correcting their errors and further modifying their English work. But for students who come from some poor families, I think English teachers should serve as facilitators as they might not be able to get exposed to an enriching English environment, so English teachers at schools are their only source of getting English knowledge from. So, yeah.
I:	OK. So, do you think it is a must to help your students sound native?
E:	I don't think it is a must to help my students sound native. I am trying to be realistic, if I insist everyone to sound native, it would be a total disaster and I won't have enough time to do so. As I mentioned before, the English curriculum in Hong Kong is a very intense one, basically I really have not time to really train up their pronunciation in regular lessons. I can just tell them how the words are pronounced. So, if they can sound native, it's of course a bonus, but I will not try to force or try to ask my students to sound native.
I:	Do you think promoting the equality / fairness of different varieties of English is necessary?
E:	I don't think it's a very necessary thing to be done in regular lessons. But of course, I will always remind my students that have an accent is not wrong, and it doesn't mean that you are a failed English learner. I think I would just give them more exposure to various Englishes outside classrooms to help them realise that there are actually many other Englishes are used out there. Regarding really spend a lesson on just promoting the equality of Englishes, I don't think I will have time and I have the needs of doing so.
I:	So thank you very much. Let's move on to section 3. This section is about the debates on World Englishes and Standard English. First of all, what is your understanding of the concept of "World Englishes"?
E:	World Englishes should be refer to different varieties of English, no matter in the spoken forms or the written forms. Moreover, there are many people using English in different contexts in different countries. Yeah, that's what I can remember.
I:	OK. Some people tend to see language variations as errors instead of features. Can you share your ideas about this mindset?
E:	I think that variations are features instead of errors. I think different English speakers have their own characteristics when using the English language. For example, Hong Kong students would speak some Chingish, and it's very classic in Hong Kong. I think these features make us stand out from other English speakers and only Hong Kong people can understand Hong Kong English, and that is really very unique. So, I think language variations should be seen as features but not errors.

I:	So, what about your students said something very Hong Kong styled? Would you correct them? Or would you still let them go?
E:	I think it depends. If it's grammatically wrong, of course I would correct them and I would tell them not to use such English phrases in exams. But in class, as long as I can understand them, I will treat it as a fun joke to be told in class. I think students also find it very funny when using Hong Kong English in such a seemingly formal context, where it is in an English class.
I:	So, some English learners are obsessed with pursuing the native English proficiency. Not only in terms of pronunciation but also in terms of grammar and vocabulary. So, do you think this is possible or necessary? Can you share your ideas about this mindset?
E:	I think it really depends on the purposes of learning English. I think most Hong Kong students think that sounding native helps them get a better job or a place in higher education, so they are very obsessed with sounding native. I can understand why, but as an English teacher, I really don't think it's necessary.
I:	OK. So, some people tend to stigmatise or to discriminate accented English. Can you share your ideas about this mindset?
E:	Personally, I don't stigmatise accented English because I respect different people from different countries. For I understand and I know that there are a lot of people stigmatising accented English because in Hong Kong, minorities living in Hong Kong usually have lower incomes, so local people tend to stigmatise them. When local people hear their English, they might tend to think that those people also come from those low-income families or backgrounds.
I:	OK. Thank you very much, this is the end of section three. And now, here is section 4 which is related to your perceived benefits of World Englishes related courses in teacher-training programmes. So, to what extent do you think that the content covered in WE courses you have taken equips you with enough knowledge regarding World Englishes?
E:	I don't think it equipped me with enough knowledge regarding World Englishes. As I mentioned before, what I remember or know about World Englishes is that World Englishes means different varieties of English. Of course I know it should be a very simple concept regarding this topic, but I really cannot elaborate more, so, yeah, I think I'm not equipped with enough knowledge regarding this issue.
I:	Do you agree that WE-related courses should be put in teacher-training programmes as core subjects?
E:	I don't really think that it is necessary to set the courses as core subjects because not all teachers need this knowledge. We do not need to learn about the features of different English accents. As English teachers, we are all advanced English users, we do not really need to study a course which mainly introduces me different accents of English and their linguistic features like how British English and American English are different; how Australians pronounce certain words, something like that.
I:	To what extent do you think that the courses of World Englishes you have received help you change the concept of nativespeakerism?
E:	Um... as far as I remember, one of the courses told me that there aren't so-called 'native speakers'. For example, Indian and Singaporean people, you might think that they are not native English speakers, but in fact, they were born to speak English as a mother tongue. So, I think this really blew my mind!
I:	To what extent do you think that the courses of World Englishes you have received help you get familiar with different accents of English and help you communicate with people with different accents?

E:	I don't think they have equipped me with these skills. I think these two skills should rely on authentic English use instead of academic lectures. So, yeah, neither of them are learnt from the courses.
I:	To what extent do you think do you think that the courses of World Englishes you have received equip you with knowledge to promote the concept of WE in your career as an English teacher?
E:	I don't think so. To be honest, first of all, I don't think I have enough time to promote such thing. And regarding the courses, they just told me a lot of theoretical knowledge instead of some practical means to promote the concept, so... yeah, no.
I:	So, under the situation in Hong Kong, to what extent do you think you can apply what you have just said in your language classroom?
E:	Well, in my language classrooms.... As I mentioned, I really cannot cover this issue in my regular lessons because of the tight schedule. But I think I can hold some talks or English activities outside classrooms during maybe recess or lunch time. But language classrooms.... Sorry I really cannot.
I:	OK. Thank you very much! This is the end of my interview and I got a lot of valuable data!
E:	You're welcome.

**I: Interviewer**                      **E: Interviewee**

I:	So, it's glad to have you as one of my interviewees. And in the following section, we are going to do a semi-scripted interview. There will be a total of four sections. Please answer all questions. Okay?
E:	OK.
I:	So, let's move on to section 1. Do you think materials that are developed with non-native English varieties can be used in your English class? If so, how? If not, why?
E:	I think it depends. If the purpose of that particular lesson is to teach students about other varieties of English, all these audio clips can be used. But I don't think this topic will be covered in the English language curriculum in Hong Kong. Therefore, I think I would stick to the British one and the American one.
I:	OK. So, what difficulties do you think you would encounter if you used materials that are developed with non-native English varieties to teach English?
E:	I think my students are not really used to listen to accented English. Therefore, they may first find it very funny, or for some students who are less capable, they might even cannot recognise their speech as English speeches because some students have no exposure to different English accents and they have very little exposure to the English language.
I:	If your students asked you not to include other varieties of English other than British and American accents, would you conform the norm of using native varieties as teaching materials?
E:	Yes, especially using British English as my reference when choosing or making teaching materials because my school quite stresses on teaching British English. I think this is also the norm of the Hong Kong English language curriculum. I don't know, maybe because of the historical background of Hong Kong, people are very obsessed with native English, especially British English. In the meantime, English media in Hong Kong as well as Hong Kong English textbooks are mostly written and spoken in British English, so... yeah.
I:	What benefits do you think students will get by helping students get exposed to different varieties of English?
E:	I think it's important to help my students know that there are actually many varieties of English, not only British and American ones. I think most students in Hong Kong, especially young learners, have no concept regarding English accents. For example, when I am teaching a pronunciation of a word in class, I introduced to them both British and American pronunciations. Some students were already very confused because they thought that English should be a so-called united language, just like Chinese. So, you can see that even if I just talked about the two widely used accents, British and American accents, my students were already very confused, so I think it is very important to help my students get exposed to different Englishes to make them know that accented Englishes are also 'English'. But I think we should also bear in mind that British and American accents are still considered as the most accurate ones, and I think we should tell our students this so that we can ensure they will stick to these two Englishes.
I:	Are there any drawbacks do you think of helping students get exposed to different varieties of English?
E:	For me, I think the most serious drawback would be providing students with a not-so-accurate model to learn about the English language. As I mentioned before, Hong Kong

	schools, parents and even students are very obsessed with learning to most ‘accurate’ English. What they want is to learn about the type or types of English can sound competent and intelligent enough to be considered as a successful English learner. Helping students get exposed to different varieties of English might make them learn the non-native English accents, which not be what the school, the parents and the students want. For example, if I make my students exposed to maybe Hong Kong English, they may start to use Hong Kong English in their homework and exams. So, their English proficiency, under standard set by the Hong Kong Examination and Assessment Authority, will be considered as low or even incapable. So, this might be a problem.
I:	OK! So, thank you very much, this is the end of section one. Let’s move on to section two. This is the section about your beliefs towards ELT English language teaching. First of all, what do you think is the purpose of English language teaching in Hong Kong?
E:	I think the purpose of ELT in Hong Kong is mainly to increase students’ English competency. English is an official language in Hong Kong and under the education system in Hong Kong, English is the main language used in higher education or even in some secondary schools. I think the English language is kind of like a tool for striking a chance for receiving higher education and a better life in the future.
I:	What do you think is the role of English teachers in Hong Kong?
E:	Of course, to teach English and to help students improve their English. However, in local schools, English teachers are actually not only teaching English but also assessing their English proficiency from marking their homework and test papers. In the meantime, the class size is quite big, it’s very difficult for me to really tackle my students’ problems one by one. Moreover, the class time allocated for each lesson is very limited while there are a lot of things to be covered. As a result, it’s very difficult for me to teach every single topic very clearly. Sometimes, if I think that that students do not need to know some very advanced knowledge regarding a particular topic, I would even just cover the basics and then move on to other more difficult topics.
I:	OK. So, do you think it is a must to help your students sound native?
E:	I won’t. But the English panel head in my school really stresses on forcing students to sound native. She even focuses on the voice onset time, how each phoneme is pronounced using which part of your voice production organs. Personally, I think that if my students can speak the language with confidence, I think it’s already very good. I mean, there are a lot of post-graduates or even doctors cannot speak good English, so, what can you expect from primary and secondary kids?
I:	Do you think promoting the equality / fairness of different varieties of English is necessary?
E:	I think I will not promote it. I really think that it is very important to learn about the most accurate one if you really want to learn a language. Once you have mastered the language, it’s ok the try to get in touch with the topic of accents. While English originates from the UK, so I think instead of advocating the equality of different varieties of English, which might affect their English learning process, I think we should put our focus on learning the most accurate form of the English language.
I:	So thank you very much. Let’s move on to section 3. This section is about the debates on World Englishes and Standard English. First of all, what is your understanding of the concept of “World Englishes”?
E:	I think World Englishes should be refer to different Englishes in the world and there are many people using English in different contexts in different countries to

	communicate. Oh, and I remember the three circles thing as well categorising Englishes used as a native, a second, or a foreign language. But I think that it should be more focusing on accents and pronunciations? Yeah, that's what I can remember.
I:	OK. Some people tend to see language variations as errors instead of features. Can you share your ideas about this mindset?
E:	For me, I would consider language variations as errors. If you want to learn real English, you won't count accented English as real English before they are not spoken by native speakers of English in English-speaking countries. But of course, if you are talking about British English, American English, Australian English, Canadian English and New Zealand English, I would consider them as variations and features because they are native English varieties. While other varieties of English.... I mean, if their so-called features make the language cannot be understood by even native speakers of English, can we still refer that language as 'English'? Just like Cantonese, if some people speak Cantonese that is not comprehensible to Hong Kong or Guang Dong people, can we still count it as 'Cantonese'?
I:	So, some English learners are obsessed with pursuing the native English proficiency. Not only in terms of pronunciation but also in terms of grammar and vocabulary. So, do you think this is possible or necessary? Can you share your ideas about this mindset?
E:	I think being obsessed with pursuing the native English proficiency is a good thing because it is a kind of a self-improvement process. But I don't think it's a must. Regarding being an English teacher in Hong Kong, I think that's a completely different story. Being an English teacher means that you cannot sound very Chinglish, so, it depends on the goal students want to pursue. If they really want to work in the field which is highly related to English, pursuing the native English proficiency is a very good thing to push yourself to always sound better.
I:	OK. So, some people tend to stigmatise or to discriminate accented English. Can you share your ideas about this mindset?
E:	Personally, I won't. When I was a secondary school student, but she barely had an Indian accent because she had her education overseas. But I think Hong Kong parents will stigmatise accented English, and they might tend to induce such mindset to their children as well. For example, my mum, she believes that only British English should be learnt. She even thinks that the UK is the only place to learn good English, not even the US. This made me tend to stigmatise other varieties of English other than the British one when I was still very young. So, you can see the power of parents is very strong, and this mindset might be induced in the next generation over and over.
I:	OK. Thank you very much, this is the end of section three. And now, here is section 4 which is related to your perceived benefits of World Englishes related courses in teacher-training programmes. So, to what extent do you think that the content covered in WE courses you have taken equips you with enough knowledge regarding World Englishes?
E:	I don't think it equipped me with much knowledge. To be honest, what I can remember is that World Englishes refers to different Englishes used in the world and the three circle thing. And I really cannot elaborate more.... Maybe I learnt not to discriminate other varieties of English?
I:	Do you agree that WE-related courses should be put in teacher-training programmes as core subjects?
E:	It depends. I myself as a primary English teacher, I don think it is really necessary to learn such knowledge because the English language curriculum does not allow teachers in primary schools to teach about this topic. So, there is no point for forcing all pre-

	service teachers to study about World Englishes. But I think for pre-service teachers majoring in secondary English language education, they may need such knowledge because secondary students are more capable than primary students to understand such concept. And it might be useful for them in their listening exams or daily use of English.
I:	To what extent do you think that the courses of World Englishes you have received help you change the concept of nativespeakerism?
E:	I think maybe the only thing that has changed my mind is that English is very flexible and there shouldn't be any one kind of English be seen as standard. But... to be really honest, as an English teacher, I really cannot persuade myself to embrace this because I was taught to chase after the standard Englishes even when I was still a very young English learner. So... It's complicated, I think these courses told me to embrace different Englishes and I think this is a good concept, but I really cannot embrace it as an English teacher in Hong Kong.
I:	To what extent do you think that the courses of World Englishes you have received help you get familiar with different accents of English and help you communicate with people with different accents?
E:	To be honest, neither. I learnt these two things through daily conversations with people who speak with different accents. In lectures, most students were local students, and my lecturer was a local as well. So, the exposure of different Englishes is already limited even in the course which is related to World Englishes. So, this is very ironic and this is why I could not get familiar with different accents of English and I could have no chances to communicate with people with different accents.
I:	To what extent do you think do you think that the courses of World Englishes you have received equip you with knowledge to promote the concept of WE in your career as an English teacher?
E:	No. the courses were just focusing on academic knowledge and linguistic features of different Englishes like how people use English differently like how they use words, how they pronounce words something like these. They don't really equip me with anything regarding promoting this concept. I mean, yeah, the course certain changed my mind, but I couldn't learn anything about changing others' mind. Do you know what I mean?
I:	So, under the situation in Hong Kong, to what extent do you think you can apply what you have just said in your language classroom?
E:	I don't think I can introduce this topic in my language classrooms. As I said before, the regular English curriculum is already very 'fruitful'. I really cannot shift my focus to the side dishes, can I? But of course I can make find some materials to hold an activity outside classroom, but of course it requires the help from the school and the English panel.
I:	OK. Thank you very much! This is the end of my interview and I got a lot of valuable data!
E:	You're welcome.



**I: Interviewer**                      **E: Interviewee**

I:	So, it's glad to have you as one of my interviewees. And in the following section, we are going to do a semi-scripted interview. There will be a total of four sections. Please answer all questions. Okay?
E:	OK.
I:	So, let's move on to section 1. Do you think materials that are developed with non-native English varieties can be used in your English class? If so, how? If not, why?
E:	As my class is not that capable, they are still struggling with learning English. So, I think I will only use one of the native accents to minimise the differences or variations found in my teaching materials. I think learning about varieties of English is not the most important thing. The most important thing should make students not to be scared of the English language.
I:	OK. So, what difficulties do you think you would encounter if you used materials that are developed with non-native English varieties to teach English?
E:	My students have difficulties in understanding English texts and audios. As a result, it's a very difficult situation for my students to listen to an English audio already. Not to mention that they English speeches are very different from the ones they are given or shown in regular English lessons. I think some of them may even lose their motivation in learning the English language because they find learning it is even more difficult because of the low intelligibility.
I:	If your students asked you not to include other varieties of English other than British and American accents, would you conform the norm of using native varieties as teaching materials?
E:	For me, if I am trying to train my students' listening skills, I will only use British and American Englishes because they are more widely used in the Hong Kong context. So, students will find it easier to understand. But personally, I think language is just a tool for communication, and there are a lot of people speaking English as their second or foreign language, so people are 'supposed' to have different accents, so, I may not conform the norm of using native varieties as teaching materials. It is foreseeable that my students will get in touch with people from different countries who also speak English as a communication tool in their future, so they have to learn and try to understand different English accents.
I:	What benefits do you think students will get by helping students get exposed to different varieties of English?
E:	I think they could talk with others having different English accents easily. I think this is the most obvious benefit that students can get by getting exposed to different varieties of English. Actually, there are some NET teachers working in my school and they speak with different English accents. It means that students might 'need to' communicate with speakers with various English accents even when they are still young. So, I think it's better to start helping them get exposed to different varieties of English as early as possible.
I:	Are there any drawbacks do you think of helping students get exposed to different varieties of English?
E:	Drawbacks? I won't say it's a drawback, but I would say we as teachers should be very careful when considering teaching something that is not related or not highly related to exams. Hong Kong is a very exam-oriented city, not only parents, but also schools, and even the students themselves hope to strike a very high mark in their exam, especially

	DSE. If I spend time on helping students get exposed to different varieties of English in regular lessons, the backlash from parents and students, or even the whole English panel or the principal might be very severe. So, this is something I can think of.
I:	OK! So, thank you very much, this is the end of section one. Let's move on to section two. This is the section about your beliefs towards ELT English language teaching. First of all, what do you think is the purpose of English language teaching in Hong Kong?
E:	I think maybe to enhance their English competency. Once their English competency increases, they will be more able to communicate with people around the world. As there are a lot people using English as a communication tool when getting in touch with people outside their home country. As a result, I think ELT means more authentic practices that equip students to be more capable when exchanging ideas with others in English.
I:	What do you think is the role of English teachers in Hong Kong?
E:	I think as an English teacher, we need to teach students how English is used in daily life. And it's very important to assess their learning process because they might only be able to get some feedbacks from us. Especially when the students come from some poor families where their parents have no knowledge about English in their mind.
I:	OK. So, do you think it is a must to help your students sound native?
E:	I won't. I say English as a tool for communication. As long as they can express themselves logically and the listeners are able to understand them, it's already fine. I think there are a lot of people tend to think that sounding native is important because they think that it shows that they are educated or intelligent, but I think this mindset is really wrong. Because your self-esteem should not be built based on your English accents.
I:	Do you think promoting the equality / fairness of different varieties of English is necessary?
E:	I think so. As I really don't think that accents and one's intelligence are highly correlated, I think we should advocate that accents are just the way one's speak, not a measurement of assessing if a person is educated or wealthy or not.
I:	So thank you very much. Let's move on to section 3. This section is about the debates on World Englishes and Standard English. First of all, what is your understanding of the concept of "World Englishes"?
E:	I think it's about different accents? To be really honest, I have lost my memory regarding my undergraduate studies so... yeah, but when I hear this term, I still remember that I learnt something related to accents and words created by different English speakers.
I:	OK. Some people tend to see language variations as errors instead of features. Can you share your ideas about this mindset?
E:	I would consider them as features. I don't think there is a standard English because language can vary. And language should be dynamic. There are a lot of words that were not used by native people, but after the words or phrases are used widely around the world by different speakers, they are not considered as 'correct', some of them even are put into dictionaries! For example, long time no see, add oil, these phrases are originally wrong, but now, even native speakers use them.
I:	So, what about some of your students use Chinglish in English lessons? Would you just let them go or would you correct them?
E:	If it is in a written assessment or a written task, I would definitely correct them because in written assessment, students have their own responsibility to proofread their work

	before submitting it. So, I would expect more from their written work. However, regarding spoken tasks or spontaneous spoken context, I would not really correct them because I think it's very normal for a second language user to make grammatical mistakes in a totally unplanned situation. So, as long as the communicative purpose is achieved, that's fine.
I:	So, some English learners are obsessed with pursuing the native English proficiency. Not only in terms of pronunciation but also in terms of grammar and vocabulary. So, do you think this is possible or necessary? Can you share your ideas about this mindset?
E:	I see this as a self-motivation. A lot of people will find self-learning resources to learn English if they really want to pursue the native English proficiency. We as teachers always say that once students really want to learn, they will try their very best to learn. That's why I think that if students are really trying to pursue the native English proficiency, to some extents it can motivate students to really try their best to find resources or other learning materials to learn. But of course, being obsessed with it may be too much. Just treat it as a goal will do I think.
I:	OK. So, some people tend to stigmatise or to discriminate accented English. Can you share your ideas about this mindset?
E:	I disagree with such actions. English can change and should change over time. I know, because we are second language learners, we tend to set a so-called standard English to follow their rules in order to have a model to resemble. But I think that this is a very typical mindset among only second or foreign language users. I know some native English speakers, they think that as long as the communicative purposes are achieved, it's already good English. Even some native speakers tend to ignore standard grammatical rules because of various reasons.
I:	OK. Thank you very much, this is the end of section three. And now, here is section 4 which is related to your perceived benefits of World Englishes related courses in teacher-training programmes. So, to what extent do you think that the content covered in WE courses you have taken equips you with enough knowledge regarding World Englishes?
E:	Partially? I think what I learnt from these courses is that language should be dynamic, language can change, English has different varieties even in one country.... Something like these, and it seems that these things are just common sense. I do not need to really take a course to learn about these things.
I:	Do you agree that WE-related courses should be put in teacher-training programmes as core subjects?
E:	I think so. I mean, we are teachers, we should have higher understanding about the English language, so these courses which provide pre-service teachers with knowledge about the language system and the authentic use of the English language around the world is very useful for English teachers as professional development. But I think that these courses should put more focuses on teaching how to bring this topic into classrooms if you want to set this course as a core subject in English teacher-training programmes.
I:	To what extent do you think that the courses of World Englishes you have received help you change the concept of nativespeakerism?
E:	When I was a student, I was always criticised because of my Hong Kong accent. The thing is, even-though I was taught that nativespeakerism is not a good concept and there should be no hierarchical relationships between Englishes around the world. But, the reality is that normal people or even some professional people are still thinking that

	accented Englishes are not accurate and are incorrect. So, this makes me tend to play along with this social norm. That's sad, but very true.
I:	To what extent do you think that the courses of World Englishes you have received help you get familiar with different accents of English and help you communicate with people with different accents?
E:	To some extents, At least I was introduced some linguistic features of different accents. But I think the most important thing should be authentically get in touch with different accents instead of just academically analysing the linguistic features of them. Regarding communicating with people with different accents..... barely because I did not have many chances to talk with people with different accents during studying the courses, so, yeah.
I:	To what extent do you think do you think that the courses of World Englishes you have received equip you with knowledge to promote the concept of WE in your career as an English teacher?
E:	Well... The courses itself can definitely change my mind, but regarding how to promote the concept.... They didn't really mention a lot so... I think it's a big no.
I:	So, under the situation in Hong Kong, to what extent do you think you can apply what you have just said in your language classroom?
E:	I think this can be one of the themes of the school's English week or English day to help them get familiar with authentic English. But in regular lessons, probably I would not have time to cover.
I:	OK. Thank you very much! This is the end of my interview and I got a lot of valuable data!
E:	You're welcome.

**I: Interviewer                      E: Interviewee**

I:	So, it's glad to have you as one of my interviewees. And in the following section, we are going to do a semi-scripted interview. There will be a total of four sections. Please answer all questions. Okay?
E:	OK.
I:	So, let's move on to section 1. Do you think materials that are developed with non-native English varieties can be used in your English class? If so, how? If not, why?
E:	I think I would use them only if there is extra time? Because this is not the main topic to be taught in the lessons. I think it is more important to teach the students the forms, the vocabs, rather than these side tracks because it's, especially for those in lower banding schools, they are more in need of more English words or, how they should use the language but, for those who are... with higher ability, maybe, they can get in touch with... this topic?
I:	OK. So, what difficulties do you think you would encounter if you used materials that are developed with non-native English varieties to teach English?
E:	I guess for the ones in lower bandings, they already did not have many chances to get in touch with the language and so, they are only used to... English with the Hong Kong accent and so, if I directly play the audio, audio clips in these many kinds of accents, they may not be able to understand. But, for those in higher bandings, they are already very familiar with the language, and they can convert all the words they... find hear into the words they have already learnt. And so, it may be better for them, or they may get used to all these recordings more easily.
I:	If your students asked you not to include other varieties of English other than British and American accents, would you conform the norm of using native varieties as teaching materials?
E:	For the ones in lower bandings I would conform but, to the students in higher bandings, I may include some of the varieties in... some of my supplementary teaching materials but, most of them will still be native because, I think all the textbooks in Hong Kong, they are mostly using those so-called native accents. It's not the matter of whether or not I want to. It's just because... I find that... I find that useful as a teaching material, then I would choose it. And... if I must choose something with... the so-called native accents then, there will be far fewer things that I can choose from.
I:	What benefits do you think students will get by helping students get exposed to different varieties of English?
E:	In fact, there are many people in so many different countries who are using this language and my students definitely will not only communicate with the people who are speaking with the so-called native accents... So, if they learn the language mostly for communicative purpose, getting in touch of these varieties of accents will surely help them to understand what they say... as much as they can.
I:	Are there any drawbacks do you think of helping students get exposed to different varieties of English?
E:	If we do not emphasise to them that... each kind of accent is equal to one another, they may classify them into those of higher classes and those of lower classes and then, and they will laugh at all those they think... that belongs to the lower classes. So, we have to bear in mind... Apart from letting them getting in touch with those accents, we should tell them that all kinds of accents are equal... There is no accent that is more superior to the others...

I:	OK! So, thank you very much, this is the end of section one. Let's move on to section two. This is the section about your beliefs towards ELT English language teaching. First of all, what do you think is the purpose of English language teaching in Hong Kong?
E:	So, one of the reasons is that they will have to... have lessons in, entirely in English when they get into university. So, learning the language may help them to bridge between higher education and secondary education. And, secondly... People in Hong Kong cannot confine themselves into the so-called Chinese context. And, in order to let them get in touch with more things around the world, and actually English is still the language that is the most used and so, it is important for them to learn the language. In Hong Kong... because of the history, English is still widely used in Hong Kong.
I:	What do you think is the role of English teachers in Hong Kong?
E:	That's a very good question, but a tough one at the same time... So, in the teaching practice that has just passed, I realized that there were actually a lot of people who could not get in touch with the language outside school. It may be because of their family background and their parents' background maybe. Then, at school, English teachers are very important to them to get them exposed to the language as much as possible because after the lessons at school, if they cannot make use of the language, it... what they have learnt may still... be lost.
I:	OK. So, do you think it is a must to help your students sound native?
E:	No, I do not need to. Like what I've said, it's more important for them to learn the vocab... or the correct form, at least it's accurate enough for, for the people learning the language to understand. They don't need to speak in a native-like accent but, it will be OK if it is clear enough for the others to understand, if their accent is not too strange or too... muddled then, it will be ok.
I:	Do you think promoting the equality / fairness of different varieties of English is necessary?
E:	For some of them. Like... for the students in lower bandings, they may find it already very tough to learn the language itself so, they may not be aware of such a problem maybe? But... in band one schools, students might always laughed at all those people who speak in Hong Kong accent. And so, I think we still need to emphasise the equality of each kind of accent but, to, especially to the people I've just talked about, because... language is just for communicative purpose and to get ourselves in touch with... even more things outside Hong Kong or outside the Chinese context. So... I don't think it's appropriate for them to... laugh at or make fun of the other accents as long as... it is accurate enough or it is clear enough for the others to understand.
I:	So thank you very much. Let's move on to section. This section is about the debates on World Englishes and Standard English. First of all, what is your understanding of the concept of "World Englishes"?
E:	what I know for the term "World Englishes" is that, there are a lot varieties of Englishes, because, people in many countries are using the same language so, it is developed into different context. Maybe... the accents or... the slangs that they use, or they create, or... I don't think the basic grammar pattern will change but, the language somehow changes itself, because of the culture in that country.
I:	OK. Some people tend to see language variations as errors instead of features. Can you share your ideas about this mindset?
E:	I think an error means when you ... write or say something in a totally wrong grammar. Take add oil as an example, it didn't sound like the natives would say. But it's still

	grammatical because... if it follows the imperative form, it is still grammatical. So I would refer this as a feature.
I:	So, some people are obsessed with pursuing the native English proficiency. Not only in terms of pronunciation but also in terms of grammar and vocabulary. So, do you think this is possible or necessary? Can you share your ideas about this mindset?
E:	I think only if you go to a native English-speaking country and live there for some days, and you are used to that so-called native accent... If you want to do it, it must be possible but, I don't think it is a must. After all, if you are immersed into the culture in different countries, the way how you live your life will change and, as well as language.
I:	So, you think this should be set as a goal but not a must.
E:	Yes.
I:	OK. So, some people tend to stigmatise or to discriminate accented English. Can you share your ideas about this mindset?
E:	I think there are a lot of people tend to stigmatise accented English because they do not understand the reasons why they speak like this. To be honest, I think the most important thing is that how well you master the language or how well you communicate with that language is not because of how well your... native-like accent is but, how rich your content is.
I:	OK. Thank you very much, this is the end of section three. And now, here is section 4 which is related to your perceived benefits of World Englishes related courses in teacher-training programmes. So, to what extent do you think that the content covered in WE courses you have taken equips you with enough knowledge regarding World Englishes?
E:	At least the things I have just said in this interview haha.
I:	Do you agree that WE-related courses should be put in teacher-training programmes as core subjects?
E:	I think it should still be because it is very important in correcting the mindsets of future teachers that, each kind of English is fair, is equal to one another. So, after they have taken this course and, they have, they have to bear the mindsets of all Englishes are equal and then, they, they will be able to correct this mindset of the students too.
I:	To what extent do you think that the courses of World Englishes you have received help you change the concept of nativespeakerism?
E:	I think it hasn't changed me much because I actually did not believe in nativespeakerism even before taking those courses.
I:	To what extent do you think that the courses of World Englishes you have received help you get familiar with different accents of English and help you communicate with people with different accents?
E:	I guess it's still the same because I am used to... guess the words that I don't understand of that accent with... with some of the words I have already known, as much as possible... As many as possible.
I:	To what extent do you think do you think that the courses of World Englishes you have received equip you with knowledge to promote the concept of WE in your future career as an English teacher?
E:	Basically I will just tell them... It's not a must to speak in... so-called native-like accents and that... different accents or different varieties exist because of the differences in culture. Basically some theories like this... But, I don't think I will... teach them any further if I don't have extra time because, I think it's more important for me to focus in the main things I am going to teach.

I:	So, under the situation in Hong Kong, to what extent do you think you can apply what you have just said in your language classroom?
E:	I don't think I can apply much because... Like what I've said, it's not that important for the lower banding students, and I will only put this forward if they laugh at or make fun of... the varieties other than those native-like ones.
I:	OK. Thank you very much Nicole, this is the end of my interview and I got a lot of valuable data!
E:	You're welcome.



**I: Interviewer                      E: Interviewee**

I:	So, it's glad to have you as one of my interviewees. And in the following section, we are going to do a semi-scripted interview. There will be a total of four sections. Please answer all questions. Okay?
E:	OK.
I:	So, let's move on to section 1. Do you think materials that are developed with non-native English varieties can be used in your English class? If so, how? If not, why?
E:	I think it depends, If I think I want to focus on the content, may be yes. But if I want to focus on pronunciation, may be I would stick to the rule or the guide provided in the curriculum, so, I would just stick to the native varieties.
I:	OK. So, what difficulties do you think you would encounter if you used materials that are developed with non-native English varieties to teach English?
E:	Maybe some students may not understand some words because of their accent. For example, I remember a speaking of one audio clip pronounced the word 'Wednesday' as "Wednesdy". Students might already find it difficult to understand the speech. So, I think the comprehension issue should be the main difficulty when I use these audio clips in my lessons.
I:	If your students asked you not to include other varieties of English other than British and American accents, would you conform the norm of using native varieties as teaching materials?
E:	If that's case, I would explain to my students that I show them these materials because I want them to focus on some other parts of the English language apart from pronunciation. For example, grammar or the use of the English vocabulary. And some slangs. Because they might create some slangs and phrases adopting from their first language.
I:	What benefits do you think students will get by helping students get exposed to different varieties of English?
E:	As Hong Kong is an international city, they can of course have a lot of chances to get in touch with different speakers from around the world. As a result, when students get exposed to different varieties of English, they can communicate with different people more easily, then they can learn a lot regarding their cultures and other matters through suing English as a medium of communication. So, I think this is what helping students get exposed to different varieties of English can benefit.
I:	Are there any drawbacks do you think of helping students get exposed to different varieties of English?
E:	I guess maybe they would mix all kinds of varieties of English within one sentence, and that's weird. I think that's the case. Sometimes, we have teachers tend to speak with a British accent, some teachers tend to speak with an American accent and some teachers tend to speak with a Hong Kong accent. When students learn English from different teachers in Hong Kong, they may not be able to identify which is which, so they may just resemble what their teachers say so, and then their sentence might appear mixture of different Englishes.
I:	OK! So, thank you very much, this is the end of section one. Let's move on to section two. This is the section about your beliefs towards ELT English language teaching. First of all, what do you think is the purpose of English language teaching in Hong Kong?

E:	Basically, I think learning English should be for the communicative purposes. But as you may know, Hong Kong is a very exam-oriented city, students are always put to sit for exams and tests. This makes the purposes of teaching and learning English change. At first, we as teachers want to train our students to be more capable to communicate with others in English, but exams really make us shift our focus to ask students to stick to native Englishes in order to please the examiners.
I:	What do you think is the role of English teachers in Hong Kong?
E:	In Hong Kong? I think is to let students have more exposure to the language, to understand their culture and to communicate with different English speakers. But if you are teaching senior forms students or so, then the goal should be letting them score high in their exams.
I:	OK. So, do you think it is a must to help your students sound native?
E:	No, I don't think this is necessary. As long as others can understand him or her and they can communicate with others, that's fine. But if you are attending the exams. There is a criterion testing students' pronunciation and delivery skills, that makes students and teachers play along with the rules, which is to force students sound native.
I:	Do you think promoting the equality / fairness of different varieties of English is necessary?
E:	Yes, I think it is necessary. There are many people from around the world with different cultural backgrounds staying in Hong Kong. Actually, all Englishes are equal and we should not discriminate any one type of English.
I:	So thank you very much. Let's move on to section 3. This section is about the debates on World Englishes and Standard English. First of all, what is your understanding of the concept of "World Englishes"?
E:	I think World Englishes means all Englishes are equal, and we should not regard native accents are better than the others.
I:	OK. Some people tend to see language variations as errors instead of features. Can you share your ideas about this mindset?
E:	I think it depends. For example, maybe for Hong Kong English, people would say 'can do'. Hong Kong people tend to say this because we have such phrase in Cantonese. However, this phrase should be regarded as wrong in the ears of native English speakers. I accept other varieties in terms of pronunciation and word choice, but if you say something that is violating the grammatical rules, I may regard that as wrong too.
I:	So, some English learners are obsessed with pursuing the native English proficiency. Not only in terms of pronunciation but also in terms of grammar and vocabulary. So, do you think this is possible or necessary? Can you share your ideas about this mindset?
E:	I don't think this is necessary at all. Because how you speak is somehow reflecting who you are. You are given that particular identity, you should embrace it instead of pish it away. Yeah. It is part of you, part of your culture. As long as you can communicate with others in English, that's why.
I:	OK. So, some people tend to stigmatise or to discriminate accented English. Can you share your ideas about this mindset?
E:	That's really the case. As far as I know that people in Hong Kong tend to laugh at Middle eastern Englishes because of their strong /n/ sound, which makes it weird in Hong Kong people's ears. I think this is very unfair, and we as teachers should really help ease this wrong mindset.
I:	OK. Thank you very much, this is the end of section three. And now, here is section 4 which is related to your perceived benefits of World Englishes related courses in teacher-training programmes. So, to what extent do you think that the content covered

	in WE courses you have taken equips you with enough knowledge regarding World Englishes?
E:	Basically, I think these courses focus more on pronunciation and verbal communication. But for writing, I think more can be done. Because... when you ask me what I can think of when I hear the phrase “World Englishes” I can just relate it into accents and I really cannot elaborate more.
I:	Do you agree that WE-related courses should be put in teacher-training programmes as core subjects?
E:	Yeah, I think so. I think the courses should focus on the equality thing in these courses. I think that when you try to tell your students that they have to respect different Englishes and they are all equal something like these, they teachers themselves have to buy the concept. So, by doing that, new teachers can be more open-minded regarding accents. Therefore, I think this should be put in teacher-training programmes as core subjects.
I:	To what extent do you think that the courses of World Englishes you have received help you change the concept of nativespeakerism?
E:	In secondary school I tend to force myself to sound native because I had to sit for the DSE, Diploma of Secondary Education Examination. We had NET teacher asking us to pursue the native English accents. But now, after studying World Englishes related courses, I have now released that it is not that important about how you sound like, it’s about the content. So, I start to accept different varieties.
I:	To what extent do you think that the courses of World Englishes you have received help you get familiar with different accents of English and help you communicate with people with different accents?
E:	In the courses, we mainly had many audio clips showing how non-native English speakers speak English and we needed to analyse their features. So, these courses really equipped me with knowledge regarding their phonetic and phonological features. And all these things are incredibly useful when I needed to communicate with New Zealanders when I went for my immersion.
I:	To what extent do you think do you think that the courses of World Englishes you have received equip you with knowledge to promote the concept of WE in your future career as an English teacher?
E:	Maybe to a large extent. As the courses really have equipped me with very professional knowledge regarding World Englishes, I think I can just show them and share what I have learnt in these courses to help promote the concept.
I:	So, under the situation in Hong Kong, to what extent do you think you can apply what you have just said in your language classroom?
E:	I think I can show some movies that convey cultural meanings that makes students not to refuse to get in touch with non-native accents first, then, I can try to teach some values using the movie as a material, then tell my students that English is just a tool for communication, through using the language, you can reach the world outside the Chinese context and you can always pay attention to the content but not the sounds of the words. As sounds do not have meanings, words, phrases and sentences do.
I:	OK. Thank you very much! This is the end of my interview and I got a lot of valuable data!
E:	You’re welcome.

**I: Interviewer                      E: Interviewee**

I:	So, it's glad to have you as one of my interviewees. And in the following section, we are going to do a semi-scripted interview. There will be a total of four sections. Please answer all questions. Okay?
E:	OK.
I:	So, let's move on to section 1. Do you think materials that are developed with non-native English varieties can be used in your English class? If so, how? If not, why?
E:	Yes, but not in typical listening or vocabulary lessons. I think it's a good idea to let students get exposed to different varieties of accent so that they can still understand the speakers' accents when they need to communicate with people from different countries.
I:	OK. So, what difficulties do you think you would encounter if you used materials that are developed with non-native English varieties to teach English?
E:	I think students may not be used to listen to English with different accents. Usually, what they have heard in class is a very typical native English accent, no matter if that is the British one or the American one instead of accented varieties. So, they may be confused, and they may have difficulties in understanding at first.
I:	If your students asked you not to include other varieties of English other than British and American accents, would you conform the norm of using native varieties as teaching materials?
E:	I don't think I would do that. I think I would explain to my students the importance of listening to different varieties of English. And I would also explain to them why I show them and why I give them such teaching materials with different English accents. I mean, British and American accents may still be the main accents when I am choosing teaching materials but I think it is also important to let my students know that there are actually many other types of English used around the world.
I:	What benefits do you think students will get by helping students get exposed to different varieties of English?
E:	Like I said before, I think listening to different Englishes can let students know that there are many other types of English using around the world. The authentic use of the English language is that many people are speaking accented Englishes. Not all people are speaking with the native accents that appear in textbooks. So, if they get exposed to different accents when communicating with different people around the world, they can still understand and they can still communicate with them and most importantly, they can be more confident with speaking English.
I:	Are there any drawbacks do you think of helping students get exposed to different varieties of English?
E:	They may refuse to get in touch with these accented Englishes. As accented Englishes are quite different from what they have been used to hear in lessons, they may refer these 'different' Englishes are wrong and they may even think that I am showing them some wrong examples. But of course, I think these misunderstanding can be eased with teachers' explanation and teaching.
I:	OK! So, thank you very much, this is the end of section one. Let's move on to section two. This is the section about your beliefs towards ELT English language teaching. First of all, what do you think is the purpose of English language teaching in Hong Kong?
E:	I think it depends on the level and the background of the students. For example, students in and one schools may want to get into a good university apart from just to use English

	to communicate. Some of them even want to pursue their higher education somewhere else with the help of English. But for those who are less capable, like those in band two or band three schools, they might mainly want to polish their English communication skills in workplace contexts instead of to polish their academic English.
I:	What do you think is the role of English teachers in Hong Kong?
E:	Obviously, to teach English. I think we also need to facilitate students and to equip students with all English skills they need in order to help them chase their dream and achieve their goals.
I:	OK. So, do you think it is a must to help your students sound native?
E:	I don't think it's a must. It's OK to have different accents in English. As long as they can communicate, and they can use English in different settings fluently, that's already OK. Of course, if the particular students are already ace students in every area and they have no more to learn, it's OK for them to try to sound more native. I think accuracy is more important than accents.
I:	Do you think promoting the equality / fairness of different varieties of English is necessary?
E:	Yes. I want my students to understand that there are many different varieties of English and there is no one is better than others. They are just different. Just like people, they may be racially different, they are still humans and no one race is better than others.
I:	So thank you very much. Let's move on to section 3. This section is about the debates on World Englishes and Standard English. First of all, what is your understanding of the concept of "World Englishes"?
E:	I think World Englishes refer to different varieties of English. There are many different English spoken by different people in different countries.
I:	OK. Some people tend to see language variations as errors instead of features. Can you share your ideas about this mindset?
E:	I don't think language variations are errors. I think there is no right or wrong in accents. Of courses, misuses of different grammatical errors or mispronouncing words are errors, but accents? No. Having a certain accent doesn't mean he or she mispronounces the word.
I:	Apart from pronunciation, what about word choice? Take 'add oil' as an example, obviously, native English speakers would not say 'add oil', but it is classify as one of the features of Hong Kong English. So, do you find it as an error or a feature?
E:	I think it's a feature because it is actually English with some localised Hong Kong style elements. And I think language should be always changing. Add oil might be seen as an error before, but now, with more people saying phrases like this, even dictionaries written by native English speakers add these phrases into them. It then turns from an error to a feature of a certain type of English.
I:	So, some English learners are obsessed with pursuing the native English proficiency. Not only in terms of pronunciation but also in terms of grammar and vocabulary. So, do you think this is possible or necessary? Can you share your ideas about this mindset?
E:	I think sounding native should not be the goal of learning the English language. It can be a bonus if you have already mastered all areas in the English language and you want to pursue a native proficiency, that's OK. But I don't like a must and it should not be the goal of learning English.
I:	OK. So, some people tend to stigmatise or to discriminate accented English. Can you share your ideas about this mindset?

E:	I disagree with such action but I think this is the reality. Many people are doing so. I think it's wrong and we as English teachers should help promote the fact that there are many different Englishes and we should not stigmatise accented varieties.
I:	OK. Thank you very much, this is the end of section three. And now, here is section 4 which is related to your perceived benefits of World Englishes related courses in teacher-training programmes. So, to what extent do you think that the content covered in WE courses you have taken equips you with enough knowledge regarding World Englishes?
E:	I don't specifically remember a certain concept, but from my past experience studying these courses, I think I learnt about the correct attitudes towards different varieties of English, like not to stigmatise them and treat all Englishes as equal.
I:	Do you agree that WE-related courses should be put in teacher-training programmes as core subjects?
E:	I think it's not a must to set these courses as core subject or even an individual subject. I think the concept and the attitudes should be valued more than the theory. As long as future teachers can learn such attitudes, we actually do not need an individual course talking about World Englishes.
I:	To what extent do you think that the courses of World Englishes you have received help you change the concept of nativespeakerism?
E:	I think this also related to the attitudes I learnt from the courses I took. That is to respect all types of English. I think this is quite standing against nativespeakerism. I believe native accents are not the most perfect version of English and there should be no the so-called 'purest English' in the world. Actually, regarding 'native accents', there are quite a lot including British, American, Australian, Canadian and New Zealand Englishes along with some regional accents. These are all 'native accents', how can we just name one or two among them and then say that that is the most perfect and accurate one?
I:	To what extent do you think that the courses of World Englishes you have received help you get familiar with different accents of English and help you communicate with people with different accents?
E:	I don't think it's not the courses I took which helped me get familiar with different accents of English because what we got were just some clips showing different speakers with different accents speaking in English. Instead, I learnt these in the real life context when I was undergoing my immersion. When I spoke English with different people from a foreign country, I literally learnt a lot regarding there features.
I:	To what extent do you think do you think that the courses of World Englishes you have received equip you with knowledge to promote the concept of WE in your future career as an English teacher?
E:	I think maybe 50%. It also relies a lot on my own experience I have outside classroom.
I:	So, under the situation in Hong Kong, to what extent do you think you can apply what you have just said in your language classroom?
E:	Mostly I think the attitudes towards different Englishes. And I think this is the most important thing that we have to keep in mind when teaching and learning Englishes. As I said before, I did not really remember much related to the courses but I still remember this attitude. I think we really have to pass this attitude to the next generation.
I:	OK. Thank you very much! This is the end of my interview.
E:	You're welcome.

**I: Interviewer                      E: Interviewee**

I:	Thank you very much for coming as one of my interviewees. In the following section, we are going to have a semi-scripted interview. There will be a total of four sections. Let's move on to section one directly, OK?
E:	OK.
I:	So, let's move on to section 1. Do you think materials that are developed with non-native English varieties can be used in your English class? If so, how? If not, why?
E:	I think it depends on the learning objectives of the lesson. If you aim to expose students to different varieties of English, I think these are good materials to be used because you can give some authentic English to your students to listen to, instead of you imitate the accent. But I think that if you want to provide students with a model to learn, for example, how the words are pronounced, or some phonetic and phonological knowledge, you may want a model that that students will look up to, just let them master the accuracy first. Especially for primary learners, they have just got in touch with the language.
I:	OK. So, what difficulties do you think you would encounter if you used materials that are developed with non-native English varieties to teach English?
E:	I think one of them would be the comprehensibility. I think there may be a situation that my students would ask me what the speakers are talking about. Without the transcript of the clips, even I, myself, as an advanced English learner, cannot exactly tell what they are talking about.
I:	If your students asked you not to include other varieties of English other than British and American accents, would you conform the norm of using native varieties as teaching materials?
E:	I think I would just play along the rules. I think students can get more exposure to native accents when they are still studying at school because a lot of language learning tools are written or created by native English speakers such as dictionaries. I think they present the language in a clearer way regarding pronunciation.
I:	What benefits do you think students will get by helping students get exposed to different varieties of English?
E:	I think it surely benefits their communication skills. I think English is the medium of exchanging ideas and the medium of communication. Actually, there are more non-native English speakers than native English speakers, so, in the future, when students use English outside the classroom, surely they will encounter people with different cultural backgrounds using English to exchange information. So, I think it's a good to help students expose to authentic English used in life.
I:	Are there any drawbacks do you think of helping students get exposed to different varieties of English?
E:	I think teachers should do more work in cultivating students' respect and appreciation towards different varieties of English because I think that based on the cultural background and the first language of those people who speak English may lead to variation of English. Sometimes, it may sound quite different when we hear those varieties because they are very different from the English that we are used to hear. So, sometimes, students may find them funny and they may even laugh at them. I know they dun purposely do that but it just happens because they find them funny. Therefore, I think teachers should do more to cultivate an attitude of appreciation.

I:	Do you mean that if teachers do not induce the concept that all Englishes are equal, students will tend to discriminate different varieties of English when they get exposed to different varieties of English?
E:	Yes. I think so.
I:	OK! So, thank you very much, this is the end of section one. Let's move on to section two. This is the section about your beliefs towards ELT English language teaching. First of all, what do you think is the purpose of English language teaching in Hong Kong?
E:	I think the purpose of English language teaching in Hong Kong is to equip students with the language competency in particular knowing that English is still the world's lingua franca. I think we need to equip students with the competency to use the language to communicate with people. In return to help them reach out the world and to use the language as the medium to learn. When you talk with people, you learn about their stories and their experiences as well. I think this is why we teach and learn English in Hong Kong.
I:	What do you think is the role of English teachers in Hong Kong?
E:	I think the role of English teachers in Hong Kong is to try our best to provide a real-life situation where we need to use English to communication to students. I think classroom activities should be communication based that are in context and not detached from students' real-life situation.
I:	So, teachers need to ensure that students have a language-rich environment in order to practice English in a daily basis and in an authentic context?
E:	Yes.
I:	OK. So, do you think it is a must to help your students sound native?
E:	I don't think it is a must because I think it is not something happens overnight. I think there are many factors affecting the acquisition of a native accent. As long as they are not over-exaggerating certain phonemes or they are not pronouncing the words wrong, I think it's still fine. As long as I can still understand them, and they can tell me what they what to say in English effectively in the way that I understand, I think it's good enough. I think over the learning process, as they move on, they may get exposed to different accents, that may be the time for them to develop other accents.
I:	Do you think promoting the equality / fairness of different varieties of English is necessary?
E:	I think Hong Kong has a very tight syllabus. As far as I know, in the primary curriculum, we do not really stress on this part. But of course, if we teachers encounter different varieties of English with students in class, I think teachers have the responsibility to be the role model and to encourage students to appreciate them.
I:	So thank you very much. Let's move on to section. This section is about the debates on World Englishes and Standard English. First of all, what is your understanding of the concept of "World Englishes"?
E:	"World Englishes" to me means different kinds of English used by different people with different cultures. You know different Englishes may vary in different dimensions such as lexical choices, the words they use, they may have some newly coined words depends on the cultures of the place and the phenomena happened there. And they may also be different in terms of pronunciation. Some languages may not have some sounds of English so they may use other sounds appear in their mother tongue to replace those particular English sounds.
I:	OK. Some people tend to see language variations as errors instead of features. Can you share your ideas about this mindset?



E:	I think the reasons why this phenomenon happens is that there is a lack of understanding and an insufficient understanding towards those varieties and the people who speak those varieties of English. I think as long as you know more about them and you know their first language or even of you have experience of using their first language, you may soon understand why they pronounce the words in such ways. Having taken some World Englishes courses in my undergraduate studies, I encountered other Englishes and I even had a chance to study Korean English and I realised that they don't have the /f/ sound in the Korean language so that they tend to change the /f/ sound to the /h/ sound. Therefore, they tend to say 'hwighting' instead of 'fighting'. They do it not because they don't know how to pronounce the words, but they are not used to pronounce the words in such ways because of the differences between the two language systems. So, you see if you know more about them, you have a more open-minded view towards different Englishes.
I:	OK, for yourself, how do you differentiate errors and features. Take the word 'fighting' as an example, originally, according to the IPA, the word should be pronounced as 'fighting' with the /f/ sound while you say that Korean people tend to pronounce it as 'hwighting' with the /h/ sound. You said that it was a feature instead of an error. So, how do you differentiate errors and features?
E:	I think errors occur when there is a communication break down between the speakers in which neither of the parties understand each other. Giving that I have a deeper understanding towards Korean people and the Korean language, to me, I understand why they do it in such a way and this makes them unique and makes them stand out from other varieties of English because we do not have such features in other Englishes. So, to me I think this is a feature because I know that this is driven by the language features of their own L1 and there is a language transfer issue happening here. But I think for people who don't have such background knowledge, they will just compare Korean English with the form stated in dictionaries because there is a mismatch between these two things.
I:	So to you, language is just a tool for communication. As long as the speakers can understand each other, you can relate every single language characteristics as features instead of errors?
E:	Yes.
I:	So, some people are obsessed with pursuing the native English proficiency. Not only in terms of pronunciation but also in terms of grammar and vocabulary. So, do you think this is possible or necessary? Can you share your ideas about this mindset?
E:	I think surely this should be a goal that we look up to and try to move towards as an English learner because I think learning is all about improvement and shaping the knowledge in a more professional manner. However, even though you cannot achieve the native English proficiency now, it doesn't mean that you fail in learning English because this learning process is a life-long one and it never stops.
I:	So, you think this should be set as a goal but not a must.
E:	Yes.
I:	OK. So, some people tend to stigmatise or to discriminate accented English. Can you share your ideas about this mindset?
E:	I think they tend to stigmatise because they think these Englishes sound quite different to them. I think these Englishes are quite rare to them. Again I think this is the matter of lacking understanding towards different Englishes and the matter of having a limited horizon towards the world. Just because you are not used to something doesn't mean the things are problematic themselves.

I:	OK. So, what about correcting students' errors. You said that language is a tool for communication and as long as you can understand your students, probably you won't treat them as errors. However, take the same words as an example, if your students said 'hwighting' instead of 'fighting', would you correct them?
E:	I think if they were Hong Kong students, I would correct them. If there were Korean students, I would show understanding and I would appreciate their efforts as they should be trying their best to pronounce the word. Yet, the language transfer issue makes them say 'hwighting' instead of 'fighting'. Of course, I would also be a model and would tell them that we should pronounce the word as fighting but not 'hwighting'. However, according to my understanding of Cantonese, there should be no such issue would make Hong Kong students say the word as 'hwighting' but not 'fighting'. I would think that they students might be trying to be playful. Therefore, I would correct them.
I:	So, your perception towards errors vary based on the cultural background of the particular students?
E:	Yeah.
I:	OK. Thank you very much, this is the end of section three. And now, here is section 4 which is related to your perceived benefits of World Englishes related courses in teacher-training programmes. So, to what extent do you think that the content covered in WE courses you have taken equips you with enough knowledge regarding World Englishes?
E:	I think to a large extent it opens up my horizons towards English. Before taking these courses, to be very honest, I had quite a sceptical mindset towards other varieties of English. Sometimes, I found them hardly comprehensible for me. I just had a very negative attitudes towards other Englishes. However, after taking these courses and after knowing more about the concept of World Englishes as well as the true meaning of adding the plural form of the word 'English', I started to be not so stubborn forcing myself and my students to speaking English with a native accent.
I:	Do you agree that WE-related courses should be put in teacher-training programmes as core subjects?
E:	I think this is a good idea, it sounds good to me because there will be more and more non-native speakers of English and all of our students are non-native English speakers as well. So I think it is a good thing both personally as an English learner and professionally as an English teacher. I still remember my English teacher told me that when we come across different speakers of English, it provides a platform for us to know more about people from different countries and other cultures.
I:	To what extent do you think that the courses of World Englishes you have received help you change the concept of nativespeakerism?
E:	I think it applies if you try to be a role model to your students and you try to present to your students that how native speakers speak English. But at the end of the day, it's not a must for my students to speak with a native accent. Even if they speak with a Hong Kong accent, as long as they are fluent, people can talk with people effectively, people can understand their English effectively, I think this is already very successful.
I:	To what extent do you think that the courses of World Englishes you have received help you get familiar with different accents of English and help you communicate with people with different accents?
E:	I think for the first part of the question, I think to a large extent they help me to be more familiar with different accents of English. I can name some Englishes that I have come across with in these courses. Lectures also highlighted some features of different

	Englishes. Additionally, I had a chance to dig deeper into a variety of English as well as I mentioned before. But for the second part of the question, I think to a small extent the courses help me communicate with people with different accents because I think those courses are quite factual and theoretical. They are just talking about facts about the concept of World Englishes. However, I did not have an opportunities to communicate with people with different accents. So, I am quite reserved towards this.
I:	To what extent do you think do you think that the courses of World Englishes you have received equip you with knowledge to promote the concept of WE in your future career as an English teacher?
E:	To a large extent it encourages me to promote the fairness between Englishes. Personally as a teacher, I think I can do promote it by sharing my experiences I have when meeting different speakers like Turkish speakers and Italian speakers. It's a fun thing that English can draw people closer. But I am not sure if the English curriculum in Hong Kong enable teachers to do that. To what extent it officially include world Englishes into as part of the syllabus to. If they did that, it would be a strong push as well.
I:	So, under the situation in Hong Kong, to what extent do you think you can apply what you have just said in your language classroom?
E:	I think I may be quite challenging. Especially after completing my FE, I realise that the time allocated for each lesson is rather short. And there is a lot cover especially my FE school is a government school. They follow strictly the EDB syllabus. I think it's quite a hurry. Sometimes I didn't even manage to finish what I plan to cover. I think this suggests the possibility of covering this topic outside classroom like through board decoration or English Day, inviting different speakers of English to share with students. However, this may require supports from the English panel and other English teachers.
I:	OK. Thank you very much Nicole, this is the end of my interview and I got a lot of valuable data!
E:	You're welcome.

**I: Interviewer                      E: Interviewee**

I:	So, it's glad to have you as one of my interviewees. And in the following section, we are going to do a semi-scripted interview. There will be a total of four sections. Please answer all questions. Okay?
E:	OK.
I:	So, let's move on to section 1. Do you think materials that are developed with non-native English varieties can be used in your English class? If so, how? If not, why?
E:	I think it depends on the learning objectives of that particular lesson. To be honest, if I have to teach about pronunciation, of course I would not use these audio clips in English classes, but if I am doing listening exercises with my students, I would because I want them to listen to some Englishes that they can barely hear in formal English lessons.
I:	OK. So, what difficulties do you think you would encounter if you used materials that are developed with non-native English varieties to teach English?
E:	Definitely comprehensibility. As I mentioned, students in Hong Kong seldom hear English with accents that are not British, American and Hong Kong, when they hear other accents, they may find it unfamiliar. And it might also affect the effectiveness and efficiency of my lessons because helping them understand the words spoken by speakers with different accents should already be a tough work.
I:	If your students asked you not to include other varieties of English other than British and American accents, would you conform the norm of using native varieties as teaching materials?
E:	No - Students need to recognise the fact that the accents in authentic materials are not necessarily native. Of course, while I would like to reiterate the equality among accents, I do address their concern about pronunciation through related instruction. However, I am not very contented about challenges from students as spoken materials is less prominent than written materials in Hong Kong classrooms.
I:	What benefits do you think students will get by helping students get exposed to different varieties of English?
E:	I think the benefit is mainly on student's intercultural competence. They will be more tolerant towards different accents of English. But I don't think there is particular benefits related to their general proficiency.
I:	Are there any drawbacks do you think of helping students get exposed to different varieties of English?
E:	Students may mistaken mispronunciation of words as the features of specific accents, but I don't think it's a major problem.
I:	OK! So, thank you very much, this is the end of section one. Let's move on to section two. This is the section about your beliefs towards ELT English language teaching. First of all, what do you think is the purpose of English language teaching in Hong Kong?
E:	There can be many purposes but I think its communicative purpose for intercultural communication takes precedence. Hong Kong is an international city so English as an internal language is very important.
I:	What do you think is the role of English teachers in Hong Kong?
E:	We strive to provide an English-rich and safe environment for students to learn and use the language, while provide ongoing support for teachers. We are not like other teachers of content subjects so we don't actually exchange or transfer much knowledge, but we provide a platform.

I:	OK. So, do you think it is a must to help your students sound native?
E:	No. Not at all. I don't think it's beneficial to force them to change their accent. It's unnatural and unnecessary.
I:	Do you think promoting the equality / fairness of different varieties of English is necessary?
E:	Yes, like what I've said before, it's necessary for their intercultural competence.
I:	So thank you very much. Let's move on to section. This section is about the debates on World Englishes and Standard English. First of all, what is your understanding of the concept of "World Englishes"?
E:	I think it's like different variety of English around the world, including accent, diction and some even words created by a specific culture.
I:	OK. Some people tend to see language variations as errors instead of features. Can you share your ideas about this mindset?
E:	This may sound harsh, but it is a very narrow-minded mindset. When I was still learning English in secondary school, my teachers already told me that language is also a social construct as it is a communication tool. So, as long as the people within the same culture can understand, it's not a big problem. Of course, I don't encourage the use of exotic features as local people can hardly understand and thus it's not appropriate.
I:	So, some English learners are obsessed with pursuing the native English proficiency. Not only in terms of pronunciation but also in terms of grammar and vocabulary. So, do you think this is possible or necessary? Can you share your ideas about this mindset?
E:	Perhaps it is a problem not only about the language, but is that they think that the English-speaking countries like the States and UK where the English language is so-called originate from, are superior. So they wanna sound 'superior'.
I:	OK. So, some people tend to stigmatise or to discriminate accented English. Can you share your ideas about this mindset?
E:	Like what I have said, if there is superiority of native accents, then there is also perceived inferiority of non-native accents. It's unfair of course. My recommendation is to accept the fact that different people just speak differently. Not only about accents.
I:	OK. Thank you very much, this is the end of section three. And now, here is section 4 which is related to your perceived benefits of World Englishes related courses in teacher-training programmes. So, to what extent do you think that the content covered in WE courses you have taken equips you with enough knowledge regarding World Englishes?
E:	I think so. In terms of the basic concepts about World Englishes, linguistic features of different Englishes and reasons why the English language is widely spoken around the world. I think these things covered in my World Englishes courses are very useful in terms of knowing more about how the English language is used in contemporary world.
I:	Do you agree that WE-related courses should be put in teacher-training programmes as core subjects?
E:	I think it can remain as an elective. Of course, the concept of World Englishes is very important because English now is not only spoken by native English speakers. Yet, the concept covered in these courses might be too difficult to primary or secondary students. As a result, we might not be able to cover these concepts in lessons. I think the most important thing should be the correct attitudes towards different Englishes and as long as pre-service and in-service teachers can have this mindset, it's already enough while this attitude can be promoting in other courses.
I:	To what extent do you think that the courses of World Englishes you have received help you change the concept of nativespeakerism?

E:	To a large extent I think. I think most English learners in Hong Kong, including me, are very obsessed with learning about the so-called ‘correct’ English, which is the English spoken by native speakers, British or Americans specifically. After taking these courses, this mindset is eased because I start to embrace the ‘non-nativeness’ to show my own identity.
I:	To what extent do you think that the courses of World Englishes you have received help you get familiar with different accents of English and help you communicate with people with different accents?
E:	I think for the first part of the question, it might be to a large extent. As I mentioned just now, the courses I took equipped me with basic concepts about World Englishes, features of different Englishes and reasons why the English language is widely spoken around the world. These things are very crucial when I attempt getting familiar with the features of different accents of English. For the second part of the question, I think it may be to a small extent as the courses did not provide us with many chances to speak with people with different accents, especially local students occupy a large part of my programme.
I:	To what extent do you think do you think that the courses of World Englishes you have received equip you with knowledge to promote the concept of WE in your future career as an English teacher?
E:	I think these courses promote the concept of World Englishes already. Regarding knowledge of promoting the concept of World Englishes, I think my courses did not cover much about this. Of course, I think the crux of promoting a concept should be education and sharing. So, even though the courses did not directly say that what we as teachers can do to promote World Englishes, we can also do so by sharing more.
I:	So, under the situation in Hong Kong, to what extent do you think you can apply what you have just said in your language classroom?
E:	I think... half half? To be honest, it is very difficult for teachers in Hong Kong to cover this topic in regular English lessons as there is just a little time for each English lesson while helping students get immersed in an enriched English-speaking environment is now advocated. I would rather spend more time on asking students to really speak, read, listen and write the language instead of just inducing a certain concept in class.
I:	OK. Thank you very much! This is the end of my interview and I got a lot of valuable data!
E:	You’re welcome.