

**“They speak ‘incorrect’ English”:  
Understanding Taiwanese Learners’ Views on L2 Varieties of English**

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This study employed written interviews to understand the views of Taiwanese learners on the second language (L2) varieties of English. The data was collected at a private university language center in the Philippines, where a group of Taiwanese students participated in an English language program. The main findings of the study were the following: (1) Many participants viewed a native speaker variety of English as the sole target model; and (2) They viewed the L2 variety of English they came into contact with in the Philippines as substitute for that target model. The result of the study calls for heightened awareness among Taiwanese learners regarding the widespread use of English as an international language and increased exposure to L2 varieties of English.

**Key words:** L2 varieties of English, language attitude, Expanding Circle, Taiwan, ELT in the Philippines

## 1. Introduction

### 1.1 “Do I speak ‘correct’ English?” Background

As English spreads worldwide, there are more second language (L2) users of English than there are native (L1) speakers (Kachru, 1992; Crystal, 1997; Jenkins, 2000; Honna, 2006). Asia is now the largest English-using region in the world (Honna 2006). Therefore, it is more likely that the learner in Asia will use English to communicate with a fellow Asian L2 user than with an L1 user from such countries as the USA and the UK.

However, it seems that this reality is yet to be reflected in English language teaching (ELT) in some Expanding Circle countries in East Asia, where English does not hold any

official status but is used as a language for international communication. Honna (2006), for example, points out that many learners in Japan still associate English with learning and embracing the American culture. Matsuda (2003) found that the high school students she interviewed in Japan had little idea that there were other varieties of English apart from “American” and “British” Englishes.

Being a teacher in Taiwan, a country which shares many cultural traits with Japan mainly because of its colonial experience, the researcher noticed that many of his Taiwanese students seem to hold similar views towards learning English. They seem to consider that the success of learning English means mastery of the “American Standard,”

regardless of whether such standard actually exists or not. The researcher, who is a British-educated Japanese, faced some complaints from the students who felt that his English differed from what they considered the “Standard”: so-called American English (AmE). Indeed, the researcher’s previous study indicated that L2 varieties of English sounded unfamiliar to Taiwanese learners (Kobayashi, 2007). This is problematic if the purpose of learning English is to be able to use it as a language of international communication because L2 varieties of English predominate in such instances (Honna, 2006).

This paper will examine what views a group of Taiwanese university students who are taking an English course in the Philippines hold regarding L2 varieties of English such as Philippine English, Singapore English, and Indian English. This is significant because this particular group of students voluntarily chose as their site of English language study an Outer Circle country, that is to say, where English holds an official status but is used as an additional language. Previously, Taiwanese learners only chose such Inner Circle countries as Canada and the US as the destinations for their “study tourism.” This paper will also probe if their choice of the Philippines is in any way related to the variety of English used there. This is because if their choice is based on the usefulness of L2 varieties of English, it would not only benefit the learners themselves, it would also be beneficial for the Philippines as more Taiwanese learners may flock there to study English and the demand for Filipino

teachers in Taiwan may increase.

## 1.2 “What do they think is ‘correct’, anyway?” Questions

It has become widely recognized among specialists that English is now an international language, and as such, there is no singular “standard” variety that all learners can model after. However, some scholars have pointed out that in the Expanding Circle there still is a strong dependency on the L1 norm (Seidlhofer, 1999; Matsuda, 2003). Therefore, the main questions for which this study seeks answers include:

1. What are the views of this group of Taiwanese learners on L2 varieties of English?
  - 1.1 How do they view their experience of learning English in an L2 English-using country?
  - 1.2 What motivated them to take up an English course in the Philippines?
  - 1.3 What do they know about L2 varieties of English?
  - 1.4 Are the difficulties they faced while taking their course, if any, language-related?
2. What are their preferences for the target model? What are the factors that contributed to their choice of the target model?
3. What do they perceive as their purpose for learning English?

**1.3 Power to the (L2) people: Significance**

This study will hopefully prompt the curriculum designers to adopt swift modifications in teaching English. The possible measures include increased exposure to different L2 varieties of English and setting up of specific courses in World Englishes (WE) and English as an International Language (EIL). If the goal of English language teaching is to equip learners with the capacity to communicate internationally, an exclusive familiarity with an L1 variety is not desirable.

It is also hoped that the study will, in effect, encourage more Taiwanese learners to choose such neighboring English-using countries as the Philippines as the destination for their “English learning tourism.” At the same time, more users of various varieties of WE will hopefully be employed in Taiwan to teach English. This will be beneficial in two senses: first, learners will have more exposure to the varieties of English that they are more likely to come across in “real” communicative situations; and second, it will save the cost of traveling to Inner Circle countries that are geographically far from Taiwan or hiring relatively expensive “native-speaker” teachers from those countries. These changes may happen only when learners start to recognize the benefits of familiarizing themselves with L2 varieties of English as a viable instrument for international communication.

**1.4 Limitations of the study**

The main concern of this study is to understand the experiences of a group of

Taiwanese learners studying English in the Philippines. Therefore, it does not involve an exhaustive data collection and quantitative analysis of language attitudes of Taiwanese learners. In order to facilitate in-depth interviews, the number of participants is kept small.

Another factor that should be noted is that the participants of the study had already been in the Philippines for several weeks at the time of the data collection. This means that they have had more exposure to an L2 variety of English than an average learner in Taiwan would have. The views of those learners who spent their learning hours only in Taiwan might differ significantly.

**2. Theoretical background**

**2.1 English as an International Language (EIL)**

This study adopts the framework of EIL. As the World Englishes (WE) approach, which focused on nativised varieties in the outer circle, became widely accepted since the 1980s, the international use of English also has attracted much attention. Learning of an international language differs from learning of any other foreign language in many respects. Smith (1976, as cited in McKay, 2002) defines an international language as follows:

1. Its learners do not need to internalize the cultural norms of native speakers of that language,
2. The ownership of an international language becomes “de-nationalized,” and
3. The educational goal of learning it is to enable learners to communicate their ideas

and cultures to others.

McKay (2002) revised this definition, taking into consideration the implications for English teaching:

1. As an international language, English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies.

2. As it is an international language, the use of English is no longer connected to the culture of inner circle countries.

3. As an international language in a local sense, English becomes embedded in the culture of the country in which it is used.

4. As English is an international language in a global sense, one of its primary functions is to enable speakers to share with others their ideas and culture.

These characteristics of an international language suggest that the adoption and upholding of a singular L1 variety as the only standard norm for all learners can no longer be rationalized. On the contrary, all users of English, including those in the countries where English is learned as a foreign language, do contribute to the further development of it as an international language. This has huge implications for the learners of English in East Asia: first, their deviations from the L1 norm are no longer considered “learner errors”; second, the products of their creativity, when widespread and do not interfere seriously with intelligibility, will be considered the new norm.

## 2.2 Language attitudes

Studies on language attitudes have been conducted in an attempt to explore why and how a certain language receives preferential treatment while others do not. Many methods, the most widely known one being matched-guise technique, have been used to measure language attitudes. But no matter what method is used, there seems to be a general tendency for individuals to give positive evaluation to a prestige variety (Chen, 2003; Stockwell, 2007).

Language attitudes are affected by status: status of the language and of its speakers (Chen, 2003). Stewart classified four factors that he said contribute to language status:

1. autonomy, or the function of the linguistic system as distinct from others;

2. historicity, or how the language is believed to have developed over time;

3. standardization, or codification that sets the norm for “correct” usage; and

4. vitality, or widespread use by a strong group of native speakers (Stewart 1968, as cited in Chen, 2003)

The prestige variety, which has stronger vitality and thus is more likely to be standardized, receives positive evaluation by individuals. This suggests that if a new variety of English is given such vitality and standardization as an international language, it may become a preferred variety, replacing L1 variety as the target model for learners.

The possibility of attitude change due to deliberate means has been pointed out. A change in language status due to language planning can be reflected in changing language attitudes (Chen, 2003). This

language planning brings about concrete rewards that promote attitude change, such as granting of higher status, better opportunity for employment or financial gain (Fishman & Markman, 1979, as cited in Chen, 2003).

### **3. Methodology**

#### **3.1 Data collection**

This study employed a qualitative method of interviewing to understand the participants' experiences of learning English in the Philippines, and what the different varieties of English mean to them. In the initial interview, the participants were given a written questionnaire which contained both open-ended and multiple-choice questions. They were encouraged to answer those open-ended questions as thoroughly as possible. For multiple-choice items, they were allowed to encircle as many options as they wanted. This is why the figures do not agree with the total number of participants (See Figure 1, 2 and 3). Then, a participant was randomly chosen for a further oral interview, during which s/he was asked to elaborate the answers s/he had given in the initial interview.

This group of seven students, all from a private university in Taiwan, was in the Philippines participating in an intensive English course at a private university language center in the summer of 2007. The students, composed of sophomores and seniors, came from different departments, ranging from International Management to Law to English. All but one of them was female. Their histories of English learning varied as curricula differ in different parts of

Taiwan. One student had previously participated in a short-term English language program in the US. During their stay in the Philippines, they resided at an off-campus student dormitory, where they shared rooms with non-Taiwanese roommates. The information on their level of English was not readily available as there was no placement test. All seven of them received instruction as one class.

Instructions, held on university campus, were scheduled three hours in the morning for reading and writing, and three hours in the afternoon for speaking and listening. They attended classes five days a week. At least one afternoon per week was reserved for extracurricular activities, including cultural exposures and excursions.

#### **3.2 Data analysis and interpretation**

The collected data was then studied and three salient themes emerged: reasons for choosing the Philippines over other countries, perceived differences between studying in the Philippines and doing so in an Inner Circle country, the ideal target model variety for learning. Then, they were interpreted to clarify the subjects' views on the above issues. The implications of the outcome are discussed in the succeeding section.

### **4. Presentation and interpretation**

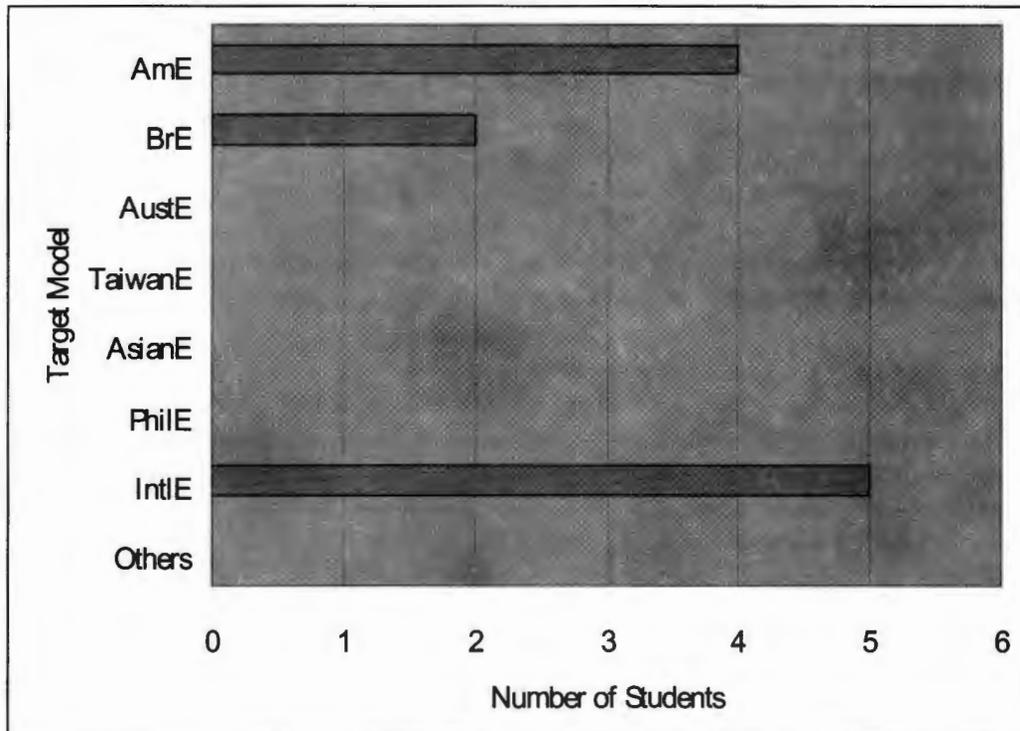
The interview results indicated that the participants had little awareness of the importance of being exposed to L2 varieties of English. Generally, they considered L1 varieties of English (such as the US, UK or so-called International English) to be a

desirable target model. This can be seen in the fact that they largely regarded the Philippines as a cheap substitute for such study destinations as Canada or the US. Another finding that points to the same attitude is the fact that they saw Philippine English as a problem rather than an advantage. Below, significant participant comments are presented intermingled with interpretations as appropriate.

#### 4.1 “America is a developed country”: The ideal target model and attitudes towards varieties

In this section, the participants were given a list of different varieties of English, including ones from the Inner, Outer and the Expanding Circles (their own). They had to circle the models that they hoped to acquire. They could choose as many options as they wanted. They were required to give reasons for making those particular choices. For the multiple-choice results, see Figure 1.

Figure 1. Desired target model for learning



Four of the respondents chose AmE, with two of them also encircling British English (BrE) along with the American variety. Ah Li said: “(The USA and UK are) developed countries. I hope there will be no communication problems when I talk to people from Britain and America.” Ah Yin: “(AmE/BrE) will give me a competitive edge and it will be easier to find a job if I spoke it.” From these answers, it is clear that the participants consider AmE, and to a lesser extent BrE, to be the only desirable target models. This tendency may be due to the lack of knowledge regarding the existence of other

varieties. This is little wonder because the only variety of English they are exposed to through the school education in Taiwan is AmE. Another noticeable point is that some participants expressed that L1 varieties of English may be beneficial for getting a good job. This could be somewhat true, as many companies in Taiwan now conduct job interviews in English. It is not hard to imagine that sounding like a native-speaker in front of the Taiwanese interviewers may impress them, however misled or unfortunate this situation may be. Interestingly, some respondents even expressed that the US and the UK are advanced countries and that therefore they should learn the varieties of English used in these countries. This may be related to the fact that many teaching materials in Taiwan place importance on introducing American culture. For example, many school children in Taiwan are forced to take part in Christmas or Halloween parties within their English classes in an attempt to understand the American culture. This is contrary to the definitions of an international language stated earlier. On the other hand, no respondent mentioned the need or desire to communicate their own cultures to foreigners in English. This is also understandable because very little of their own cultures are touched upon in teaching materials.

Another notable point is that none chose Asian English (AsiaE) or Taiwan English (TwE). In Matsuda's (2003) study, her Japanese participants considered Japanese English to be a mere incorrect version of English that should be avoided at all costs. In the present study, none explained why they

shunned the TwE option. It is probable that they consider their own variety of English to be mere learner errors. This is only natural because, as has already been stated, many Taiwanese learners are only exposed to AmE through the school education. In-depth studies are called for to further explore views of Taiwanese students on their own version of English.

Another interesting point is that as many as five students chose “International English (IntIE)”. (Two of them chose it, as well as AmE and/or BrE.) No participant explained in any detail how they defined IntIE. Nevertheless, the comments that accompanied their choice revealed that they did not consider it an Asian or L2 variety; rather, it is likely that they equated IntIE with an L1 variety. Indeed, many specialists equate IntIE, “International Standard English” or “Global English” with an L1 variety, especially AmE (Bolton, 2003; Jenkins, 2007). However, there were also two participants who only picked IntIE. Their comments, though belonging to the minority, give hope to advocates of EIL: “Each country has its own English. That’s why you have to get used to all.” “The very purpose for learning English is to use it internationally; if you learn too many varieties, you’d get confused.” “All I ask for is that I will be able to make myself understood.”

To sum up, the responses showed that those students were unaware that L2 Englishes are playing an increasingly important role in international communication and that it is beneficial for them to familiarize themselves with L2 varieties of English. They

generally still see L1 varieties such as promoted and enforced in Taiwan. After the American English as the only ideal target retrocession of Taiwan to the Republic of model, and see the L2 variety they came China (ROC) government in 1945, the use of across in the Philippines as mere substitutes Mandarin Chinese was enforced in a for that. Instead of recognizing the usefulness high-handed manner, accompanied by of English as a tool of international banning of other Chinese dialects and communication, students saw communicating Japanese in public domains (Huang, 2003). with interlocutors from the US and UK as the Those who spoke Mandarin with a heavy main purpose for learning it. They saw the Taiwanese accent were stigmatized, while ability to communicate with mastery of “native-like” pronunciation in this Anglo-Americans as a competitive edge in new national language was considered key to the job market. This is ironic because upward social mobility.

Taiwan’s top trade partners are Asian countries rather than L1 English countries. They are more likely to come into contact with L2 varieties of English, interacting with individuals from Asia. In other words, the exclusive familiarity with L1 varieties of English can be problematic when communicating with people from Taiwan’s major trade partners.

Further research is called for to explain why the learners in Taiwan have this strong orientation towards a so-called “standard” variety, which is usually, in the case of Taiwan, identified in terms of pronunciation. Suffice it to point out here that this may be related to the way a “standard” language was

#### 4.2 The Philippines: Cheap substitute for America?

Another way of finding out the participants’ views on L2 varieties of English is to ask them why they chose to study English in the Philippines. If they do not recognize the benefits of being exposed to an L2 variety, they might as well have chosen an Inner Circle country rather than the Philippines. In relation to this question, most participants seemed to consider PhilE to be merely a substitute for AmE or so-called “IntLE,” no matter how misled or regrettable this idea may be (see Figure 2).



air travel between Taiwan and the Philippines has been lowered significantly (NEDA, 2006, p. 53). This added to the sense of geographical proximity: the flight duration between Taipei and Manila is barely two hours. Even though the official figures for 2007 tourist arrivals were not available at the time of writing, it is likely that travel agencies in Taiwan geared up for the promotion of study packages in an effort to diversify their products in 2007 due to the fact that Taiwanese arrivals in the Philippines declined in 2006 compared with the year before (NEDA, 2006, p. 51).

One of the salient implications of these comments is that the participants chose an Outer Circle country not because they recognized the benefits of exposure to an L2 variety of English. It is notable that most students gave such non-language-related reasons as the low cost and the geographical proximity as the decisive factor for their choice of the Philippines. And in two cases where the use of English in the Philippines was mentioned, it is impossible to determine whether the respondents were conscious of the significance of coming into contact with an Outer Circle English.

#### 4.3 “Filipino teachers are good, but not their accent”: The Philippines vis-à-vis other study destinations

If the participants do not recognize the benefits of studying an L2 variety of English and they chose the Philippines just because it is cheaper or closer to home, how do they view the possibility of other study destinations, Inner as well as Outer Circle? In

spite of the obvious disadvantages of exclusive exposure to an L1 variety, the participants again expressed their preference for it. They found the quality of English language teaching in the Philippines to be good, but would have preferred that teachers had an L1 accent. They also wished they had had more contacts with L1 varieties.

In this section, the students were asked to state how choosing the Philippines as the place for their language study differed, or would have differed, from going to an Inner Circle country. They were also asked if they would consider going to other Outer Circle countries. This was to examine the level of their recognition regarding L2 varieties of English.

All but one of the respondents mentioned the accent as the major difference of studying in the Philippines. But this was seen in a negative way. Some respondents even showed their resentment towards L2 varieties of English. Ah Hui said: “When Filipinos speak in English, they have lots of rolled ‘r’ sounds, and that makes it sound a little unclear. We’re only used to American, British or Canadian English in Taiwan, so it takes some time to get used to the Philippine accent.” Two students described in more detail the differences: They said when Filipinos pronounce /p/, it sounds like /b/ to them, as the /p/ sound is unaspirated in Philippine English. This causes a problem for them, as aspirated /p/ and unaspirated /p/ are differentiated in Mandarin Chinese. Ah Yin even went on to say: “People here only like to speak the Filipino language. We don’t get to learn correct English or correct ways of

saying things here. I wanted to go to a place where I could hear English spoken all the time” (emphasis added.) Ah Min said: “Pronunciation (is the major difference)! Filipinos have very heavy accent when they speak in English.” What can be understood from these answers is that, again, geographical proximity to Taiwan was a bigger factor than language-related ones for their choice of the Philippines. They did recognize, however, that the variety of English spoken in the Philippines was different from the ones they were used to back home. However, this was often seen in a negative light.

Regarding other L2 English destinations, Singapore sounded attractive to four of the participants. Ah Hui said: “I watched a Singaporean movie and realized that English was spoken there too. For me, the accent is not a problem, as long as I can communicate clearly and fluently.” Others said they knew of classmates who studied English there. Among those who would not consider Singapore, Ah Yin said: “I heard Singaporeans speaking in English in a movie. It sounded so weird, and I didn’t like it. Besides, people there also speak Taiwanese and Mandarin.” Ah Yu said: “I wouldn’t consider Singapore because there are too many Chinese people there and they have a very strong accent.” As for India, only Ah Hui was willing to give it a try. He said there was an online tutorial center in Taiwan that hired English teachers from India. He found their accent “acceptable.” None would consider Jamaica. One student thought Jamaica was not an English-speaking country; another said

she had never heard of such a country. Even though many voiced their difficulty in getting used to the accent, most students evaluated their Filipino teachers positively when compared to Inner Circle and Taiwanese teachers they had had in the past. However, one student said it was harder to understand the Filipino teachers’ speech compared with that of Inner Circle or Taiwanese teachers. Ah Li said: “(Filipino teachers’) accent is very heavy. They sound weird compared with British or American teachers. That’s why I couldn’t get used to it at first. Teachers in Taiwan are trained in Britain, Canada or the States,” she added, “so their accent and intonation are easier to understand.” On the other hand, there were two other students who said it was easier to understand the Filipino teachers, but it is not related to their speech: “The teacher pays attention to our pace, and is very willing to explain things that are hard to understand,” Ah Min said. Ah Yin agreed that Filipino teachers are better, but for another non-linguistic reason: “I feel that the Filipino teachers are better-prepared. Americans and Canadians don’t prepare for classes diligently.”

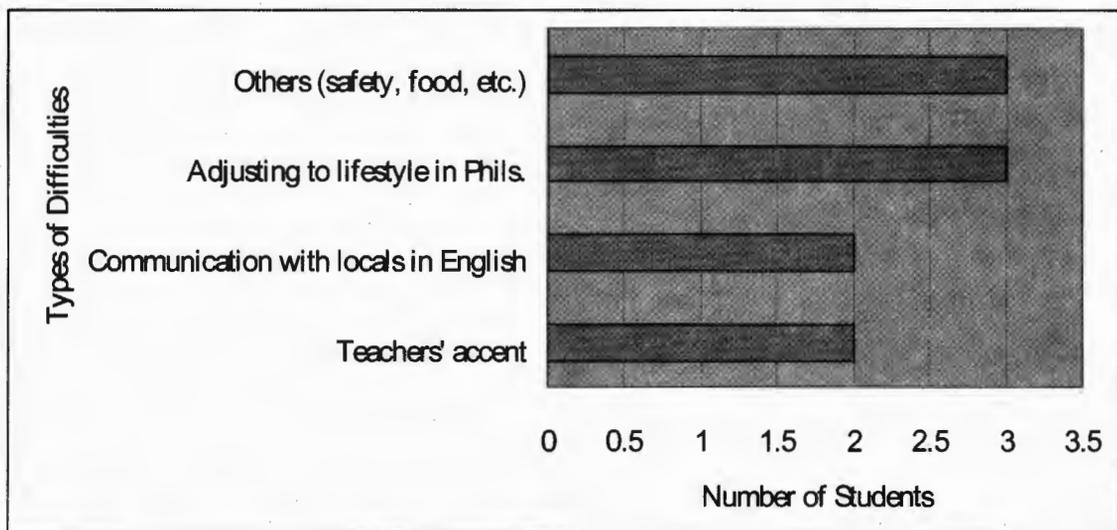
Next, the respondents were asked to identify the pros and cons of studying English in the Philippines, compared with Taiwan and L1 English countries. Compared to Taiwan, the students generally felt that the environment in the Philippines is more conducive to learning English, as they have to try to speak in English all the time without resorting to Chinese. One student pointed out that English was one of the official languages

in the Philippines, whereas in Taiwan it is only a foreign language. In comparison to the UK/USA/Canada, they unanimously cited the low cost as being the sole advantage. As for the shortcomings in comparison with Taiwan, three students indicated that they could see none, as their study experiences in the Philippines were generally more positive. However, when compared with L1 English countries, all of them remarkably cited the Filipino pronunciation as the negative factor. There were also two students who thought that the Filipino pronunciation was the weak

point when compared to English study in Taiwan.

What about difficulties they faced while their study in the Philippines? Five out of seven students cited language-related problems. While two students said they had a hard time adjusting to their teachers' accent, the rest said they had difficulty communicating with local people. Three of them particularly mentioned the pronunciation of their Filipino interlocutors to be the cause of this problem (see Figure 3).

**Figure 3. Difficulties faced while studying in the Philippines**



Several points can be concluded from the above responses. What is striking is that these students see pronunciation as a very important factor in learning English. Although their study experiences in the Philippines were positive and they gave high evaluation for their Filipino teachers, the major problem was caused by the fact that Filipinos spoke with an accent that they were unfamiliar with. They did recognize that their

difficulty in adjusting to the Philippine way of using English was due to very limited exposure to anything other than North American/British varieties. What is significant here is that they saw this difference in accent as an obstacle, rather than an advantage. This is reflected in the comments made by Ah Yin, who said she could not hope to learn "correct" English in the Philippines. The tendency to consider

non-American and non-British varieties of English as “incorrect” became even clearer when they were asked regarding ideal target variety in the next section.

Three L2 English countries in different regions, namely, Singapore, India and Jamaica, were given as options for students to choose from as an alternative location for learning English. These options were given to examine if the geographical factor influenced their choice. Singapore is not only geographically but also culturally close to Taiwan. India is yet farther, but is a major English-using country in Asia. Jamaica is an English-using country that is even farther from Taiwan than some L1 English countries. The fact that none of the respondents showed interest in studying in Jamaica and that only one of them would consider India confirms that the geographical factor was a major one in their choice of the Philippines this time. This was in spite of the fact that they perceived the variety of English spoken here as a negative factor. It can be seen from here that the low cost and geographical proximity of the Philippines compensated for the “unfamiliar” or even “incorrect” variety of English spoken there.

The respondents’ positive evaluation of their Filipino teachers was largely unrelated to linguistic factors. Rather, they associated it with other pedagogical qualities such as willingness to adjust the pace to the learners’ level. The students were comparing the Filipino teachers with two types of English teachers they had come across in the past: local ones from Taiwan and foreign ones from L1 English countries. The positive evaluation

of the Filipino teachers compared with the former should be understood in the context of the educational culture in Taiwan: teachers are expected to prepare students for competitive exams. As for the L1 English teachers in Taiwan, one respondent had an impression that they did not prepare well for classes. This could be related to the fact that the need for “native-speaker” English teachers in Taiwan far exceeds the supply. In any case, it is noteworthy that Outer Circle teachers did receive positive evaluation in comparison to the Inner Circle ones.

## 5. Conclusion

There are now more L2 users of English than there are L1 users. As an international language, L2 varieties of English have started to play an important role. At the same time, the L1 norms of English are increasingly irrelevant in the context of international communication. However, Taiwanese learners still tend to look up to an L1 variety as the sole target model. This was indeed the case with the participants of this study. Although they have made a “courageous” move to study English in the Philippines, where they did recognize that an “unfamiliar” variety of English was used, they saw this contact with a L2 variety of English as a problem, rather than an opportunity.

Learners in Taiwan should be better informed of the new role that English plays in the world, particularly in Asia, as an international language. They should be reminded that the exclusive familiarity with AmE and understanding the American culture are no longer the main usefulness of learning

English. They should know that there is no teachers in Taiwan. These changes can such thing as a singular “standard” English, happen, however, only when teachers in and that they should be exposed to many Taiwan are well-informed and due different L2 varieties that they are more likely modifications are made in curriculum design to come across in real-life situations. Such and teaching materials. In Japan, it has been changes are desirable for the Philippines, too. reported that courses in WE/EIL are More learners may choose it as the beginning to be offered at some destination for language study. There may teacher-training institutions. It is time Taiwan also be an increase in demand for Filipino followed suit.

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## Appendix 1

### Questionnaire (Original)

1. 請問為什麼選擇到菲律賓學習英文?
2. 請問是否曾經到別的國家學習過英文? 哪一國? 多久?
3. 您覺得在菲律賓學習英文, 跟在英美, 加拿大等國家學習有什麼不同?
4. 您是否會考慮到新加坡學習英文? 為什麼(不)?
5. 您是否會考慮到印度學習英文? 為什麼(不)?
6. 您是否會考慮到牙買加學習英文? 為什麼(不)?
7. 您覺得菲律賓老師的教學, 比起英/美/加等國的老師比起來如何?
8. 您覺得菲律賓老師的英文, 比起英/美/加等國家老師的英文:
  - a. 更容易懂?
  - b. 更難懂?
  - c. 差不多?理由(請務必填寫):
9. 您覺得菲律賓老師的英文, 比起台灣本地老師的英文:
  - a. 更容易懂?
  - b. 更難懂?
  - c. 差不多?理由(請務必填寫):
10. 您覺得在菲律賓學習英文優勢是什麼:
  - a. 跟在台灣學習比起:
  - b. 跟在英/美/加等國比起:
11. 您覺得在菲律賓學習英文缺點是什麼:
  - a. 跟在台灣學習比起:
  - b. 跟在英/美/加等國比起:
12. 您到菲律賓學習英文所遭遇到最大的困擾是什麼:
  - a. 老師的發音
  - b. 老師的教學方式
  - c. 用英語與當地人的溝通
  - d. 適應當地生活
  - e. 其他:
13. 您學習英文時, 所希望學到的英文類型是:
  - a. 美式英文
  - b. 英式英文
  - c. 澳洲式英文
  - d. 台灣式英文
  - e. 亞洲式英文
  - f. 菲律賓式英文

- g. 國際式英文  
 h. 其他：  
 理由（請務必填寫）：  
 謝謝您！

## Appendix 2

### Questionnaire (Translation)

1. Why did you choose the Philippines as a location for studying English?
2. Have you been to other countries to study English? Which countries? How long?
3. What do you think are differences between studying English in the Philippines and doing so in countries such as US and Canada?
4. Would you consider going to Singapore to study English? Why/Why not?
5. Would you consider going to India to study English? Why/Why not?
6. Would you consider going to Jamaica to study English? Why/Why not?
7. How would you compare your Filipino teachers with those British/American/Canadian teachers you had before?
8. How do you feel about your Filipino teachers' English, compared to British/American/Canadian teachers' English:
  - a. Easier to understand?
  - b. Harder to understand?
  - c. Same?

Reasons (Please don't leave it blank):
9. How do you feel about your Filipino teachers' English, compared to Taiwanese teachers' English:
  - a. Easier to understand?
  - b. Harder to understand?
  - c. Same?

Reasons (Please don't leave it blank):
10. What do you think are the advantages of studying English in the Philippines?
  - a. Compared with studying in Taiwan:
  - b. Compared with studying in UK/US/Canada:
11. What do you think are the advantages of studying English in the Philippines?
  - a. Compared with studying in Taiwan:
  - b. Compared with studying in UK/US/Canada:
12. What are the difficulties you faced while studying English in the Philippines?
  - a. Pronunciation/accent of the teachers
  - b. Teachers pedagogy
  - c. Communicating with local people in English

- 
- d. Adjusting to the way of life here
  - e. others
13. What type of English do you wish to acquire?
- a. American English
  - b. British English
  - c. Australian English
  - d. Taiwan English
  - e. Asian English
  - f. Philippine English
  - g. International English
  - h. Others

Reasons (Please don't leave it blank.):

*Thank you!*