



The Current Language Attitudes towards English of 21-or-above¹ in Hong Kong

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Abstract:

This paper reports on an investigation of people's attitudes towards English (and Chinese for secondary purpose) in Hong Kong in relation to their motivation to learn the language and awareness of their ethnic identity. 220 people aged 21 or above answered a 30-item Language Attitudes Questionnaire. Analyses of the data reveal that the participants held somewhat positive attitudes towards English, were motivated to learn the language, and valued their association with English-speaking culture and people, meanwhile considering Chinese language superior to English. The paper concludes that the respondents had a sound sense of Hongkonger's identity with an appreciation of the value of the English language, but based on the current research findings, the attitudes towards English of Hong Kong people need to be maintained. In the end, I will suggest a number of ways, including the (1) "Reading Award Scheme", (2) English Enhancement Programme and, (3) Debating Competition, as solution to the potential future problem that the language attitudes towards English of Hong Kong students will not be supportive enough so that the motivation to learn English will also decrease (cf. Gardner, 1985), hence lower proficiency in the language. Nevertheless, I will attempt to explain how the language activities can "improve" language attitudes to a large extent, from the perspectives of education and applied linguistics. In general, the paper aims at discussing the findings of present study on the current language attitude towards English of the 21-or-above people in Hong Kong.

¹ 21 years old-or-above respondents.

Key Words: language attitudes; motivation; ethnic identity

Introduction

Background

There has been a great deal of local (Hong Kong's) research (Johnson 1994; Luke & Richards 1982; So 1989, 1992) stating that Hong Kong is a society in *diglossia*; Charles Ferguson (1996) once introduced the term *diglossia* into the field of sociolinguistics. The term has been described in the following quotation (Fasold 1993):

“Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of **written literature**, either of an earlier period or in another speech community, which is learned largely by **formal education** and is used for *most written and formal spoken purposes* but *is not used by any sector of the community for **ordinary conversation**.*” (38-39)

also Hong Kong has been described as being in a *triglossia* (Adamson & Lai, 1997), which implies while there are a local standardized lingua franca and a world language being used, each for “half” of the high functions, local/vernacular languages are used in oral intergroup communication (Abdulaziz 1972).

While the discussion of the language policy (Baker 1992, 2001; Cummins, 2001; Ferguson, Houghton, & Wells 1977; Gardner 1985; Gardner & Lambert 1972; Lin & Man 1999; Ricento 2000; Tollefson 1991, 2002; Tollefson & Tsui 2004) has been the result of the above-mentioned complicated language situations, the debate over the medium of instruction (MOI) in the Hong Kong educational domain has had a long history. With globalization, communication and interaction between people from various cultures and ethnics, in particular with the rapid economic development in China, Hong Kong people's interactions with English-speaking people from various countries, nevertheless Chinese people from the Mainland China, especially a number of Chinese investors speaking Putonghua (a Chinese language), have dramatically increased. Adolescents, young adults, and people of other age groups in

Hong Kong may have a strong desire to learn English because they believe that being able to use English will help them find lucrative employment in the future; on the contrary they may also have a strong desire to learn Putonghua because they believe that being able to speak the language means they can own a wider social network with more Chinese people within the network, probably businessmen being involved.

There are a variety of voices coming from different stakeholders, especially parents of children from families of different social classes, about the issues of the MOI policy in Hong Kong, like whether to teach with *Putonghua* or *Cantonese* (both are Chinese languages) in Chinese language lessons; and in response to those voices, forms of fine-tuning the MOI policy are held as a consequence accordingly by politically The Government of the Hong Kong Special Administrative Region of the *People's Republic of China* (in short, Hong Kong).

Objectives of the Study

However this report does not attempt to be the result of the macro-education analysis, instead it basically focuses on analyzing the coming data adopting, in my term the micro analysis (but not micro-sociolinguistics). Suggesting methods for teaching **English** will be a chief consequence of the report. It is just one of the contributions as I will hence shift the focus from teaching to holding and organizing appropriate language activities by suggesting (hopefully) effective ways to school managers in Hong Kong. Knowing about Hong Kong people's attitudes towards English, their mother tongue (mostly Cantonese), and Putonghua at present of course is important in understanding their ideas about their ethnic identity and adopting appropriate language activities in the system of school in the future. For these purposes, the present paper aims to first investigate into the current attitudes towards English (and secondarily Chinese) of people in Hong Kong. In the present study, the relationship between **language attainment**, *language choice*, *language attitudes*, and *identity* of people aged 21 or above in Hong Kong will be attempted to investigate. In the end, the study will provide an updated overview of the language attitudes towards English of people aged 21 or above in Hong Kong, and accordingly discuss the solutions in terms of

language attitudes and language attainment for the younger generation based on the research result.

Related Studies on Language Attitudes in Hong Kong

In order to have a better understanding on the relationship between *language choice*, *language attitudes* and *identity* among people in Hong Kong, studies done by ²Li and Luk (2012), ³Pierson et al. (1980), ⁴Pennington and Yue (1994), and ⁵Axler et al. (1998) are reviewed. The study of Li and Luk (2012) serves as a guide for my study since the aim and hypothesis are similar to the ones of the present study.

Li and Luk (2012) discussed the findings of study on the *language attitudes* towards English of the Chinese secondary students in Hong Kong; the research result enables us to learn more about the relationship between *language choice* and *identity*: the researchers first compared the findings in the study of Hong Kong Chinese secondary students by Pierson et al. (1980), Pennington and Yue (1994), and Axler et al. (1998), and in the end of their research, they *proved* that Chinese secondary school students in Hong Kong were positive towards the **instrumental attitudes** towards English, and they became *more* positive towards the **intrinsic attitudes** towards the language at that time (*instrumental attitudes* towards a language are reflected on the desire to gain social recognition or economic advantages through the knowledge of it (Gardner & Lambert 1972); whilst *intrinsic attitudes* towards a language refer to the learning and using of a language for its own sake,

² Li, E. S. H. & Luk, G. 2012. 'The changing language attitudes towards English of Chinese secondary students in Hong Kong'. In *Proceedings of the Seventh Annual Conference of The Asian Studies Association*, edited by S. C. Chan, 887-913. Hong Kong: The Contemporary China Research Centre, The Shu Yan University of Hong Kong.

³ Pierson, H. D., Fu, G. S. & Lee, S. Y. 1980. "An analysis of the relationship between language attitudes and English attainment of secondary school students in Hong Kong." *Language Learning* 30: 289-316.

⁴ Pennington, M. C. & Yue, F. 1994. "English and Chinese in Hong Kong: pre-1997 language attitudes." *World Englishes* 13: 1-20.

⁵ Axler, M., Yang, A. & Stevens, T. 1998. "Current language attitudes of Hong Kong Chinese adolescents and young adults." In *Language in Hong Kong at Century's end*, edited by M. C. Pennington, 329-338. Hong Kong: Hong Kong University Press.

instead of for the instrumental purposes (Li & Luk 2012))⁶. In addition, the students strongly supported the **function of English in schools**, but as their confidence in English capability increased and Hong Kong has become part of mainland China since 1997, they had a *weaker commitment* towards English: while Li and Luk reported, “[h]owever, [they] show a stronger opinion [...] ‘I should not be forced to learn English’”, the result was in contrast with Pierson et al. (1980) but in consistent with Pennington and Yue (1994), and Axler et al. (1998). (See Li and Luk (2012).)

On top of Li and Luk’s study, another study done by Pierson et al. (1980) is mainly about the relationship between *language attitudes, language attainment* and *identity* of secondary school students in Hong Kong. They developed a 5-point Likert⁷ direct attitudes questionnaire with items related to politics, interethnic relations, career, and education. The investigators administered the questionnaire to 466 secondary school students in Hong Kong (466 Form 4 students from 11 secondary schools, 8 EMI schools (English as Medium of Instruction schools) and 3 CMI schools (Chinese as Medium of Instruction schools)), and found that six factors were significantly related to English proficiency, namely (1) freedom of language choice, (2) desire to learn English, (3) lack of self-confidence in using English, (4) approbation for using English, (5) discomfort over Chinese speakers using English, and (6) English as a mark of education. Their study indicated that Hong Kong students saw use of English and Western values as *a threat* to Chinese identity.

Moreover, Pennington and Yue (1994) modified the Pierson et al.’s questionnaire, as mentioned above, and applied it in their research on about 285 students from non-fee paying schools in Hong Kong. Identified by Pierson et al. (1980), the investigated students felt using English would “make them feel

⁶ Besides instrumental and intrinsic constructs, Cooper and Fishman (1977) mentioned a type of motivation which they termed “developmental”. Developmental, or personal motivation, according to them, refers to motivation relating to “personal development or personal satisfaction” (Cooper & Fishman, 1977, p. 243).

⁷ Likert (1932, 9), cited in Gardner (1980, 267), defined the term *attitude* as “an inference which is made on the basis of a complex of beliefs about the attitude object”.

less Chinese” (Pierson et al., 1980, cited in Lai, 2001, p. 114); however, the enthusiasm for English felt by the respondents investigated by Pennington and Yue (1994) was found in their studies, that the respondents felt that using English would not have negative effects on their ethnic identity. In addition, the researchers attributed the difference to sampling and methodology deployed in the two studies. In general, both studies identified the 1980s as a period of a shift away from antagonism towards English.

Besides, Axler et al.’s (1998) research, administering Pennington and Yue’s questionnaire, on 250 Cantonese native speakers from Forms 5-7 from families of the *middle income bracket* found that: (1) the students **did not feel** that the use of English was associated with a threat to their ethnolinguistic identity or that English should not be the medium of instruction in Hong Kong schools, and (2) the students were more willing to acknowledge the social and instrumental value of English than were their counterparts in 1980 (Pierson et al., 1980). The research confirmed Pennington and Yue’s (1994) finding to a certain extent. Nevertheless, the researchers claimed that *a change in attitudes of Hong Kong students occurred during the past two decades*.

The study done by Li and Luk (2012) further confirmed the changing language attitudes towards English of Chinese secondary students in Hong Kong, and they had highlighted the language attitudes towards English of Chinese secondary school students in Hong Kong at that time. For example, in terms of schooling, they claimed that “Chinese secondary school students [...] show a *supportive attitude* towards using English as [medium of instruction] *in schools*”.

Summary

In the past, Phillipson (1992) claimed that English performs a crucial role in periphery-English countries. He argued that English bears a social stratification function. A good proficiency in English is a necessity for upward mobility and privileged position in a society. After two decades, Li and Luk (2012), comparing Pierson, Fu and Lee (1980), Pennington and Yue (1994), and Axler et al. (1998), stated that Chinese secondary school students continued to retain a somewhat

positive view on the instrumental view of English towards the Hong Kong economy; on the other hand, they showed a much stronger psychological detachment from both the Western culture and the English speakers, owing to the transfer of sovereignty over Hong Kong from the United Kingdom to China to a large extent, hence their personal commitment to the language was getting weaker. Consequently, Chinese secondary school students in Hong Kong had stronger opinion towards **not being forced** to learn English (Li & Luk 2012) although they were positive towards the **instrumental attitudes** towards English, and they became *more* positive towards the **intrinsic attitudes** towards the language than were their counterparts in previous periods (e.g. 1980s).

Limitations of Previous Studies

Numerous researchers (Giles et al., 1977; Giles & Johnson 1987; Ibarra et al. 2008; Kwok & Chan 1972; Patri & Pennington 1998; Pennington & Yue 1994) had paid their attention to the relationship between learners' attitudes towards a second language (SL) or foreign language (FL) and their mother tongue, the role of the language and their own ethnic identity, of people not only limited to the secondary school students: for instance, Kwok and Chan (1972) found that many Hong Kong university students felt knowledge of English to be essential to the securing of a lucrative position while disdaining the use of English except under compulsion. Furthermore, much research had been done on Mainland Chinese EFL (English as a Foreign Language) learners, often via Gardner⁸'s attitudes questionnaire (1985), which had revealed that Chinese students often held positive attitudes towards English and were more instrumentally motivated to learn the language (Hao et al. 2004; Liu 2007; Yang et al. 2010; Zhang & Hu 2008): for instance, 30 Chinese postgraduate students studying in America participated in Zhang and Hu's (2008) study of second language learners' attitudes towards

⁸ Gardner (1980, 267) elaborated on Likert's (1932, 9, cited in Gardner 1980, 267) definition (see above note, note vii) by defining *attitude* as "the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic".

English varieties; the results showed that the learners were positive towards the varieties of English they had been exposed to, but it was noted that their attitudes were not related to the understandability of the passage delivered by the speakers of the three varieties.

Still, practically, the studies above reported the findings with not enough concrete suggestions related to any language policy and/or planning. And although Li and Luk (2012), Pierson et al. (1980), Pennington and Yue (1994), and Axler et al. (1998) have already contributed much to studies on language attitudes with valuable implication, the respondents are only limited to the secondary school students. To fill in the gap, the subjects in the present study are the respondents aged 21 or above in Hong Kong. The present study aims to suggest a number of ways, including but not limited to (1) “Reading Award Scheme”, (2) English Enhancement Programme (or sometimes named as English Enhancement Scheme, EES; see Figure 1) and, (3) Debating Competition, as solution to the probable phenomenon that the language attitudes towards English of people in Hong Kong may still comparatively not be supportive enough when the attitudes are compared with the ones towards Chinese languages (especially for Cantonese), that in turn this leads to the low proficiency of the English language among people in Hong Kong, as aspects of attitudes and motivation often interact with each other and play a paramount role in language learning (Dornyei 1990, 2001; Gardner 1985; Gardner & MacIntyre 1993; Krashen 1982; Liu 2009; Tremblay & Gardner 1995). For instance, Richards (1998) claimed, “[s]tudents’ attitudes towards their language [, and its course] can greatly affect their desire to learn and their classroom participation; their attitudes towards the language itself can shape their reasons for learning and the strategies they use [...]”. A great deal of studies (Dornyei 2001; Gardner 1985; Gardner & MacIntyre 1993; Liu 2009; Tremblay & Gardner 1995) has confirmed that **positive attitudes** towards a language often lead to **higher motivation** to learn, and hence **higher proficiency** in the language.

In the present study, I will especially explain how the language activities such as reading scheme, language enhancement programme and debating competition can “improve” the language attitudes to a large extent, from the

perspectives of education and applied linguistics; whilst the article also investigates which direction of the language learning most efficiently suits the current education context in Hong Kong, through analyzing the data coming from the Hong Kong respondents aged 21 or above. Besides, the study sought to, from the perspective of sociolinguistics, examine the 21 years old-or-above respondents' *attitudes* in Hong Kong context towards English **in relation to** their *motivation* to learn the language, their *attainment* of the language, and awareness of their *ethnic identity* employing the language attitudes questionnaire modified from Pennington and Yue (1994). In particular, there will be a session in the analysis focusing on analyzing the data collected from the questionnaires by adults who are fresh graduate and more ambitious in their work (i.e. aged 26-35; this representation was widely adopted in a variety of social science research, e.g. Ko 2011⁹). Nonetheless, based on the findings from the people aged 21 or above, the study will provide an updated overview of the language attitudes towards English in Hong Kong, and accordingly the study will discuss the ways of improvement (or maintenance) with regard to language attitudes for the next generation upon the analysis of the data showing the current language attitudes reflected by the 21-or-above people in Hong Kong.

In fact, a similar small-scale research situated in another place which focused the languages phenomena on the ones of Basque, Spanish and English has been done for making concrete and practical suggestions: Ibarra et al. (2008) examined the language attitudes held by 125 local and immigrant secondary school students in the Basque Country in Spain. The results depicted that both groups held rather negative attitudes towards Basque, but very positive attitudes towards Spanish. The immigrant students' attitudes towards English were far more positive than those of their local counterparts; whereas their attitudes towards their own languages were the most positive; in the end, the researchers claimed that a language awareness component should be included in the **Basque secondary education curriculum**. In

⁹ This book [ISBN: 9789881580214] has been selected for inclusion in the Association for Chinese Music Research Bibliography in 2012, see <http://evols.library.manoa.hawaii.edu/handle/10524/23174>.

contrast with Ibarra et al. (2008), my suggestion tends to be made from a micro point of view, and the number of subjects involved in the present study is around 200.



Figure 1 The EES can increase the interactivity through the hard work and cooperation between native English teachers and students, therefore gradually develop the positive **intrinsic attitudes** towards the language. Adapted from http://www.skhasms.edu.hk/docs/Activities/2008_EES/index.htm.

Methodology

Participants

220 respondents participated in the present study. With the age of 21 or above, the participants came from various disciplines such as business management, education and etc.

Instrument

The Language Attitudes Questionnaire used in Pennington and Yue (1994) (the one originally modified from Pierson et al., 1980) was modified to better fit the present situation. For examples, the original item 1 “It is a good thing to have English as *the main* official language of Hong Kong” was changed to be “It may be a good thing to have English as **one of the** official languages in Hong Kong” (item 1a) since after the Handover (The transfer of sovereignty over Hong Kong from the United Kingdom to China) English is not the “main” official language of Hong Kong, instead it should be regarded as *one of the official languages*, as the status of Chinese (Cantonese and Putonghua, as also ones of the official languages) has become higher since the handover; and the original item 15 “My history, geography, and mathematics textbooks should be written or translated into *Chinese*” was

changed to be “My history, geography, and mathematics textbooks should be written or translated into *English*” (item 22) since the current situation is different from the one in the past that Hong Kong mother-tongue education reform, the adoption of native language as a medium of instruction, *has been implemented*, that in turn the policy becomes controversial in which authors of academic journals in education have raised a great deal of questions concerning its effects, and considering whether textbooks of (which/what) subjects should be written or translated back into **English**: in the discussion of the language policy (Baker 1992, 2001; Cummins 2001; Ferguson, Houghton, & Wells 1977; Gardner 1985; Gardner & Lambert 1972; Lin & Man 1999; Ricento 2000; Tollefson 1991, 2002; Tollefson & Tsui 2004), the Medium of Instruction one has often high priority in the society of Hong Kong.

The 30-item 4-point Likert questionnaire ranging from “1 = Strongly Disagree” to “4 = Strongly Agree” is adopted (“2 = Disagree”, “3 = Agree”). And the selected items for specific analysis could be grouped into six categories, as done in Patri and Pennington (1998): (1) support of the high status of English (items 1a, 9a, 25a, 29a), (2) personal commitment to English (items 23a, 27a), (3) intrinsic/integrative motivation (items 10a, 12a, 16a, 26a, 30a), (4) confidence in using English (in my term, English attainment; items 11a, 24a), (5) association of English with education (items 2a, 5a, 5b, 5c, 19a), and (6) ethnic identity (items 3, 7, 14a, 17a, 20, 28a). See Table 1 below for the selected items for data collection.

In addition, the questionnaire was worded in both Chinese and English to allow for the possibility of “cross-cultural accommodation” (Bond & Yang, 1982).

Procedure

About 400 questionnaires (printed version) with Chinese translation were well-prepared for the investigation. 220 participants with different disciplines of occupation in Hong Kong were invited to complete the questionnaire (with a small proportion of online version questionnaires). Finally, 220 collected questionnaires were valid for further analyses.

Data Analysis

The survey data were analyzed in terms of mean, standard deviation (SD) and rank to reveal the general pattern of the respondents' attitudes towards English. Then, within-group patterns were examined. (See the following section.) These quantitative data were further discussed into the conclusion.

Table 1: Statements in the Language attitudes questionnaire

1a. It may be a good thing to have English as one of the official languages in Hong Kong.
1b. It may be a good thing to have Putonghua as one of the official languages in Hong Kong.
2a. English is the mark of an educated person.
2b. Putonghua is the mark of an educated person.
3. When using English, I do not feel that I am Chinese any more.
4. When using Putonghua, I do not feel that I am HongKonger any more.
5a. If I use English, I will be praised and approved of by my family.
5b. If I use English, I will be praised and approved of by my relative.
5c. If I use English, I will be praised and approved of by my friends.
6a. If I use Putonghua, I will be praised and approved of by my family.
6b. If I use Putonghua, I will be praised and approved of by my relative.
6c. If I use Putonghua, I will be praised and approved of by my friends.
7. At times I fear that by using English I will become like a foreigner.
8. At times I fear that by using standard Putonghua I will be isolated from my peers.
9a. I should not be forced to learn English.
9b. I should not be forced to learn Putonghua.
10a. To read English magazines is a kind of enjoyment.
10b. To read Chinese magazines is a kind of enjoyment.
11a. I do not feel awkward when using English.
11b. I do not feel awkward when using Putonghua.
12a. I love conversing with westerners in English.
12b. I love conversing with other Chinese in English.
13a. I love conversing with other non-Hong Kong Chinese in Putonghua.
13b. I love conversing with other non-Hong Kong Chinese in Cantonese.
13c. I love conversing with other non-Hong Kong Chinese in English.
14a. The Chinese language is superior to English.
14b. The Chinese language is inferior to English.
15a. Putonghua is superior to Cantonese.
15b. Putonghua is inferior to Cantonese.
16a. I like to see English-speaking films.
16b. I like to see Putonghua-speaking films.
16c. I like to see Cantonese-speaking films.
17a. If I use English, it means that I am not patriotic.
17b. If I use Cantonese, it means that I am not patriotic.

18. If I use standard Putonghua, it means that I am patriotic.
19a. If I use English, my status is raised.
19b. If I use Putonghua, my status is raised.
20. I feel uncomfortable when hearing one Chinese speaking to another in English.
21a. I feel uncomfortable when hearing one Mainlander speaking to another in Putonghua.
21b. I feel uncomfortable when hearing one Mainlander speaking to another in Cantonese.
22. My history, geography, and mathematics textbooks should be written or translated into English.
23a. I wish that I could speak fluent and accurate English.
23b. I wish that I could speak fluent and accurate Putonghua.
24a. I feel uneasy and lack confidence when speaking English.
24b. I feel uneasy and lack confidence when speaking Putonghua.
25a. Knowledge of English is one of the most crucial factors which have contributed to the success of Hong Kong's prosperity and development today.
25b. Knowledge of Putonghua is one of the most crucial factors which have contributed to the success of Hong Kong's prosperity and development today.
26a. English sounds very nice.
26b. Putonghua sounds very nice.
26c. Cantonese sounds very nice.
27a. I would take English even if it were not a compulsory subject in school.
27b. I would take Putonghua even if it were not a compulsory subject in school.
28a. I feel uneasy when hearing a Chinese speaking English.
28b. I feel uneasy when hearing a Chinese speaking Putonghua.
29a. English should not be a medium of instruction in schools in Hong Kong.
29b. Putonghua should not be a medium of instruction in schools in Hong Kong.
29c. Cantonese should not be a medium of instruction in schools in Hong Kong.
30a. The command of English is very helpful in understanding foreigners and their cultures.
30b. The command of Putonghua is very helpful in understanding foreigners and their cultures.

Results

In this session, the collected data will be described and analyzed with respect to (1) support of the high status of English (items 1a, 9a, 25a, 29a), (2) personal commitment to English (items 23a, 27a), (3) intrinsic/integrative motivation (items 10a, 12a, 16a, 26a, 30a), (4) English attainment (items 11a, 24a), (5) association of English with education (items 2a, 5a, 5b, 5c, 19a), and (6) ethnic identity (items 3, 7, 14a, 17a, 20, 28a).

Overall Pattern

To reveal the overall pattern of the students' attitudes towards English, the mean and standard deviation of each item in the questionnaire were calculated. From the means, the items were placed in rank order. The results are presented in the following table:

Table 2: Results of the Language attitudes questionnaire (N = 220)

Statements	Mean	SD	Rank
1a. It may be a good thing to have English as one of the official languages in Hong Kong.	3.09	0.84	8
2a. English is the mark of an educated person.	3.16	0.89	5
3. When using English, I do not feel that I am Chinese any more.	1.93	0.75	24
5a. If I use English, I will be praised and approved of by my family.	2.72	0.82	12
5b. If I use English, I will be praised and approved of by my relative.	2.66	0.82	13
5c. If I use English, I will be praised and approved of by my friends.	2.64	0.82	14
7. At times I fear that by using English I will become like a foreigner.	1.95	0.83	22
9a. I should not be forced to learn English.	2.4	0.97	18
10a. To read English magazines is a kind of enjoyment.	2.81	0.79	11
11a. I do not feel awkward when using English.	2.9	0.85	10
12a. I love conversing with westerners in English.	2.98	0.8	9
14a. The Chinese language is superior to English.	2.5	0.86	16
16a. I like to see English-speaking films.	3.12	0.84	7
17a. If I use English, it means that I am not patriotic.	1.95	1.04	22
19a. If I use English, my status is raised.	2.44	0.94	17
20. I feel uncomfortable when hearing one Chinese speaking to another in English.	2.21	0.85	20
23a. I wish that I could speak fluent and accurate English.	3.3	0.92	1
24a. I feel uneasy and lack confidence when speaking English.	2.52	0.93	15
25a. Knowledge of English is one of the most crucial factors which have contributed to the success of Hong Kong's prosperity and development today.	3.17	0.79	3

26a. English sounds very nice.	3.17	0.84	3
27a. I would take English even if it were not a compulsory subject in school.	3.16	0.89	5
28a. I feel uneasy when hearing a Chinese speaking English.	2.26	0.91	19
29a. English should not be a medium of instruction in schools in Hong Kong.	2.09	0.99	21
30a. The command of English is very helpful in understanding foreigners and their cultures.	3.28	0.92	2

Based on the means and rank orders, the two highest ranking items were 23a and 30a with a mean of more than 3.25, indicating strong agreement. With a mean range of 2.5 to 3.17, items 25a, 26a, 2a, 27a, 16a, 1a, 12a, 11a, 10a, 5a, 5b, 5c, 24a and 14a were top-ranking items, indicating moderate agreement. Items 19a, 9a, 28a, 20 and 29a (mean range: 2.09-2.44) ranked low in the questionnaire, implying moderate disagreement; and the remaining items (items 7, 17a, and 3) scored below 2, reflective of strong disagreement comparatively. While the responses show that the participants strongly wished to be fluent and accurate users of English and strongly believed the command of English to be helpful in understanding foreigners and their culture, the result was in consistent with Liu and Zhao (2011). Meanwhile, they moderately agreed that it was a good thing for English to be one of the official languages in Hong Kong, that a good user of English would be praised, that they loved to use English, that Chinese was superior to English, that English was nice, and that they would learn English even if not required. Nevertheless, they strongly denied the feeling of being not Chinese or patriotic when using English. These results were largely consistent with those in Axler et al.'s (1998) study of Hong Kong secondary school students but only moderately conformant with those in Patri and Pennington's (1998) of Indian secondary school students in Hong Kong. Like their younger peers in Hong Kong (Axler et al. 1998; Patri & Pennington 1998), these 21-or-above participants did not feel that the use of English was associated with a threat to their ethnolinguistic identity, while they desired to learn and use the language well and were willing to acknowledge the social and instrumental value of the language.

Within-Group Patterns

The within-group patterns are described in the six categories, as described by Pierson et al. (1980) and done in Patri and Pennington (1998), but the following is the modified version, with (4) *English attainment* being substituted for *Confidence in using English*.

(1) Support of the high status of English (items 1a, 9a, 25a, 29a)
Table 3: Statements (in descending order in terms of degree of agreement, with the mean for reference; N = 220)

25a. Knowledge of English is one of the most crucial factors which have contributed to the success of Hong Kong's prosperity and development today.	3.17
1a. It may be a good thing to have English as one of the official languages in Hong Kong.	3.09
9a. I should not be forced to learn English.	2.4
29a. English should not be a medium of instruction in schools in Hong Kong.	2.09

Four items (items 1a, 9a, 25a and 29a) were included in this category. Responses to these items (mean range: 2.09-3.17 as shown in Table 3) suggest that these participants were generally supportive of the high status of English (item 1a), nevertheless while they generally agreed that the use of English greatly contributed to the prosperity and development of today's Hong Kong (item 25a), the result was in contrast with Liu and Zhao's research result (2011) that their respondents generally disagreed that the use of English greatly contributed to the prosperity and development of today's China ("item 17"). The participants disagreed that they should not be forced to learn the language (item 9a) (in other words, they should be forced to learn English, which was in contrast with Li and Luk's finding (2012)), and to a larger extent disagreed English should not be the medium of instruction (item 29a) in Hong Kong (in other words English should be a medium of instruction in schools in Hong Kong, in consistent with Li and Luk (2012)).

(2) Personal commitment to English (items 23a, 27a)
Table 4: Statements (in descending order in terms of degree of agreement, with the mean for reference; N = 220)

23a. I wish that I could speak fluent and accurate English.	3.3
27a. I would take English even if it were not a compulsory subject in	3.16

school.

This group had two items: 23a (mean = 3.3) and 27a (mean = 3.16), the positive responses to which show a somewhat strong orientation to English, implying that the participants not only desired to know English well but also were motivated to take actions to improve their English, as reported in several similar studies (Axler et al. 1998; Liu 2007).

(3) Intrinsic/integrative motivation (items 10a, 12a, 16a, 26a, 30a)

Table 5: Statements (in descending order in terms of degree of agreement, with the mean for reference; N = 220)

30a. The command of English is very helpful in understanding foreigners and their cultures.	3.28
26a. English sounds very nice.	3.17
16a. I like to see English-speaking films.	3.12
12a. I love conversing with westerners in English.	2.98
10a. To read English magazines is a kind of enjoyment.	2.81

Items 10a, 12a, 16a, 26a, and 30a were associated with intrinsic and integrative motivation to learn the English language (Gardner 1985; Patri & Pennington 1998). The fairly positive responses to these items, with means ranging from 2.81 to 3.28 as reported in Table 5, demonstrate that the respondents agreed that it was an enjoyment to read English magazines, to watch English-speaking films, and to converse with westerners in English. This indicates that the participants learned English for its own sake (i.e. positive towards intrinsic attitudes; cf. Li & Luk 2012) rather than only for fulfilling instrumental goals or the expectations of others, slightly different from the finding in Liu (2007) and Yang et al. (2010). This might be accounted for by the fact that all the participants were working or studying in multicultural, hence multilingual Hong Kong where they normally have more access and exposure to English as well as more opportunities to use the language. They already treat activities related to English, for example watching English-speaking movies, as entertainment.

(4) English attainment (items 11a, 24a)

Table 6: Statements (in descending order in terms of degree of agreement, with the mean and SD for reference; N = 220)

Statements	Mean	SD
11a. I do not feel awkward when using English.	2.9	0.85
24a. I feel uneasy and lack confidence when speaking English.	2.52	0.93

This category consisted of two items: 11a (mean = 2.9) and 24a (mean = 2.52). The responses to these two items were implicative of moderate confidence in speaking English, which is both cause and effect of frequent use (Balla & Pennington 1996). This might be because English, as a second language, is still rarely used in the respondents' daily life despite their more exposure and access to the language in Hong Kong's workplaces, hence the confidence in speaking the language of the participants was not high but not low (moderate) as a consequence.

(5) Association of English with education (items 2a, 5a, 5b, 5c, 19a)

Table 7: Statements (in descending order in terms of degree of agreement, with the mean, SD, and rank for reference; N = 220)

Statements	Mean	SD	Rank
2a. English is the mark of an educated person.	3.16	0.89	5
5a. If I use English, I will be praised and approved of by my family.	2.72	0.82	12
5b. If I use English, I will be praised and approved of by my relative.	2.66	0.82	13
5c. If I use English, I will be praised and approved of by my friends.	2.64	0.82	14
19a. If I use English, my status is raised.	2.44	0.94	17

This cluster had five items (or three items if we regard 5a, b, and c as one item): 2a (mean = 3.16), 5a (mean = 2.72), 5b (mean = 2.66), 5c (mean = 2.64), and 19 (mean = 2.44). The respondents believed that English was the mark of education. However, they did not believe that one's status can be raised if she/he uses English. It seems that these participants were fairly aware of the status of English as a second language in Hong Kong as well as the predominant role and use of Cantonese, as happened in Ibarraran et al. (2008).

(6) Ethnic identity (items 3, 7, 14a, 17a, 20, 28a)

Table 8: Statements (with the mean, SD, and rank for reference; N = 220)

Statements	Mean	SD	Rank
3. When using English, I do not feel that I am Chinese any more.	1.93	0.75	24
7. At times I fear that by using English I will become like a foreigner.	1.95	0.83	22
14a. The Chinese language is superior to English.	2.5	0.86	16
17a. If I use English, it means that I am not patriotic.	1.95	1.04	22
20. I feel uncomfortable when hearing one Chinese speaking to another in English.	2.21	0.85	20
28a. I feel uneasy when hearing a Chinese speaking English.	2.26	0.91	19

This category included six items: 3 (mean = 1.93), 7 (mean = 1.95), 14a (mean = 2.5), 17a (mean = 1.95), 20 (mean = 2.21), and 28a (mean = 2.26). The responses to these items show that the respondents generally held the view that the Chinese language was superior to English but disagreed that they felt uncomfortable when hearing one Chinese speaking to another in English. Meanwhile, they vetoed the other four items indicating the denial of Chinese identity or being patriotic by using English.

Discussion

In this session, the collected data will be analyzed attempting to investigate the relationship between *language attainment, language choice, language attitudes, and identity* of people aged 21 or above in Hong Kong.

(1) Language attainment and Language choice

FURTHER INVESTIGATION: DATA FROM FRESH GRADUATE

The participants who are more ambitious in their work (i.e. aged 26-35; 88 out of 220 respondents as a whole in the size of subject) may have different views in terms of language attitudes. Accordingly I investigate their views and highlight two key findings below (Table 9, in bold).

Table 9: Statements (in descending order in terms of degree of agreement, with the mean and SD for reference; N = 88)

Statements	Mean	SD	Rank
23b. I wish that I could speak fluent and accurate Putonghua.	<u>3.17</u>	<u>0.79</u>	<u>1</u>
23a. I wish that I could speak fluent and accurate English.	3.11	0.99	2
30a. The command of English is very helpful in understanding foreigners and their cultures.	3.09	1	3
16c. I like to see Cantonese-speaking films.	3.07	0.81	4
25a. Knowledge of English is one of the most crucial factors which have contributed to the success of Hong Kong's prosperity and development today.	3.07	0.84	4
27a. I would take English even if it were not a compulsory subject in school.	3.07	0.9	4
16a. I like to see English-speaking films.	3.03	0.9	7
26a. English sounds very nice.	3	0.88	8
1a. It may be a good thing to have English as one of the official languages in Hong Kong.	2.98	0.84	9
27b. I would take Putonghua even if it were not a compulsory subject in school.	2.98	0.78	9
26c. Cantonese sounds very nice.	2.93	0.8	11
2a. English is the mark of an educated person.	2.92	0.97	12
12a. I love conversing with westerners in English.	2.92	0.82	12
13a. I love conversing with other non-Hong Kong Chinese in Putonghua.	2.92	0.71	12
11a. I do not feel awkward when using English.	2.9	0.83	15
10b. To read Chinese magazines is a kind of enjoyment.	2.89	0.69	16
25b. Knowledge of Putonghua is one of the most crucial factors which have contributed to the success of Hong Kong's prosperity and development today.	2.89	0.71	16
16b. I like to see Putonghua-speaking films.	2.87	0.94	18
26b. Putonghua sounds very nice.	2.83	0.74	19
11b. I do not feel awkward when using Putonghua.	2.79	0.78	20
13b. I love conversing with other non-	2.79	0.76	20

Hong Kong Chinese in Cantonese.			
5a. If I use English, I will be praised and approved of by my family.	2.72	0.77	22
10a. To read English magazines is a kind of enjoyment.	2.72	0.76	22
13c. I love conversing with other non-Hong Kong Chinese in English.	2.67	0.89	24
1b. It may be a good thing to have Putonghua as one of the official languages in Hong Kong.	2.65	0.84	25
2b. Putonghua is the mark of an educated person.	2.62	0.74	26
12b. I love conversing with other Chinese in English.	2.62	0.84	26
15b. Putonghua is inferior to Cantonese.	2.61	0.89	28
5b. If I use English, I will be praised and approved of by my relative.	2.6	0.76	29
5c. If I use English, I will be praised and approved of by my friends.	2.6	0.77	29
24b. I feel uneasy and lack confidence when speaking Putonghua.	2.57	0.79	31
30b. The command of Putonghua is very helpful in understanding foreigners and their cultures.	2.56	0.97	32
6b. If I use Putonghua, I will be praised and approved of by my relative.	2.52	0.73	33
22. My history, geography, and mathematics textbooks should be written or translated into English.	2.52	0.89	33
6a. If I use Putonghua, I will be praised and approved of by my family.	2.49	0.76	35
29b. Putonghua should not be a medium of instruction in schools in Hong Kong.	2.49	1.01	35
24a. I feel uneasy and lack confidence when speaking English.	2.48	0.82	37
14a. The Chinese language is superior to English.	2.47	0.85	38
9b. I should not be forced to learn Putonghua.	2.45	0.9	39
19a. If I use English, my status is raised.	2.45	1.02	39
6c. If I use Putonghua, I will be praised and approved of by my friends.	2.36	0.75	41
9a. I should not be forced to learn English.	2.36	0.97	41
14b. The Chinese language is inferior to English.	2.32	0.82	43
15a. Putonghua is superior to Cantonese.	2.31	0.99	44

19b. If I use Putonghua, my status is raised.	2.3	0.87	45
29c. Cantonese should not be a medium of instruction in schools in Hong Kong.	2.3	0.95	45
28a. I feel uneasy when hearing a Chinese speaking English.	2.29	0.85	47
29a. English should not be a medium of instruction in schools in Hong Kong.	2.29	1.02	47
20. I feel uncomfortable when hearing one Chinese speaking to another in English.	2.25	0.87	49
21a. I feel uncomfortable when hearing one Mainlander speaking to another in Putonghua.	2.25	0.82	49
21b. I feel uncomfortable when hearing one Mainlander speaking to another in Cantonese.	2.23	0.85	51
28b. I feel uneasy when hearing a Chinese speaking Putonghua.	2.19	0.83	52
4. When using Putonghua, I do not feel that I am HongKonger any more.	2.17	0.95	53
8. At times I fear that by using standard Putonghua I will be isolated from my peers.	2.06	0.79	54
17a. If I use English, it means that I am not patriotic.	2.06	1.12	54
3. When using English, I do not feel that I am Chinese any more.	2.03	0.81	56
18. If I use standard Putonghua, it means that I am patriotic.	2.03	1.14	56
7. At times I fear that by using English I will become like a foreigner.	2	0.9	58
17b. If I use Cantonese, it means that I am not patriotic.	1.87	1.09	59

From the above, the first finding is that among the fresh graduates, they wish that they could speak fluent and accurate Putonghua, and prefer more to acquire mastery of Putonghua than English; second, while the result is in consistent with the one in the sample N = 220 as a whole (see Table 10), the fresh graduates have a somewhat positive language choice towards English as the Medium of Instruction: a great deal of studies (Dornyei 2001; Gardner 1985; Gardner & MacIntyre 1993; Liu 2009; Tremblay & Gardner 1995) has confirmed that *positive attitudes* towards a language often lead to *higher motivation* to learn, and hence *higher proficiency* in the language. In

current research, it is found that comparatively these young fresh graduates do not feel awkward when using English (item 11a; rank: 15) to a larger extent than Putonghua (item 11b; rank: 20), and they feel easier and have higher confidence when speaking English than Putonghua.

Table 10: Statement concerning the Medium of Instruction; N = 220

22. My history, geography, and mathematics textbooks should be written or translated into English. (Mean = 2.52; SD = 0.88)

(2) Language attitudes and Identity

CHINESE IDENTITY, INTRINSIC ATTITUDES AND INSTRUMENTAL ATTITUDES

In this research, the results also show that only 31 out of 220 respondents claim that they are Chinese. Hong Kong, or HKSAR, Hong Kong Special Administrative Region, of the *People's Republic of China* (in short, China or the mainland China) should be a part of China, but still, at least at the time of this research, the patriotism was not reflected on the choice of identity by the participants, to a certain extent because of their anger towards the modern Chinese governance since an early period, which the period may be 1990s. Besides, one of the factors must be the economic one. At the time of the data collection (in July 2013), there was a significant change in the economy of China, China facing years of slowing GDP growth: the yearly growth of gross domestic product (GDP) of Mainland China dropped from 8% to around 7.8% (for the specified article about the Chinese recent trends in economics, please refer to Appendix A) and many Hong Kong investors may interpret this as a bad sign of mainland China economy; this **short-term** economic change in China may also be a reason of the low proportion of respondents claiming to be Chinese people. The above two phenomena (the first is the political one, for instance see Figure 2 below) may to some extent affect the *intrinsic* and *instrumental attitudes* respectively towards Putonghua (as the national language of Hong Kong and China) among people in Hong Kong (instrumental attitudes are reflected on the desire to gain social recognition or economic advantages through the knowledge of it (Gardner & Lambert 1972)).



Figure 2 A screenshot retrieved from <http://www.youtube.com/watch?v=OAoz4AwY6GU>. Accessed August 10, 2013. In this “protest”, the Hong Kong “teacher” expressed unconsciously her anger to the Chinese government through referring the local Hong Kong policeman, whom she was scolding, to 公安 (mainland Chinese policeman), to some extent she prefers to relate every Chinese properties to negative ones.

Implications

It is also noted that, when compared to the Chinese participants in Liu and Zhao’s language attitudes investigation (2011), Chinese participants had slightly higher personal commitment to English than the Hong Kong participants:

Table 11: A comparison of findings of Liu and Zhao (2011) and the present study

A statement with two different results in two research: <i>Mean SD Rank</i>			
15. I wish that I could speak fluent and accurate English. (Liu & Zhao, 2011);	4.54	0.82	1 (N = 302)
23a. I wish that I could speak fluent and accurate English. (Current research).	3.30	0.92	1 (N = 220)
(In Liu and Zhao’s design of methodology (2011), they employed 5-point Likert questionnaire ranging from “1 = Absolutely Disagree” to “5 = Absolutely Agree”.)			

In this session, I would hence suggest a number of ways, including the (1) “Reading Award Scheme”, (2) English Enhancement Programme and, (3) Debating Competition, as solution to the possible current problem that the language attitudes towards English may still not be “supportive” enough if they are compared with the ones towards Chinese languages (especially for Cantonese,) and the ones of the Chinese people (Liu & Zhao 2011) from the perspectives of sociolinguistics. Nevertheless, I will attempt to explain how the language activities such as reading scheme, language enhancement programme and debating competition can “improve” the

language attitudes to a large extent, from the perspectives of education and applied linguistics.

1. **“Reading Award Scheme”** The program is to encourage students to read more English books. The themes range between English fictions and non-fictions while the target is typically the Junior-secondary school students (students in Forms 1 to 3 (Years 7-9)) although the Senior level secondary students can also sometimes enjoy the scheme depending on the arrangements by schools: students in Forms 4 to 6 (Years 10-12) may have the scheme of less periods as a matter of fact of that they need to take the public examination (e.g. Hong Kong Diploma of Secondary Education (HKDSE)). The activities normally involve the processes of students designing their own question for their book report and writing some creative ideas, and/or finishing the worksheets assigned by teachers. These activities can effectively increase students’ awareness of the *instrumental use* of English through the extensive writing of reports after reading their favourite books. While through the activities students can gain a more interactive learning experience of reading, the Prize Presentation followed by the worksheets submission will highly increase the *intrinsic attitudes* and *extrinsic motivation* towards the language of students (http://www.wcbss.edu.hk/library_website/lib_plan/doc/English%20Reading%20Program/eng_program.html).
2. **English Enhancement Programme** Students from the programme need to have 2 sessions of English lessons per week normally for instance. The skills being focused on are often different for each Form level: they may range from *Process Writing and Basic Reading Skills* to *Presentation and Discussion Skills*, http://www.skhasms.edu.hk/docs/Activities/2008_EES/index.htm. The chief objective of the programme is usually to consolidate the skills students have learned: (1) Students can learn intensively with teachers through small-group teaching, (2) Students’ skill base can be broadened. Besides boosting students’ competence in language, in turn they will also be expected to have a

more positive intrinsic attitude towards English language learning in long term.

3. **Debating Competition** The aim of debate competition is typically to enhance awareness of certain social or public issues, for instance the Family Status Discrimination Ordinance, <http://www.eoc.org.hk/EOC/otherproject/eng/text/youthcorner/programmes/debate/index.html>, through use of language, nevertheless the competition can encourage young people to reflect on the social issues as the young learners (especially for the Form 5 students) are expected to reflect on recent issues in society at the end of each competition, through exposing themselves to the issues. In the end their instrumental motivation to the language use is probably improved.

The above three methods focus on leading to a rise of students' attitudes in terms of the instrumental and intrinsic ones towards English; nonetheless the Education Bureau of Hong Kong government should allocate more resources and funding for the following programme:

4. **Total English Immersion Programme** This basically provides students with a diversified and comprehensive learning programme. With the hard work and cooperation between teachers and students, the programme which is based on the new theory "Total Immersion Technique" to learn foreign language, <http://www.pelichailand.com/Eng/englishimmersioncamp.php>, can efficiently improve the English language teaching where students will often be placed to live in "Boot Camp" or "Language Immersion Camp" as well as the program will include a conventional classroom approach and less formal "real life" English language instruction with a facilitator who will be with student at all time outside of classroom. The programme should increase the students' *intrinsic attitudes towards English for primary purpose*, whilst the *instrumental attitudes towards the language for secondary*.

Conclusion

The project reveals that language attitudes and identity affect the English language attainment, language choice, nevertheless explains their intimate relationships. This research is only a starting point of studying how the current Hong Kong people use languages. Detailed researches should be conducted to review whether there is a difference between two genders of their language choices of Putonghua, Cantonese and English, for example. Last but not least, the data observed for this research (see Appendix B) could be further adopted for conducting a specialized research into the language attitudes towards Chinese of 21-or-above in Hong Kong so that all together with this project report findings as a whole, the research of triglossia in Hong Kong will be fully updated.

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(Charles Ko, the author, has been awarded the Merit Prize by King's College in its Reading Award Scheme 2004-2005, and participated in the English Enhancement Programmes 2004-2005 for secondary school students and the Shanghai-Hong Kong Debating Competition 2008, held by the University of Hong Kong and hosted by the Hong Kong Baptist University respectively.)

Appendices

Appendix A - An article submitted to and accepted by the Prudential Hong Kong - Insurance and Financial Services Expert (CHINESE VERSION ONLY)

宏觀剖析陣局：增長減速只是陣痛

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July 2013

近期，這兩年十分流行的「克強指數」¹⁰

5月數據為4.02%，降至年內新低，而國外多家金融機構同樣調低了對中國經濟增速的預期，例如高盛將2013年中國經濟增速預測從7.8%下調至7.4%。¹¹

¹²

短期而言這是對大中華股票市場的挑戰，長遠來看其市場卻潛有投資價值。

關鍵字：城鎮化、克強指數、金融

首先，經濟增速下滑是一個正常現象。¹³

國家行政學院決策諮詢部研究員、經濟學家王小廣表示，中國經濟還能夠保持7%以上的增速已經很不容易。王小廣指出，中國不應該再通過加大投資、超發貨幣來維持經濟的高速增長，而是應該促進經濟的平穩轉型。¹⁴

7月5日，國務院辦公廳對外公布《關於金融支持經濟結構調整和轉型升級的指導意見》。《意見》提出的十條政策措施很大程度上會

¹⁰

由工業用電量、鐵路貨運量、銀行中長期貸款三大權重構成，用於評估中國經濟增長質量的指標。

¹¹ 去年全年的經濟增速下滑至7.8%，首次「破8」。

¹²

高盛首席投資策略師哈繼銘認為，從現階段中國經濟來看，中國缺的不是經濟增速，而是經濟增長的質量和未來風險的**規避**。

¹³

在過去的30年中，內地經濟經歷了粗放型的快速增長過程，年平均增速為9.9%，這在全球任何一個國家都是前所未見的。

¹⁴

王小廣向文匯報指出，中國經濟的問題不在於增速放緩，而在於目前對經濟結構調整的不適應。他認為，中國經濟要通過調整結構，促進金融、產業、城鎮、收入等多方面的優化。「現在國務院實施的新型城鎮化將成為未來中國經濟增長的新引擎，但是要注意新型城鎮化關鍵是人，而不是簡單的基礎設施建設。」

更好地發揮金融對經濟結構調整和轉型升級的支持作用。對於民間資本進入金融業，《意見》提出嘗試由民間資本發起設立自擔風險的民營銀行、金融租賃公司和消費金融公司等金融機構。此舉能進一步推動民間資本進入金融業，發揮民間資本在村鎮銀行中的積極作用，從而為中國經濟未來發展帶來新機遇。

另外，新型城鎮化的實施或有助股市的發展。然而，當前於城鎮常住人口中有2億多人沒有非農人口戶籍，與戶籍非農人口在教育、醫療、社會保障等社會均等化方面存在差距。報告常務副主編、國際歐亞科學院院士、清華大學教授毛其智說：“這種差距正是下一步新型城鎮化建設過程中亟待解決的問題。”他指出，有不少人認為現在的城鎮化只屬“偽城鎮化”，這意味着短期仍缺乏利好消息。從長遠來看，中國城鎮化的進度所潛有之不確定性可能會使部分股票投資者受利。

綜觀而言，雖然中國消費增速有所放緩，出口也受到整體國際環境的影響而依然存在較大的不確定性，但不能從此判斷出中國經濟已不行；反之，現在經濟增速「破8」而使中央有「調結構」的相應政策或許會令股票投資者紛紛受益。

Appendix B - Data observed for this research

Statements	Mean	SD
1a. It may be a good thing to have English as one of the official languages in Hong Kong.	3.09	0.84
1b. It may be a good thing to have Putonghua as one of the official languages in Hong Kong.	2.62	0.94
2a. English is the mark of an educated person.	3.16	0.89
2b. Putonghua is the mark of an educated person.	2.67	0.82
3. When using English, I do not feel that I am Chinese any more.	1.93	0.75
4. When using Putonghua, I do not feel that I am HongKonger any more.	2.15	0.89
5a. If I use English, I will be praised and approved of by my family.	2.72	0.82
5b. If I use English, I will be praised and approved of by my relative.	2.66	0.82
5c. If I use English, I will be praised and approved of by my friends.	2.64	0.82
6a. If I use Putonghua, I will be praised and approved of by my family.	2.56	0.75
6b. If I use Putonghua, I will be praised and approved of by my relative.	2.53	0.74
6c. If I use Putonghua, I will be praised and approved of by my friends.	2.43	0.78
7. At times I fear that by using English I will become like a foreigner.	1.95	0.83
8. At times I fear that by using standard Putonghua I will be isolated from my peers.	2.11	0.8
9a. I should not be forced to learn English.	2.4	0.97
9b. I should not be forced to learn Putonghua.	2.54	0.92
10a. To read English magazines is a kind of enjoyment.	2.81	0.79
10b. To read Chinese magazines is a kind of enjoyment.	2.96	0.71
11a. I do not feel awkward when using English.	2.9	0.85
11b. I do not feel awkward when using Putonghua.	2.85	0.79
12a. I love conversing with westerners in English.	2.98	0.8
12b. I love conversing with other Chinese in English.	2.46	0.86
13a. I love conversing with other non-Hong Kong Chinese in Putonghua.	2.78	0.83
13b. I love conversing with other non-Hong Kong Chinese in Cantonese.	2.83	0.8
13c. I love conversing with other non-Hong Kong Chinese in English.	2.63	0.88
14a. The Chinese language is superior to English.	2.5	0.86
14b. The Chinese language is inferior to English.	2.37	0.88
15a. Putonghua is superior to Cantonese.	2.31	1
15b. Putonghua is inferior to Cantonese.	2.49	0.93
16a. I like to see English-speaking films.	3.12	0.84

16b. I like to see Putonghua-speaking films.	2.8	0.95
16c. I like to see Cantonese-speaking films.	3.14	0.82
17a. If I use English, it means that I am not patriotic.	1.95	1.04
17b. If I use Cantonese, it means that I am not patriotic.	1.89	1.05
18. If I use standard Putonghua, it means that I am patriotic.	2	1.04
19a. If I use English, my status is raised.	2.44	0.94
19b. If I use Putonghua, my status is raised.	2.24	0.85
20. I feel uncomfortable when hearing one Chinese speaking to another in English.	2.21	0.85
21a. I feel uncomfortable when hearing one Mainlander speaking to another in Putonghua.	2.24	0.88
21b. I feel uncomfortable when hearing one Mainlander speaking to another in Cantonese.	2.16	0.84
22. My history, geography, and mathematics textbooks should be written or translated into English.	2.52	0.88
23a. I wish that I could speak fluent and accurate English.	3.3	0.92
23b. I wish that I could speak fluent and accurate Putonghua.	3.2	0.9
24a. I feel uneasy and lack confidence when speaking English.	2.52	0.93
24b. I feel uneasy and lack confidence when speaking Putonghua.	2.57	0.87
25a. Knowledge of English is one of the most crucial factors which have contributed to the success of Hong Kong's prosperity and development today.	3.17	0.79
25b. Knowledge of Putonghua is one of the most crucial factors which have contributed to the success of Hong Kong's prosperity and development today.	2.95	0.77
26a. English sounds very nice.	3.17	0.84
26b. Putonghua sounds very nice.	2.96	0.81
26c. Cantonese sounds very nice.	3.05	0.77
27a. I would take English even if it were not a compulsory subject in school.	3.16	0.89
27b. I would take Putonghua even if it were not a compulsory subject in school.	3.05	0.76
28a. I feel uneasy when hearing a Chinese speaking English.	2.26	0.91
28b. I feel uneasy when hearing a Chinese speaking Putonghua.	2.17	0.88
29a. English should not be a medium of instruction in schools in Hong Kong.	2.09	0.99
29b. Putonghua should not be a medium of instruction in schools in Hong Kong.	2.37	1.03
29c. Cantonese should not be a medium of instruction in schools in Hong Kong.	2.19	1.02
30a. The command of English is very helpful in understanding foreigners and their cultures.	3.28	0.92
30b. The command of Putonghua is very helpful in understanding foreigners and their cultures.	2.7	1.01