

The Attitudes of Chinese People Towards
Fluent Chinese Second Language Speakers of English

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ABSTRACT

The Attitudes of Chinese People Towards Fluent Chinese Second Language Speakers of English

Michael Magid

Previous research has demonstrated that a relationship exists between perceived accent and ethnic group loyalty in a conflictual situation (i.e., when the members of an ethnic group are in conflict with members of the target language group) and that such a relationship may have behavioral consequences. The present study investigated (1) whether such a relationship exists in a situation when there is no conflict between the two language groups involved (i.e., for native Chinese speakers learning English in Montreal), (2) what the behavioral manifestations of this relationship would be, and (3) what factors influenced this relationship.

Eighty-four participants from mainland China residing in Montreal listened to native Chinese reading a passage in English (spoken with various degrees of foreign accent) and Chinese in a matched-guise procedure. They then judged the speakers' accentedness, loyalty towards the Chinese, personality traits and ability to be leaders and members of two different group situations.

Results revealed that a relationship between perceived accent and ethnic group loyalty indeed exists in a non-conflictual situation and that this relationship has consequences upon native Chinese listeners' choices of speakers as leaders and members of their group. These consequences are different from those observed in earlier research in a conflictual situation. Results overall highlight the importance of group factors in L2

learning and suggest the need to consider ethnic group loyalty as a variable in both applied linguistic research and L2 pedagogy.

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I would like to thank all of the students in Canada who participated in this study as well as the students in China who participated in the pilot study. I would also like to thank the ESL teachers at Concordia University for their assistance in locating participants for this study.

Dedication

I would like to dedicate this thesis to the two most important and influential women in my life: my mother, Alla Magid and my grandmother, Sonya Itkin. I would like to thank them for showing me true and unconditional love. I would also like to thank them for serving as models to me of excellent teachers and exemplary human beings. My mother is a violinist in the Calgary Philharmonic Orchestra as well as a violin teacher. My grandmother was an English lecturer at the Rainis State University of Latvia. Besides teaching English, my grandmother was devoted to the drama club at the university and was frequently involved in directing plays. I will also be teaching drama at Kanda University of International Studies in Japan, so I feel proud to be following in her footsteps. Both my mother and grandmother are examples to me of what every human being should aspire to be: kind, honest, generous, professional, disciplined, hard-working, and compassionate. They instilled in me a love for learning and have supported me in every way in fulfilling my dreams. They always encouraged me to pursue my studies and my dear mother supported me emotionally and financially from the time that I was born. There is no way that I can thank her for what she has done for me over the years. Her struggle was made harder still by the fact that she had to start her life again when we moved to Canada as immigrants in 1979. I do feel a sense of fulfilment however in being able to dedicate this thesis and this Master's degree in Applied Linguistics, the product of many years of hard work to my mother and grandmother as a symbol of my undying gratitude.

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1 Statement of the problem

This thesis investigated the relationship between the accent that learners had attained in their second language (L2) and the manner in which they were viewed by the members of the ethnic group that they belonged to. In particular, it investigated whether these members (i.e., Chinese people from mainland China living in Montreal) would ascribe a higher or lower sense of ethnic group loyalty to their peers depending on the level of accentedness these peers attained in their L2. Accent is defined as the characteristics of an L2 learner's speech which reflect his/her native language as opposed to the target language. Ethnic group loyalty is defined as one's sense of belonging to his/her ethnic group.

Motivation can affect both attitude and behavior. Behavioral consequences of the participants' views about language loyalty and accent were also investigated. These consequences consist of choosing the speakers as leaders and members of a group. The thesis also investigated whether views concerning the relationship between accent and ethnic group loyalty can be affected by the learners' motivation in learning his or her second language. The results of this study contributed towards a better understanding of the factors that affect a person's acquisition of a second language, and of the role that the learners' social group plays in this learning.

The issue regarding which factors affect learners' acquisition of their second language continues to intrigue researchers and language teachers alike. There are two major sets of factors which can be seen to affect second language acquisition. One set involves learner-centred factors such as individual differences in intelligence, aptitudes, learner attitudes towards the target language, and learner motivations (Dörnyei, 1990, 1998, 2001; Gardner & Lambert, 1972). The other set consists of group-centred factors

that arise from the social groups of which the learner is a member. These groups can exert pressure on the learners that may limit or encourage their behavior including the language they learn and the degree to which they do so. Included in this latter set of factors are the group's attitudes towards the learner's target language group, its attitudes towards members who are learning a second language (Gardner & Lambert, 1972), and its place in society. The group's traits such as shyness, ethnocentrism, and collectivism can also limit or positively influence second language learning (Gatbonton, 1975; Hinenoya & Gatbonton, 1997).

Most of the studies on identifying factors affecting second language learning have focused on learner-centred factors (Clément, Gardner & Smythe, 1980; Clément & Kruidenier, 1985, Gardner & Lambert, 1972). A few have focused on group factors such as the role of language in marking identity (Giles & Bourhis, 1977), the value systems of ethnic groups learning a second language (Donnelly, 1994), the role of threat to identity in target language proficiency (Landry, Allard & Henry, 1996; Taylor, Meynard & Rheault, 1975), and the role of perceptions of ethnic group loyalty based on accent (Gatbonton, 1975).

The studies that looked at group factors will be reviewed first, starting with the ones where threat to ethnic identity and groups in conflict were examined. For example, the study conducted by Giles and Bourhis (1977) highlighted the conflict between the Welsh and the English. The Welsh language is an essential symbol of Welsh ethnic identity, which is under threat by the increasing power and status of the English language (Chapman, Smith, & Foot, 1977; Thomas, 1971). The participants in the study were two groups of Welsh participants who could be distinguished from each other on the basis of their motivations and attitudes towards Welsh and the role it plays in their lives. One

group referred to as instrumental learners ($n = 10$) were taking Welsh lessons in order "... to further their career prospects" (p. 122). The other group was referred to as integrative learners ($n = 10$) who were taking Welsh classes "... to learn more about their cultural heritage" (p. 122). According to Gardner's (1985) definitions of these two types of motivation, instrumental orientation takes into account "... the economic and practical advantages of learning English" (p. 52) whereas integrative motivation is the one "... stressing the value of learning English to become truly part of both cultures" (pp. 51-52). The integrative group felt that Welsh was more important for their children to study, tended to perceive themselves as being more Welsh, were less satisfied with the current lack of political independence for Wales, and felt that the survival of Welsh was more important than did the instrumental learners.

Data gathering in this study occurred in a speech lab where the entire proceedings could be tape recorded. It proceeded in four different phases. In the first phase (pre-experimental phase), the participants were asked to describe their interests and weekend activities so that the researchers could gather a speech baseline from each participant. In the neutral condition, the participants were asked to talk about the impressions they had of teaching techniques and materials that were used to teach languages to adults. Nothing was mentioned about the Welsh language or about the participants' nationality in these questions. During the nationally-salient condition, the participants heard someone say in a prestigious British accent the following statement: "So could I have your opinion concerning the survival and status of the Welsh language in Wales?" (p. 125). The question was preceded by the following attack on Welsh identity: "Welsh is dying. Why can't you leave it alone? ... Now, as I have already said, I believe, to be realistic, that the future of Welsh appears pretty dismal ..." (p. 125). After the experiment, the participants

were asked to indicate their reactions to the questions in the neutral condition (Phase 2) and the nationally salient condition (Phase 3). For example, they had to write how anxious and how threatened they felt by the interviewer's questions during these two phases. An analysis of their responses to these questions indicate that participants from both groups felt that Phase 3 was more threatening and provocative than Phase 2.

The speech of the two groups of participants was analyzed to see if there were any changes in accent from the earlier neutral conditions (Phase 1 and 2) to the nationally charged one (Phase 3). The findings showed that the integrative participants diverged in accent from the outgroup speaker when their Welsh identity was threatened. For example, their accent became significantly broader (more Welsh) with each phase. However, the instrumental learners converged towards the interviewer with each phase and there was no significant shift in accent from the neutral to the nationally-salient phase. This study confirms the idea that, at least for integratively motivated speakers of Welsh, the Welsh language is a symbol of Welsh identity since these speakers made their accent sound more Welsh in order to emphasize their ethnic identity.

In another study which focused on group-oriented factors, Taylor and Simard (1975) advanced the idea that fear for one's ethnic identity may act as a barrier to learning a second language. Taylor, Meynard and Rheault (1977) investigated whether this was the case. They examined four groups of participants who had varying contacts with English speakers and varying levels of perception towards the presence of threat to their ethnic group and correlated these to the levels of proficiency the speakers attained. The participants were selected from four universities which were listed in order of decreasing opportunity for contact with English Canadians: McGill University ($n = 51$), The University of Montreal ($n = 69$), Université Laval ($n = 62$) and Université du Québec

à Trois-Rivières ($n = 69$). The participants were given a questionnaire in which they were asked to indicate, on a nine-point rating scale, their responses to questions about "... contact with English Canadians, the extent to which they felt their ethnic identity was threatened, their degree of English language competence, and potential costs and rewards for learning English" (p. 105). The last section included six questions concerning the participants' instrumental and integrative motivation for learning English.

The major finding was that the participants who felt threatened were less fluent in English than the ones who didn't feel that their cultural identity was threatened. The level of fluency of each participant was based on their self-rating of their ability to speak, understand, read, and write in English (a high rating was indicative of fluency in English). Contact and threat to identity were more related to second-language skills than was instrumental or integrative motivation. It is clear in this study that when predicting the success of second-language learning programmes, besides instructional and learner characteristics, the socio-cultural environment in which the programme operates is also an extremely important factor that should be taken into account.

Another study that investigated French Canadians learning English during the same time period as Taylor and Simard's (1975) study was one conducted by Gatbonton (1975). Gatbonton examined the attitudes of French Canadians learning English in Quebec during a period when Québécois nationalism was especially intense. The study examined whether there was a relationship between a group's perceptions of the ethnic group loyalty of their members and the accent that these members attained in a second language. Gatbonton hypothesized that if language is a symbol of ethnic identity, then there would be a relationship between the levels of proficiency (defined here as fluent, native-like, accent-free production of a second language) attained by L2 speakers in their

L2 and the way in which they were viewed by their peers. To test this hypothesis, Gatbonton conducted a study with three intact classes of students learning English at a French language junior college in Montreal ($N = 144$). These students had a mean age of 17.5, spoke French and were all Montreal residents from birth.

The participants listened to the taped voices of French Canadian speakers in a typical matched guise procedure (Lambert et al., 1960). In this procedure, six native French Canadian speakers read a French and English version of the same passage but their French and English voices were presented as though they came from different speakers. Two of the speakers had been rated by native speakers of English to have non-accented speech. Two others had been rated to be heavily accented. The remaining two had been rated to be statistically intermediate between the other two pairs. All six speakers had been rated by French Canadian judges to be similar on a number of personality traits (e.g., intelligent, friendly, trustworthy). As the participants listened to each speaker, they filled out a version of the Speakers' Ethnic Group Affiliation Scales and a set of Behavioral Scales. The Behavioral Scales were four seven-point rating scales designed to measure the participants' willingness to choose the speakers as either leaders or members in activities involving only French Canadians (intragroup situation) or involving both French Canadians and English Canadians (extragroup situation). The intragroup situation is defined as one in which members from the same ethnic group (i.e. French Canadians) are participating in the same project. The extragroup situation is one in which members from two ethnic groups (i.e. French Canadians and English Canadians), one of which is the target language group, are working together.

Speakers who attained high levels of proficiency in English were viewed by the listeners as having less loyalty to the French Canadian group than those who had attained

lower levels. On measures of being pro-English Canadian or pro-French Canadian, non-accented speakers were rated to have the most positive attitudes towards English Canadians and the least positive attitudes towards French Canadians, whereas the converse was true for the heavily accented speakers. The moderately accented speakers were rated as being intermediate to the heavily accented and non-accented speakers with regards to their attitudes towards English and French Canadians.

To find out whether there were any behavioral correlates of the relationship found above, participants were assigned to three different groups according to the amount of loyalty and solidarity that they exhibited towards the French Canadian and English Canadian ethnic groups in Montreal. One of these groups was labeled nationalistic ($n = 8$) because they had strong pro-French Canadian feelings. The participants in this group exhibited great admiration for French Canadians living in Montreal and wanted Quebec to be a French unilingual province. They favored having immigrants go to French schools. These were contentious issues at the time of Gatbonton's study and advocates for these positions were viewed to be very nationalistic. Another group was labeled non-nationalistic ($n = 8$) because they exhibited strong pro-English Canadian feelings. The participants in this group admired the English Canadians living in Montreal and favored English-French bilingualism in Quebec. The last group was labeled as liberal nationalistic ($n = 8$). These participants showed both pro-French Canadian and pro-English Canadian feelings.

An examination of the participants' rating of the speakers on the Ethnic Group Affiliation Scales showed that the listeners evaluated the non-accented speakers as possessing a weaker affiliation with French Canadians and a stronger affiliation with English Canadians than the speakers who were heavily accented. Because the listeners'

pro-English and pro-French attitudes did not interact with their assessment of the speakers' ethnic group affiliation, Gatbonton (1975) suggested that there was a consensus among the participants with regards to the level of accentedness and perceptions of ethnic affiliation to one's home group.

With regards to leadership selection, the nationalistic participants were not willing to choose the non-accented speakers as leaders in the intragroup situation. However, they preferred both the fluent and moderately accented speakers for the extragroup situations. The reverse pattern occurred among the non-nationalistic and liberal participants who preferred the nativelike speakers over the moderately accented speakers and over the heavily accented speakers in both the extragroup and intragroup situations. Gatbonton (1975) explained the listeners' choice of the moderately accented and fluent speakers as leaders in the extragroup situation as being a case where the "advanced patterns of pronunciation" (p. 224) were a signal that they rated identification as being less important than efficiency in the second language. However, the choice for the heavily accented and moderately accented speakers by the nationalists in the intragroup situation meant that they valued the ethnic identification value of the accents more than their efficiency value in the second language.

It must be pointed out at this point that the above studies on group related factors focused on groups in conflict. The study conducted by Giles and Bourhis (1977) focused on the Welsh and the English. These groups are in conflict because the Welsh see the status and power of the English language as a threat to the existence of their language. As English gains more importance in Wales, the Welsh language, which is a symbol of the Welsh identity, may be losing ground. The French Canadians living in Quebec also feel threatened by the increasing importance of English in their daily lives. Many are

concerned that their culture is being lost as a direct result of the continued immigration and increasing power of Anglophones in Quebec. The studies conducted by Taylor and Simard (1975) as well as by Gatbonton (1975) also focused on these two groups at a time when the English-French conflict was at one of its highest points.

The question raised in this present thesis was whether the same relationship between perceived accent and perceived ethnic group loyalty would emerge in groups that are not in conflictual relations. A number of studies show (Donnelly, 1994; Gardner, 1972; Landry, Allard & Henry, 1996) that not all groups in L2 learning situations involve languages that are in conflict with each other. For example, in his study of Louisiana French Americans, Gardner (1972) found that “French American students who are content and comfortable with both their cultural and linguistic backgrounds are thereby psychologically free to become fully bilingual” (Gardner & Lambert, 1972, p.71). His suggestion was based on the finding that a positive attitude towards one's group, coupled with skills in acquiring English vocabulary and feeling competent in English, contributed to an excellent performance on tests of pronunciation, reading, grammar, and vocabulary in French.

Landry, Allard and Henry (1996) examined the French in Southern Louisiana at a later date and found that they remained unthreatened by the Anglophone community living there. In fact, the students participating in the study reported experiencing a predominantly English ambiance at school and had a much greater feeling of belongingness towards the Anglophone community than towards the Francophone community. Donnelly (1994) also reported a similar phenomenon with regards to the Irish in Northern Ireland. Although engaged in political conflict with the English, the Irish in his study showed no evidence of minding the enormous role that English played

in their lives. Donnelly (1994) found that the Irish language was not an essential part of the core value system of the Irish people. In that study, three groups of Irish who had differing levels of proficiency in the Irish language were not significantly different from one another on constructs used in measuring their perception of ethnic identity such as feeling Irish and thinking that a country without a language is one without a soul. For example, all three groups equally reported feeling very Irish and felt that "... Ireland would not really be Ireland without Irish speakers" (Northover and Donnelly, 1996, p. 43). If language played a significant role in their identity, there would have been significant differences among the three groups in their reactions to the identity constructs given to them.

Pak, Dion and Dion (1985) identified another group of speakers who must use English but who do not seem to be in a conflictual situation with English speakers; namely the Chinese in Toronto. They suggested that the Chinese language is not a "key dimension of ethnic identity" (p. 376) for the Chinese living in Toronto in the same way that it is not for the Franco-Americans (Gardner & Lambert, 1972; Landry, Allard & Henry, 1996) or the Irish (Northover & Donnelly, 1996). Their suggestion was based on the finding that the participants who expressed greater confidence with their knowledge of English than Chinese had high self-esteem, a sense of control over their lives, and were satisfied with their lives in Toronto.

The major difference between the Chinese and most of the other groups of language learners that have been mentioned in this literature review is that the Chinese are not in conflict with English speakers. It is possible that because there is no conflict between these two groups, the relationship between perceived accent and perceived ethnic group loyalty found in the studies mentioned earlier may not occur in their case. In

order to explore this possibility, the relationship between perceived accent and ethnic group loyalty in non-conflictual situations, in particular, in the case of the Chinese, was investigated in this thesis.

Prior to the investigation reported in this thesis, the researcher conducted a pilot study involving 17 Chinese participants living in Shanghai and 20 Chinese participants living in Montreal. In this pilot study, the participants were given a questionnaire to test their views concerning the role of accent and loyalty; specifically, how they viewed Chinese peers who had a high proficiency level in English. For example, the participants were asked to rate how Chinese people view a Chinese person who speaks English so fluently that he or she sounds more English than Chinese in terms of how loyal he/she is to the Chinese group. The participants were also asked to indicate their willingness to select a Chinese person with high proficiency in English as a leader of a group. The purpose was to see whether the participants' view concerning the relationship between accent and loyalty had any behavioral consequences such as choosing a leader. A number of studies have shown that if second language learners attribute social significance to accents in the second language, their attitudes will also be expressed behaviorally. For example, Hui and Yam (1987) observed that proficient Hong Kong Chinese L2 speakers of English were rated more favorably by other Chinese than those with low English proficiency on predicted job success. The listeners were more willing to hire a speaker of English with high language proficiency than one with low proficiency. Hui and Cheng's (1987) study also examined the effect of proficiency on behavioral intentions. They found that the Hong Kong Chinese participants were more willing to elect a high proficiency Chinese L2 speaker of English as class representative, vote for her in the

student union election, loan reference books to her, discuss academic problems with her, and work together with her in a course project.

The results of the pilot study indicated that both sets of participants held the view that proficient Chinese L2 speakers of English were significantly less loyal than heavily accented speakers. For example, on a 5 point scale where 1 indicated not at all loyal and 5 indicated extremely loyal, participants rated as being less loyal a Chinese person who speaks English so fluently that he or she sounds native-like in English ($M = 3.54$ on a 5 point scale).

This showed that there may be a relationship between perceived accent and ethnic group loyalty even when there is no conflict between the two language groups being studied. In the pilot study, as in Gatbonton's (1975) study, fluent, non-accented L2 speakers of English were rated as being less loyal than heavily accented speakers.

The results of this study also indicated that neither group was enthusiastic about having proficient Chinese speakers of English as leaders, although the participants from China were slightly more willing ($M = 3.75$ on a scale of 5 where 1 stood for not at all a good leader and 5 stood for excellent leader) to choose them as leaders than the participants from Canada ($M = 3.23$). These results suggest that there may be negative consequences arising from the perceived link between accent and loyalty.

Note that in the pilot study, only a few participants were interviewed and the accent and loyalty issue was explored using only a simple questionnaire that asked directly for evidence of this relationship. It would be interesting to replicate the study using an instrument that has been shown to be effective in probing attitudes in an indirect manner - a matched-guise technique (Lambert et al., 1960) such as the one that was effectively employed in the group-oriented studies discussed above. In a matched-guise

technique, the same individual reads a text in two different languages. However, the two recordings are presented to listeners as having been made by two speakers. The matched-guise technique has the following advantage over a simple questionnaire. It is indirect in the sense that participants do not know that they are evaluating the same speaker on the basis of their readings of the same passage in different languages (guises). Therefore, it can be assumed with certainty that any differences in ratings are due solely to accent in the target guise as opposed to other factors. The problem with asking direct questions about one's attitudes is that the researcher does not know whether the participants are responding in a certain way in order to portray a positive image of themselves and/or their ethnic group to the researcher. For example, if participants are asked directly to rate a Chinese person who speaks English proficiently in terms of loyalty, they may rate this person very highly to give the researcher the impression that all Chinese are extremely loyal to their ethnic group. However, in a matched-guise technique the listeners are not aware that they are rating the same speakers in different guises. If the same speaker is evaluated very positively in terms of loyalty in the Chinese guise but not in the English guise, we can know that this difference is most likely due to the English accent as perceived by the listeners. In this way, the matched-guise technique allows the researcher to investigate the attitudes of the listeners and focus specifically on the effect of accent on their perceptions and behavioral intentions towards the speakers.

In this study, a group of Chinese participants in Montreal were examined to find out whether the relationship between perceived accent and perceived group loyalty found in earlier studies would obtain and whether and what behavioral consequences arise from their attitudes. The thesis addressed the following research questions:

1) Is there a relationship between perceived accent and ethnic group loyalty when there is no conflict between the two language groups being studied?

2) If there is a relationship between perceived accent and ethnic group loyalty when there is no conflict between the two language groups being studied, what are the behavioral manifestations of this relationship?

3) With regards to the Chinese, will their motivation, language identity, and self-rating of loyalty as well as demographic variables affect the responses to the first two questions?

The Chinese who are living in Montreal are a good group to focus on in investigating the issues raised here. As explained above (Pak, Dion, & Dion, 1985), the Chinese language and English are not in a conflictual relationship for these Chinese. The Chinese language is not threatened. This group is also a good one to investigate with regards to the effects of motivation on their views on accent and loyalty. This group has chosen to immigrate to Canada in the hope of creating a better life for themselves and their families. So, they may have strong instrumental motivation to learn English in order to find a job to support their families. They may also have strong integrative reasons to learn English so that their entire family can feel that they are an integral part of Canadian society, which is to a large part composed of Anglophones. They may believe that a way to become a part of the Montreal community is by making friends with Anglophones.

In terms of the **relationship between perceived accent and group loyalty**, it is possible that the Chinese may still consider a very proficient and fluent Chinese speaker of English to be a loyal member of the Chinese community because English is a symbol of power, intelligence, and high status in the world. A relationship between perceived accent and ethnic group loyalty may still exist, but it may be overshadowed by the high

status of English. Therefore, there may not be the same relationship between perceived accent and ethnic group loyalty as found in earlier studies on this issue. The Chinese participants may view a more proficient speaker in a more positive light than a less proficient speaker if they consider English to be a symbol of high status, power, and intelligence.

If the Chinese hold such a view, they may see the most fluent speaker to be an excellent leader and member of a group in both the intragroup and extragroup situations. It is also possible that the relationship between perceived accent and ethnic group loyalty will be the same for the Chinese as it was for participants in earlier studies on this topic. However, the Chinese may exhibit different behavioral patterns than other participants towards proficient speakers of English.

In terms of **motivation**, it is possible that a participant who is extremely motivated to learn English will view a Chinese proficient speaker as a model because that speaker has been able to achieve a goal that the participant is striving to attain as well, namely, mastery of the English language. In this case, motivation may have a greater effect on the participant's perceptions of accent than ethnic group loyalty. Perceiving the proficient speaker in a positive way may cause the participant to attribute highly positive traits to the speaker. In other words, there may be a positive correlation between the listeners' motivation and their perception of the proficient speakers' leadership and membership qualities.

With regards to **language identity**, it was predicted that the participants for whom the Chinese language formed a core value of their ethnic identity would view a proficient Chinese L2 speaker of English as being less loyal towards the Chinese group than participants for whom Chinese was not part of their ethnic identity. This may occur

because the participants for whom Chinese is a core value may believe that Chinese proficient speakers of English are not loyal towards the Chinese community because they have spent too much time and effort perfecting their English instead of acquiring a deeper knowledge of Chinese. This knowledge of Chinese represents an effort to preserve the Chinese culture and maintain the Chinese identity for these kinds of participants. For this reason, these participants may also attribute less positive traits to proficient Chinese L2 speakers of English than to less proficient speakers. Therefore, they may be less willing to choose proficient speakers as leaders and members of groups than less proficient speakers.

It was believed that the participants who would rate themselves high on **loyalty** would rate all of the speakers as being more loyal than those participants who rated themselves lower on loyalty. This is because the more loyal participants may consider that, in general, the Chinese people are loyal towards each other by virtue of being Chinese. They may inadvertently transfer their own feelings of loyalty to other Chinese people believing that they are representative of other Chinese. The opposite may be true for the less loyal Chinese. Therefore, it was predicted that the more loyal participants would rate proficient speakers higher on loyalty than the less loyal participants. If they view the proficient speakers in a more positive light than the less loyal participants, the more loyal participants may also rate proficient speakers as being better leaders and members of groups than the less loyal participants. In the following section, the methodology of this thesis will be presented.

2 Methods

2.1 Participants

Eighty-four Chinese participants from mainland China participated in this study. In order to ensure that the group is homogeneous, an effort was made to find an equal number of males and females taking English as a Second Language (ESL) classes and other classes at two local universities. The researcher contacted ESL teachers at one of the universities in order to inform them about the study and asked for their permission to make personal contact with their Chinese students. The researcher also posted flyers on campus at both universities in order to recruit Chinese students who were attending them. The participants were paid 7 dollars for their participation.

2.2 Instruments

The instruments used in this study consisted of stimulus tapes and several specifically designed questionnaires that included a Chinese speaker's personality rating scale, an English accentedness scale, a biographical data questionnaire, a motivation questionnaire, two versions of a loyalty questionnaire, and a behavioral questionnaire.

There were four stimulus tapes. Each contained the tape recorded voices of three native Chinese speakers purposely selected to represent three levels of accentedness (and fluency) in English following the matched-guise technique developed by Lambert et al. (1960) and used in Gatbonton's (1975) study. As indicated earlier, in a matched-guise technique, the same individual reads a text in two different languages. In other words, the same speaker is heard in different guises (i.e. the Chinese guise and the English guise) in order to see whether or not he will be judged differently by the listeners based on his accent. This would be the case if the same speaker would be given different loyalty ratings in the English guise and the Chinese guise. For example, if the listeners would

perceive the non-accented speaker as being loyal to the Chinese when listening to him in the Chinese guise, but disloyal to the Chinese when heard in the English guise, these differences in judgments could be attributed to the speaker's accent in English. There was also a double guise in which the same speaker was first heard speaking Chinese and then English. Listeners were made aware of the fact that they were hearing the same speaker in two different guises. The double guise was a control condition in order to ensure that listeners were not basing their judgments of the speakers on perceived intelligence. For instance, if listeners would only hear a heavily accented speaker in the English guise, they might downgrade his loyalty as well as leadership/membership qualities because of their perception that this speaker is not intelligent. In the double guise, listeners had the opportunity to hear that the speakers were proficient speakers of Chinese and that their accents in English were not related to their intelligence. The listeners are not aware that the same person reads the text in all three guises. Lambert et al. (1965) suggested that one of the advantages of this technique is that it reveals the listeners' personal attitudes towards the speakers in contrast to direct questionnaires where listeners may write more socially appropriate responses.

The three voices on each tape were selected from the voices of thirty Chinese speakers who were recorded reading a story in English as well as its translated version in Chinese. Ten native speakers of English judged the speakers' fluency in English using the accentedness questionnaire (see below). Ten Chinese speakers judged the personality of the speakers on the basis of their Chinese speech. They used the Speaker Personality Scale (see below as well). Speakers whose voices were judged to have more or less similar ratings on the personality scale but whose accents in English were rated to represent fluent ($n = 2$), moderately accented ($n = 2$), and heavily accented ($n = 2$) were

spliced together with two other filler guises (one in Chinese and one in English) to create four stimulus tapes. Two of the tapes consisted of the same fluent ($n = 1$), moderately accented ($n = 1$), and heavily accented ($n = 1$) speaker as well as the filler guises presented in different orders for counterbalancing purposes to control for the fatigue factor. The other two tapes consisted of different fluent ($n = 1$), moderately accented ($n = 1$), and heavily accented ($n = 1$) speakers but the same filler guises as used in the first two tapes presented in different orders to take the fatigue factor into account. Each participant listened to one of the four tapes. An approximately equal number of participants listened to each tape. The story in English, its translated Chinese version as well as the sample questionnaires appear in the Appendix.

2.3 The Questionnaires

2.3.1 Questionnaires Used in Preparing the Stimulus Tapes

2.3.1.1 The Chinese Personality Rating Scale

Ten Chinese judges rated the 30 Chinese speakers on 10 personality traits on a six-point scale (1 = a negative evaluation, 6 = the most positive one), using their Chinese guises (i.e., as they read the Chinese version of the story). Five of the traits were representative of solidarity (i.e. friendliness, honesty, reliability, trustworthiness, and generosity) and the other five traits were examples of status (i.e. education, success, ambition, intelligence, and efficacy).

2.3.1.2 The English Accentedness Rating Scale

Ten native English raters rated the fluency and accent of the 30 Chinese speakers on a nine-point scale (1 = a negative evaluation, 9 = indicating the most positive one), using their English guise (i.e., their reading of the English version of the story). They

rated the speakers in terms of overall fluency, intelligibility, expressiveness, pronunciation, and accent (1 = heavily accented, 9 = non-accented).

Besides filling out the English accentedness rating scale, 10 English judges rated the 30 speakers on a five-point scale (1 = strong agreement, 5 = strong disagreement) on their leadership and membership qualities. For example, the judges needed to respond to the following two statements: 1) This speaker has excellent leadership qualities. 2) This speaker would be an excellent member of a group.

2.3.2 Questionnaires Used in the Main Research Project

2.3.2.1 Biographical data

This questionnaire sought information on a number of biographical facts about the participants. For example, it sought information on the participants' degree program, number of credits already completed in the program, most recent grade point average, age, sex, native language, second language(s), city/town of origin, province of origin, and how long they had been in Canada. It also asked the participants to rate the level of the ESL course that they were taking, and indicate their immigration status, and whether or not they were planning on going back to live in China. Finally they were asked to indicate using two seven-point scales to ascertain whether or not the Chinese language constituted a core value for them.

2.3.2.2 Motivation measure

Eight motivation questions formed the second part of the questionnaire. The motivation measure consisted of eight seven-point scales (1 = extremely unimportant, 4 = neither important nor unimportant, and 7 = extremely important) designed to measure the participants' level of instrumental and integrative motivation with regards to learning English. Participants had to indicate how well they thought the statement presented in

each scale described their opinion. For example, if some participants felt that it was extremely important for them to learn English in order to improve their chances of finding a job in their profession, they would be considered to be instrumentally motivated. Those who considered the following reason for learning English as being important to them were classified as being integratively motivated, since they wanted to learn English in order to become part of the English community: To get to know the English Canadian community better.

2.3.2.3 Loyalty measure

The loyalty measure was designed to measure both the participants' self-rating of their own loyalty to the Chinese ethnic group and their rating of the Chinese speakers' loyalty towards the Chinese ethnic group. Participants had to indicate how well the statements described their opinion, using a seven-point scale where 1 means doesn't apply at all, 4 means neutral, and 7 means applies completely. All these statements were based on the responses to open-ended questions on loyalty included in the pilot study. The questions were designed to explore how the Chinese in Montreal and Shanghai defined loyalty. When the responses to this task were analyzed, the utterances describing a true and loyal Chinese included those that spoke of having pride in being Chinese. They also talked of preserving the Chinese culture and traditions. For example, a participant who felt that the five statements applied to himself/herself was considered to have a high rating of loyalty towards the Chinese group. The following are two examples of statements which address loyalty: 1) I am proud of being Chinese. 2) It is a high priority for me to preserve Chinese culture and traditions.

Versions of the Loyalty Questionnaire

There were two versions of this measure: the Self-rating Version, which the participants used to rate themselves on how loyal they were towards the Chinese group, and a Speaker Version, which the participants used to rate the speakers on their loyalty towards the Chinese group. Both versions sought the same information but differed from each other only in the pronouns used. For example, if the first statement in the self-rating was, *I am proud of being Chinese*, the first statement in the speaker's loyalty rating was, *He is proud of being Chinese*. This second version was part of the second questionnaire in which the participants rated the speakers in terms of their English accent, personality, loyalty, and leadership qualities. In the questionnaires, the order of the presentation of the different loyalty questions in the speaker version of the loyalty questionnaire was counterbalanced to reduce any bias arising from a fixed order of presentation of the questions.

2.3.2.4 The English Accentedness Scale

The participants also rated each speaker's English accent on a seven-point scale (1 = heavily-accented, 7 = non-accented) after listening to a speaker read the same short passage in English. It cannot be assumed that the speakers who were pre-judged as being fluent, moderately accented and heavily accented by the English judges were perceived in the same way by the participants. Therefore, this scale served as a means to verify the judgments that were made on accentedness by the English judges.

2.3.2.5 The Personality Scale

The personality measure consisted of four seven-point scales (1 = not at all, 7 = extremely) two of which illustrated status traits (i.e. intelligence and ambition) and two of which represented solidarity traits (i.e. compassion and trustworthiness). For example,

participants rated each speaker in terms of compassion after listening to each speaker read the same short passage in English. If they circled 1, it suggested that they thought the speaker was not at all compassionate. A rating of seven suggested that they thought the speaker was extremely compassionate. The numbers in between indicated varying degrees of compassion. As mentioned above, the speakers that were chosen for the stimulus tapes had already been pre-judged to have similar personalities by the Chinese judges. The Personality Scale was a means of verifying whether the participants perceived the speakers' personalities to be similar to each other as they were perceived by the judges. The responses that were given by the participants on the speakers' loyalty questionnaire and the behavioral scale (see below) could have been affected by their perception of the speakers' personalities. Therefore, it was important that participants perceived the speakers to have similar personalities in order to rule out the possibility that they assessed the loyalty and leadership/membership qualities of the participants based on their personalities.

2.3.2.6 The Behavioral scale

The behavioral measure consisted of four seven-point scales seeking information on how willingly the subjects would take the speakers they heard as leaders or members of a group. Two of the scales sought information on whether the participants were willing to take the speakers as leaders in an intragroup and extragroup situation. The other two scales sought information on how willingly the participants would take the speakers as members in an intragroup and extragroup situation. The following table illustrates the four types of situations with examples of three situations used in the actual questionnaire with the exception of the membership intragroup situation. Instead of the word *Chinese* in the membership intragroup situation as illustrated in the table below, the word

Anglophones was accidentally used in its place rendering the data for that particular situation invalid. These data were not used in any subsequent analyses.

Table 1

Group Situations

Situation	Intragroup	Extragroup
Membership	During the summer, a group of young Chinese have been organizing activities for children who live in the neighborhood. The goal of the activities is to enable the children to get to know more about the Chinese communities in Quebec. This group is looking for another participant to help them with their project. This speaker would be a good participant in the project.	A group of young people whose native language is Chinese and a group of young Anglophones are involved in a community project which has the goal of improving relations between members of a multi-cultural community. This speaker would be a good participant in the project.
Leadership	This summer, people whose native language is Chinese are planning to form a group in order to help recent immigrants to Canada integrate into their neighborhood. This speaker would be a good leader of the group.	A group of young people whose native language is Chinese and a group of young Anglophones in your neighborhood want to organize a summer day camp for children. This speaker would be a good leader of the group.

2.4 Data gathering procedure

The Chinese participants were asked to come in groups of 10 to the SAGE laboratory, a state-of-the-art research facility for language research. Firstly, the participants filled out the Biographical Data Questionnaire, the Motivation Questionnaire, and Self-rating Loyalty Scales. Then they listened to the stimulus tape. After listening to each speaker, the participants rated the speaker's English accent and personality. Then, they filled out the Speaker Loyalty Scales and the Behavioral Scales. The entire data gathering session for each participant took about one hour. The questionnaire was

administered by the researcher. He also read all of the testing instructions. The instructions informed the participants that they would be hearing the voices of 12 male speakers as they read a short passage in English and in Chinese. The instructions also indicated to the participants that sometimes, they would only hear a reading in English, sometimes only in Chinese, and at other times both in Chinese and English. In the latter situation, the listeners were made aware that they would hear the same speaker read a passage first in Chinese following immediately by his reading in English. They were also told to listen to the entire recording and wait until they hear an auditory signal recorded onto the stimulus tapes (a short beep) before rating each speaker.

2.5 Analysis

2.5.1 Scoring procedure

Most of the scales in the questionnaires were seven-point scales. The mean was calculated for each participant's responses on the different scales per voice on the basis of the number circled.

2.5.2 Statistical Analysis

The participants were divided into two groups based on their loyalty self-rating: participants who were relatively more loyal (i.e. loyal) and less loyal (i.e. liberal) to Chinese culture. In analyzing the responses, four-way analyses of variance (ANOVA) with repeated measures were performed. The factors were GUISE (English, Chinese, double guise), PROFICIENCY (heavily accented, moderately accented, and non-accented), QUESTION LEVEL FOR EACH OF THE 5 LOYALTY QUESTIONS, LEADERSHIP (leadership and membership), and SITUATION (intragroup and extragroup). The variables were the level of loyalty, level of motivation, type of

motivation (i.e. instrumental and integrative), language identity, age, gender, grade point average, and length of stay in Canada.

2.5.3 Correlations

It is possible that the participants' ratings of the speakers' loyalty may have accounted for the participants' ratings of the speakers' personality traits or vice versa. To determine if there was a relationship between the participants' ratings of the speakers' loyalty and their personality traits, these loyalty ratings were correlated with ratings of the speakers' personality traits.

3 Results

3.1 The Relationship Between Accent and Ethnic Group Loyalty

The first objective of the present study was to determine whether a relationship existed between perceived accent and perceived ethnic group loyalty when there was no conflict between the two language groups being studied. It was predicted that the relationship between perceived accent and ethnic group loyalty might not hold in a non-conflictual situation such as that of the Chinese because English may be a symbol of intelligence, power, and status for this group of people. In this context, a proficient Chinese L2 speaker of English might still be viewed as a loyal member of the Chinese community. However, it was also considered possible that the same relationship between perceived accent and ethnic group loyalty existed for the Chinese as for the cultural groups reported on in previous studies if this relationship was stable.

3.1.1 Relationship Between Accent and Ethnic Group Loyalty

In order to see how the relationship between perceived accent and ethnic group loyalty was viewed by the Chinese participants, their scores on the Speaker Loyalty Questionnaire were subjected to statistical analyses. In this study, the participants' attribution of ethnic group loyalty was measured using five loyalty scales. To determine how consistent these scales were in measuring speaker loyalty, the participants' scores on each scale were submitted to analyses of inter-rater reliability (using the Cronbach model). These analyses yielded a relatively high index of internal consistency among the five measures of loyalty (α range: .63-.77), suggesting that the five loyalty scales were intercorrelated. Based on these analyses, one measure of loyalty was derived by averaging each participant's responses on the five loyalty scales.

The obtained loyalty ratings ($N = 84$) were then submitted to a three-way repeated-measures ANOVA. In this analysis, TAPE (Tape 1 which contained the voices of one set of three speakers, Tape 2 which contained the voices of the other set of three speakers) served as a between-subjects factor and GUISE (English, Chinese, double guise) and PROFICIENCY (heavily accented, moderately accented, non-accented) as within-subjects factors. This analysis yielded a significant main effect of guise, $F(2, 164) = 17.09, p < .001$, and proficiency, $F(2, 164) = 3.16, p < .05$, as well as significant proficiency \times tape, $F(2, 164) = 4.29, p < .025$, and guise \times proficiency, $F(4, 328) = 2.49, p = .05$, interactions. The significant proficiency \times tape interaction suggested that the participants' ratings of the speakers' loyalty was, at least in part, specific to the voices presented on the two tapes.

A closer examination of the three speakers presented on Tape 2 suggested a possible explanation for this finding. A statistical comparison of these three speakers' accentedness ratings (based on judgment of five native English raters who participated in the pilot test) revealed that accentedness ratings for the moderately and the heavily accented speakers did not differ statistically. That is, these two speakers presented on Tape 2 spoke English with a similar degree of foreign accent. By contrast, a similar analysis of accentedness ratings for the speakers presented on Tape 1 revealed statistically significant differences among all three speakers ($\alpha = .017$). These three speakers indeed represented heavily, moderately, and non-accented Chinese speakers of English. Because, as these analyses indicated, the speakers presented on Tape 2 did not represent the entire range of intended degrees of foreign accent in English (from heavily to moderately to non-accented), all subsequent analyses were carried out using a subset of

the original data – i.e., using the data from those participants who listened to speakers presented on Tape 1 only ($n = 52$).

The loyalty ratings of these participants ($n = 52$) were submitted to a two-way repeated-measures ANOVA with GUISE (English, Chinese, double guise) and PROFICIENCY (heavily accented, moderately accented, non-accented) as within-subjects factors. The ANOVA revealed a significant main effect of guise, $F(2, 102) = 18.06, p < .001$, and proficiency, $F(2, 102) = 6.80, p < .01$, as well as a significant guise \times proficiency interaction, $F(4, 204) = 3.58, p < .01$ [Bonferroni tests ($\alpha = .006$)]. The result of the post hoc analysis of the significant interaction in the English guise is illustrated in Figure 1 below.

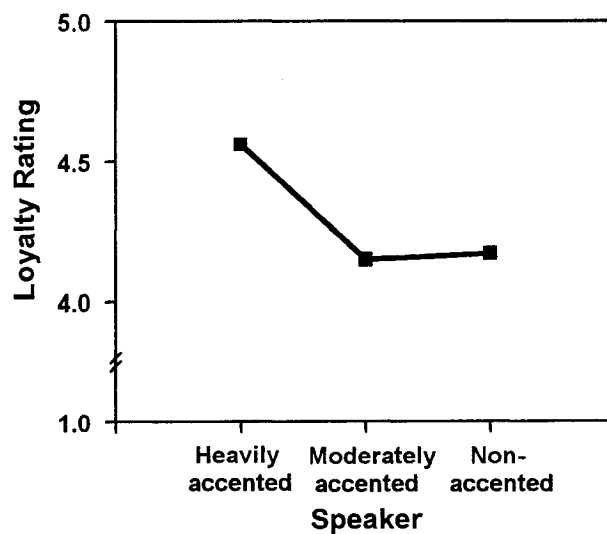


Figure 1. Mean loyalty ratings of the English guise of the heavily, moderately, and non-accented speakers.

Figure 1, indicates that, when the participants heard the speakers in their English guise (i.e., when the speakers spoke in English), they rated the heavily accented speaker as being statistically significantly more loyal to the Chinese culture than both the moderately accented and the non-accented (fluent) speaker.

Figure 2 shows the result of the post hoc analysis on the participants' responses towards the Chinese guises.

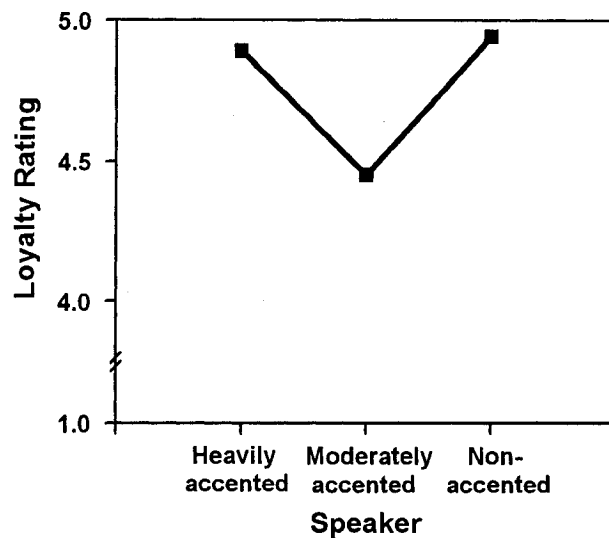


Figure 2. Mean loyalty ratings of the Chinese guises of the heavily, moderately, and non-accented speakers.

The figure shows that when the participants heard the speakers in their Chinese guises (i.e., when they spoke in Chinese), they rated the moderately accented speaker as being statistically significantly less loyal to the Chinese culture than both the heavily accented and the non-accented speaker. This result was surprising because it was expected that the speakers would be rated equally on their loyalty when heard in the Chinese guise since they were all native speakers of Chinese.

Figure 3 shows the result of the post hoc analysis on the participants' responses to the double guises.

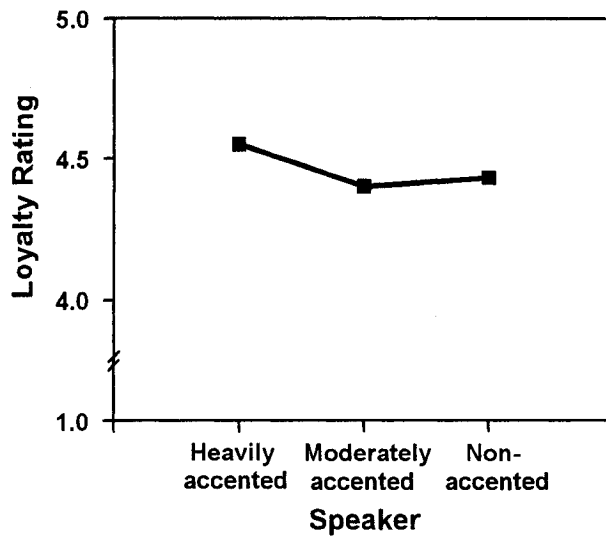


Figure 3. Mean loyalty ratings of the double guises of the heavily, moderately, and non-accented speakers.

This figure shows that when the participants heard the speakers in their double guise (i.e., when they spoke both Chinese and English), there were no significant differences between their loyalty ratings for the three speakers.

3.1.2 Summary of Results

Analyses of loyalty judgments revealed that, when speakers were heard in English, the non-accented (fluent) speaker was rated as being statistically significantly less loyal than both the moderately and the heavily accented speaker. These findings suggest that a relationship between perceived accent and ethnic group loyalty does exist even when there is no conflict between the two language groups (i.e., Chinese and Anglophones) involved. A proficient (non-accented) speaker of English as a second language was thus considered as being less loyal to the Chinese culture than were less proficient (moderately and heavily accented) speakers. By contrast, when the same speakers were heard speaking Chinese, the participants tended to consider these speakers equally loyal to the Chinese culture. One interesting exception to this finding was the moderately accented speaker who was rated to be less loyal. As mentioned earlier, this last finding is a surprising one. This will be discussed in greater length in the discussion. The fact that there were no significant differences on the loyalty ratings for the three speakers in the double guise establishes this guise as the control condition and confirms the prediction that speakers heard in their native language would be rated equally on loyalty since they had been pre-judged to have similar personality traits.

3.2 The Effects of Motivation, the Perceived Role of Language in Ethnic Group Identity, and Participant Self-rated Loyalty

Another objective of the present study was to determine whether or not the participants' level of motivation, their self-rated loyalty, and their perception of the role of language in identity would affect their responses to the first two research questions. With regard to motivation, it was predicted that highly motivated participants would

attribute positive traits to the proficient speaker because they would view that speaker as a model to emulate. In turn, they would consider such a speaker to be an excellent leader of a group in both the intragroup and extragroup situations. With regards to the role of language in identity, it was predicted that participants who see the Chinese language as essential in identifying Chinese identity would view proficient speakers as being less loyal to the Chinese community than those who do not hold a similar view concerning this role. In terms of self-rated loyalty, it was predicted that those participants with a higher self-rating of loyalty would rate proficient speakers higher on loyalty than participants with a lower self-rating of loyalty.

3.2.1 Motivation

The participants' scores on each of the four instrumental and each of the four integrative motivation scales were submitted to analyses of inter-rater reliability (using the Cronbach model) in order to determine how consistent these scales were in rating integrative and instrumental motivation. These analyses yielded relatively high indices of internal consistency among the 4 measures ($\alpha = .59$ for measures of integrative motivation, $\alpha = .42$ for measures of instrumental motivation), suggesting that the four scales of instrumental and integrative motivation were relatively consistent with one another in measuring motivation. Based on these analyses, one measure of integrative and instrumental motivation was derived by averaging the participants' ratings on the four integrative motivation scales and averaging their ratings on the four instrumental motivation scales.

To determine whether the degree of participants' integrative motivation had an effect on how the participants rated the loyalty of the speakers, the participants' ($n = 52$)

ratings of loyalty were then submitted to a three-way repeated-measures ANOVA. In this analysis, INTEGRATIVE MOTIVATION (high vs. low) served as a between-subjects factor. The median for integrative motivation was 6, so all the participants who had an integrative motivation rating lower or equal to 6 were considered to have low integrative motivation. The participants who had an integrative motivation rating greater than 6 were considered to have high integrative motivation. In this analysis, GUISE (English, Chinese, double guise), PROFICIENCY (heavily accented, moderately accented, and non-accented) served as within-subjects factors. This analysis yielded no significant main effect of integrative motivation and no significant interactions involving integrative motivation. This suggested that the participants' degree of integrative motivation did not have an effect on how they rated the speakers' loyalty.

To determine whether or not the degree of participants' instrumental motivation had an effect on how they rated the loyalty of the speakers, the participants' ratings of loyalty ($n = 52$) were also submitted to a three-way repeated-measures ANOVA. In this analysis, INSTRUMENTAL MOTIVATION (high vs. low) served as a between-subjects factor. The median for instrumental motivation was 6, so all the participants who had an instrumental motivation rating lower or equal to 6 were considered to have low instrumental motivation. The participants who had an instrumental motivation rating greater than 6 were considered to have high instrumental motivation. In this analysis, GUISE (English, Chinese, double guise), PROFICIENCY (heavily accented, moderately accented, and non-accented) served as within-subjects factors. This analysis yielded no main effect of instrumental motivation and no interactions involving instrumental motivation. This suggested that the participants' degree of instrumental motivation did not have an effect on how they rated the speakers' loyalty.

3.2.2 The Role of Language in Defining Identity

Two scales were used to determine whether the Chinese language was viewed as essential in describing Chinese ethnic identity: One scale measured whether it was necessary for Chinese communities to speak Chinese in order to preserve their culture and traditions. A second scale measured whether a person of Chinese origin who no longer speaks Chinese can no longer claim to be a true Chinese. These two measures of language identity were submitted to analyses of inter-rater reliability (using the Cronbach model) in order to determine their consistency in measuring the role of language in marking the Chinese identity. These analyses yielded relatively high indices of internal consistency among the two measures ($\alpha = .50$) suggesting that the two scales of language identity were used relatively consistently. Based on these analyses, one measure of language identity was derived by averaging the participants' two ratings of language identity.

The participants' ratings of loyalty ($n = 52$) were submitted to a three-way repeated-measures ANOVA in order to determine whether the raters' perception of the role of the Chinese language in Chinese ethnic identity had an effect on how the participants rated the loyalty of the speakers. In this analysis, the perceived role of language identity served as a between-subjects factor. The median for the perceived role of LANGUAGE IDENTITY (high vs. low) was 4.5, so all the participants who had a mean of 4.5 or lower were considered to have a low rating of language identity. The participants who had a mean greater than 4.5 were considered to perceive a central role of language in defining language identity. In this analysis, GUISE (English, Chinese, double guise), PROFICIENCY (heavily-accented, moderately-accented, and non-accented)

served as within-subjects factors. This analysis yielded a significant guise x language identity interaction, $F(2, 100) = 6.09, p < .01$, and no significant main effect of the role of language in identity. An analysis of the significant guise x language identity interaction (using Bonferroni tests) revealed no significant differences within each guise condition for those participants who rated themselves high or low on language identity. This suggested that the participants' perception of the role of language in defining identity did not have an effect on their rating of the speakers' loyalty.

3.2.3 Self-rated Loyalty

The participants' self-ratings on each of the five self-rated loyalty scales were submitted to analyses of inter-rater reliability (using the Cronbach model) in order to determine how intercorrelated these scales were in rating loyalty toward the Chinese ethnic group. These analyses yielded an internal consistency ($\alpha = .43$), suggesting that the five scales could be averaged to derive a single measure of self-rated loyalty.

The raters were divided into two groups: those who rated themselves high on loyalty and those who rated themselves low on loyalty based on their responses to the self-rated loyalty questions. The median for loyalty was 5, so all the participants who had a self-rating of loyalty lower or equal to 5 were considered to be low in loyalty. The participants who had a self-rating of loyalty greater than 5 were considered to be high in loyalty.

The participants' ratings of loyalty ($n = 52$) were submitted to a three-way repeated-measures ANOVA in order to determine whether or not the raters' perception of their own loyalty had an effect on how the participants rated the loyalty of the speakers. In this analysis, GUISE (English, Chinese, double guise), PROFICIENCY (heavily-

accented, moderately-accented, and non-accented) served as within-subjects factors. The participants' SELF-RATED LOYALTY served as a between-subjects factor. This analysis yielded no significant main effect of self-rated loyalty and no significant interactions involving participants' self-rated loyalty. This suggested that the participants' degree of self-rated loyalty did not have an effect on how they rated the speakers' loyalty.

3.2.4 Summary of Results

The analyses of the participants' ratings of loyalty by motivation, their perception of the role of language in defining identity, and their self-rating of loyalty revealed no significant main effects or interactions involving integrative motivation, instrumental motivation, language identity, and self-rating of loyalty. These findings suggest that these variables did not have an effect on how the participants rated the speakers' loyalty.

3.3 Analysis of Background Variables

It was possible that in addition to these variables discussed above, some of the demographic variables such as age, gender, grade point average (GPA), and length of stay in Canada may also have had an effect on the participants' perception of the relationship between accent and ethnic group loyalty. In order to determine if this was the case, these four variables were entered as predictors of the participants' loyalty ratings in a step-wise multiple regression analysis. Only gender and age accounted for a small but significant proportion of variance in the participants' loyalty ratings. These analyses suggested that age and gender may determine judgments of loyalty at least for some speakers in some experimental conditions.

Table 2

Summary of Step-Wise Regression Analyses for Gender and Age

Speaker	Variable	B	SE B	β	F	df
Moderately Accented	Age	.008	.025	.42*	10.78	1,52
Heavily Accented	Gender	.45	.18	.33*	6.17	1,50

* $p < .05$.**3.3.1 Gender**

To determine whether gender had an effect on how the participants viewed the relationship between accent and speaker loyalty, the participants' ratings of loyalty ($n = 52$) were submitted to a three-way repeated-measures ANOVA. In this analysis, GENDER served as a between-subjects factor. In this analysis, GUISE (English, Chinese, double guise), and PROFICIENCY (heavily accented, moderately accented, and non-accented) served as within-subjects factors. This analysis yielded a significant guise x gender interaction, $F(2, 100) = 3.54, p < .05$, but no main effect of gender. An analysis of the significant guise x gender interaction ($\alpha = .017$) revealed that female participants were more likely to give higher ratings of loyalty than male participants when speakers were presented in the English guise.

Figure 4 shows the result of the post hoc analysis of the significant guise x gender interaction in the participants' responses to the English guises.

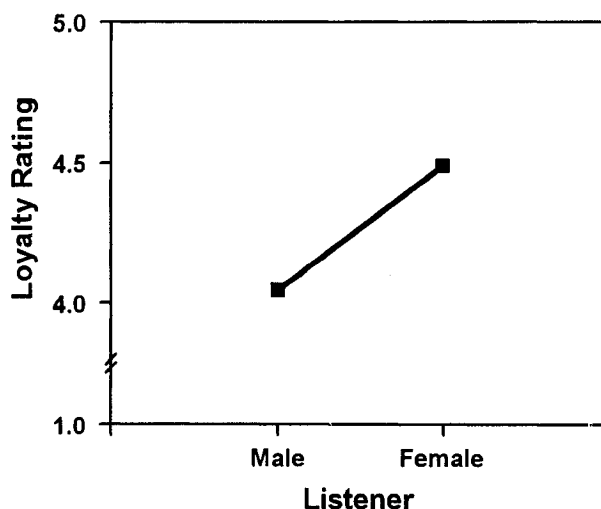


Figure 4. Mean loyalty ratings of the English guises of the female and male listeners.

The figure shows that when the participants heard the speakers in their English guise, the female participants rated the speakers higher on loyalty than the male participants. This suggested that the participants' gender had an effect on how they rated the speakers' loyalty.

3.3.2 Age

In order to determine whether or not the participants' age had an effect on how they rated the relationship between accent and speaker loyalty, the participants' ratings of loyalty ($n = 52$) were also submitted to a three-way repeated-measures ANOVA. In this analysis, AGE served as a between-subjects factor. The participants were divided into two groups: younger participants (age range: 19-27) and older participants (age range: 28-40). In this analysis, GUISE (English, Chinese, double guise), and PROFICIENCY (heavily accented, moderately accented, and non-accented) served as within-subjects factors. This analysis did not yield a main effect of age. However, there was a significant guise x proficiency x age interaction, $F(4, 200) = 2.80, p < .05$. This interaction was explored within the English guise condition in a two-way repeated-measures ANOVA. In

this analysis, AGE (19-27, 28-40) and PROFICIENCY (heavily accented, moderately accented, and non-accented) served as within-subjects factors. This analysis did not yield a main effect of age nor a significant age x proficiency interaction. These results suggested that, at least for the participants within these two age ranges, participants' age did not affect how they rated the speakers' loyalty in the English guise.

3.3.3 Summary of Results

When age, gender, GPA, and length of stay in Canada were entered as predictors in a step-wise multiple regression analysis, the analysis only yielded a significant effect of age and gender. A three-way repeated-measures ANOVA on gender yielded a significant guise x gender interaction. When this interaction was explored, it was found that female participants were more likely to give higher ratings of loyalty than male participants when speakers were presented in the English guise. Similar analyses of age as a factor yielded no significant differences in participants' loyalty ratings. Apparently, the participants' age did not seem to influence their ratings of the speakers' loyalty.

3.4 Analysis of Personality Traits

Although the personality of the speakers selected for the stimulus tapes had been rated to be similar by the Chinese judges in the pilot test, it was possible that the Chinese participants in this study did not perceive these speakers to be similar to each other with regards to their personality. If this was indeed the case, then perhaps these differences in the participants' ratings of the speakers' personality may have accounted for the participants' ratings of the speakers' loyalty, leadership, and membership qualities. The participants rated each of the speakers on the four following personality traits: (1) compassion, (2) intelligence, (3) trustworthiness, and (4) ambition. These ratings were

analyzed in order to determine if there were differences in the participants' ratings of the speakers' personality when the speakers were presented in different guises.

3.4.1 Compassion

The participants' ratings of the speakers' compassion ($n = 52$) were submitted to a two-way repeated-measures ANOVA to determine whether compassion played a significant role in the participants' perceptions of the relationship between loyalty and accentedness. In this analysis, GUISE (English, Chinese, double guise) and PROFICIENCY (heavily accented, moderately accented, and non-accented) served as within-subjects factors. This analysis yielded a significant main effect of proficiency, $F(2, 102) = 16.54, p < .001$, and a significant guise x proficiency interaction, $F(4, 204) = 2.39, p < .05$. An analysis of the significant guise x proficiency interaction ($\alpha = .006$) revealed that the non-accented (fluent) speaker was rated as being statistically significantly more compassionate than the heavily accented speaker when the speakers were presented in the English guise. This analysis also revealed that the moderately accented speaker was rated as being statistically significantly less compassionate than both the non-accented and the heavily accented speakers when they were presented in the Chinese guise.

3.4.2 Intelligence

The participants' ratings of the speakers' intelligence ($n = 52$) were submitted to a two-way repeated-measures ANOVA to determine whether intelligence played a role in the participants' perceptions of speaker loyalty and accent. In this analysis, GUISE (English, Chinese, double guise) and PROFICIENCY (heavily accented, moderately accented, and non-accented) served as within-subjects factors. This analysis yielded a

significant main effect of guise, $F(2, 102) = 5.90, p < .005$, and proficiency, $F(2, 102) = 115.11, p < .001$, and a significant guise x proficiency interaction, $F(4, 204) = 6.77, p < .001$. An analysis of the significant guise x proficiency interaction revealed that the non-accented (fluent) speaker was rated to be statistically significantly more intelligent than the other two speakers when they were heard in the English guise. When the speakers were heard in the Chinese guise, this analysis revealed that the moderately accented speaker was rated as being statistically significantly less intelligent than both the non-accented and the heavily accented speakers.

3.4.3 Trustworthiness

The participants' ratings of the speakers' trustworthiness ($n = 52$) were submitted to a two-way repeated-measures ANOVA to determine whether this personality trait affected the participants' perceptions of the relationship between speaker loyalty and accent. In this analysis, GUISE (English, Chinese, double guise) and PROFICIENCY (heavily accented, moderately accented, and non-accented) served as within-subjects factors. This analysis yielded a significant main effect of guise, $F(2, 102) = 4.02, p < .025$, and proficiency, $F(2, 102) = 34.40, p < .001$, and a significant guise x proficiency interaction, $F(4, 204) = 2.37, p < .05$. The result of the post hoc analysis of the significant guise x proficiency interaction in the participants' responses to the English guises is illustrated in Figure 5 below.

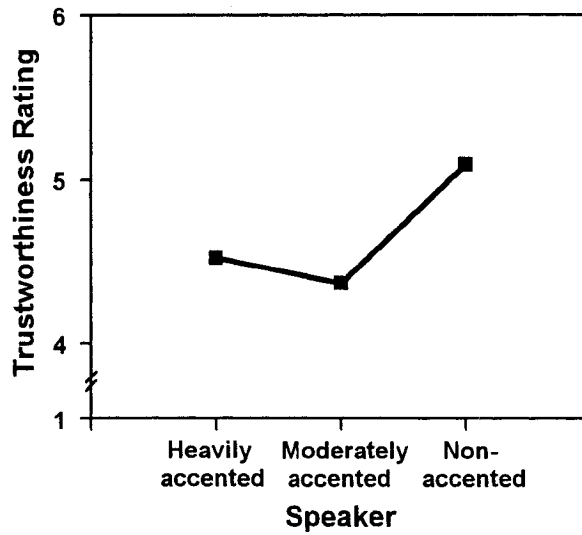


Figure 5. Mean trustworthiness rating of the English guises of the heavily, moderately, and non-accented speakers.

This figure shows that when the participants heard the speakers in their English guise, they rated the non-accented speaker as being statistically significantly more trustworthy than the other two speakers. The same pattern of results was obtained for ambition, intelligence, and compassion ratings.

Figure 6 shows the result of the post hoc analysis on the participants' responses to the Chinese guises.

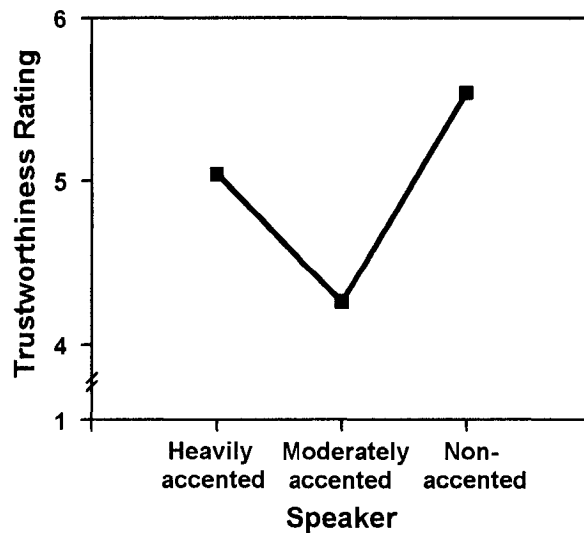


Figure 6. Mean trustworthiness rating of the Chinese guises of the heavily, moderately, and non-accented speakers.

The figure shows that when the participants speakers heard the speakers in their Chinese guise, they rated the moderately accented speaker as being statistically significantly less trustworthy than both the non-accented and the heavily accented speakers. The same pattern of results was obtained for ambition, intelligence, and compassion ratings.

3.4.4 Ambition

The participants' ratings of the speakers' ambition ($n = 52$) were submitted to a two-way repeated-measures ANOVA to determine whether this affected the participants' perceptions of the relationship between speaker loyalty and accent. In this analysis, GUISE (English, Chinese, double guise) and PROFICIENCY (heavily accented, moderately accented, and non-accented) served as within-subjects factors. This analysis yielded a significant main effect of guise, $F(2, 102) = 10.62, p < .001$, and proficiency,

$F(2, 102) = 127.53, p < .001$, but no significant guise x proficiency interaction. An analysis of the significant main effect of guise revealed that the non-accented speaker was rated as being statistically significantly more ambitious than the other two speakers when they were heard in the English guise. When the speakers were heard in the Chinese guise, this analysis revealed that the moderately accented speaker was rated as being statistically significantly less ambitious than both the non-accented and the heavily accented speakers.

3.4.5 Personality Traits and Loyalty

It is possible that the participants' ratings of the speakers' personality may have accounted for the participants' ratings of the speakers' loyalty. To determine if there was a relationship between the participants' ratings of the speakers' loyalty and their personality traits, these ratings were submitted to Spearman rank-order correlation analyses. The results of these analyses revealed that there were significant correlations between loyalty ratings for the heavily accented speaker and the three personality trait ratings: compassion ($r = .46, p < .001$), intelligence ($r = .46, p < .001$), and trustworthiness ($r = .60, p < .001$). These results suggested that there was a relationship between the participants' ratings of the speaker's loyalty and his personality traits, at least for the heavily accented speaker. More specifically, the more compassionate, intelligent, and trustworthy the speaker was perceived to be, the more loyal was his rating (or vice versa). The fact that this correlation only appeared for the heavily accented speaker suggested that it loses importance as the accent of the speakers becomes more nativelike.

3.4.6 Summary of Results

The analysis of whether the personality traits attributed to the speakers affected the participants' perceptions of the relationship between accent and loyalty yielded

significant findings. The non-accented speaker was rated to be more intelligent, trustworthy, and ambitious than the moderately accented and the heavily accented speakers when he was heard in the English guise. When the speakers were heard in the Chinese guise, the moderately accented speaker was rated as being less compassionate, intelligent, trustworthy, and ambitious than the other two speakers. These findings suggested that non-accented speakers who were perceived as being monolingual English speakers (i.e., in the English guise) were rated higher on both status (i.e., intelligence and ambition) and solidarity traits (i.e., compassion and trustworthiness) than less proficient speakers. The moderately accented speaker was rated to have less desirable personality traits than the other two speakers in the Chinese guise. This suggested that there was some feature in the Chinese pronunciation of the moderately accented speaker that caused the participants to downgrade his personality and, as the results of the loyalty ratings suggested, his loyalty as well. Finally, significant correlations between loyalty ratings for the heavily accented speaker and the personality trait ratings of compassion, intelligence, and trustworthiness suggested that the more compassionate, intelligent, and trustworthy that speaker was perceived to be, the more loyal was his rating as well (or vice versa).

3.5 The Behavioral Manifestations

The second objective of the present study was to determine what the behavioral manifestations of the relationship between accent and ethnic group loyalty are if in fact the findings demonstrate that this relationship occurs in a non-conflictual situation. The third objective of this study was to examine whether the participants' motivation, language identity, and self-rating of loyalty would have an effect on their choices of speakers as leaders and members.

3.5.1 Speakers as Leaders

The participants' ($n = 52$) reactions to the speakers' English only guises on the leadership scales were submitted to a two-way repeated measures ANOVA in order to determine whether the participants were more or less likely to choose the non-accented, moderately accented, and heavily accented speakers as leaders in the intragroup or extragroup situation. Only the reactions toward the speakers' English guises were used because it was of interest in this study to determine how the speakers' accent in English influenced the participants' ratings.

In this analysis, SITUATION (intragroup and extragroup) and PROFICIENCY (heavily accented, moderately accented, and non-accented) served as within-subjects factors. This analysis yielded a main effect of proficiency, $F(2, 102) = 70.03, p < .001$, and a significant situation x proficiency interaction, $F(2, 102) = 4.15, p < .025$. Greater exploration of the significant situation x proficiency interaction revealed that the non-accented speaker was more likely to be chosen as a leader than the other two speakers in both the intragroup and extragroup situations. The result of the post hoc analysis of the significant interaction in the participants' responses towards the English guises in the extragroup situation is illustrated in Figure 7 below.

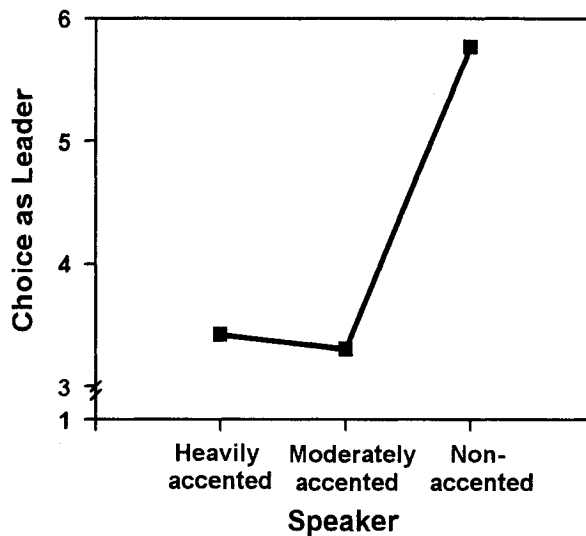


Figure 7. Mean ratings for the choice of speakers as leaders in the extragroup situation (English guise).

Figure 7 shows that the non-accented speaker was more likely to be chosen as a leader than the other two speakers in the extragroup situation.

3.5.2 The Effects of Motivation, Language Identity, and Loyalty

3.5.3 Motivation

In order to determine whether the participants' integrative and instrumental motivation had an effect on which speakers they chose as leaders of a group in the intragroup and extragroup situations, their reactions to the speakers' English only guises on the leadership scales were subjected to a three-way repeated measures ANOVA. In this analysis, SITUATION (intragroup and extragroup) and PROFICIENCY (heavily accented, moderately accented, and non-accented) served as within-subjects factors and the raters' MOTIVATION (high and low self-rating of motivation) served as a between-subjects factor. These analyses yielded no main effect of motivation and no interactions involving motivation. This suggested that motivation had no effect on which speakers the participants chose as leaders in both the intragroup and extragroup situations.

3.5.4 Analysis of the Role of Language in Defining Identity

The participants' ratings of the English guises on the leadership scales were submitted again to a three-way repeated measures ANOVA in order to determine whether the participants' perception of the role of language in defining identity had an effect on their choice of a leader of a group in the intragroup and extragroup situations. In this analysis, SITUATION (intragroup and extragroup) and PROFICIENCY (heavily accented, moderately accented, and non-accented) served as within-subjects factors and the participants' PERCEPTION OF LANGUAGE IN DEFINING IDENTITY (high and low role for language in defining identity) served as a between-subjects factor. This analysis yielded a significant proficiency x language identity interaction, $F(2, 100) = 3.60, p < .05$, but no significant main effect of the role of language in defining identity and no other interactions involving this role was found. When the significant proficiency x language interaction was explored ($\alpha = .017$), the effect of this variable failed to reach statistical significance. This suggested that this variable did not seem to influence the participants' choice of speakers as leaders.

3.5.5 Self-rating of Loyalty

In order to determine whether the participants' self-rating of loyalty had an effect on which speakers they chose as leaders of a group in the intragroup and extragroup situations, their reactions toward the speakers' English guise on the leadership scales were submitted to a three-way repeated measures ANOVA. In this analysis, SITUATION (intragroup and extragroup) and PROFICIENCY (heavily accented, moderately accented, and non-accented) served as within-subjects factors and the raters' OWN JUDGMENT OF LOYALTY (high and low self-rating of loyalty) served as a between-subjects factor.

This analysis yielded no main effect of the raters' own judgments of loyalty and no interactions involving their own judgments of loyalty. This suggested that the self-rating of loyalty had no effect on which speakers the participants chose as leaders in both the intragroup and the extragroup situations.

3.5.6 Background Variables

Earlier it was found that gender had a significant effect on raters' judgments of loyalty. This suggested that this variable may also mediate the relationship between the raters' choice of speakers as leaders and the perception of their loyalty.

In order to determine whether the participants' gender had an effect on the speakers' choice of a leader of a group in the intragroup and extragroup situations, their ratings of the speakers' English only guises on the leadership scales were submitted to a two-way repeated measures ANOVA. This analysis yielded a significant situation x gender interaction, $F(1, 50) = 4.33, p < .05$, but no significant main effect of gender. When the significant situation x gender interaction was explored using Bonferroni tests ($\alpha = .008$), the effect of gender failed to reach statistical significance. This suggested that gender had no effect on the participants' choice of speakers as leaders in both the intragroup and extragroup situations.

3.5.7 Analysis of Membership

The participants' ratings of membership ($n = 52$) were submitted to a one-way repeated measures ANOVA in order to determine if the participants were more or less likely to choose the non-accented, moderately accented, and heavily accented speakers as members in the extragroup situation. Only the data for the extragroup situation were used because the question prompt for the intragroup situation upon closer inspection did not

fully represent the intended intragroup situation. In this analysis, PROFICIENCY (heavily accented, moderately accented, and non-accented) served as a within-subjects factor. This analysis yielded a significant main effect of proficiency, $F(2, 166) = 54.87, p < .001$. When this main effect was explored, the non-accented speaker was more likely to be chosen as a member in the extragroup situation than both the moderately and heavily accented speakers.

3.5.8 Summary of Results

In terms of leadership, the findings revealed that the non-accented speaker was more likely to be chosen as a leader than the other two speakers in both the intragroup and extragroup situations. When the effects of motivation, language identity, self-rated loyalty, and gender on the choice of a leader in both situations was explored, it was found that none of these factors had an influence on the choice of speakers as leaders in either of the two situations. With regards to membership, the non-accented speaker was more likely to be chosen as a member in the extragroup situation than both the moderately and heavily accented speakers. Taken together, these findings suggested that efficiency (defined here as the listeners' desire to choose the non-accented, fluent L2 speaker as both a leader and a member of a group) might have been deemed more important for the participants than ethnic identification.

4 Discussion

4.1 The Relationship Between Accent and Ethnic Group Loyalty

It was predicted that there might not be a relationship between perceived accent and perceived ethnic group loyalty in a non-conflictual situation since English might be rated more highly as a symbol of power, status, and intelligence for the Chinese than as a factor to be considered in ethnic identification. However, it was also considered a possibility that the same type of relationship between accent and ethnic group loyalty holds for the Chinese as for the other cultural groups that were described in the literature review. The findings revealed that a relationship does exist between accent and ethnic group loyalty when there is no conflict between the two cultural groups (i.e. Chinese and Anglophones) being investigated.

4.1.1 Discussion of Findings

The non-accented speaker was rated lower on loyalty in the English guise than the moderately accented and heavily accented speakers. This means that the proficient speaker was perceived as being less loyal to the Chinese group than their moderately accented and heavily accented counterparts. These findings suggest that, similarly to Gatbonton's (1975) study with French Canadians, second language accent may be a symbol of ethnic identity for the Chinese. That the relationship was found even when the groups involved were not in a conflictual situation suggests that the relationship between perceived second language accent and perceived ethnic group loyalty may be a stable one. Therefore, it needs to be considered in language learning situations since it can influence learning outcomes. For example, learners' accents in their second language may be affected by this relationship. Learners may make their accent in their L2 heavier in order to demonstrate their loyalty to their ethnic group. The effect of this relationship on

proficiency in a second language will be discussed in the pedagogical implications section.

It is interesting to note that the moderately accented speaker was rated lower on perceived loyalty than the other two speakers when he was heard in his Chinese guise. This finding was not expected because the three speakers were chosen for the stimulus tapes precisely because they were pre-judged to have more or less similar personality ratings by Chinese raters. Close examination of the speakers' Chinese voices indicate that the most proficient speaker spoke a standard dialect of Mandarin. He used to be a radio announcer in Beijing. In contrast, the moderately accented speaker spoke a dialect that was less standard. It is thus possible that when the participants listened to the Chinese guise, they were partially basing their judgment of loyalty on how closely the Chinese accent of the speakers resembled standard Mandarin. It seems that the closer the pronunciation was to standard Mandarin, the more loyal the speaker was considered to his ethnic group in the Chinese guise condition. However, this finding does not obscure the finding of the study, namely, that a clear relationship exists between accent and ethnic group loyalty. There was a consensus among the participants that the more accented in English the speaker was, the more loyal he was perceived to be to the Chinese group.

4.2 The Effects of Motivation, Role of Language in Defining Identity, Loyalty, and Gender

Contrary to predictions, the participants' motivation, their perception of the role of language in defining identity, and their self-rated loyalty had no effect on how they rated the speakers' loyalty. The only variable that had an effect on this relationship was gender. It was found that female participants were more likely to give higher ratings of loyalty than male participants when speakers were presented in the English guise.

Perhaps females rated the speakers higher on loyalty than males because China is a male dominated society, so women may tend to ascribe positive traits including loyalty to men. In China, men have higher status than women. Men occupy a majority of high ranking positions and are considered to be the head of the family. Women are taught to respect their fathers and husbands. It is possible that females from China have a high opinion of Chinese men because of this socialization process. This would explain why the female participants in this study rated all of the speakers higher on loyalty than the male participants. It is also possible that females from China are simply more generous in their loyalty ratings than males.

4.3 The Effects of Personality Traits

The participants' ratings of the speakers' compassion, intelligence, trustworthiness, and ambition were analyzed in order to measure the effect of these factors on their ratings of the speakers' loyalty. The findings revealed that the non-accented speaker was rated as being more compassionate, more intelligent, more trustworthy, and more ambitious than both the moderately accented and heavily accented speakers when heard speaking English. When heard speaking Chinese, the heavily accented and the non-accented speakers were seen to be similarly compassionate, intelligent, trustworthy and ambitious. The moderately accented speaker, on the other hand, was rated to have less of these traits.

4.3.1 Discussion of Findings

That the proficient speaker was perceived more positively on both solidarity (i.e., compassion and trustworthiness) and status (i.e., intelligence and ambition) traits than the moderately accented and heavily accented speakers can be interpreted to mean that the Chinese participants value highly the attainment of proficiency in English. That the

proficient speakers who were seen to be less loyal to their ethnic group were also seen more positively than their less fluent counterparts on both the status and solidarity personality scales is very interesting. Normally, when group identity is involved, speakers who are seen to be less loyal are downgraded on solidarity measures. Although they may be rated high on solidarity factors, one way to interpret the findings here is to suggest that the value of English as a symbol of high achievement and status was higher for this group than its value as a symbol of a less loyal member of the group. Thus, the proficient speaker may be seen as less loyal. Nevertheless, he achieved a level of achievement in a second language that the group admired. This suggests that the relationship between second language accent and ethnic group identity is more complex than it first appears to be. Another interpretation of this finding is that loyalty as measured by the scales used in this study and the four personality traits outlined above are two different constructs. One can be seen to be less loyal to the group but still be admired and held in high esteem.

4.4 The Behavioral Manifestations

It was predicted that the participants would rate the most proficient Chinese L2 speaker of English as being an excellent leader and member of a group in both the intragroup and extragroup situations if English is a symbol of status, power, and intelligence for them. The intragroup situation is defined as one in which members from the same ethnic group are participating in the same project. The extragroup situation is one in which members from two ethnic groups, one of which is the target language group, are working together. This prediction was supported by the findings which revealed that the most proficient speaker was chosen as a leader in both situations above the moderately accented and heavily accented speakers. The findings also demonstrated that the non-accented speaker was chosen as a member of the extragroup situation above

the moderately accented and heavily accented speakers. It was predicted that the participants with a relatively high level of motivation would choose the most proficient speaker as a leader and member in both situations above the moderately accented and heavily accented speakers. It was predicted that the participants with a relatively high level of language identity would be less willing to choose a proficient speaker as a leader and member in both situations than participants with a relatively low level of language identity. Finally, it was predicted that the participants with a relatively high level of self-rated loyalty would choose the most proficient speaker as a leader and member in both situations above the moderately accented and heavily accented speakers. It is interesting to note that the participants' motivation, language identity, and self-rating of loyalty did not have an effect on which speakers they chose as leaders in both situations and members in the extragroup situation. Although gender had an effect on the participants' ratings of the speakers' loyalty, it did not have an effect on their choices of speakers as leaders in both situations and members in the extragroup situation.

These findings are different from Gatbonton's (1975) findings in the following way. In Gatbonton's (1975) study, the nationalistic participants preferred the moderately accented and heavily accented speakers over the non-accented speakers as leaders in the intragroup situation. Gatbonton (1975) suggested that for the nationalistic participants, ethnic identification was more important than efficiency in the intragroup situation. In this study, it appears that efficiency is more important to the participants than ethnic identification in both the intragroup and extragroup situations. Perhaps this is due to the fact that the Chinese do not feel that their culture is under threat by the Anglophones in the same way that the French Canadians do. Since the Chinese do not feel threatened by Anglophones and are not in conflict with them, they do not have as strong a need as the

French Canadians or the Welsh to represent their ethnic identity through their accent. Examples of other dimensions of ethnic identity besides language are skin color, cultural background, geographical region, and religion (Giles, Taylor, & Bourhis, 1977a). Language was the most important dimension of ethnic identity for French Canadians (Taylor, Bassili, & Aboud, 1973) and the Welsh (Giles, Bourhis, & Taylor, 1977a). Khleif (1979) asserted that “without the language, the non-Welsh-speaking person in his heart of hearts faces a dilemma: he is a Welshman without having much Welshness” (p. 71). It may be that since the Chinese are a visible minority by virtue of their physical appearance unlike the French Canadians and the Welsh, they feel that they do not need the added ethnic identification provided by accent to be a part of the Chinese community.

5 Implications and Conclusions

5.1 Scholarship

This study explored the issue of whether or not a relationship exists between perceived second language accent and perceived ethnic group loyalty when there is no conflict between the cultural group of the L2 learners and the cultural group of the people who speak the target language. Although a relationship has been found between accent and ethnic group loyalty when the two groups are in conflict (Gatbonton, 1975), the situation when the groups are not in conflict had never been investigated before. The finding that this relationship does exist even when groups are not in conflict, implied that this relationship may be very stable.

In addition, the effects of motivation, language identity, and self-rating of loyalty on participants' behavioral choices based on the relationship between perceived accent and perceived ethnic group loyalty had not been previously examined. The finding that regardless of the type of motivation or participants' self-rated degree of motivation, loyalty, and language identity, a relationship existed between accent and ethnic group loyalty, was further proof of the stability of this relationship. This study has shed light on these particular issues and therefore represents a contribution to scholarship.

5.2 Pedagogical

The finding that native Chinese listeners rated a proficient speaker of English to be less loyal towards the Chinese as a group, implied that the relationship between accent and ethnic group loyalty is a stable one. Therefore, it needs to be taken into account in second language learning situations. Teachers of second and/or foreign languages as well as researchers will need to be made aware that second language learners' accents may be

determined by this relationship and do not necessarily result from their inability to produce a nativelike accent. If we include accent as a measure of proficiency and assume that the more nativelike one's accent is in a second language, the more proficient that speaker is, then the relationship between perceived accent and perceived ethnic group loyalty could have an effect on second language proficiency. For example, it may be possible that Chinese students will speak English with a heavier Chinese accent when speaking with other Chinese than with Anglophones in order to be accepted by their Chinese peers or in order to be perceived as being loyal to the Chinese group. It may even be possible that Chinese students choose to speak with a heavier Chinese accent with everyone in order to be perceived as being true and loyal Chinese. These speakers may therefore be perceived as being less proficient than speakers with a lighter accent.

One way to counteract the negative consequences of the relationship between perceived accent and perceived ethnic group loyalty described above is by creating teaching materials that are sensitive to ethnic group loyalty as a factor. Materials should help to create an atmosphere of inclusion in the classroom of all cultural backgrounds and reduce any threat that learners may feel towards their cultural identity. For example, in a language learning textbook, graphics should depict all cultural backgrounds equally. It could be culturally threatening to Chinese learners, for example, to be depicted in textbooks in inferior status roles as compared to caucasians. This element of cultural threat could cause Chinese learners in the classroom to make their Chinese accent heavier in order to emphasize their ethnic identity and demonstrate that they are proud of it. In addition to using culturally sensitive materials, language teachers should emphasize the

importance of clear pronunciation in getting one's message across. This may help to increase learners' instrumental and integrative motivation to improve their pronunciation.

Hinenoya and Gatbonton (1997) noted that because the Japanese are a collectivistic society, they are expected to conform to their home group. "Individualism is defined as a situation in which people are supposed to look after themselves and their immediate family only, whereas its opposite pole, Collectivism, is defined as a situation in which people belong to in-groups or collectivities which are supposed to look after them in exchange for loyalty" (Hofstede & Bond, 1984, p.419). One of the ways in which Japanese learners of English who have studied English abroad conform to their home group is by "... adopting the accented pronunciation of English that most Japanese use" (Hinenoya & Gatbonton, 1997, p. 28) when they return to Japan. This is an example of convergence which is part of Giles' (1973) theory of speech accommodation. According to this theory, people will adjust their speech styles in order to express attitudes, intentions, and values towards others. Giles (1973) suggests that speakers shift their speech style towards an interlocutor to communicate social approval of him/her. They shift their speech style away from an interlocutor to express disapproval, demonstrating divergence. Convergence is a shift in speech style towards an interlocutor whereas divergence is a shift in speech style away from an interlocutor, demonstrating divergence. Thakerar, Giles, and Cheshire (1982) define convergence and divergence in the following way:

"Convergence has been defined as a linguistic strategy whereby individuals adapt to each other's speech by means of a wide range of linguistic features including speech rates, pause and utterance lengths, pronunciation, etc. ... whereas divergence refers to the manner in which speakers accentuate vocal differences between themselves and others" (p. 207).

While language convergence is a way for the speaker to appear more similar to the interlocutor, language divergence is a way for him to “...assert his cultural identity and to distinguish himself from his interlocutor” (Hamers & Blanc, p. 243). An example of language divergence occurred in the Welsh study (Giles & Bourhis, 1977) when the participants broadened their Welsh accent in order to assert their Welsh identity when their identity was threatened.

Being aware of these possibilities may help teachers to gain an understanding of why changing their students' accent may be such a challenge and therefore may reduce their anxiety vis-à-vis this particular aspect of language teaching.

5.3 Limitations

The limitations of this research are that the participants' responses were elicited only by questionnaires. Interviews and observation of actual behavior of the participants towards Chinese speakers of English with a light, moderate, and heavy accent could increase the validity of the participants' responses. One of the limitations of questionnaires is that it is difficult to know how participants interpret the meaning of questions or statements. Perhaps some participants interpreted the questions in a different way than was intended by the researcher.

Another limitation of questionnaires that Burgess and Etherington (2002) mentioned is the response effect where participants give "... replies which are not accurate representations of their actual attitudes, but are calculated to present a favorable impression to the researcher" (p. 449). However, the matched-guise technique used in this study does counteract the response effect in the sense that it probes the listeners' attitudes towards the speakers indirectly.

A third group of limitations of the present study concerns generalizability. Due to the fact that the participants were all from mainland China, it is not possible to generalize the results to Chinese who were born in other regions of China like Hong Kong and Macau, and countries such as Taiwan, Singapore, and Malaysia.

A fourth limitation of this study is a lack of homogeneity among the participants and speakers. The participants' level of proficiency in English was not assessed. Individual differences in proficiency may have had an effect on the participants' ratings of the speakers' loyalty and leadership qualities. For example, it is possible that those participants whose level of proficiency in English was relatively low envied the proficient speakers of English and therefore attributed negative traits to them. They may have rated

these speakers as being less loyal to the Chinese community and poor leaders as a result of their jealousy towards them.

Also, another limitation was the difference between the proficiency level of the moderately accented and heavily accented speaker. Although the difference was significant, it may have been too small in this study. The speakers should be equated on their pronunciation of Mandarin to a greater extent than was done in this study. The speakers were all from Northern China, but some of them spoke dialects of Chinese besides the standard Mandarin which everyone studied at school. These dialects may have altered their pronunciation of Mandarin. Therefore, it is possible that not all of the participants pronounced words in Mandarin in exactly the same way. The participants may have picked up on these slight differences in pronunciation and perhaps those speakers whose accents in Chinese were not perfectly representative of standard Mandarin were attributed negative traits as a result of their Chinese accent. They may have been rated as being less loyal and poor leaders/members due to their less than perfect pronunciation of standard Mandarin.

A fifth limitation is that due to problems with wording in the membership intragroup situation on the questionnaire, the data obtained on responses to this situation could not be interpreted. Despite the limitations mentioned above, this study did serve to establish that a relationship exists between perceived ethnic group loyalty and perceived accent when there is no conflict between the groups being studied.

5.4 Directions for Future Research

It is also possible that other factors which have not yet been considered such as individualism and collectivism may affect the relationship between perceived accent and perceived ethnic group loyalty. A substantial difference between the Chinese and

Westerners which should be taken into account is their degree of individualism. The Chinese are extremely collectivistic whereas western cultures tend to be more individualistic. Does this mean that the Chinese participants in this study would be more likely to direct their loyalty towards their own ethnic group than towards the ethnic groups which consist of native speakers of English? Hofstede (1980) classified the Chinese as being highly collectivistic. Hofstede (1980) assigned a country individualism index value to 40 different countries. Venezuela received the lowest value (12) and the U.S.A. received the highest value (91). A low value signified collectivism and a high one stood for individualism. Canada with a score of 80 was rated the fourth most individualistic country after the U.S.A. (91), Australia (90), and Great Britain (89). It is possible that a relationship may exist between the level of collectivism of a participant and the level of collectivism of the speaker that he/she would choose as a leader. Assuming that the Chinese as an ethnic group are collectivistic, it may be that they would prefer a collectivistic leader to an individualistic one. It would be interesting to see whether or not the Canadian group has become more individualistic than the group living in China due to the fact that they have been living in Canada for some time. This could occur because Canada is considered an individualistic country. This possibility may be explored in future studies.

Gatbonton (1975) examined how the ethnic group affiliation of participants affects which speakers they are willing to accept as leaders and members in intragroup and extragroup situations. This study investigated whether the degree or type of motivation, degree of loyalty, and having Chinese as a core value of ethnic identity would affect the participants' decisions in terms of which speakers they chose as leaders and members in social situations. Again, it is possible that other factors not yet considered

such as ethnocentrism may affect their choices. According to Forbes (1985), "... the ethnocentric person identifies himself with particular groups within the nation – regional, religious, racial, class, or ethnic groups, depending upon circumstances – and rejects all other citizens as aliens" (p. 24). Giles (1972) found that less ethnocentric participants perceive fewer differences in status and competence between standard and nonstandard speakers of English than the more ethnocentric participants. Hinenoya and Gatbonton (1997) found a negative correlation between Japanese ethnocentrism, interpreted in their study as "... distinctions emphasizing a feeling of uniqueness or separateness from the rest of the people in the world" (p. 20) and proficiency. The study consisted of three groups: mothers of children attending a Japanese school in Montreal, Japanese students who were studying English at a language institute and universities in Montreal, and Japanese students who were studying subjects other than English at a local English university. The correlation was only significant for the group of university students who were studying subjects besides English. Since the Chinese are also known to be very ethnocentric (Bond, 1986), the relationship between ethnocentrism and target language proficiency could be explored in future studies on the Chinese. Since the Japanese are also ethnocentric (Hinenoya & Gatbonton, 1997), perhaps the Chinese could be compared to the Japanese with regards to their respective levels of ethnocentrism and its effect on their choices of speakers as leaders and members.

In terms of the relationship that was found to exist between the participants' gender and their ratings of the speakers' loyalty, it would be of interest to see how participants from China and other male-dominated societies would rate female speakers on loyalty. Male-dominated societies could also be compared to societies in which females and males are considered equal such as North America and Britain.

In this study, the participants were seen to value efficiency over ethnic identification when they chose proficient speakers as leaders and members in the extragroup situation. Taking into account that a non-conflictual situation was explored in this study, it would be of interest in a future study of a non-conflictual situation to examine whether participants would choose ethnic identification over efficiency or vice-versa in a situation when their culture is threatened such as in the study of the Welsh conducted by Giles and Bourhis (1977).

In future replications of the study, it would also be helpful to explore the research questions in learners from other cultures that are in non-conflictual relationships with the target language group such as the Japanese learning English to see if the same results would obtain in terms of the relationship between ethnic group loyalty and accent. This would be an added confirmation of the stability of this relationship.

Additional data that could be gathered in a future replication of this study is the participants' level of proficiency in their second language. It would be interesting to correlate the participants' level of proficiency with their perception of the speakers' ethnic group loyalty. Perhaps those participants who are more proficient would perceive a proficient speaker as being more loyal than the less proficient participants.

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Appendix A

The Famous Author

A famous author had just finished another play and preparations were underway to present it at the local theatre. My father, who was at that time directing the play, thought he should seek the author's advice on the scenery, the costumes, and the lights. So he invited the author to assist in the preparations. The writer was happy to be asked. At the beginning he came to the studio only once in a while. But as work on the set got underway, he came more frequently. Soon he was there everyday, carefully watching the crew as they built the set. At first he offered his ideas only when my father asked him to, but before long he was giving advice without consulting anyone. Finally, he began directing the crew himself, relegating my father to that of an assistant. And it was clear that he was hard to please. He had definite ideas about everything. For example, he wanted the scene where the hero and heroine hold hands while watching the sunset to be spectacular. So he spared nothing to achieve this effect. He told the crew what to do and they worked hard to produce the effect he desired. On his instructions, they changed the curtains several times to get the right colour background for the sunset scene. He asked the light technicians to try different combinations. At his command, these workers took the red lights from the high ceiling and moved them to the wall. The crew projected them from the audience side and behind the stage. They shone the lights directly above the stage, under the ceiling, beneath the curtains, and over the stage. Sometimes he directed the crew to dim the lights. At other times, he asked them to shine the lights full blast. The crew took off the light covers and bared them. They wrapped them in cloth or hung them naked from the ceiling. They flooded the whole theatre with a soft light. They bathed the stage in a bright light. But nothing satisfied the author. A month later, during an unusually heavy and hectic rehearsal, he suddenly saw the effect he had dreamed of. "Hold that," he shouted to the men behind the stage. Leave the lights as they are. Don't touch them. Don't change them till I get there.

"I'm sorry, Sir" shouted the stage manager, running up the stage "but we can't do that!"

"Why not?" asked the author. "Why ever not?"

"Because the theatre is on fire sir. That's the effect you're seeing now".

Appendix B

The Famous Author (Chinese Version)

一位知名劇作家完成了又一部劇本，排演正在進行，準備在一家地方劇院上演。當時正在導演這場劇的我的父親覺得應該徵求劇作家在場景、服裝、燈光上的意見。於是，他邀請這位劇作家一起參加準備工作。劇作家欣然應允。起初，他祇偶然來排練房。但在裝備舞臺布景時，他來排練房就逐趨頻繁。不久，他就每天必到，仔細觀察工作人員制作場景。起初，他祇是在我父親問及時才發表意見，但沒多久他就不問自答，隨時提出意見。最後，他開始指手畫腳自行指揮工作人員，而把我父親則降為一位助手。

人們很快就發現凡事很難令他滿意。他對每件事的巨細都有自己特定的想法。在劇裏，有一個男主人公和女主人公觀看落日的鏡頭。這位劇作家希望這鏡頭起到刻骨銘心的效應，所以他決定不遺餘力爭取達到這個效果。他指揮劇組工作人員，他們也竭盡全力地工作，以期達到他所希望的效果。按他的要求，工作人員幾次三番調換帷幕，為的是求得與舞臺布景相配的背景顏色。劇作家還要求燈光設計師調試不同的燈光組合。在他的要求下，燈光工把紅色的燈從高高的天花板上取下，把他們移至牆上。舞臺工作人員從觀眾席和舞臺後投射燈光。燈光直射在舞臺上端，天花板下面，帷幕下面，及舞臺上面。有時這位劇作家要求工作人員把燈光轉暗，但有時他又要求他們把燈光搞得通亮。在這時，工作人員就取下燈罩，祇留燈泡，然後他們或用布把燈泡包起來，或直接將燈泡懸掛在天花板上，整個劇院柔光四泄，舞臺上燈光明亮。但這位劇作家怎麼也不滿意。

一個月以後，在進行一次特別繁重忙碌的彩排時，這位劇作家突然目睹了他夢寐以求的舞臺效果。他對舞臺後的工作人員大聲喊道：“等一下！就要這燈光。別動它。在我來之前別換燈光。”

“對不起，先生。我們不能這樣做！”舞臺監督邊朝舞臺跑來邊大聲喊道。

“為什麼？這究竟是為什麼？”劇作家問道。

“因為劇院起火了，先生。這正是你現在看到的效果。”

Appendix C
English Accentedness Scale

Questionnaire (Native English Judges)

Biographical Information

Age: _____ Gender: () Male () Female

Citizenship: _____ Canadian _____ American

_____ Other (Please specify.) _____

Birthplace (Please specify the town or city.)

Highest degree enrolled in: _____ Ph.D _____ M.A. _____ Bachelor's degree

Field of study: (e.g. Applied Linguistics)

Native language: _____ English _____ French

_____ Other (Please specify.) _____

Which language(s) are you most comfortable speaking?

Which language(s) are you most comfortable writing in?

Which language(s) were you taught in when you attended primary school?

Mother's native language: _____ Father's native language: _____

If you were not born in Canada, how long have you lived in Canada? _____

Fluency and Accent Questions

Please rate the speaker in terms of: (Put a check mark under ONE of the numbers 1 to 9)

Overall fluency	Not at all fluent	1	2	3	4	5	6	7	8	9	Extremely fluent
Clarity of message	Not at all clear	1	2	3	4	5	6	7	8	9	Extremely clear
Expressive ability	Has great difficulty expressing in English	1	2	3	4	5	6	7	8	9	Has no difficulty self expressing self in English at all
Pronunciation	Poor pronunciation	1	2	3	4	5	6	7	8	9	Excellent pronunciation
Accent	Heavily accented	1	2	3	4	5	6	7	8	9	Non-accented

Personality Scale

On a scale of 1 to 5, please indicate with a check mark in the appropriate space how well you think the following statements describe you.

1. This speaker has excellent leadership qualities.

I strongly disagree 1 2 3 4 5 I strongly agree

— — — — —

2. This speaker would be an excellent member of a group.

I strongly disagree 1 2 3 4 5 I strongly agree

— — — — —

Appendix D
Chinese Personality Scale

Questionnaire (Chinese Judges)

Biographical Information

Age: _____ Gender: () Male () Female

Birthplace (Please specify the town or city and province.)

Where did you grow up? (Please specify the town or city and province.)

Where did you get your post-secondary education? _____

Highest degree enrolled in: _____ Ph.D _____ M.A. _____ Bachelor's degree

Field of study: (e.g. engineering) _____

What is your mother tongue: Mandarin _____ Other: _____

What is your parents' mother tongue: _____

How long have you lived in Canada? _____ years _____ months

Personality Questions

After you have listened to the speaker, please indicate the impression that you have formed of him in terms of: (Put a check mark under ONE of the numbers 1 to 6).

Education	<p style="text-align: center;">1 2 3 4 5 6</p> Not at all educated <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> Extremely educated
Friendliness	<p style="text-align: center;">1 2 3 4 5 6</p> Not at all friendly <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> Extremely friendly
Success	<p style="text-align: center;">1 2 3 4 5 6</p> Not at all successful <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> Extremely successful
Honesty	<p style="text-align: center;">1 2 3 4 5 6</p> Not at all honest <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> Extremely honest
Ambition	<p style="text-align: center;">1 2 3 4 5 6</p> Not at all ambitious <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> Extremely ambitious
Reliability	<p style="text-align: center;">1 2 3 4 5 6</p> Not at all reliable <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> Extremely reliable
Intelligence	<p style="text-align: center;">1 2 3 4 5 6</p> Not at all intelligent <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> Extremely intelligent
Trustworthiness	<p style="text-align: center;">1 2 3 4 5 6</p> Not at all trustworthy <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> Extremely trustworthy
Efficacy	<p style="text-align: center;">1 2 3 4 5 6</p> Not at all effective <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> Extremely effective
Generosity	<p style="text-align: center;">1 2 3 4 5 6</p> Not at all generous <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> Extremely generous

Appendix E
The Questionnaires (Versions One and Two)

QUESTIONNAIRE A 1-1

1. Degree program enrolled in (e.g. B.B.A., Commerce, Engineering) _____
所學專業
2. Number of credits already completed in degree program (Do not include this Fall term.) _____
目前已經修到的學分數 (不包括今年秋季學期)
3. Most recent grade point average _____ Age: _____ Gender: () Male () Female
最新平均成績 年齡 性別 男 女
4. Native language(s): _____ Second language(s): _____
所說母語 所說第二語言
5. City/town of origin: _____ Province of origin: _____
出生城市/城鎮 出生省份
6. How long have you been in Canada? _____ years _____ months
您到加拿大多長時間 年 月
7. Are you registered in an ESL course right now? () Yes () No
If yes, what level: _____
您目前是否註冊學習ESL課程 是 不
要是註冊了, 請注明級別
8. What is your immigration status in Canada?
您在加拿大居留的身份
_____ Student visa _____ Landed immigrant
學生簽證 落地移民
_____ Canadian citizen _____ Other (Please specify.) _____
加拿大公民 其他 (請注明)
9. Are you planning on going back to live in China? () Yes () No
您是否計劃今后回中國 是 不
10. Indicate by circling a number in each scale below how strongly you agree or disagree with each of the following statements. Note that 1 means COMPLETELY DISAGREE; 4 means NEITHER AGREE NOR DISAGREE; 7 means AGREE COMPLETELY. The other numbers represent different degrees in between.

在1-7的選擇中, 圈上你對以下論斷的看法。說明: 1表示完全不同意; 4表示不同意也不反對; 7表示完全同意

- a. It is not necessary for Chinese communities to speak Chinese in order to preserve their culture and traditions.

華人社團間沒有必要講華語來保持中華的文化和傳統

1	2	3	4	5	6	7
Completely disagree			neither agree nor disagree			agree completely
完全不同意			不反對也不同意			完全同意

- b. A person of Chinese origin who no longer speaks Chinese can no longer claim to be a true Chinese.

有中華血統而不再講漢語的人不能算作真正的中國人

1	2	3	4	5	6	7
Completely disagree			neither agree nor disagree			agree completely
完全不同意			不反對也不同意			完全同意

2) Each statement below describes a possible reason for learning English. Please indicate by circling a number on each scale below how important each reason is to you for learning English. Please note that **1** means the reason is NOT IMPORTANT AT ALL; **7** means it is EXTREMELY IMPORTANT; **4** means it is NEITHER UNIMPORTANT NOR IMPORTANT. The rest of the numbers represent degrees between these points.

以下是一些有關英語學習目的的論斷。請根據您自己學習英語的體會，做出判斷。1 表示該理由不重要；7 表示該理由極其重要；4 表示該理由既不重要也不重要；其他介于它們之間。

Example:

- | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|--|---|---|--|---|---|--------------------------------|
| | Extremely
important
極其不重要 | | | Neither unimportant
nor important
既不重要也不重要 | | | Extremely
important
非常重要 |
| 1. | To be respected by my English-speaking colleagues and friends.
為了贏得講英語同事和朋友的尊敬 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | To blend better in Canadian society.
為了更好地融入加拿大社會 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | To improve my chances of finding a job in my profession if I decide to stay in North America.
為了將來一旦決定留在北美，能找到對口工作 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | To be able to complete the ESL requirements, pass the University Writing Test, and earn a degree.
以便能夠完成ESL課程學習，通過大學畢業寫作考試，最終獲得文憑 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | To have higher prestige and status in China if /and when I go back there.
為了將來回到中國有更好的發展優勢 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | To be able to work in joint ventures with Chinese and English speaking companies in China if/and when I go back there.
為了將來回到中國能夠到中外合資企業或英語公司工作 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | To get to know the English Canadian community better.
為了更好地了解加拿大社會 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. | To be able to advance quickly in my career once I am in the workforce.
以便將來找到工作后更好地發展 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3) Please indicate by circling a number below how well each of the following statements describes your feelings or opinions. 1 means the statement DOES NOT APPLY AT ALL and 7 means it APPLIES COMPLETELY; 4 means NEUTRAL. The other numbers represent different degrees between these points.

請根據您的個人觀點和體會對以下論斷作出判斷, 1 表示根本不適合我, 7 表示完全適合我, 4 表示中立; 其他介於它們之間。

Example:

1	2	3	4	5	6	7
Doesn't Apply at all 根本不適合			Neutral 中立			Applies completely 完全適合

1. I am proud of being Chinese.

我為自己是中國人而感到自豪

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

2. It is a high priority for me to preserve Chinese culture and traditions.

我視保持中國文化和傳統為自己的責任

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

3. The interests of the Chinese community have higher priority over my own personal interests.

華人社團的利益高於我個人的利益

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

4. I would confide my personal problems only to another Chinese person.

我只向中國同胞訴說自己的煩惱

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

5. I would never publicly say anything negative about Chinese culture and traditions.

我從來不公開詆毀中華文化和傳統

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

QUESTIONNAIRE B 1-1

1) Rate the speaker in terms of the accent he has in English.

請對說話者的英語口音作出判斷

1	2	3	4	5	6	7
Heavily accented						Non-accented
						沒有口音
口音較重						

2) Rate the speaker in terms of his personality traits.

對說話者的性格作出判斷

1	2	3	4	5	6	7
Not at all compassionate						Extremely compassionate
根本沒有同情心						非常具有同情心
1	2	3	4	5	6	7
Not at all intelligent						Extremely intelligent
根本不聰慧						非常聰慧
1	2	3	4	5	6	7
Not at all trustworthy						Extremely trustworthy
完全不值得信賴						非常值得信賴
1	2	3	4	5	6	7
Not at all ambitious						Extremely ambitious
完全沒有抱負						極具抱負

3) How well do you agree with these descriptions of the speaker you've just heard. Note that **1** means COMPLETELY DISAGREE; **4** means NEITHER AGREE NOR DISAGREE; **7** means AGREE COMPLETELY.

請就以下論斷對說話者做出判斷。1表示完全不同意，4表示不反對也不同意，7表示完全同意

Example:

1	2	3	4	5	6	7
completely disagree 完全不同意			neither agree nor disagree 不反對也不同意			agree completely 完全同意

1. He is proud of being Chinese.

作為中國人，他感到自豪

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

2. It is a high priority for him to preserve Chinese culture and traditions.

他視保持中華文化和傳統為自己的責任

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

3. The interests of the Chinese community have higher priority over his own interests.

他視華人社區的利益高于自己的利益

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

4. He would confide his personal problems only to another Chinese person.

他只對中國同胞吐露自己煩惱

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

5. He would never publicly say anything negative about Chinese culture and traditions.

他從不公開詆毀中華文化和傳統

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

4) On a scale of 1 to 7, please indicate by circling a number below what opinion you hold with regards to each of the following situations as you consider each speaker.

在1-7之間，就以下場景對說話者作出評價。

Example:

1	2	3	4	5	6	7
completely disagree 完全同意			neither agree nor disagree 不反對也不同意			agree completely 完全同意

1. A group of young people whose native language is Chinese and a group of young Anglophones in your neighbourhood want to organize a summer day camp for children. This speaker would be a good leader of the group.

您所在社區的若干母語為漢語和母語為英語的年輕人計劃組織暑期兒童夏令營。該說話者能夠充當一名出色的領導者。

1 2 3 4 5 6 7

2. A group of young people whose native language is Chinese and a group of young Anglophones are involved in a community project which has the goal of improving relations between members of a multi-cultural community. This speaker would be a good participant in the project.

若干母語為漢語和母語為英語的年輕人參加一項旨在增進多元文化社區成員之間關係的社區項目。該說話者會成為一名出色的參與者。

1 2 3 4 5 6 7

3. This summer, people whose native language is Chinese are planning to form a group in order to help recent immigrants to Canada integrate into their neighbourhood. This speaker would be a good leader of the group.

今年夏天，若干母語為漢語的人士計劃組織起來幫助鄰里新移民。該說話者會成為一名出色的領導者。

1 2 3 4 5 6 7

4. During the summer, a group of young Anglophones have been organizing activities for children who live in the neighbourhood. The goal of the activities is to enable the children to get to know more about the Anglophone communities in Quebec. This group is looking for another participant to help them with their project. This speaker would be a good participant in the project.

為了幫助鄰里孩子更加了解魁北克英語社區，若干英裔年輕人一直利用暑期為鄰里孩子組織活動。他們計劃發展一名成員。該說話者會成為出色的一員。

1 2 3 4 5 6 7

QUESTIONNAIRE A 2-1

1. Degree program enrolled in (e.g. B.B.A., Commerce, Engineering) _____
所學專業
2. Number of credits already completed in degree program (Do not include this Fall term.) _____
目前已經修到的學分數 (不包括今年秋季學期)
3. Most recent grade point average _____ Age: _____ Gender: () Male () Female
最新平均成績 年齡 性別 男 女
4. Native language(s): _____ Second language(s): _____
所說母語 所說第二語言
5. City/town of origin: _____ Province of origin: _____
出生城市/城鎮 出生省份
6. How long have you been in Canada? _____ years _____ months
您到加拿大多長時間 年 月
7. Are you registered in an ESL course right now? () Yes () No
If yes, what level: _____
您目前是否註冊學習ESL課程 是 不
要是註冊了, 請注明級別
8. What is your immigration status in Canada?
您在加拿大居留的身份

_____ Student visa 學生簽證 _____ Canadian citizen 加拿大公民	_____ Landed immigrant 落地移民 _____ Other (Please specify.) _____ 其他 (請注明)
---	---
9. Are you planning on going back to live in China? () Yes () No
您是否計劃今后回中國 是 不
10. Indicate by circling a number in each scale below how strongly you agree or disagree with each of the following statements. Note that 1 means COMPLETELY DISAGREE; 4 means NEITHER AGREE NOR DISAGREE; 7 means AGREE COMPLETELY. The other numbers represent different degrees in between.

在1-7的選擇中, 圈上你對以下論斷的看法。說明: 1表示完全不同意; 4表示不同意也不反對; 7表示完全同意

- a. It is not necessary for Chinese communities to speak Chinese in order to preserve their culture and traditions.

華人社團間沒有必要講華語來保持中華的文化和傳統

1	2	3	4	5	6	7
Completely disagree 完全不同意			neither agree nor disagree 不反對也不同意			agree completely 完全同意

- b. A person of Chinese origin who no longer speaks Chinese can no longer claim to be a true Chinese.

有中華血統而不再講漢語的人不能算作真正的中國人

1	2	3	4	5	6	7
Completely disagree 完全不同意			neither agree nor disagree 不反對也不同意			agree completely 完全同意

2) Each statement below describes a possible reason for learning English. Please indicate by circling a number on each scale below how important each reason is to you for learning English. Please note that 1 means the reason is NOT IMPORTANT AT ALL; 7 means it is EXTREMELY IMPORTANT; 4 means it is NEITHER UNIMPORTANT NOR IMPORTANT. The rest of the numbers represent degrees between these points.

以下是一些有關英語學習目的的論斷。請根據您自己學習英語的體會，做出判斷。1 表示該理由不重要；7 表示該理由極其重要；4 表示該理由既不重要也不重要；其他介於它們之間。

Example:

- | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|--|---|---|--|---|---|--------------------------------|
| | Extremely
unimportant
極其不重要 | | | Neither important
nor unimportant
既不重要也不重要 | | | Extremely
important
非常重要 |
| 1. | To be respected by my English-speaking colleagues and friends.
為了贏得講英語同事和朋友的尊敬 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | To blend better in Canadian society.
為了更好地融入加拿大社會 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | To improve my chances of finding a job in my profession if I decide to stay in North America.
為了將來一旦決定留在北美，能找到對口工作 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | To be able to complete the ESL requirements, pass the University Writing Test, and earn a degree.
以便能夠完成ESL課程學習，通過大學畢業寫作考試，最終獲得文憑 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | To have higher prestige and status in China if /and when I go back there.
為了將來回到中國有更好的發展優勢 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | To be able to work in joint ventures with Chinese and English speaking companies in China if/and when I go back there.
為了將來回到中國能夠到中外合資企業或英語公司工作 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | To get to know the English Canadian community better.
為了更好地了解加拿大社會 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. | To be able to advance quickly in my career once I am in the workforce.
以便將來找到工作后更好地發展 | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3) Please indicate by circling a number below how well each of the following statements describes your feelings or opinions. 1 means the statement DOES NOT APPLY AT ALL and 7 means it APPLIES COMPLETELY; 4 means NEUTRAL. The other numbers represent different degrees between these points.

請根據您的個人體會對以下論斷作出判斷, 1 表示根本不適合我, 7 表示完全適合我, 4 表示中立; 其他介乎它們之間。

Example:

1	2	3	4	5	6	7
Doesn't Apply at all			Neutral			Applies completely
根本不適合			中立			完全適合

1. If I could be born again and have a choice, I would choose to be born Chinese again.

我寧願來生再做中國人

1 2 3 4 5 6 7

2. I would be willing to give a lot of money to support the Chinese culture and traditions.

我願意捐獻相當數量的金錢以支持弘揚中國文化和傳統

1 2 3 4 5 6 7

3. I would be willing to hurt my own reputation to defend the honour of the Chinese community.

為了中華社團的榮譽, 我可以犧牲自己的利益

1 2 3 4 5 6 7

4. I would seek help only from another Chinese person.

我祇向中華同胞請求幫助

1 2 3 4 5 6 7

5. I would never say anything negative about China to a non-Chinese person.

我從來不會向非華人詆毀中國

1 2 3 4 5 6 7

QUESTIONNAIRE B 2-1

1) Rate the speaker in terms of the accent he has in English.

請對說話者的英語口音作出判斷

1	2	3	4	5	6	7
Heavily accented						Non-accented
口音較重						沒有口音

2) Rate the speaker in terms of his personality traits.

對說話者的性格作出判斷

1	2	3	4	5	6	7
Not at all compassionate						Extremely compassionate
根本沒有同情心						非常具有同情心
1	2	3	4	5	6	7
Not at all intelligent						Extremely intelligent
根本不聰慧						非常聰慧
1	2	3	4	5	6	7
Not at all trustworthy						Extremely trustworthy
完全不值得信賴						非常值得信賴
1	2	3	4	5	6	7
Not at all ambitious						Extremely ambitious
完全沒有抱負						極具抱負

3) How well do you agree with these descriptions of the speaker you've just heard. Note that 1 means COMPLETELY DISAGREE, 4 means NEITHER AGREE NOR DISAGREE, and 7 means AGREE COMPLETELY.

請就以下論斷對說話者做出判斷。1表示完全不同意，4表示不反對也不同意，7表示完全同意

Example:

1	2	3	4	5	6	7
completely disagree			neither agree nor disagree			agree completely
完全不同意			不反對也不同意			完全同意

1. If he could be born again and have a choice, he would choose to be born Chinese again.

他寧願來生再做中國人

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

2. He would be willing to give a lot of money to support Chinese culture and traditions.

他願意捐獻相當數量的金錢以支持弘揚中國文化和傳統

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

3. He would be willing to hurt his own reputation to defend the honour of the Chinese community.

為了中華社團的榮譽，他可以犧牲自己的利益

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

4. He would seek help only from another Chinese person.

他祇向中華同胞請求幫助

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

5. He would never say anything negative about China to a non-Chinese person.

他從來不會向非華人詆毀中國

1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------

4) On a scale of 1 to 7, please indicate by circling a number below what opinion you hold with regards to each of the following situations as you consider each speaker.

在1-7之間，就以下場景對說話者作出評價。

Example:

1	2	3	4	5	6	7
completely disagree			neither agree nor disagree			agree completely
完全同意			不反對也不同意			完全同意

1. A group of young people whose native language is Chinese and a group of young Anglophones in your neighbourhood want to organize a summer day camp for children. This speaker would be a good leader of the group.

您所在社區的若干母語為漢語和母語為英語的年輕人計劃組織暑期兒童夏令營。該說話者能夠充當一名出色的領導者。

1 2 3 4 5 6 7

2. A group of young people whose native language is Chinese and a group of young Anglophones are involved in a community project which has the goal of improving relations between members of a multi-cultural community. This speaker would be a good participant in the project.

若干母語為漢語和母語為英語的年輕人參加一項旨在增進多元文化社區成員之間關係的社區項目。該說話者會成為一名出色的參與者。

1 2 3 4 5 6 7

3. This summer, people whose native language is Chinese are planning to form a group in order to help recent immigrants to Canada integrate into their neighbourhood. This speaker would be a good leader of the group.

今年夏天，若干母語為漢語的人士計劃組織起來幫助鄰里新移民。該說話者會成為一名出色的領導者。

1 2 3 4 5 6 7

4. During the summer, a group of young Anglophones have been organizing activities for children who live in the neighbourhood. The goal of the activities is to enable the children to get to know more about the Anglophone communities in Quebec. This group is looking for another participant to help them with their project. This speaker would be a good participant in the project.

為了幫助鄰里孩子更加了解魁北克英語社區，若干英裔年輕人一直利用暑期為鄰里孩子組織活動。他們計劃發展一名成員。該說話者會成為出色的一員。

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