Appendix

Data-Collection and Description Tables

Table A.1. Data-collection time periods and researcher roles

Time period	My role
August 2004–June 2005	Lived in faculty apartments at CSU. Taught four sections of English Level 4 (Intermediate High) course in fall and spring semesters. Worked as co-coordinator of Level 4 teachers (including curriculum planning). Kept teaching diary and notes on lesson plans. Kept notes on conversations and events at CSU, including emails and hallway chats with students and teachers.
August 2005–January 2007	Kept notes on conversations and emails with teachers and students at CSU while living in California.
February 2007–June 2007	Lived in faculty apartments at CSU, and taught two sections of Level 5 English (Academic Writing). Kept notes on conversations and events at CSU, including emails and hallway chats with students and teachers. Interviewed CSU students (both current and former), teachers (local, foreign, current, and former), and administrators. Observed classrooms across all levels for an entire semester.

Table A.1. (continued)

Time period	My role
August 2007–May 2010	Kept notes on conversations and emails with teachers and students at CSU while living in California and Illinois. Presented and published papers based on 2004–2007 data collection. Collaborated with CSU teachers on curriculum development projects. Interviewed CSU students who came to the USA for study and work. Interviewed former CSU students (online) and current and CSU teachers (online).
May 2010–August 2010	Lived in faculty apartments at CSU. Led digital storytelling group of students and teachers. Kept notes on conversations and events at CSU, including emails and hallway chats with students and teachers. Interviewed CSU students (both current and former), teachers (local, foreign, current, and former), and administrators. Observed classrooms across all levels.
August 2010–May 2013	Kept notes on conversations and emails with teachers and students at CSU while living in Illinois and New York. Presented and published papers based on 2010 data collection. Collaborated with CSU teachers on curriculum development projects. Interviewed CSU students who came to the USA for study and work.
May 2013–October 2013	Conducted surveys of CSU graduates on their professional and personal use of English. Traveled to southern China and CSU to conduct interviews with CSU students (both current and former), teachers (local, foreign, current, and former), and administrators.
November 2013–May 2014	Presented and published papers based on 2013 data collection. Interviewed former CSU students (online), current CSU teachers (online), and former CSU administrators and consultants (online).

Table A.2. Data sources and description

Data source	Description
My classrooms: (1) Classroom notes and diaries from 2004–2005 school year; Spring 2007 semester; Summer 2010 digital-story project.	I recorded notes and coded for themes during the school year, first by hand and later in Word documents.
End of semester reports: (1) Participating instructors at CSU and myself ($n = 24$).	At the end of each semester, formal reviews of classroom activities are required of all teachers by the university. This is a means of ensuring that communicative and task-based teaching methods are in place. I analyzed reports at the end of fall 2004, spring 2005, spring 2007, and spring 2010.
CSU teacher and administrator data: (1) Interviews with foreign and local teacher at CSU ($n = 42$) (2) Interviews with CSU administrators and English Language Center administrators ($n = 15$) (3) Numerous discussions in hallways, streets, and over meals with all English teachers at CSU.	In-person interviews with participating instructors and administrators took place during 2007, 2010, and 2013. Online interviews (via Skype) took place in 2009, 2011, and 2013.
Classroom data: (1) Recordings from participating instructor classrooms ($n = 60$). (2) Classroom observation notes from participating instructor classrooms.	I observed, took notes at, and audio-recorded five classes of two teachers (one local and one foreign) at Levels 2, 3, and 4 during the spring semester 2007 (30 classes in total). I observed, took notes at, and audio-recorded courses at various teaching levels during 2010 and 2013 trips to CSU. I later transcribed the recordings and coded them for themes. I also typed up my handwritten notes from the classroom observations.

Table A.2. (continued)

Data source	Description
CSU student data: (1) Email exchanges with CSU students (2) Interviews with current and former CSU students ($n = 60$). (3) Notes from informal discussions in hallways and at meals. (4) Student journals and writing examples from CSU English classes (Levels 2–5). (5) Surveys of CSU graduates ($n = 88$)	In-person interviews with participating students took place during 2007, 2010, and 2013. Online interviews (via Skype) took place in 2009, 2011, and 2013. In 2007, I interviewed students from every proficiency level 2–5 as well as a group of former CSU students. As described in each chapter, a core group of students were interviewed multiple times over the years, and other student participants were interviewed just once. Writing examples, journals, and other student project data were collected in 2007, 2010, and 2013 from participating instructor classrooms as well as my own. In 2013, I conducted an online survey with CSU graduates about their professional and personal use of English. Follow-up interviews with survey participants were conducted in 2013 and 2014.
English-language-teaching policies at CSU: (1) Web documents and policies about the ELD department. (2) Reports prepared by the internationalization committee at CSU. (3) Chinese MOE national English curriculum policies and documents.	The ELC documents are located on the center's website and are in English. The university reports were prepared by an internal review committee are written in English. The Chinese English curriculum policies are available for all university English departments and are written in Chinese and English as cited throughout the book (MOE, 2001; 2005; 2007)

Table A.2. (continued)

Data source	Description
Recordings at CSU: (1) Recordings from presentations and seminars I led at CSU in 2004, 2007, and 2010. (2) Recordings from an English Language Center conference at CSU in 2004. (3) A performance of the musical *Fiddler on the Roof* by CSU students in 2009.	I audio- or video-recorded and transcribed the following presentations and audience discussions that I gave at CSU: US and Chinese sports stars (2004); English names (2007); research methods in TESOL (2010); and the digital stories of CSU students (2010). I video-taped the presentations of guest presenters at a conference in 2004 held on the CSU campus on the topic of Communicative Competence and English-language learning in China. I videotaped the performance of the musical *Fiddler on the Roof* that was performed as part of the English Festival at CSU in 2009.

Interview Questions Used for Current ELC Students

(1) Why did you come to [CSU]?

你为什么来[CSU]大学呢?

(2) Did you know about ELC classes before you came to [CSU]? Can you remember your expectations of ELC classes? Explain please.

来[CSU]]前你了解英语语言中心的课程吗?你记得你对英语语言中心课程的期望吗?请解释

(3) What ELC classes have your taken? Describe what you do in your classes.

你选了英语语言中心的哪些课程呢. 请描述你在英语语言中心课程的课堂上做的事情

(4) Is there a difference between the local and foreign teachers in class? Please explain.

本土老师和外教在课堂上有区别吗 请解释

(5) Why did you pick the ELC class that you are currently taking? Time period, teacher, location? Explain.

你为什么选择你现在正在修的英语语言中心课程的课的呢, 基于哪些方面的考虑? 时间,老师还是地点? 请解释

(6) Please describe what a good English teacher does in class.

请描述一个好的英语老师在课堂上做什么。

(7) Do you think that an English teacher should also serve as a moral role model? Please explain.

你认为一个英语老师应是道德模范吗?请解释

(8) What do you like about studying English at [CSU]? What do you not like?

你喜欢在[CSU]?大学学习英语的哪些方面,又有哪些方面不喜欢呢?

(9) If English were an optional course at [CSU], would you still have chosen to learn English? Why or why not?

如果在大英语是门选修课,你还会选择去学英语吗?为什么呢

(10) Do you have an English name? If yes, could you describe how you got your name and what it means to you?

你有英语名字吗?如果有,请描述你是怎样取这个名字的,它对你意味着什么呢?

(11) When do you use English now in your daily life? At work? In your personal life?

在现在的日常生活中你什么时候使用英语呢?工作中,还是个人生活中?

(12) At this point, is knowing English important for your career or personal development? Which skills are most important if any, i.e. writing, speaking, etc.? Please explain.

懂英语对你的职业和个体发展重要吗?如果重要,哪项是最重要的呢,写,说或其他?请解释

Please add any additional comments on English learning and use in your life below.

请写出你对英语学习和应用的任何看法

Interview Questions Used for CSU Graduates

(1) What did you study at [CSU]? When did you graduate?

你在[CSU]時的專業是什麼?你是哪一年畢業的?

(2) What did you like about studying English in the ELC at [CSU]? What did you not like?

在[CSU]大學英語語言中心學習英語時,你喜歡哪些方面?不喜歡哪些方面?)

(3) If English were an optional course at [CSU], would you still have chosen to learn English? Why or why not?

如果英語是[CSU]的選修課,你還會選擇它嗎?為什麼?

(4) Please describe where you are working now, where you have worked in the past, and/or where you are looking for work?

你現在哪裡工作?你之前在哪裡工作,或者你現在哪裡找工作?

(5) Was English proficiency a requirement of your current or any previous positions? If so, how did you demonstrate proficiency? What skills were required? (i.e. speaking, translating, etc.)

你現時或之前的職位對英語能力有要求嗎?如有,你是如何展現你的英語能力的?哪些技能是必須的(例如,口語,翻譯等)?

(6) What language is spoken and used for communication in your office? (i.e. in office meetings, between colleagues, etc.). Or are multiple languages used in different settings? Please explain.

在你的辦公室,人們日常交流是用什麼語言的(例如,在會議上,同事間等)?或者,在不同的場合會使用不同的語言嗎?請說明一下。

(7) On what tasks at work do you use English? Please describe a work task and in what way English is used to accomplish the task.

你工作中的哪些內容是用到英語的?請舉例你如何用英語來完成一項工作任務。

(8) With whom do you use English at work (both in speaking or writing)?

你在工作中會和誰用英語(包括口語和書寫)?

(9) Do you have an English name? If yes, could you describe how you got your name and what it means to you? Do you use your English name at work? Have you ever changed your English name? If so, why?

你有英文名嗎?如有,可以形容一下這個名字是怎麼取的嗎?這個名字對你有什麼意義嗎?你在工作中會用你的英文名字嗎?你曾經更改過你的英文名嗎?為什麼更改?

(10) Do you continue to study English? How? For what purpose?

你有繼續學習英語嗎?如何學習?繼續學習的目的是?

(11) At this point, is using English important for your career or personal development? Which skills are most important if any, i.e. writing, speaking, etc.? Please explain.

目前,英語運用對你的事業或個人發展重要嗎?哪項技能是最重要的,例如,寫,說,等等?請形容一下。

(12) Please add any additional comments on English learning and use in your life (both professionally and personally).

對你的生活中(包括工作和個人)的英語學習和使用,你還有什麼想補充嗎。

Interview Questions Used for Local English Teachers

(1) How did you become an English teacher?

你是如何成为一名英语老师的?

(2) What were your English classes like in college/high school?

你大学/高中的英语课是什么样子的?

(3) Were you trained in language-teaching methods at university? Please explain.

你在大学接受过语言教学方法的培训吗?

(4) Why did you come to teach at [CSU]?

你为什么来[CSU]大教书?

(5) Describe your teaching style. What do you do in the classroom?

请描述你的教学方式 你在课堂上做什么呢

(6) Have you changed your teaching style since the reform program at
[CSU] started in 2002? Please explain.

自2002年[CSU]大改革计划实施以来你改变了你的教学方式
吗? 请解释

(7) Do any of the tasks in your classroom follow Communicative
Language Teaching (CLT) or Task-Based Language Teaching (TBLT)?
Which ones? What is your opinion of these methods?

你的课堂任务有按交际语言教学(CLT)   或任务驱动式教学
(TBLT) 拟定吗? 如果有, 是按照哪一个呢?你怎么看这些教学
方法呢?

(8) Do you think that there is a difference between the local and foreign
teachers' classrooms? Explain.

你认为本土老师和外教的课堂有差别吗? 请解释

(9) Do you think that an English teacher should teach about culture,
either Chinese and/or the culture of English-speaking countries?
Please explain.

你认为一个好的英语老师应该讲授文化吗,包括中国文化和
英语国家文化。请解释。

(10) Do you think that an English teacher serves as a moral role model
and guide as well as a teacher? Please explain.

你认为一个英语老师应是道德模范吗? 请解释

(11) Do you allow Chinese to be spoken in your class? When, why, how much?

你允许你的课堂上讲中文吗?什么时候,为什么,讲多少呢?

(12) Do you have an English name? If so, how did you choose your name?

你有英文名字吗?如果有,你是怎么取这个名字的呢?

(13) Do you usually use the students' English or Chinese names in class? Why or why not?

课堂上你常用学生的英文名还是中文名? 为什么?

(14) Why do you think that some students use creative English names such as X-boy or Shadow?

你对有些学生取富有创意的的英语名字如X-boy 或者Shadow 怎么看呢?

(15) In what ways do you think that students will use English in their future, both professionally and personally?

你认为学生在他们将来的职业和个人生活中会以什么样的方式运用英语呢?

(16) If English were an optional course at [CSU], do you think that most students would still choose to take [ELC] courses? Why or why not?

如果英语在[CSU]大是选修课,你认为大多数学生还会选择英语语言中心的课程吗?为什么?

(17) Do you think that English should be the main medium of instruction at [CSU]? Please explain.

你认为英语有一天成为[CSU]大学教学的主要媒介吗

(18) What is your opinion of the lectures given by foreign guests at [CSU]? Do you think that the lectures should be translated into Chinese?

你对外国客人在[CSU]大做的讲座怎么看?你认为讲座应该翻译成中文吗?

   Please add any additional comments on English learning and teaching in [CSU].

请写出你对英语学习和应用的任何看法

Interview Questions Used for CSU Foreign Teachers

(1) Why did you come to teach at [CSU] at the ELC?
(2) Did you know about ELC classes before you came to [CSU]? Can you remember your expectations of ELC classes? Explain please.
(3) What have been some of the biggest difficulties for you in terms of teaching or living here in [CSU]?
(4) Describe your teaching style. What do you do in the classroom?
(5) Have you changed your teaching style since coming to teach at [CSU]? Please explain.
(6) How would you describe the relationships and collaborations between the local and foreign teachers? What have been some of the best successes and/or frustrations?
(7) Do you feel that you are part of the ELC community? [CSU] community? Please explain.
(8) Do students use English or Chinese names in class? Why or why not? Why do you think that some students use creative English names such as X-boy or Shadow?

(9) In what ways do you think that students will use English in their future, both professionally and personally?

Please add any additional comments on English teaching and learning at CSU.

CSU Graduates Survey Questions

(1) What is your age? (您的年龄?)
(2) What is your gender? (您的性别?)
(3) What year did you graduate from [CSU]? (您哪一年毕业于XX大学?)
(4) What was your major? (您本科时的专业是?)
      English (英语)
      Business (商科)
      Law (法律)
      Engineering (工程)
      Art and Design (艺术与设计)
      Journalism (新闻)
      Chemistry (化学)
      Mathematics (数学)
      Biology (生物)
      Physics (物理)
      Computer Science (电子计算机)
      Other (please specify) (其他,请注明)
(5) Where do you currently live? (您现在的居住地?)
(6) What is your current work situation? (您目前的状态是?)
      A. Employed (就业)
      B. Unemployed (held job previously) (失业)
      C. Unemployed (new college graduate, seeking first position) (待业)
      D. Full time student (学生)
(7) In what field are you currently working (or have most recently worked)? (您目前或最近工作的 领域是?)
      Education (教育)

Manufacturing (制造业)
Accounting (会计)
Finance (金融)
IT (互联网技术)
Media/Mass communication (媒体/ 大众传媒)
Government (政府部门)
Transportation (交通)
Other (please specify) (其他,请注明)

(8) What is your position? Where is your employer located? What product or service does your employer provide? (您目前从事工作的职位是什么?您的公司坐落在什么地方?贵公司提供的商品和服务是什么?)

(9) Which of the following were requirements for being offered your current or most recent position? Check all that apply. (下列哪一个/哪一些是您获得目前职位的必要条件? 可多选)

Spoken English proficiency (英语口语能力)
Written English proficiency (英语写作能力)
Completion of a university English major (毕业于英语专业)
Completion of a BA degree at any university (大学本科毕业)
Completion of a BA degree at a key university (毕业于国家重点大学)
Certain Proficiency Test Certificate (e.g. computer, accounting, etc.) (某种能力测试资格证书, 比如计算机等级证书,会计资格证书等。)
No specific/official requirements (沒有特定要求/条件)

(10) If English proficiency was a requirement for your current or most recent position, how did you demonstrate proficiency? Check all that apply. (如果英文能力是目前工作条件之一, 依据什么判定? 可多选.)

Score on the CET 4 (大学英语4级成绩)
Score on the CET 6 (大学英语6级成绩)
Score on the Test for English Major 4
(TEM4) (英语专业四级成绩)
Score on the Test for English Major 8 (TEM8) (英语专业八级成绩)

Performance/score on other international large-scale English test (TOEFL, IELTS, TOIEC, etc.). Please specify. (任何国际性的英文考试认证, 请注明考试/认证的名称)

Performance/score on a company English test (公司内部英文能力测试)

Interview in English (英语面试)

Other (please specify) (其他,请注明)

(11) Which of the following were factors in your being offered your current position? Check all that apply. (你认为得到目前工作的因素是什么? 可多选.)

College Degree from STU (毕业于汕头大学)

English classes at ELC (参加汕头大学英语语言中心的课程)

Friends or connections at the company (通过朋友或亲戚的关系进入)

Performance/score on a company English test (公司内部的英语能力测试成绩与表现)

Performance/score on a large-scale English test (TOEFL, IELTS, etc.) (国际性性/国家性英语能力测试成绩及表现)

Other (please specify) (其他,请注明)

(12) Rank the following English-language skills according to which skill you use most often to least often at your workplace. (请用1~5依序排列你在工作时使用以下英语技能的频) (1 most often; 5 least often) (1代表最频繁; 5代表最少)

Speaking (口语)

Reading (阅读)

Writing (写作)

Listening (听力)

Translation (翻译)

(13) Using the following five-point scale, evaluate how often you do the following tasks in English at work: (请根据下列五个选项来选择您在工作中使用英语的频率)

1 – Daily (每天); 2 – Almost daily (几乎每天); 3 – Once a week (一周一次); 4 – Once a month (一月一次); 5 – Rarely to never (几乎不或从不).

Writing email in English (用英文写电子邮件)

Making phone calls to other enterprises in foreign countries (与外国企业用 英语电话交谈)

Having face-to-face conversations with company representatives or customers, etc.) (面对面与外国公司代表或顾客交 谈)

Reading English websites (浏览英文网站)

Reading English reports (阅 读英文报告/报表)

Writing English reports (撰 写英文报告/报表)

Translating written texts from English to Mandarin/Cantonese (翻译英文书面资料到中文或粤语)

Translating written texts from Mandarin/Cantonese to English (翻译中文或粤语的书面资料到英文)

Translating spoken language between a Mandarin speaker and an English speaker (在中国人和外国人交流之间当口 译者)

Giving an English presentation (做英语演讲展示)

Other (please specify) (其他,请注明)

(14) Mark any of the following skills that you RARELY/NEVER use in English for your job. (请从以下五种英语技能里选择你工作时最少使用或从未使用的技能. 可多选)

Speaking (口语)

Writing (写作)

Listening (听力)

Reading (阅读)

Translation (翻译)

(15) What language is the primary language spoken and used for communication in your office? (i.e. in office meetings, between colleagues, etc.). (在您的办公室,下列哪一种是主要交流的语言? 例如:开会或同事间的对话等.)

Mandarin Chinese (普通話)

Cantonese (粤語/广东话)

English (英文)

Other (please specify) (其他,请注明)

(16) With whom do you primarily use English? Please check one. (从以下两者之间选择一个你主要使用英文的对象)

With colleagues from countries where English is the official/primary language. (和英文为母语或官方语言的同事们)

With colleagues from countries where English is NOT the official/primary language. (和非英文为母语或官方语言的同事们)

Other (please specify) (其他,请注明)

(17) List the nationalities of the people you primarily interact with in English. (请列出您主要用英语沟通对象的国籍。)

(18) "Overall, I think being skillful in English is more important than being skillful in Chinese at work." (我认为在工作中,一口流利的英语要比中文更重要。)

1. Strongly disagree (非常不同意)
2. Disagree (不同意)
3. Neither agree nor disagree (中立)
4. Agree (同意)
5. Strongly agree (非常同意)

(19) In the space below, please add any more comments on your language use at work.

Include more description of the varieties of Chinese used and/or the accent features of English (US, British, Australian, etc.) used in the office. (请在以下空白处更详细地叙述其它你在职场上或办公室里的语言使用情况. 请描述使用 中文时的多样性或不同的英文口音(美式, 英式, 澳洲式等等)

(20) "The English curriculum and classes at CSU have helped me with the job search process." ([CSU]大学提供的英文课程对于我在找工作的过程有帮助)

1. Strongly disagree (非常不同意)
2. Disagree (不同意)
3. Neither agree nor disagree (中立)
4. Agree (同意)
5. Strongly agree (非常同意)

(21) "The English curriculum and classes at CSU have helped me complete tasks and job duties in my current position." ([CSU]提供的英文课程对于顺利完成我目前各项工作有帮助。)

1. Strongly disagree (非常不同意)
2. Disagree (不同意)
3. Neither agree nor disagree (中立)
4. Agree (同意)
5. Strongly agree (非常同意)

(22) "The English activities outside of classes at CSU have helped me complete tasks and job duties in my current position." ([CSU]的英语课外活动对于我完成目前工作有帮助。)

    1. Strongly disagree (非常不同意)
    2. Disagree (不同意)
    3. Neither agree nor disagree (中立)
    4. Agree (同意)
    5. Strongly agree (非常同意)

(23) In the following space, please add any further comments on the above statements or other aspects of learning English at CSU in relation to your current or most recent job. (请在下列空白处具体解释前一题回答,或描述[CSU]英语学习对您目前或最近一份工作其他方面的影响。)

(24) Overall, rank from 1 (very comfortable) to 5 (very uncomfortable) how comfortable you are in using English according to the following skills. (总体来说对于以下的各项能力,请选择你使用英语的熟练自如程度)

    1 – very comfortable (非常自如); 2 – comfortable (自如); 3 – somewhat comfortable (有点自如); 4 – uncomfortable (不自如); 5 – very uncomfortable (非常不自如)

    Speaking (口语)
    Reading (阅读)
    Writing (写作)
    Listening (听力)
    Translation (翻译)

(25) "It is important for me to continue to improve my English abilities." (对于我来说,继续提高英语能力很重要。)

    1. Strongly disagree (非常不同意)
    2. Disagree (不同意)
    3. Neither agree nor disagree (中立)
    4. Agree (同意)
    5. Strongly agree (非常同意)

(26) "I actively seek out opportunities to use English." (我主动寻找使用英语的机会。)

    1. Strongly disagree (非常不同意)
    2. Disagree (不同意)

3. Neither agree nor disagree (中立)

4. Agree (同意)

5. Strongly agree (非常同意)

(27) "Using English is an important aspect of who I am" (使用英语是我重要的一部分。)

1. Strongly disagree (非常不同意)

2. Disagree (不同意)

3. Neither agree nor disagree (中立)

4. Agree (同意)

5. Strongly agree (非常同意)

(28) "For me, communicating with some foreign friends in English is more important than using English in my professional life." (对我来说,用英文和外国朋友们交流比在工作中使用英文更重要。)

1. Strongly disagree (非常不同意)

2. Disagree (不同意)

3. Neither agree nor disagree (中立)

4. Agree (同意)

5. Strongly agree (非常同意)

(29) "For me, I prefer to work in a primarily English-language environment." (对我来说,我更愿意在以英文为主要语言的的环境下工作。)

1. Strongly disagree (非常不同意)

2. Disagree (不同意)

3. Neither agree nor disagree (中立)

4. Agree (同意)

5. Strongly agree (非常同意)

(30) Using the following five-point scale, evaluate how often you do the following activities in your free time/personal life. (请使用1~5来回答下列你在个人生活/休闲时使用英文的情况)

1 – Daily (每天); 2 – Almost daily (几乎每天); 3 – Once a week (一周一次); 4 – Once a month (一月一次); 5 – Rarely to never (几乎不或从不).

Speak to Chinese friends in English (和中国朋友用英文交谈)

Speak to foreign friends in English (和外国朋友用英文交谈)

Read English websites (浏览英文网站)

Listen to music with English lyrics (听英文歌曲)

Listen to English radio stations (收听英文广播)

Sing English songs (唱英文歌)

Read English magazines/books/novels/articles (阅读英文杂志/书籍/小说/文章)

Watch English movies without subtitles (看无字幕的英文电影)

Watch English TV episodes/programs/series (看英文电视剧/节目)

Write to Chinese friends in English (和中国朋友用英语写信)

Write to foreign friends in English (和外国朋友用英文写信)

Update or respond to status in English on social media (在社交网站里用英语更新或回复状态)

Write on personal blog in English (在自己的博客上使用英文)

(31) In the space below, please comment on any other aspects of the use of English in your free time/personal life. (请在下面空白处简要叙述您空闲时间/私人生活中使用英语的其他方面。)

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