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| <b>Title:</b>      | <b>Perception of Hong Kong Accent on language attitudes, language ideology, and identity: Case studies of Hong Kong ESL university students</b> |
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## **Abstract**

Employing a multiple case study approach, this project investigated the language attitudes towards native and non-native accent varieties, native-speaker ideology, and the identity of university students who graduated from either EMI or CMI secondary schools. The analysis shows that most EMI and CMI graduates held negative perceptions towards the Hong Kong accent, and positive perceptions towards native accents, demonstrating hierarchical attitudes towards accent varieties. Native-speaker ideology in relation to ownership is evident in both EMI and CMI graduates' accounts. Additionally, EMI and CMI graduates shed light on native ideology in relation to competence and aesthetics respectively. Moreover, graduates from EMI schools constructed more fragile and vulnerable language learner and user identities. In contrast, graduates from CMI school constructed their language learner and user identities with reference to the cultural aspects. Ultimately, the study calls for the need to reconceptualize the association of competence with accent and the standard of accent variety existing in educational settings in Hong Kong.

## Reflection

The whole project was based on my knowledge gained in past courses such as sociolinguistics and second language acquisition, which offered concepts and approaches to conduct this project. It also served as an extension of the final project done in ENGE2630 Sociolinguistics, in which I acquired a basic understanding of handling a research project. Other than past knowledge, the study provided a chance to dig deeper into the connection between language attitudes, ideology, and identity from different perspectives, with reflection on the secondary education system. Since I will be pursuing a postgraduate diploma in education next year, the project enables my reflection as a future teacher. Given the observations gained in the interviews, I see the need to be aware of the feedback given to students in terms of their pronunciations. I also acknowledge the significance of showing respect to learners' accents and easing students' anxieties about having a local accent through critical discussions with them.

I would also like to take this opportunity to thank Professor Tongle Sun for her insightful feedback and utmost encouragement. Her guidance has enabled me to conduct a more comprehensive analysis of the topic, and approach it critically from different perspectives. This capstone project would not have been possible without her support.