

# *Attitudes towards Hong Kong English: Native English Teachers and Local English Teachers*

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*This mixed-method (questionnaires and interviews) study investigated the attitudes towards HKE of teachers of English at different levels of institutes in Hong Kong; the study includes both Local English Teachers (LETs) and Native English Teachers (NETs). By analyzing both qualitative data and quantitative data from 100 questionnaires and 28 individual interviews, it is shown that both NETs and LETs had a generally positive attitude towards HKE although LETs showed a “bi-polar attitude” when it comes to using HKE in class. Results also showed that NETs and LETs had different foci in pronunciation teaching and their teaching may be altered by their attitudes towards HKE. Further research should be done from teachers’ perspective because teachers play an influential role in executing teaching plans; their attitudes towards language may affect their students in long term.*

## **Introduction**

In the past two decades, a greater focus has been placed on research on Hong Kong English (HKE). While previous studies have examined the existence and features of HKE (e.g., Bolton & Kwok, 1990; Evans, 2000; Hung, 2000; Luke & Richard, 1982; Setter et al., 2010), in recent years, scholars have expanded the scope of research of HKE to applied studies, one of which is research on language attitudes (e.g., Hansen Edwards, 2015, 2016a, 2017; Lai, 2005, 2009; Zhang, 2014). These studies have focused on language users’ attitudes since the attitudes towards a language may alter the users’ preference in using the language. In Hong Kong, attitudes towards English among university