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Investigating Students Attitudes towards Varieties of the English

Language: Case study of First-Year Master Students of English at the

University of 08 mai 1945, Guelma.

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Dedication

*To the women who gave birth to me, raised me, took care of me and always supported me: my
mother*

To the man who always been there when I needed him: My father

*To my friends, my people and my team, they were more than just classmates, they have been
my emotional support system: Ahlem, Hind, Ammar, Yousra, Safa and Ikram.*

To my dearest friend, my person, the one that was always there for me: Rofaida Filali

To my personal tutor, I could not have got here without her: Rayane Filali

And to myself, I dedicate this work.

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Abstract

English is known to be a pluricentric language because of its wide range of usage in different countries around the world such as American English, Australian English, South African English and many others. The current study aimed to investigate students' attitudes towards English multi-dialects, at the Department of English language university of 08 mai 1945 - Guelma. Thus, it is hypothesised that the different attitudes non-native EFL learners have would affect their learning process. To test this hypothesis a mixed-method approach of data collection was utilised through a structured questionnaire and a semi-structured interview administered to First-year master students at the Department of English language University of 8 Mai 1945 - Guelma. The questionnaire aimed to inquire into the students' attitudes towards English varieties and if these varieties presented challenges for them. It provided numerical and statistical data for the research through both open-ended and closed-ended questions. The interview was a follow up on the questionnaire with a fewer number of the same students who took it to further investigate their attitudes. The results of the study suggested that the students indeed had different attitudes towards different varieties of the English language, and that the variation did affect their learning process. It also showed that many students assumed that the variations in the English language are just on the pronunciation level and disregarded other components such as grammar, vocabulary and syntax. The students also expressed both their dislike and admiration for cultures based on their English varieties, which leads to limited exposure to the target language and culture, and consequently affects their learning process.

Keywords: English varieties, attitudes, language learning, EFL learners.

LIST OF ABBRIVIATIONS AND ACRONYMS

IAT: Implicit Attitude Test.

MODE: Motivation and Opportunity as DEterminants of processing.

GA: General American.

SE: Standard English.

ESL: English as a Second Language.

EFL: English as a Foreign Language.

SEAs: Successful Educational Actions.

FLA: First Language Acquisition.

NLA: Native Language Acquisition.

BrE: British English.

AmE: American English.

NS: Native speakers.

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General Introduction

English has emerged as a worldwide language, with millions of people speaking it around the world. English has naturally evolved into many regional accents, dialects, and language varieties as it has moved across different continents and cultures. These various English dialects have become part of the language's rich tapestry, reflecting the cultural and historical contexts in which they evolved. Understanding students' perspectives toward English variants is critical in English as a Foreign Language (EFL) education. Students' attitudes about various English accents, dialects, and cultural contexts can have a substantial impact on their language learning experience, communicative skills, and intercultural understanding.

1. Statement of the Problem

When EFL learners have diverse attitudes toward English variations, it might affect their language learning progress and either hinder or boost their capacity to communicate successfully in English. Negative attitudes about English variations, particularly accents or dialects other than the learner's target variety, can have a range of consequences in understanding native speakers or speakers from distant places. In some situations, this might be frustrating for students. Negative attitudes may cause students to limit their exposure to different English variations, such as British English, American English, or other global kinds. This limits their comprehension of cultural nuances, colloquial expressions, and vocabulary variances, all of which are necessary for effective communication in various circumstances and proper language acquisition.

Students' motivation to study English can be boosted by positive attitudes toward English variants. Students who enjoy and value variety are more likely to participate actively in the learning process. They feel excited about investigating linguistic diversity and are motivated to develop their language skills in a variety of kinds. It can also promote cultural awareness and intercultural understanding. Students that value linguistic diversity are more

open to varied accents, dialects, and linguistic traits. This adaptability allows students to change their own language production, adapt to diverse communication styles, and communicate effectively in a variety of English-speaking environments.

2. Research Questions

In relation to this problem, the research will uncover these questions

1. What kind of attitudes do students have towards English varieties?

3. Research Hypotheses

In attempt to investigate and measure students' attitudes towards varieties of the English language, the relationship between the two variables should be predicted, it is hypothesised that:

- **H1:** Students have different attitudes towards varieties of the English language.
- **H2:** Different varieties of English give different impressions to the students.
- **H3:** Students with prior experience or familiarity with a specific English variety will exhibit more positive attitudes towards that variety compared to students who are less familiar with it.
- **H4:** Students exposure to different English varieties is beneficial and helpful for their language acquisition process.

4. Aims of the Study

The main aim of this study is to investigate EFL students' perceptions toward English varieties both inside and outside of the classroom. In addition to shedding light on the elements that determine students' attitudes and the potential impact on their language learning results by evaluating their perceptions, preferences, and biases.

5. Significance of the Research

The attitudes of native English speakers toward non-standard and non-native English variants that students could encounter in native English language environments have been extensively studied in the past. However, very few studies have looked at listeners' impressions of different types of World English, and even fewer—if any—have looked at such perceptions of Arabic-speaking EFL students. It is critical to investigate EFL students' perceptions toward English variants both inside and outside the classroom for a number of reasons.

- Understanding students' views toward English variants might assist teachers in developing effective teaching strategies that meet their requirements. Teachers can adjust their instructional materials, activities, and assessments based on the variety pupils are more open to or have negative opinions towards. This increases student interest and motivation, resulting in better language learning outcomes.
- Investigating students' perceptions toward English dialects enables educators to establish a welcoming learning environment. Teachers can overcome any biases or stereotypes that students may have and develop a respectful attitude toward diverse accents, dialects, and cultural contexts by valuing and acknowledging the diversity of English variants.
- Students experience diverse English accents and dialects outside the classroom, affecting their language learning experiences. Investigating opinions helps educators bridge the gap between classroom education and real-world language use, preparing students for effective communication in various settings.

6. Research Methodology and Design

6.1. Research Design

The research method employed is a mixture of quantitative and qualitative approaches. The quantitative aspect is represented by the questionnaire, while the qualitative aspect is represented by the interview. By collecting both numerical data and in-depth insights, this

mixed-method technique enables for a full investigation of students' perspectives toward English varieties. The qualitative data acquired through interviews can aid to offer context, explanation, and depth to the quantitative findings, assisting in uncovering the underlying causes for students' sentiments and obtaining a more thorough picture of their attitudes toward English variants. This mixed-method approach allows for more holistic understanding of students' opinions about English variations, taking into account both statistical patterns and individual perspectives. The questionnaire and interview results can be evaluated and synthesized to provide a thorough and nuanced analysis of the students' perspectives in the research study.

6.2. Population of the study

In this study, 80 first-year master's students from the Department of Letters and English Language at the University of 08 mai 1945 - Guelma- were chosen from a total theoretical population of 149. First-year master's students were chosen because they presumably had the most exposure to the English language, both academically 11 years and outside the classroom, which could indicate that they had been exposed to different varieties the most

6.3. Research Tools

The tools of this study include a students' questionnaire and a students' interviews both administered two different ways; inside the classroom and online. The first questionnaire was conducted on 60 students after they had finished with their session and it took them 5-7 minutes to answer. It enabled a consistent collection of quantitative data on students' perceptions toward English variations. It was conducted on students to directly investigate their attitudes towards the varieties they face both inside and outside the classroom, if they recognise the differences they hold, and to know where they come across these varieties in order to know what kind of language they are exposed to. The second questionnaire was the same as the previous

questionnaire only it was in an online form; it was used to reach more participants for the study. It was sent to students on their private social media accounts on which 20 students answered.

After the students had finished with the questionnaire, 10 of them volunteered to participate in the follow up interview since they were insured that it is purely voluntary and anonymous, the recording could stop whenever they like. It was recorded and it took each of the participants 7 to 10 minutes to answer all the questions. The second interview was online with 10 other participants who had previously answered the questionnaire and had the same principles as the previous one. The questions were also the same as the previous interview and it took the participants each 6 to 10 minutes to finish.

6.4. Dissertation Structure

This study is divided into two parts. The first is a two-chapter theoretical section that provides insight into linked literature and research findings that will serve as the basis of argumentation in the section that follows. The second section is experimental. The first chapter provides a comprehensive introduction to the term "attitude" on a variety of levels, including recognizing its various forms, how to identify and measure it, how it is created, and whether or not it can change. The chapter also narrows its focus by identifying and discussing students' attitudes about language acquisition and English variations in particular. The second chapter provides an overview of languages in general, including how they are established, utilized, and how they may change. It also provides insight into English as a native language and its various kinds, stressing the most important ones and their application within an EFL classroom. The third chapter focuses on the description, presentation, and interpretation of evidence gathered through an interview and a questionnaire.

Chapter one: Overview on Attitudes

Introduction

Herbert Spencer, a psychologist, is acknowledged with coining the term "attitude" in 1862. Allport (1935) claimed that the concept of attitude is "probably the most distinctive and indispensable concept" in psychology. Al-Mamun et al. (2012) defined an attitude as a psychological construct that develops and specifies a specific behaviour. This idea corresponds to the nature of students. Every student has their own psychological construct, and different psychological constructs result in diverse behaviours, even when taught in the same situation and environment. This chapter deals with a general introduction to the term "attitude" on multiple aspects, recognizing its' types, how to identify and measure them, how it is constructed, and can it change? The chapter furthermore specifies its' search by recognizing students attitudes and discussing students attitudes towards language learning and English varieties specifically. Finally, how a teacher can build an effective teaching method based on students attitudes.

1.1. Definition of Attitude

An attitude is the psychological inclination that is indicated by judging a particular entity with some degree of favour or dislike, as mentioned in the leading book *The Psychology of Attitudes* (Eagly & Chaiken, 1993). Eagly & Chaiken (1993) further explained that when viewed as an evaluative judgment, an attitude might differ in two significant ways. First, the valence, or direction of an attitude can vary. Some of a person's attitudes are pleasant, while others are negative (p.1).

Albarracin et al. (2005) claimed that humans respond to their surroundings in an analytical way; they work hard to maintain favourable opinions of both themselves and the people around them while loving and protecting their own. They also choose and assess leaders, make financial decisions, and make plans for the futures they want to see. Researchers that examine attitudes look into the elements that influence these judgments, including how they are

produced, altered, stored in memory, and transformed into thoughts, motivations, and behaviours (p.1). If one examines how scholars have operationalized the concept of attitude throughout the history of the field, evaluative components have always played a significant role, even though definitions may have changed slightly over time (Albarracín et al., 2005, p.2).

1.2. Measuring Implicit and Explicit Attitudes

To measure attitudes, academics have created a wide range of methods and techniques. These approaches can be classified into two types. Implicit or indirect measurements are evaluations that allow assumptions about a person's attitude without having to question them explicitly, as opposed to explicit measures, which require people to report their opinions directly. The first approach is frequently employed when people are unable or unwilling to give their honest opinions of a subject (Banaji & Greenwald, 1995).

1.2.1. Definition of Implicit Attitudes

The study of so-called implicit attitudes has received a lot of interest. These attitudes toward groups (typically groups of individuals, such as racial and gender groups) show up in a variety of indirect tests. The most well-known of these is the Implicit Attitude Test (IAT), which categorizes targets and foils into positive and poor categories using differences in reaction time as the outcome measure (Cunningham et al., 2001). The people who turn out to have measured attitudes are frequently surprised and troubled by the results. Additionally, mounting research suggests that implicit views can predict real-world behaviour at least somewhat accurately, even when controlling for people's explicit (verbally stated) attitudes (Banaji & Greenwald, 2013).

1.2.2. Measuring Implicit Attitudes

Since the creation of The Implicit Association Test, the usage of implicit attitudes measurements has significantly risen (IAT: Greenwald, McGhee and Schwartz, 1998). The predictive validity of implicit attitudes is one of the major topics that has come up in the research. The utility of measuring implicit attitudes is constrained if they do not significantly

differ from explicit attitudes and do not contribute new information for predicting behaviour (Spence & Townsend, 2007, p.1). Yet, the predictive power of implicit attitudes differs substantially across behaviours. Studies have demonstrated that implicit attitudes can sometimes predict behaviour more accurately than explicit attitude assessments, but in other circumstances, they could not meaningfully predict behaviour at all (Fazio & Olson, 2003).

A framework for determining when behaviour would be impulsive and best predicted by implicit attitudes versus deliberate and best predicted by explicit ones, this framework is known as the Fazio's (1990) MODE (Motivation and Opportunity as DEterminants of processing) model. This paradigm proposed that conscious processes would guide when someone is motivated and given the chance to ponder over a choice, their behaviour. On the other hand, spontaneous processes will take control of a decision-making behaviour if a person lacks the time or cognitive resources to do so (Ellithorpe, 2020).

1.2.3. Definition of Explicit Attitudes

An explicit attitude is a response that is the result of conscious judgment and can be quantified by self-report. According to Dale et al. (2008), an explicit attitude that is personally validated and supports voluntary aims can arise from mental processing. The process by which many concurrently conflicting sources of information self-organize into a useful mental picture is continuous and temporally dynamic.

1.2.4. Measuring Explicit Attitudes

There is a reflection of much curiosity about the mechanisms involved in implicit and explicit attitude creation and change as well as significant disagreement about how to conceive implicit and explicit attitudes. Explicit attitudes are those that are straightforward to self-report, at the level of conscious awareness. They are purposefully shaped and simple to find and report. These are the consciously selected behaviours that a person exhibits in their interactions with others. The behaviours that others witness are a product of these attitudes. You can choose

whether you enjoy arithmetic, for instance. Your actions might also demonstrate this. Additionally, a person's past and experience have a significant impact on their attitudes. While implicit attitudes are probably more resistant to change, explicit attitudes are more flexible and can change throughout time. Moreover, explicit attitudes are measured directly, whereas implicit attitudes are measured indirectly (Kimuyu, 2018).

1.3. The Construction and Change of Attitudes

When attitudes are regarded as temporary concerns, such as the perceiver's mood at a given time, attitudes are always changing (Schuldt et al., 2011). Attitudes are most likely formed somewhat from memory and partly on the move (Albarracin et al., 2005).

1.3.1. How attitudes are constructed

Social psychology has long regarded attitudes as a key component. Early authors actually described social psychology as the scientific examination of attitudes. (e.g., Thomas & Znaniecki, 1918). A rising amount of research indicates that attitudes may be significantly more temporary and unstable than previously believed. Researchers created the hypothetical concept of attitudes to explain a variety of occurrences. Although attitudes cannot be directly observed, they can be deduced from people's behaviour and self-reports. Our attitudes are formed by either personal experience, influence from others, or the media. Affect or emotion, action, and cognition are the three pillars upon which attitudes are built (Baumeister and Vohs, 2007).

Additionally, there is evidence that suggests attitudes may be influenced by psychological needs (motivational foundations), social interactions (social foundations), and heredity (biological foundations), although this last hypothesis is new and debatable. The affect or feeling attached to an attitude is a crucial component of that attitude. We can tell whether we like something or not, or whether a concept is pleasant or unpleasant, at the most fundamental level. For instance, we can claim to have a "gut feeling" or "know something in our heart." (Baumeister & Vohs, 2007). According to the situational approach developed by Blanchard &

Hersey (1969) attitudes change based on the situation. For instance, if children have trouble understanding math, they could adopt a negative perspective on the subject. The inverse is also true in that achievement will lead to the growth of a positive mind set. With this perspective, a teacher can attempt to identify circumstances in which pupils can succeed in order to help them develop a positive outlook. Last but not least, the social information processing method maintains that we pick up attitudes from others around us. A student with a neutral attitude, for instance, may start to adopt a negative attitude if they are among other students who have negative attitudes. Students absorb knowledge from their surroundings on a variety of subjects, and this can significantly affect how they feel about a particular issue.

1.3.2. How to Change Attitudes

Whether one accepts a theoretical conception of attitudes as being solidified in memory, as in-the-moment judgments, or as hybrid structures determines the degree of attitude change. Change is challenging to explain when attitudes are viewed as a fixed memory that is persistently kept for later retrieval when the opportunity and necessity arise. When attitudes are said to be created based on transient factors, such as the perceiver's state of mind at a certain moment (Schuldt et al., 2011),

Attitudes are in a constant state of change considering that they are partly memory-based and partly created on the spot (Albarracin et al., 2005), which would be in line with a modern conception of information processing as a neural network, in which activation patterns result from environmental restrictions as well as persistent connection weights. (Calanchini & Sherman 2013; van Bavel et al., 2012) This hybrid approach permits both attitude change and stability.

A synthesis of experimental studies on fear appeals has been done in recent years to show how much fear can affect people's attitudes, intentions, and behaviours (Tannenbaum et al., 2015). In this synthesis, the researchers compared messages intended to arouse intense

anxiety in a variety of contexts, including health, monetary choices, and driving safety. The findings for attitudes revealed an average modification of 57%. Overall, the likelihood of changing attitudes in response to interventions or messages sent at a specific moment is low. The fact that some ideas and attitudes have been known to endure despite correcting attempts suggests that this change may, in some instances, be highly permanent (Chan et al., 2017).

According to motivated cognition, attitudes and beliefs that are in line with other values are likely to endure. When accuracy motivation is low, defensive cognitive processes might be used to defend attitudes and beliefs (Hart et al., 2009).

Any time an attitude is altered, an attitude change takes place. So, when a person changes from being positive to negative, from being slightly positive to very positive, or from having no attitude to having one, change has taken place. The processes that alter attitudes have been a key area of study throughout the development of social psychology due to the functional importance of attitudes (Baumeister and Vohs, 2007, p. 62). The dual process models of persuasion connect persuasion to social cognition to explain how attitudes evolve. They concentrate on the persuasion process rather than detailing the effects of specific variables (Gu et al., 2017). It is further explained by Gu et al. (2017) that the elaboration likelihood model and the heuristic systematic model are the two most well-known dual process models. They both contend that there are two main ways that people receive information when trying to persuade them. One requires more effort and thought, while the other requires fewer resources and is less analytical. In order to identify significant conceptual advancements since both models' early 1980s birth.

1.4. Students' Attitudes

It has been discovered that students who are more driven to learn are more successful and lean toward developing their thinking skills (Burke & Williams, 2008, p.115). Additionally,

it is well recognized that students' efforts to learn a subject are supported by their good attitudes about learning (Kara, 2010, p.51).

1.4.1 The Importance of Recognising Students' Attitudes

Teachers oversee a large portion of pupils' learning in schools. However, learning is improved when pupils are able to handle it on their own. In addition, after leaving school, people are required to manage the majority of their own learning. They must be able to set objectives, persevere, track their learning progress, modify their learning tactics as needed, and get beyond learning obstacles in order to do this. Students are better prepared to learn throughout their lives if they graduate from high school with the freedom to choose their own learning objectives and the confidence that they can achieve them. The focus of current discussions about learning and its improvement is shifting more and more toward non-intellectual factors that affect performance. Specifically, the holistic and interconnected approach to the attitude and motivational parts of the learning process, in the sense of a helpful alignment (Biggs, 1996).

According to Driss and Makhoulf (2017) since pupils with good attitudes are better able to mitigate the effects of any failure, attitudes play a fundamental role in language learning. The explanation is that they do not apply the unfavourable assessment to all of their skills and circumstances in life. As a result, the idea of attitude has a significant influence on how quickly people acquire a language.

It is well recognized that one of the factors influencing language acquisition is attitude. According to Al-Noursi (2013), there are some important aspects of learning attitude:

- Language teachers, educational planners, syllabus designers, and researchers can gain a deeper understanding of language teaching and learning by conducting investigations into students' attitudes.

- Since each student has unique requirements, preferences, worldviews, learning preferences, and educational backgrounds, forcing change might have unfavourable effects.
- Students can express their opinions about the educational process (p.22).

1.4.2. Students Attitudes towards Language Learning

The learner's attitude is seen as a crucial motivating factor and a significant non-linguistic aspect that influences second-language learning. According to the results of Al-Sobhi et al. (2018) study, pupils had the best attitudes toward using English in social contexts. The pupils' attitudes about spelling and writing have a considerable favourable association. The study "Students' Attitude Toward English, Language Learning, and English Native Speaker" (Primadi et al., 2014). This study looked into students' opinions toward native English speakers, language acquisition, and English, as well as the influences on those attitudes. The results demonstrated that students' motivation (instrumental and integrative) might contribute to their positive attitude. According to Ellis (1985) attitude is a collection of views about things like ones' own culture, the culture of the language they are studying in class, their professors, and the learning activities they are tasked with. The declaration clarifies that the attitude is not only about the language culture but also about classroom instruction, language teachers, and the kind of language learning assignments that are offered to pupils (p. 292). The approach to language acquisition might be either constructive or bad. While negative classroom language learning can have a detrimental impact, positive language teaching and learning can help kids develop positive attitudes. Because of this, it is critical that children study and are taught in a pleasant environment because this fosters a favourable learning environment for the students as well. In contrast to the more negative attitude kids have, the more apathetically they learn the language, the more positive attitude pupils have (Gardner & Lambert, 1972). The importance of attitudes and motivation in learning a second language has been extensively studied. The overall results

demonstrate that success in learning a second language is related to having a good outlook and being motivated (Gardner, 1985). It is unclear if effective learning promotes motivation, good motivation causes successful learning, or both are influenced by other factors. According to Skehan (1989), the question is whether highly driven learners are more successful or more highly motivated learners are more successful. In addition to the idea of comprehension, the idea of a listener's attitude toward the speaker has also received consideration in earlier studies into the impacts of accented English speech. Non- native accented speech may affect listeners' opinions of the speaker because accents can be associated with prejudice. In a professional setting, it is likely that a speaker's non-native English pronunciation will negatively affect one's social and professional assessment of a (prospective) colleague or business partner (Botti et al., 2016). Botti et al. (2016) provided a case study of the detrimental impacts of English pronunciation by non-native speakers. In their study, native English speakers from the United States were asked to evaluate speakers of General American (GA) English and speakers of English with a Spanish-American accent. Spanish-American English speakers were judged to be less proficient than GA English speakers. The existence of prejudice and preconceptions towards Latin Americans in American society, according to the authors, is what causes this effect. These findings help to explain why it is challenging to generalize the effects of different accented English speech types. For example, Spanish-accented English may have evoked very different connotations and bias in Americans than any other type of accented English would have (Botti et al., 2016). Due to negative stereotypes about Latin Americans in American society. Many various factors can affect how a listener feels about a speaker of English with an accent from outside the country. As was previously said, one of these factors is the range of accents, as each accent might be accompanied by a variety of preconceived notions (Botti et al., 2016). The listener's linguistic background is another factor that could influence how they feel about a non- native English speaker with an accent. In other words, the (non-) nativeness

of both the speaker and the listener may have an impact on the listener's perception of the speaker. Therefore, researchers looking into the impacts of accented English speech have tested with a variety of native and non-native accents as well as a variety of native and non-native listener groups (Lev-Ari, 2015).

1.5. Attitudes towards varieties of English

Graddol (2004) argued that the usage of English as the lingua franca of the contemporary era, used in international relations, the world media, international travel and tourism, science and technology, and education, is a more tenable explanation for the language's rise to prominence.

Crystal (2003), Kachru (1992) and many eminent sociolinguistics and dialectology researchers have claimed that the division between the United States (native speakers) and THEM (non-native speakers) has been abandoned in favour of "WE-ness." Standard English (SE) was rejected primarily because of its complexity and because it is a minority variation with little to no output.

Due to this issue, several linguists argue that SE may not be the best model for teaching writing, speaking, and other skills. Zaid (2008) claimed that since SE is equally understandable to Indians as it is to Nigerians, Saudis, Egyptians, or any individual who learns and speaks English, it was clarified that the problem was not linguistic. Instead, it is socio-political in nature since it reflects the diverse national and linguistic identities of ESL speakers, who feel compelled to utilize their own variants because they identify with them. This is the process of nativizing English, which gave rise to the phrase "World Englishes." It can occur either in addition to or instead of a native language, depending on the people or location.

Giles et al. (1984) and Wolfram & Schilling-Estes (2006) stated that the fact that people believe some languages and varieties of a given language to be more desirable than, or presumably superior to, other languages illustrates that dialectologists have traditionally

maintained that all forms of a language are equal in status. These perceptions and beliefs arising from a person or group's style of speech are, in essence, language attitudes and the basis of linguistic stereotypes. Users' language ideologies give rise to language attitudes, or prescriptive notions about how a language "ought to be".

When a speaker finds a certain aspect of another person's speech or writing to be "correct," the speaker will hold the language user in high regard. However, if a particular aspect is deemed "incorrect," the speaker will have a worse opinion of the language user (Haig & Oliver, 2003). Haig & Oliver (2003) further explained that the speech of poor children was viewed as "inferior" or "deficient" by many Australian teachers who participated in his study because it was different from the "standard" English spoken by the teachers. As a result, the teachers gave these youngsters more language and academic support, referring to the lower-class kids as "victims" of their difficult socioeconomic origins. This example demonstrates how a listener's prior notions about a language can affect how they perceive and respond to a speaker using a different type of language.

Fasold (1984) and Baker (1988) argued that the significance and value of a language in society and inside a person are largely derived from chosen or learned attitudes. Attitudes play a critical role in the growth or decay, restoration or destruction, of languages. Although an attitude is personal, it has its roots in social behaviour. An individual's attitude can define or encourage particular behaviours. Despite being a fictitious psychological concept, an attitude has an impact on the reality of language use. Since attitudes are learned predispositions rather than inherited traits, they are likely to be quite stable and have a propensity to last. However, experience has an impact on attitudes. They range from being favourable to being unfavourable. They are intricate concepts since a language situation could elicit both favourable and unfavourable emotions.

Wolfram & Christian (1989) stated that language attitudes are deeply established notions that individuals, particularly language users and language learners, have been socialized into and that have been frequently reinforced by organizations and communities. Prior studies have shown that a variety of factors, including the listener's prior linguistic and academic exposure, word-of-mouth, media exposure, social history events like colonization and religious conversion, the suitability of a given linguistic variety in a given context, current legislative and instructional practices, and the political/socioeconomic clout of the language/dialect users influence language attitudes. Wolfram & Christian (1989) further explained that listeners' impressions of speakers of other languages and linguistic variants may be impacted by language attitudes.

1.6. Working with Students Attitudes

According to Flecha (2014), teachers try to alter students' attitudes via persuading them to accomplish higher results by relying on successful educational actions (SEAs), which explains why these students increase their self-concept as learners.

Renaud (2013) explained the contrasts between dispositions and attitudes by arguing that the first is more "resistant" to change than the other is. Dispositions are defined as "more general and enduring characteristics," whereas attitudes are tendencies or internal states of a person toward anything that can be evaluated, such as "learning math, extracurricular activities, or the general notion of going to school". Teaching and learning theories have long stressed the critical role teachers play in assisting students' growth in areas outside than their primary academic skills. For instance, in their conception of high quality teaching (Hamre & Pianta, 2009). Hamre & Pianta (2009) further described a set of emotional supports and organisational skills that are as vital to students as the teachers' educational methods. They argued that by offering "emotional support and a predictable, consistent, and safe environment" (p. 113) and by modelling strong organizational and management structures, teachers can assist pupils in

developing their own abilities to self-regulate. Content-specific perspectives on teaching, they emphasized the importance of teachers' behaviours that shape students' attitudes and actions in ways that do not immediately affect test scores.

Conclusion

This chapter presents an overview on attitudes, defining the terms as psychological inclination that bases judgments, explaining the difference between implicit and explicit attitudes; how each are reported, measured and recognised. Later, discussing the construction of attitudes, how they are acquired through lifetime events, and the flexibility of their change. The chapter discusses the importance of recognizing students' attitudes for their learning productivity and how an attitude directly affects students' motivation and ability to acquire information. Focusing on students' attitudes towards language learning, which studies proved to be related; students learn languages based on preference. These findings were later compatible with student attitudes towards varieties of the English language; students preferred one variety to the other, and these negative attitudes affected their ability to learn. Finally, this chapter proposes theories and effective approaches for the teachers to use with their students, after recognizing their attitudes, to improve their learning experience.

Chapter Two: English Varieties

Introduction

Kortmann (2020) stated that each person has his or her own idiolect. In everyday language use, heterogeneity also means that each member of a language community chooses between distinct language forms, or varieties, depending on the communicative situation, which might be done consciously or subconsciously. The global position that clings to English is a product of the existing linguistic variance around the globe, as well as the social-cultural existence supporting how the community and its people, as well as its culture, depict English varieties. In practice, an English teacher's accent may have an impact on the teaching process. In short, there is an increasing demand for fluent English speakers all over the world (Lasagabaster & Sierra, 2005). In this chapter, we are going to have an overview regarding languages in general, how they are established, used and how they might change. After that, we are to shed light on English as a native language and its' multiple varieties, highlighting the significant ones and their usage inside an EFL classroom.

2.1. Key Concepts in Language

2.1.1. The Definition of a Native Language

"A native language is generally the first one a child is exposed to. Some early studies referred to the process of learning one's first or native language as First Language Acquisition or FLA, but because many, perhaps most, children in the world are exposed to more than one language almost from birth, a child may have more than one native language. As a consequence, specialists now prefer the term native language acquisition (NLA); it is more accurate and includes all sorts of childhood situations" (Field, 2011).

2.1.2. Language and Identity

While identity creates social distance between those who perceive themselves as unlike, language allows for individuals to see themselves as a group. To describe the power that ties in which identities are entangled, these categories, even when combined, fall lacking. For sameness and difference are phenomenological processes that arise from social interaction rather than objective states. Social situations hierarchically structure similarities and distinctions (Hall, 2004, p. 369). Hall (2004) further explained that Language reveals many parts of an individual's identity and shapes how we communicate with others. Regardless of the mother tongue, ethnic and social identity have a significant role in how language shapes how we view the world.

“Although fears are voiced in some countries about the loss of national identity caused by learning foreign languages, especially English, there is little, if any, research evidence to justify this fear or dismiss it. It would in any case be difficult to generalise, as the specific contextual societal and psychological factors would need to be considered. Nonetheless, when fears are voiced in countries such as Denmark or the Netherlands or in East Asian countries such as Taiwan – where there is said to be ‘English fever’ – or Korea or China, the lack of scientific evidence does not mean that policy-makers should ignore them.” (Byram, 2006, p. 10). According to Trask (1999) the function of language in fostering a speaker's sense of identity and belonging. Every time you speak, you give other people crucial cues about who you are, including your origins, socioeconomic class, and even your sex and age (for instance, when you are on the phone). This information reveals something about your uniqueness as well as the social, racial, and ethnic groups you identify with. Sociolinguists have understood for a number of decades that one of the most crucial language-related tasks is to provide each speaker a sense of their own identity and that of their group (p. 115).

2.1.3. Language Change

Language change is a phenomenon in which the characteristics and usage of a language change through time. It affects all spheres of language usage in all natural languages. Sound changes, lexical changes, semantic changes, and syntactic changes are all examples of language change types (Aitchison, 2001). Miller and Swift (2000) also argued that our native tongue is like a second skin; it is so deeply ingrained in who we are that we find it difficult to accept the idea that it is continually evolving. Despite the fact that we are intellectually aware that the English spoken today and the English spoken during Shakespeare's time were significantly different, we frequently equate them, considering them static rather than dynamic.

According to Aitchison (2001), we can start by classifying the suggested sources of change into two main groups. On the one hand, there are external sociolinguistic elements, or social influences unrelated to language. On the other hand, there are internal psycholinguistic ones, which are linguistic and psychological elements that are present in both the linguistic structure and the speakers' minds.

The attitudes of the speakers toward borrowing and change are just one of the many variables that affect how quickly languages develop. For instance, a speech community's language will change more quickly if the majority of its members favour innovation. Language will evolve more slowly in speech communities where the majority of members seek consistency. It will be embraced and replicated more quickly than it would normally when a certain pronunciation, term, grammatical construction, or turn of phrase is considered as more desirable or signifies its users as more significant or powerful (Ottenheimer, 2009).

Language changes could occur often or sporadically. For instance, the addition of a vocabulary word to describe a new product is a random alteration with minimal bearing on the rest of the lexicon. Even some phonological adjustments are irregular. For instance, many

English speakers hear the word catch as hatch rather than rhyming with wretch. As the name suggests, systematic alterations affect the language's entire system or subsystem. Whether linguistic or extra linguistic, context or environment causes a conditioned systematic shift (Millward, 1996). Millward (1996) stated that for many English speakers, the short i vowel (as in bit) has taken the place of the short e vowel in some words. For these speakers, words like pin and pen and him and hem are homophones (pronounced similarly). This change is conditioned since it only happens in the presence of a subsequent m or n; for these speakers, pig and peg, hill and hell, middle and meddle are not pronounced similarly.

2.2. Lingua Franca

A lingua franca is a common language that serves as a regular means of communication between different linguistic groups in a multilingual speaking community regarding scientific, technological, and academic information. English first emerged as a lingua franca in the late nineteenth and early twentieth centuries as a result of the British Empire, which spread its own language to every corner of the globe. The American Empire achieved more success over the British Empire around the world in the second part of the twentieth century. In an increasingly interconnected world, English has reasserted itself as a vehicle for universal communication (Alcaraz Ariza & Navarro, 2006).

2.3. Varieties of Language

Trask (1999) explained that language variation is the presence of discernible distinctions in a language's use within a speech community. It is a well-known fact that not all members of a community use the same language in the exact same way. He stated that Men speak differently from women, older individuals speak differently from younger people, and stockbrokers do not speak like plumbers. Furthermore, even a single person's speech is not consistent; you do not speak the same way to friends at a social gathering as you do to a teacher in a classroom. Strong

relationships between variance and social factors like sex and socioeconomic class are frequently observed (p.241). Trask (1999) further argued that the word "linguistic variation" refers to variations in a language's use that are related to context, society, or regions. Interspeaker variation is the term used to describe differences between speakers, languages, and dialects. Intraspeaker variation is the term used to describe variance inside a single speaker's language. Language is subject to variation in all areas, including phonemes, morphemes, syntactic structures, and meanings. A significant criteria or shift in language use among speakers or groups of speakers might be found in pronunciation (accent), word choice (lexicon), or even preferences for specific grammatical patterns (Trask, 1999).

2.3.1. Types of Variations

According to Millward and Hayes (2012) Regional variation is only one of many possible types of differences among speakers of the same language. For example, there are occupational dialects (the word bugs means something quite different to a computer programmer and an exterminator), sexual dialects (women are far more likely than men to call a new house adorable), and educational dialects (the more education people have, the less likely they are to use double negatives). There are dialects of age (teenagers have their own slang, and even the phonology of older speakers is likely to differ from that of young speakers in the same geographical region) . Dialects of social context (we do not talk the same way to our intimate friends as we do to new acquaintances, to the paperboy, or to our employer) and dialects specific to a given social setting (we do not speak in the same way to close friends as we do to strangers, the paperboy, or our boss) (Millward & Hayes, 2012).

2.3.1.1. Language and Age

Lestari (2018) stated that the community is divided into three age categories based only on seniority: children, teenagers, and adults. Limits between age groups in this situation are

uncertain. It immediately links the society with a social dialect (sosiolek), which is a language variant related to the social standing, class, and class of the speakers, when it comes to the relationship between the language and the age or age of the language user itself (p.2). Cheshire (2006) further explained that it is now widely acknowledged that both adult and child languages develop in reaction to significant life events that have an impact on people's social interactions and social attitudes. There is a trend toward analysing a given age group's speech as very appropriate for that life stage as opposed to comparing it, either implicitly or overtly, to the language of the middle years (p.2). A person's vocabulary and knowledge of language structure increases with age and is correlated with maturity. Holmes (1992) argued that if a language feature is not being utilized in the community's standard language, adolescence is when usage of that feature peaks. He explained that it is due to the fact that adolescence is a period when there is a lot of peer pressure to act differently from the norm. Adolescent speech is more distinctive and diverse. Lestari (2018) clarified that the inclination of teens to form exclusive groups that set them apart from other groups results in the creation of languages that look secret (slang) that only group members can comprehend. The regularity or conformity with the dominant linguistic rules in each of these languages characterizes the variety of adults in society (p.2).

2.3.1.2. Language and Gender

Gray (1992) commented that men and women metaphorically "speaking different languages" has been a recurring topic in popular culture since the early 1990s. Women love to talk, whereas men prefer action above words, according to literary works like *Men are from Mars, Women are from Venus*. Men either perceive speech as a useful tool or as a competitive activity, but women see chatting as a method to emotionally connect with others. Men approach each other more directly and are less sensitive to their own or others' feelings; women are better at listening, establishing rapport with others, and avoiding or managing conflicts (p. 21).

Similarly, Many academics agree that men speak more than women in conversations including both men and women, Wardhaugh (2010) noted that women are believed to use more polite manners and compliments than men in order to create solidarity with others and sustain social interactions. Wardhaugh, on the other hand, observed that men want to be experts on topics and issues, that they are eager to engage in verbal sparring, and that they are not hesitant to express disagreement with others.

2.3.1.3. Language and Social Class

Language use corresponds with social characteristics such socioeconomic class, age, and gender, according to Labov's (1966) extensive examination of the pronunciation patterns of Lower East Side residents in New York City. Based on the presumption that these social categories somewhat influenced people's linguistic behaviour (i.e., language use reflects existing social structure), Labov's sociolinguistic surveys were carried out. Using indicators of socioeconomic position, these research classified individuals into concrete class categories (such as "working-class" and "middle-class").

2.4. English variations

Boyce (2011) explained that The Anglo-Saxon period is when English first appeared in England. Around the world, nearly 380 million people speak English as their first language. In addition, almost 740 million people worldwide speak it as a second language. General Australian, Standard British, General American, Standard Scottish, and other regional variants of English exist. What is considered SE in Britain is distinct from what is considered Standard English in the US, India, or Canada. There may be small spelling and grammar variations, as well as regional terminology and idiomatic idioms. The variations are still mutually comprehensible though (Trask, 2000).

Ranges of languages known as «standard languages» are employed by the government, the media, educational institutions, and in international communications. English is spoken in many different regions of the world. Although these varieties have slightly different pronunciations, they are largely similar in terms of grammar. On the other hand, there are non-standard variants of language that are employed, for instance, in various regional dialects and that are unique from one another. The sole distinction between standard and non-standard language is that we see the latter as standard when it comports with our own principles (Stevens, 1981).

A dialect on the other hand, is a variation in grammar and vocabulary in addition to sound variations. For example, if one person utters the sentence 'John is a farmer' and another says the same thing except pronounces the word farmer as 'fahmuh,' then the difference is one of accent. However, if one person says something like 'You should not do that' and another says 'Ya hadn't oughta do that,' then this is a dialect difference because the variation is greater. The extent of dialect differences is a continuum. Some dialects are extremely different and others less so (Ellis, 1999).

On second thought, McArthur(1998), the controversy over whether English dialects are "true" English suggests that it would be a glaring error to regard just one dialect as THE English language. The academic community has agreed that there are multiple "world Englishes" rather than THE English due to the expansion of English during colonial and post-colonial periods and the emergence of numerous English variants. These Englishes, which represent various cultural, ideological, and linguistic aphorisms, are dispersed in various sociolinguistic situations. Since different types are employed in various linguistic and cultural settings, the variety in form and function of these world Englishes is reflective of several varieties.

2.4.2. The Three Prominent English Varieties

According to Beare (2023) British English and American English are the two primary varieties of standard written English used today, and cover in the majority of ESL/EFL curricula. With other varieties falling under one or both of them. As an illustration, nations in Central and South America, as well as those in the Asia-Pacific region who use it as a second language (Japan, South Korea, and the Philippines), favour American English. Other nations, like South Africa and Australia who use it as a native (first language), have written standards that are closely related to British English. However, written standard Canadian English uses both British and American English spelling, reflecting the country's historical ties to Britain and current American influence. The third variety is Standard English also known as academic English. Crystal (1997) also mentioned that the majority of people in the nation are familiar with it. However, very few actually use it in everyday speech. It is frequently embraced by those who, in some way, have a stronger social influence than others do. Additionally, it is employed globally in English language education.

2.4.2.1. Standard English (Academic English)

Standard English or academic English is defined as being the only non-localized dialect of a global language without appreciable variation, a specific dialect of English—that can be spoken with any accent—is generally accepted as the ideal educational target when teaching English (Stevens, 1981). Crystal (1997) argued that the use of Standard English is not restricted to a certain area. He explained that Standard English is primarily concerned with grammar, vocabulary, and orthography, but pronunciation is unimportant. He believed that using diverse accents is acceptable.

The significance of London as the capital of England was by far the most significant element in the development of Standard English. In fact, it is highly likely that the local dialect

would have taken over as the dominant tongue. England's political and economic core was, and still is, London. It served as the nation's social and intellectual centre, the location of the court and the highest judicial tribunals. Nearly all of London English's history can be found in Standard English (Baugh & Cable, 2002).

2.4.2.2. British English

British English (BrE) is the name given to the dialect of the English language spoken in the British Isles as opposed to other dialects. It covers all dialects of English spoken on the British Isles, including those spoken in England, Scotland, Wales, and the island of Ireland. There was no British English prior to the spread of English speakers, who first became numerous in America. All languages were English. By comparison, terms like "American English" and "British English" are defined as figurative terms, similar to "brother" and "sister." (Algeo, 2001).

Accent sensitivity exists everywhere, but the problem in Britain has long drawn particular attention. This is primarily because Britain has more regional accent variation than any other English-speaking country relative to its size and population. This is a natural outcome of 1,500 years of accent diversification in a setting that was both highly stratified and natively multilingual (through the Celtic languages) (Crystal, 2010).

2.4.2.3. American English

The first significant wave of British immigration marked the beginning of the American English history (AmE). They found themselves on the American continent in an environment that was very different from the one they were accustomed to, full of plants and creatures that were not found in Europe. To describe what they observed, they had to create new words. American speakers of English over time developed their own distinctive vocabulary and pronunciations, many of which were extensively used in England and other languages. The fact

that British people began criticizing American vocabulary and word usages as early as 1735, such as the use of bluff to refer to a bank or cliff, is evidence that American English very rapidly separated from British English. In reality, the term "Americanism" was first used in the 1780s to describe a set of words and phrases that had begun to distinguish early American English from British English (Schilling-Estes & Wolfram, 2006).

It is never safe to assume that a British person will not understand an American word, and there are some word pairings that are 'comprehended' in the same way across the Atlantic. Some words give off a false sense of familiarity. British people refer to lumber as abandoned furniture and the like, but Americans refer to it as timber. In America, laundry refers to both the equipment used to wash clothes and linen and the actual items. In England, a lobbyist is a parliamentary reporter, not someone who seeks to influence legislation, and in America, a pressman is a person who works in the pressroom where a newspaper is printed rather than a reporter (Baugh & Cable, 2002).

Kirkpatrick (2007) stated that without a doubt, American English is the most prevalent and effective form of English in use today. This is due to a variety of factors. Firstly, the United States is currently the most powerful country in the world, and influence comes naturally with power. Second, American popular culture, particularly the global appeal of American music and cinema (movies, of course), extends the country's political influence. Third, the incredibly rapid advancement of communications technology is intimately related to the worldwide popularity of American English.

Kövecses (2000) argued that Many frequently observed linguistic processes, such as the use of shorter words (math - maths, cookbook - cookery book, etc.), shorter spellings (color - colour), and shorter sentences (I will see you Monday vs. on Monday), demonstrate the economy of American English. Use as little (linguistic) form as possible is one example of a

maxim that can be used to describe the differences. He then further explained that regularity is found in how American English modifies some English paradigms that contain some irregular parts. Examples of this include regularizing the word have (Do you have... instead of Have you...?), eliminating shall and maintaining simply will to express the future, eliminating irregular verb forms (burn, burned, burned instead of burnt), and many others.

2.5. The Use of English Varieties in an EFL Classroom

Davydova et al. (2013) said that the spread of English throughout the world and the ensuing internal differentiation of the language into numerous local variants have long piqued the interest of the general public and sparked vigorous scholarly discussions. People frequently speak English when they are overseas, especially if they do not know nor comprehend the local tongue. Additionally, when traveling to nations where English is not the native tongue and where the local tongues are dominant, one can hear or speak English on the streets. You can find regionally and socially distinct varieties of English in a variety of media (movies, music, and the Internet) (p.81)

Crystal (2013) recommends to teach a standard variety, however, teachers should enhance their pupils' listening and reading comprehension by exposing them to as many types as they can. Crystal further explained that World Englishes captures the truth of what happens when English becomes a worldwide language. As soon as a country accepts a language and adjusts it to fit specific situations in the country, it begins developing it. People begin to name new things, and it only takes a few weeks for a diverse range of English to emerge. As a result, the majority of modifications occur in vocabulary. For example, in South African English, someone would say, "turn left after you pass the robot," which translates to "turn left after you pass the traffic light." Thus causing even native English speakers to be unable to understand

different dialects. Every day, they learn new terms from the neighbouring languages or from the introduction of neologisms.

The idea of the native speaker is among the most important factors to take into account when considering English as an international language. A person who "speaks good English, or grammatical, correct, educated, or proper English" is what most individuals, or even teachers, refer to as a native speaker (Brown & McKay, 2016, p. 12). Others consider the main English dialects in politics, society, or culture. What they are describing here is an idiolect, not a genuine person at all or even a group of people; rather, it is an idealized native speaker. Alternatively, they use a specific person as a model for the native speaker (Pennycook, 2017). A wide range of communicative competence is shown by the NS, who is defined as "one who acquires their L1 in childhood or one who has intuitions about their idiolectal grammar and about features of standard English grammar that differ from their idiolectal grammar; display a wide range of communicative competence; have a unique capacity to spontaneously produce fluent discourse, to write creatively, and to interpret and translate into English." (Davies, 2004, p. 431).

On the other hand, when discussing the idea of a native speaker, pronunciation always comes up first. The imposition of a goal of achieving near-native speaker ability and fluency in six or seven years of English instruction, therefore, is one of the major issues that arises while teaching English. (Either in primary or secondary school or in other educational facilities that break down language courses into that number of years), which is what the majority of pupils receive around the world. As a result, language programs frequently set goals that students are unable to meet, and as a result, the English curriculum, teachers, or even the students themselves are held responsible (Brown & McKay, 2016). The idea of a native speaker should be rejected in order to prevent this, other accents and variety should be utilised in the classroom (Seidlhofer, 2011). Finally, as Crystal (2013) said "everywhere, in every country of the world, there's a new variety of English growing".

Conclusion

Up to this point, this chapter explained how a native language is associated with one's nature and how the use of that language can change with time and circumstances. It has also been highlighted that English has multiple varieties because of its wide spread around the world and how each one of those varieties is considered correct regardless of their many differences. This chapter dives deeper into the origin of these different forms how they share one source but evolved to be mismatched. The three major forms being American English spoken by approximately 239 million speakers, British English that is considered by many to be the closest to "original English", it also holds power because of its cultural and political history. Finally standard or academic English; taught in both ESL classrooms and native speakers classrooms. It is considered as the most accurate and safest English to be taught in theory. However, in real life it is hard for both the teacher and student to completely hide traits of their native tongue. Which leads to the use of these varieties in an EFL classroom analysing the strategies used to be the most understandable and correct for both the teacher and student.

Chapter Three: Field Investigation

Introduction

This chapter is primarily concerned with the description, presentation, and analysis of evidence acquired through the use of an interview and a questionnaire. It also justifies the many decisions made throughout the course of this research, including the methodology, study design, sample, and data collection tools.

3.1. Research Methodology

This section will present a summary of the research in terms of the study design, sample population, and the two tools used: the questionnaire and the interview.

3.1.1. Study design

Due to the inherent strengths and benefits of both approaches, a combination of qualitative and quantitative methodologies was elected in this research. To gain a full and nuanced knowledge of the hypothesis a student's questionnaire (Appendix A) and a Student's interview (Appendix B) were combined. The quantitative method allows the collection of numerical data, evaluating patterns, and uncovers statistical links, which helps in generalizing and getting larger insights. This helps in the evaluation of patterns and reaching objective conclusions. Qualitative methods allow for a more in-depth examination of people's experiences, perceptions, and motives. Hence, acquiring rich and contextualized data, uncovering varied perspectives, and gain a more in-depth grasp of the research topic by using interviews.

3.1.2. Sample

To test the hypotheses, first-year master's students were chosen as a sample since the students studied English in the university for the past 4 years and their ages range from 21 to 27 years old this indicates that they had the longest exposure to varieties of the English language, both academically and outside the classroom. Thus, the sample was first-year master's students, Department of English at the University of 08 mai 1945 -Guelma-. The total

population of the students was 149. However, 80 students were reached purposely for the questionnaire and from those 80 students 20 volunteered for the interview since it was a follow up interview which means its' participants should reply to the questionnaire first.

3.1.3. Aims of the Questionnaire

The questionnaire aims are:

- Collect demographic data for the study to characterize and comprehend the participants in terms of their socio-demographic features. Gathering this data, aids in investigating how various elements may influence or interact with the research topic or outcomes.
- Prepare the participants for the follow-up interview and help them build a general image of their previous attitudes, which is why it was clear, concise, and unbiased.
- Investigate students' attitudes towards English varieties both inside and outside the classroom and assists in gaining insights into learners' perspectives about various types of English.
- Uncover students misconceptions towards the two variables of the research

3.1.4. Description of the Questionnaire

This research used a quantitative questionnaire as a research instrument that uses both closed-ended and open-ended questions to collect data in a structured and standardized manner. This questionnaire is distinguished by its emphasis on numerical data, which allows in quantifying responses and statistically evaluating patterns. It helped to build their knowledge on English varieties and attitudes, directly ask them about their attitudes toward different varieties of English, what they prefer to use, and most importantly, draw their attention to the fact that their attitude towards a variety matters in the learning process, so that in the interview would dive deeper into that. These details and the information of the literary review both aided in the design of the questionnaire.

The questionnaire was conducted on the students in both hard and soft versions to ensure there was an appropriate amount of participants and it took them 5 to 7 minutes to answer, the students were informed that the questionnaire is voluntary and anonymous. Both of them were constructed of two sections: the first was demographic information (from Q1 to Q6), and the second was students' attitudes towards varieties of English (from Q7 to Q18). In general, it consisted of 18 questions. The questions were all direct, close-ended questions with responses of either yes or no and multiple choices, in addition to giving the students a chance to write their own choice if it was not already provided. There were only four open-ended questions: one at the beginning of the questionnaire asking the students their age and three in the rest of the questionnaire; the second part of a two-part question on which the students would have to justify their answer if they answered yes to the first part. In addition to specifying their answer if it was not already provided.

3.1.5. Aims of the Interview

The interview aims at:

- Encouraging participants to contribute their personal experiences, ideas, and insights in order to gain a thorough grasp of their opinions and viewpoints.

3.1.6. Description of the Interview

This qualitative semi-structured interview was a research method that entails having open-ended, in-depth conversations with participants in order to collect rich and thorough data. The interview was conducted with the students both inside the classroom with 10 participants and online with another 10 participants to gain more insights and to reach more views. The students were notified before starting that the interview will be voluntary and recorded and that it is anonymous, they were also informed that the recording could stop whenever they ask. It took the students 7 to 10 minutes to answer all the questions. A semi-structured interview, as opposed to a structured interview with predefined questions, provides a flexible framework that

allows for the examination of specific research themes while also allowing for spontaneous discussion and follow-up questions.

The interview was a follow-up on the questionnaire it helped shape their image of their previous attitudes in the form of seven main questions asked to all the participants and two to three questions asked to a few participants depending on their answers. In the first two questions, the students were asked to explain terms that were previously defined in the questionnaire to test if they understood them and to ensure they understand the rest of the questions. The rest were direct questions regarding their attitudes towards varieties of the English language.

3.2. Research Results

The questionnaire and interview results are thoroughly presented in this section.

3.2.1. Questionnaire Results

3.2.1.1. Section One: Demographic Information

Q1: What is your gender?

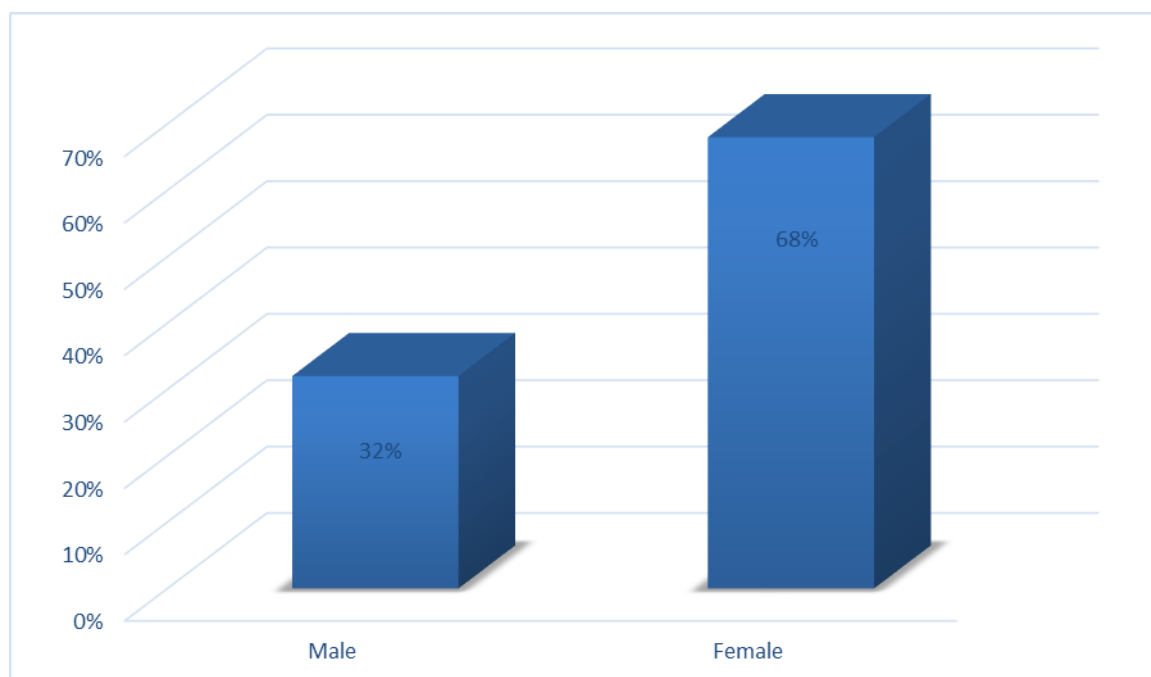


Figure 1.1. Gender of the Participants

As shown in the 'figure1.1' 68% of the participants are females while 32% are males, which means that females constitute the majority of the population under consideration. This shows that girls are more interested than boys are in learning English as a second language academically. In addition, girls are more interested in learning foreign languages.

Q2: What is your age?

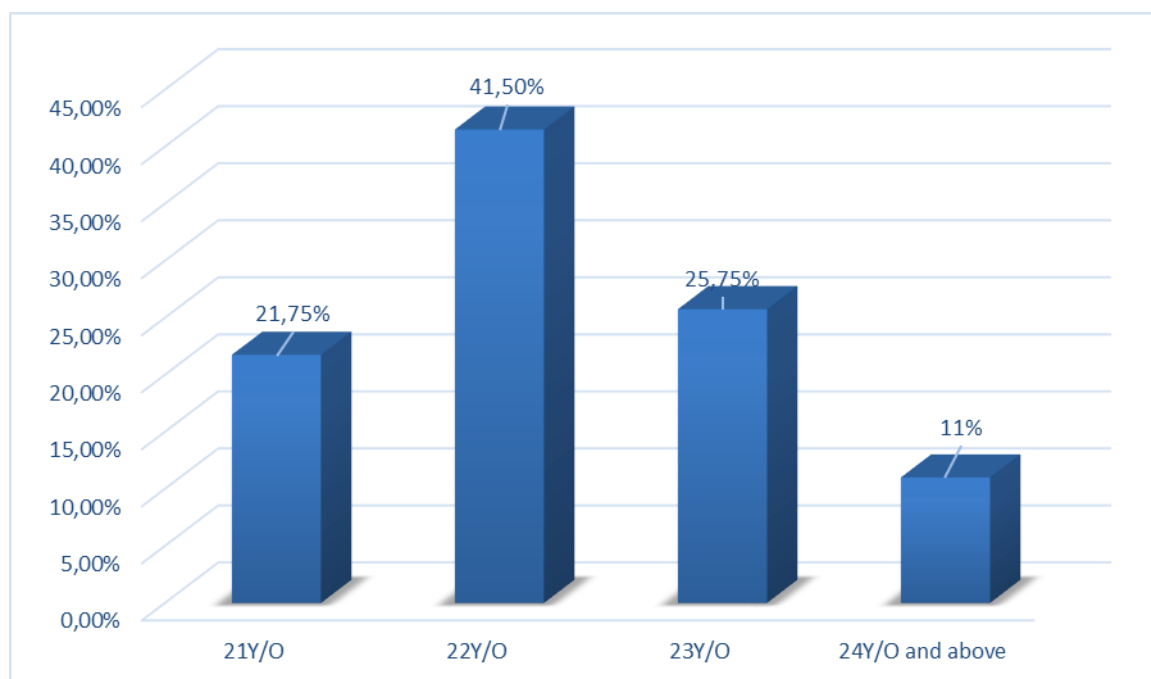


Figure1.2. Age of the Participants

The participant's ages range from 21 years old to 24 years old and above as shown in 'figure1.2' this means they belong to the same age group. Having individuals from the same age range provides homogeneity for this research because they are likely to share similar qualities, experiences, and cultural influences. This homogeneity can be useful for studying certain age-related phenomena or assessing the influence of elements that are particularly relevant to that age group.

Q3: How many languages do you speak?

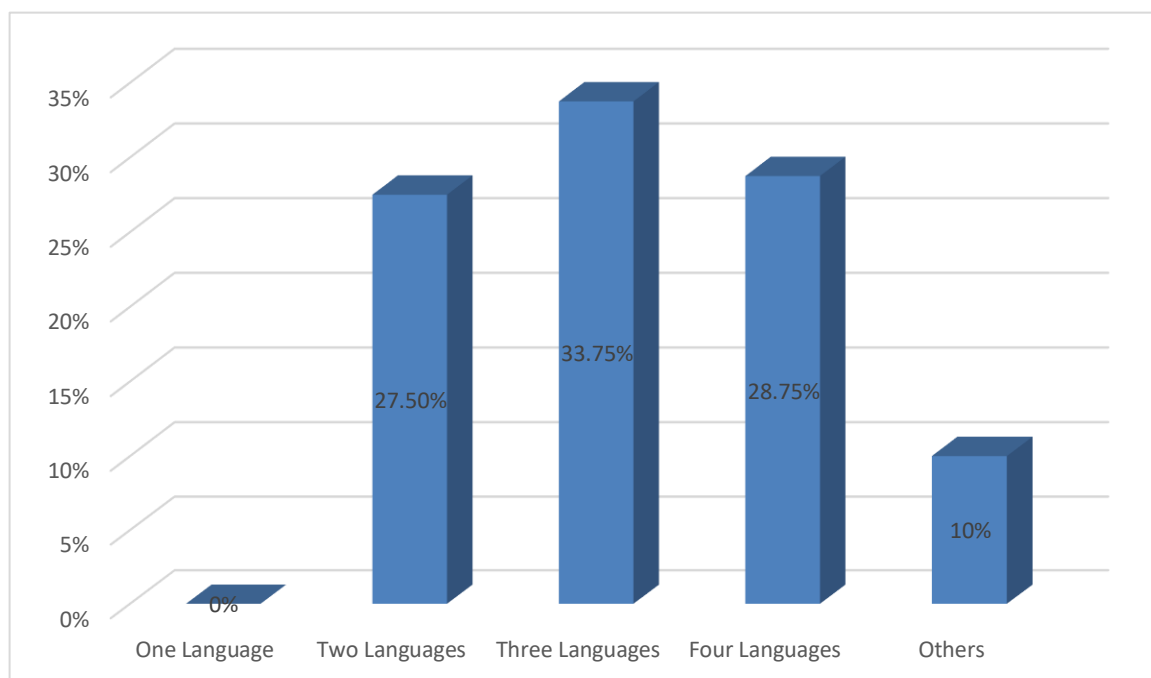


Figure 1.3. The Amount of Languages the Participants Speak

As demonstrated in 'Figure1.3' the majority of 33.75% stated that they spoke three languages, followed by 28.75% that spoke four languages, 27.5% spoke two languages and 10% chose the option others meaning they speak more than four languages, this means that the majority of the participants are multilinguals. These findings also mean that the participants have a wide range of linguistic abilities, communicative skills, and cultural practices.

Q4: What languages do you speak? (You can tick more than one)

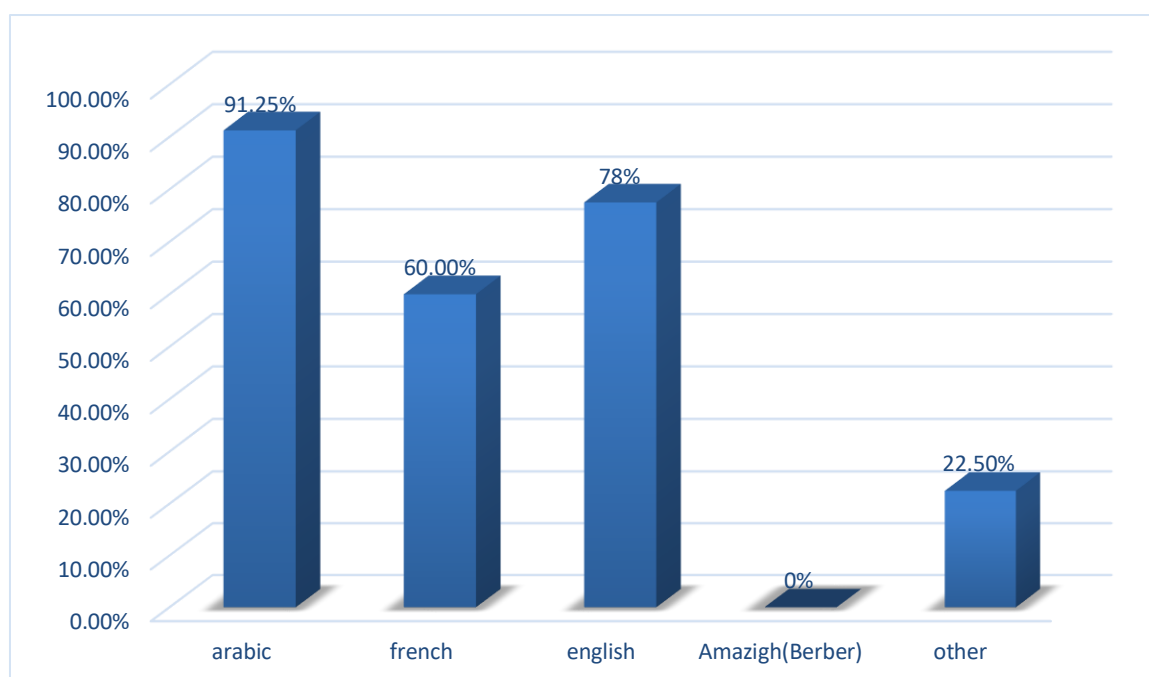


Figure1.4. Languages the participants speak

As 'Figure1.4' shows all the students stated that they spoke multiple languages, Arabic being the most used by 91.25% of the participants, followed by English used by 78%, French used by 60% and 22.5% of the students chose others and stated that the other languages they speak were Italian, Spanish, Japanese, Korean, Russian and Turkish. The ability of the individuals to speak numerous languages shows that they have interest in different civilizations, worldviews, communities, or social activities and their languages. This also shows that students of the department do not speak Amazigh (Berber) even though it is an official language in Algeria, this can indicate that there are no Amazigh participants in this study since it is mostly spoken only by them.

Q5: What languages do you use outside the classroom? (You can pick more than one)

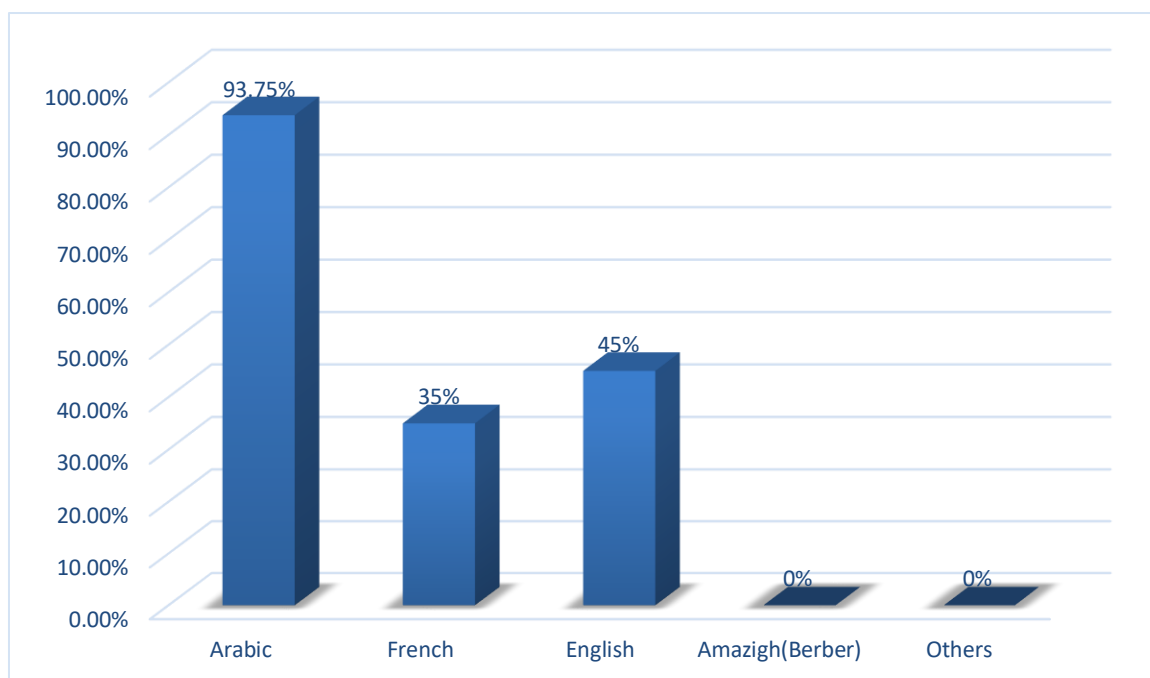


Figure 1.5. Languages the Participants Use Outside the Classroom

In 'Figure 1.5' 93.75% of the students stated that they used Arabic outside the classroom, 45% used English and 35% used French. Knowing that 45% of the students used English outside the classroom, knowing that they use English outside the classroom also tells that they have a good amount of exposure to it both academically and socially which means more exposure to different varieties.

Q6: How would you describe your level in English?

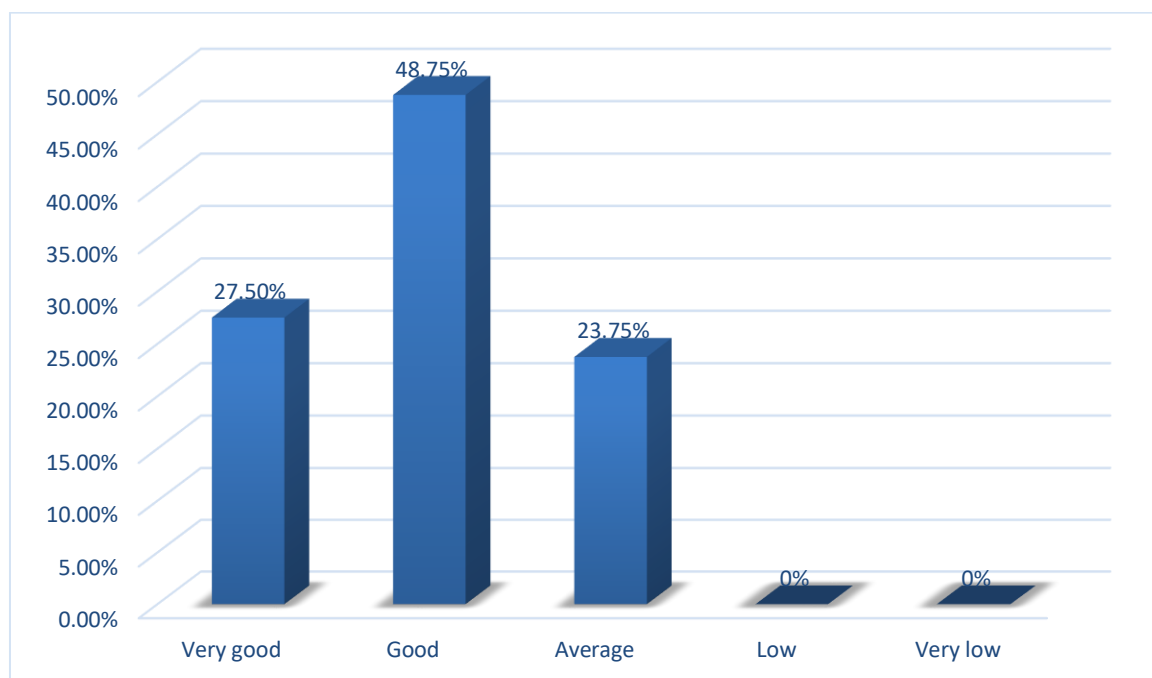


Figure 1.6. The Participants Level in English

In 'Figure 1.6' 48.75% of the participants claimed to have a good level in English, 27.5% expressed that they had a very good level and 23.75% said that they have an average level. These findings are very compatible and relatable to the main choice of the sample since the first year master students were chosen for their longest exposure to English Language(s) and their associated culture(s).

3.2.1.2. Section Two: Students attitudes towards varieties of English language

Q7: Were you aware that English has multiple language varieties.

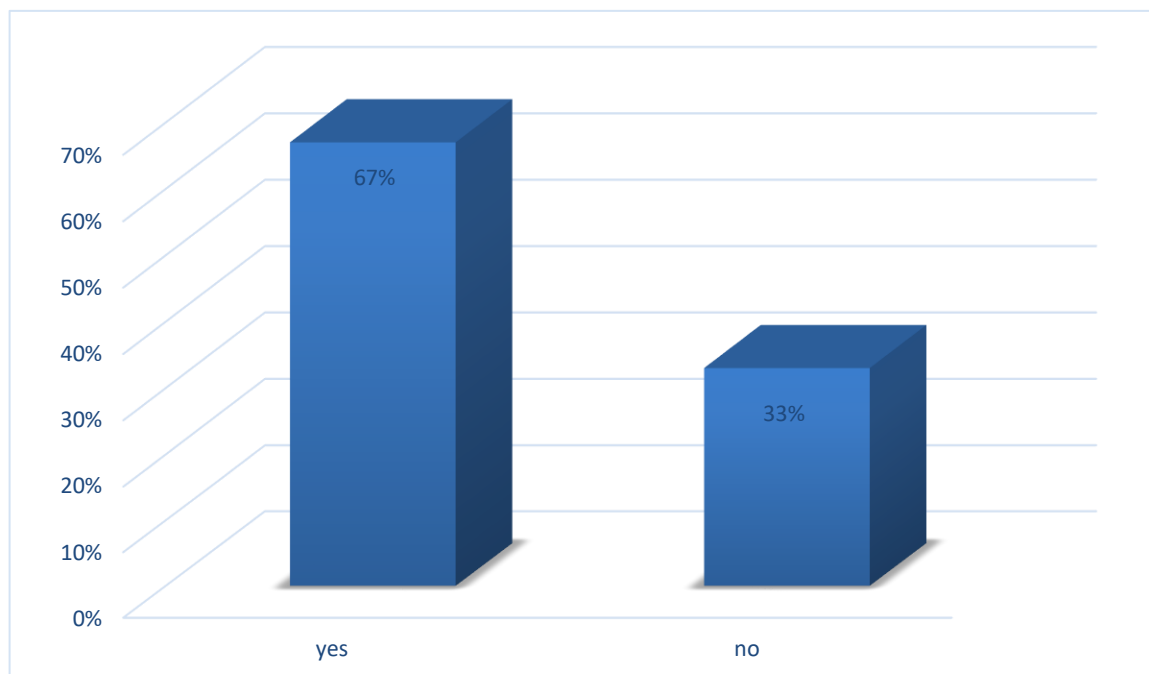


Figure 1.7. Students Awareness to Multiple Varieties

‘Figure 1.7’ shows that 67% of the participants claimed they knew English had multiple varieties while 33% admitted to not knowing there were any. This was either because they really did not know, or did not answer seriously, or because they did not understand the question. This also indicates a level of linguistic awareness and understanding about the diversity of the English language; they may be knowledgeable with variances in accents, dialects, regional differences, or even various national versions of English. Some assumed English varieties were formal and informal English and some related them with slang and accents, which is not entirely wrong considering that when switching varieties the use of slang and accents change. This implies a level of sociolinguistic awareness. They understand that distinct dialects of English can be employed in various social or formal contexts.

Q8: Tick the variety you come across the most inside the classroom (you can tick more than one answer).

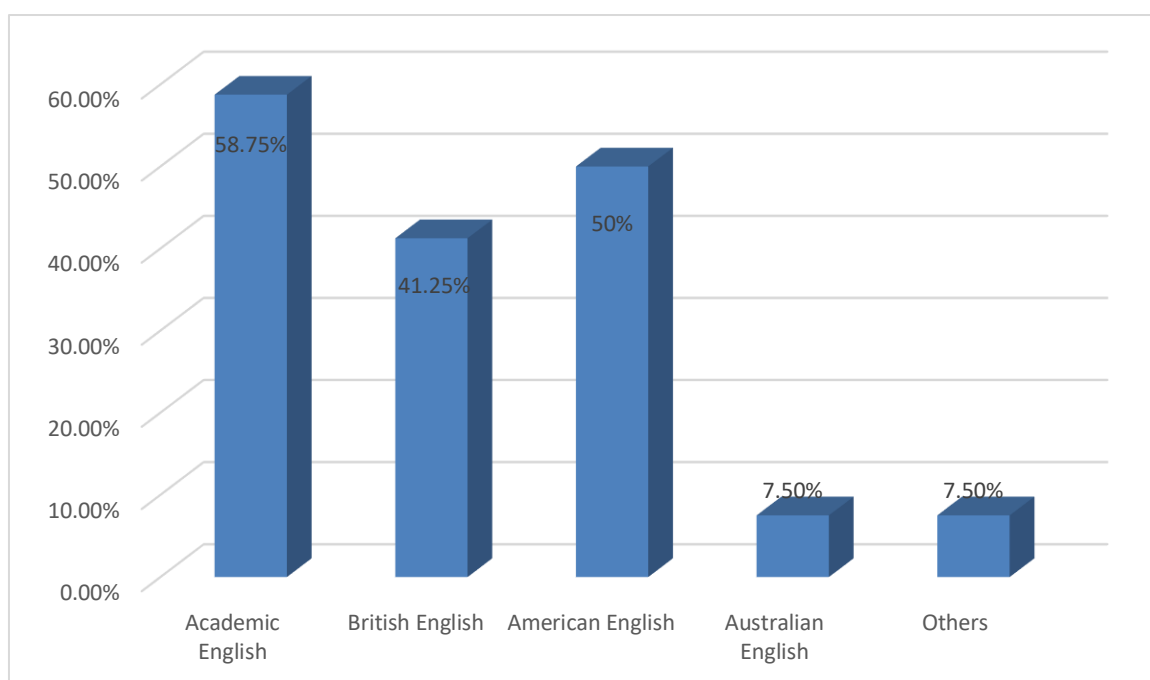


Figure 1.8. Varieties Participants Come Across Inside the Classroom

'Figure 1.8' shows that 58.75% of the students believe that the English variety most used in the department is academic English, followed by American English 50%, then British English 41.25%, Australian got 7.5% and other varieties also got 7.5%. When the students were asked what other varieties they come across inside the classroom the replies were; African English and Indian English. These answers showed that the students do pay attention to different aspects of English and use the knowledge they gathered both inside and outside the classroom to think critically in identifying and differentiating the varieties.

Q9: Does your attitude towards a language affect your ability to learn it?

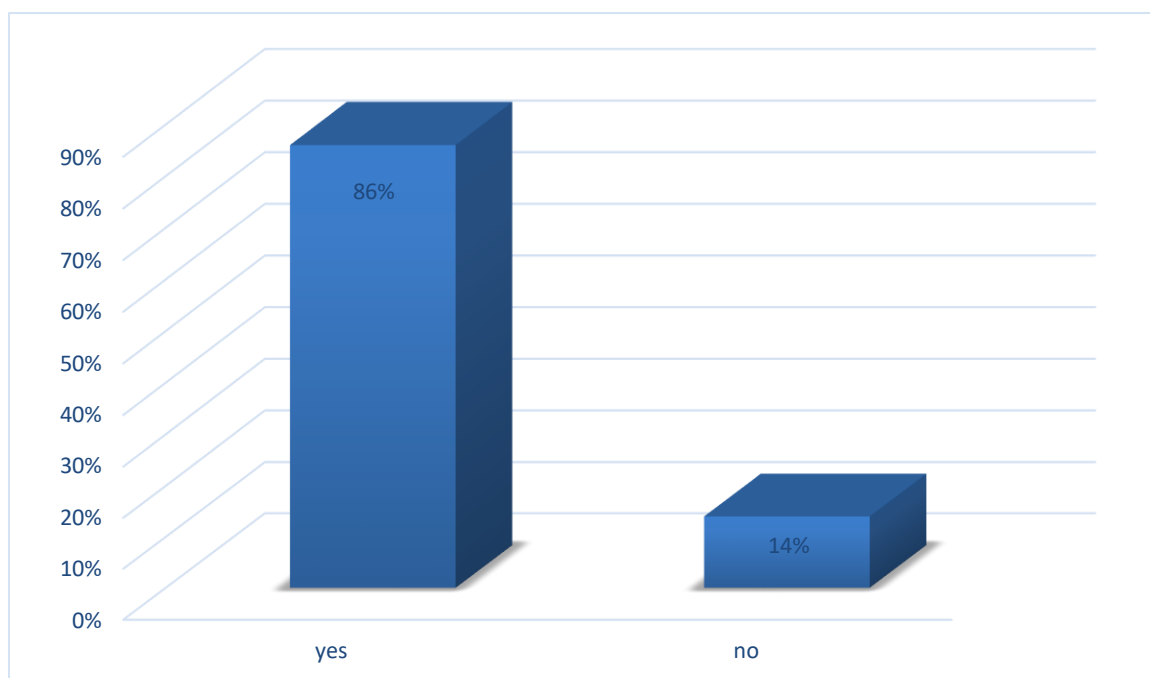


Figure 1.9. The Effect of Students Attitudes on Their Ability to Learn a Language

'Figure 1.9' show that 86% of the participants agreed to the fact that their attitudes affected their ability to learn a language, 14% disagreed. These findings correspond with the theoretical part of this research and proves that attitudes toward a language affect the motive and general ability to learn it.

Q10: Do you recognise the different varieties your teacher uses inside the classroom?

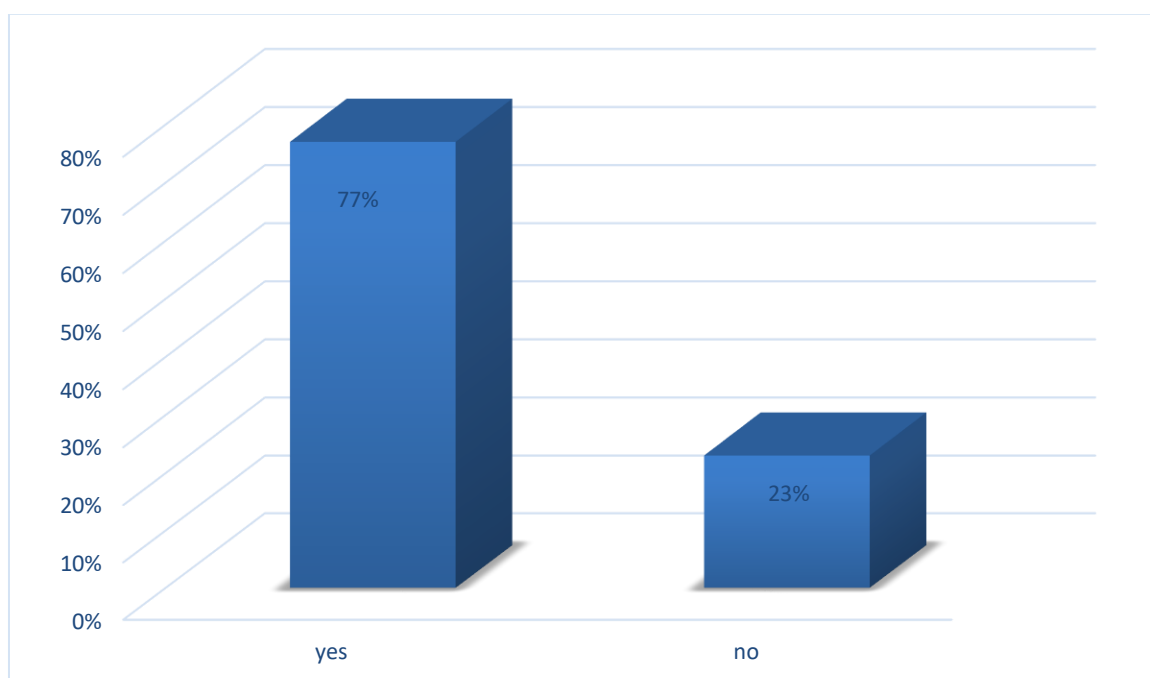


Figure 1.10. Students Recognition of the Varieties Used by Teachers inside the Classroom

Students were asked if they recognised the different varieties used by their teachers, in order to draw their attention to two things, the first being that one teacher can have different varieties, and the other that not all teachers use the same variety. According to 'Figure1.10' 77% of the participants recognised teachers' English varieties while 23% did not. This displays linguistic sensitivity and awareness to variances in accents, dialects, language, or grammar utilised by their professors.

Q11: Do you recognise the different varieties you come across outside the classroom?

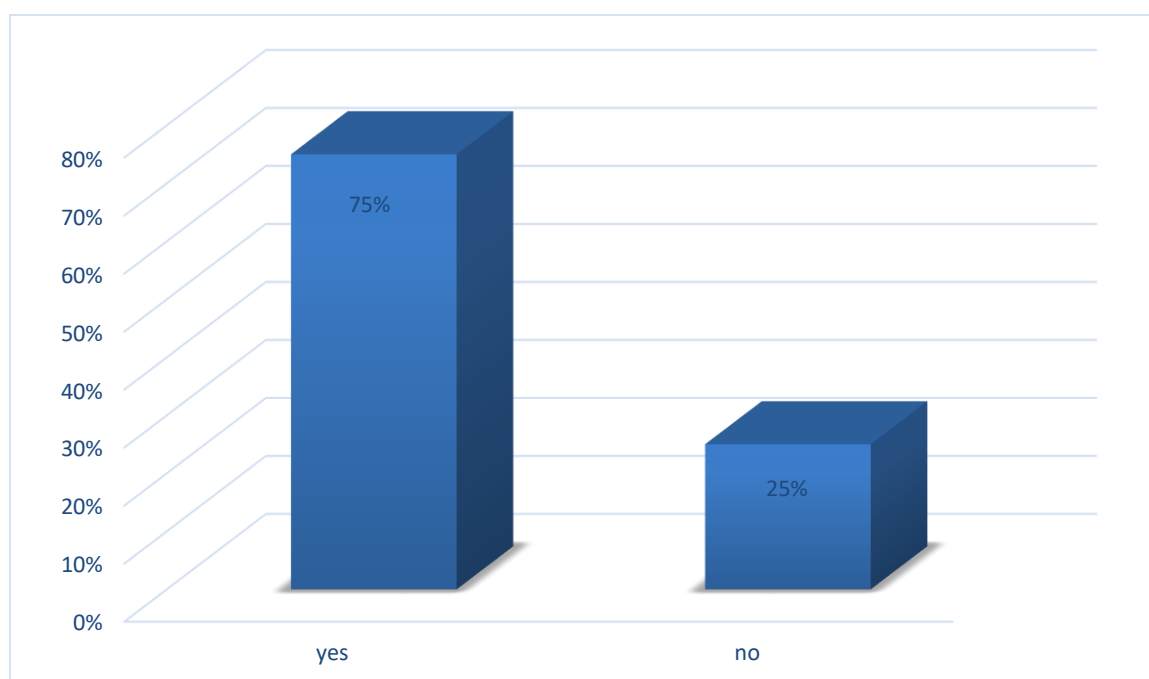


Figure1.11. Students Recognition of the Varieties they come across outside the Classroom

As 'Figure1.11' shows 75% of the participants recognised the English varieties they come across socially outside academia, 25% did not. This suggests that they have been exposed to realistic language use in real-world circumstances. They may have come into contact with many types as a result of encounters with native speakers, media, online content, or other language learning resources.

Q12: Outside the classroom, what is the variety you come across?

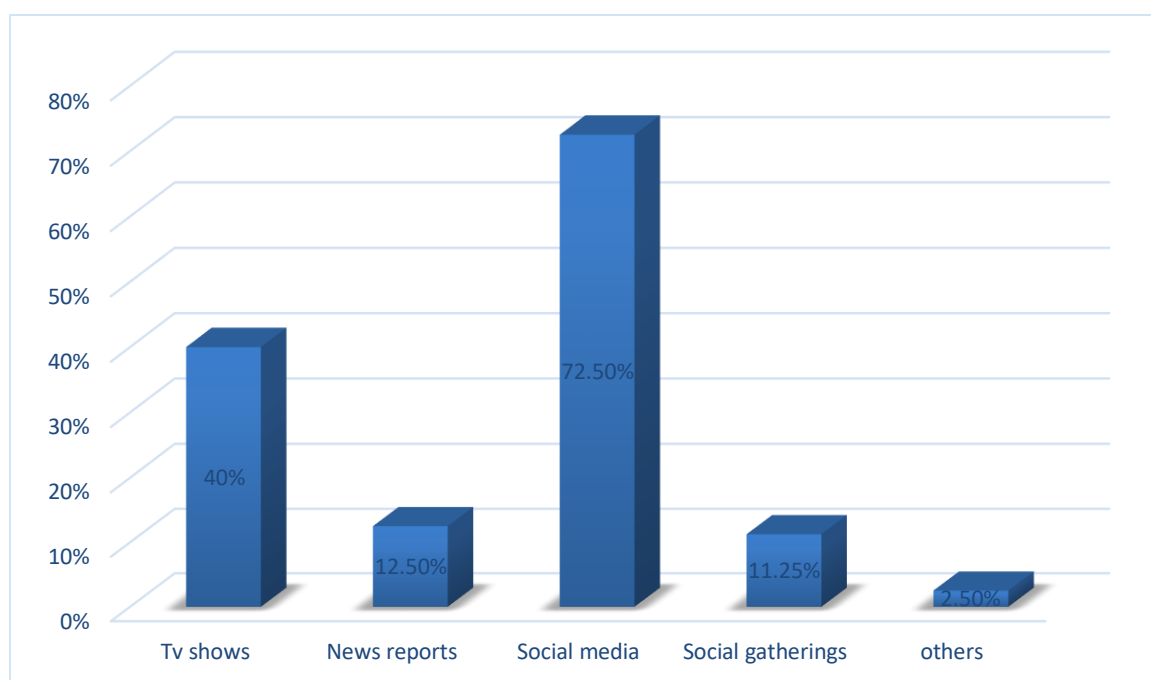


Figure1.12. Student's most Exposure to English outside the Classroom

In order to investigate further into the kind of language they face socially, students were asked where they come across the most exposure to English. In 'Figure1.12', the most frequent answer was social media chosen by 72.5% of the participants, followed by TV shows chosen by 40%, 12.5% chosen News reports, 11.25% chosen social gatherings and 2.5% chose other options and their specification was music. Informal language use, such as colloquialisms, slang, and informal expressions, is frequently used in TV shows and social media. Through these mediums, learners may become better acquainted with the casual and conversational elements of English. This additionally provides them genuine and up-to-date language.

Q13: Have you ever struggled to understand a person's speech because of their usage to a different English variety than the one you are used to?

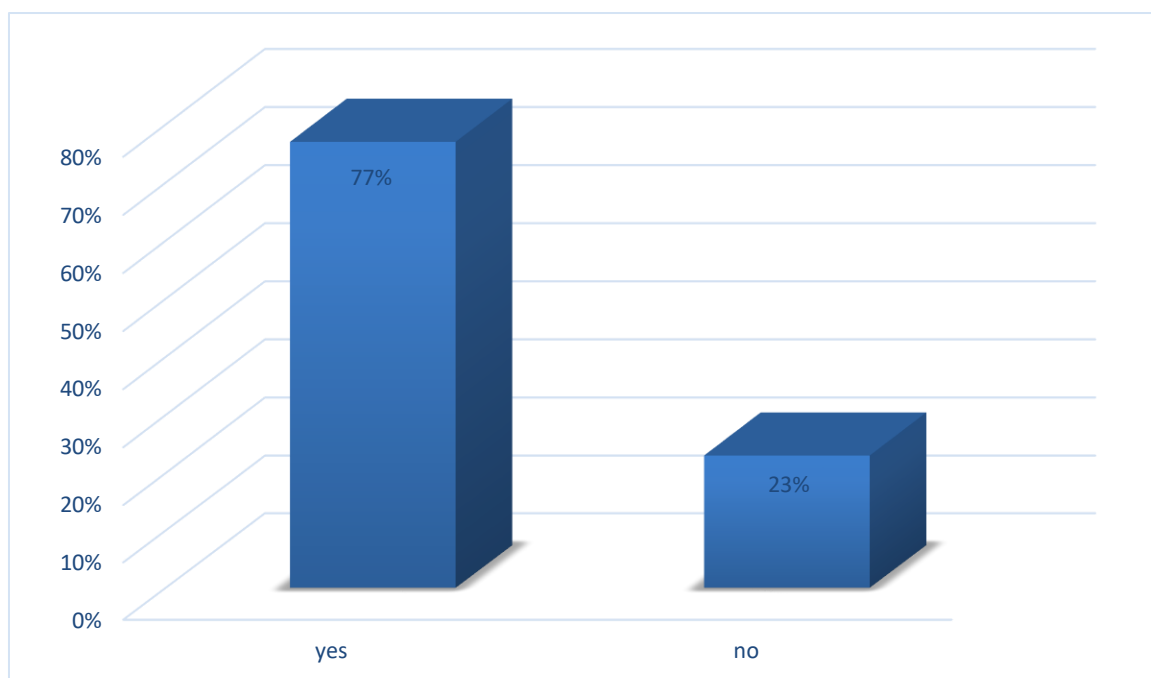


Figure 1.13. Students Struggle to Understand a Speech because of the Usage of a Different English Variety

When asked if they struggle with other peoples' speech due to a foreign English variety 77% said yes while 23% said no as shown in 'Figure 1.13'. They have difficulty understanding spoken English because of differences in accents, dialects, or pronunciation associated with various English varieties. Differences in phonetic and phonological qualities can make it difficult for them to understand spoken language.

Q14: If yes how often did that happen?

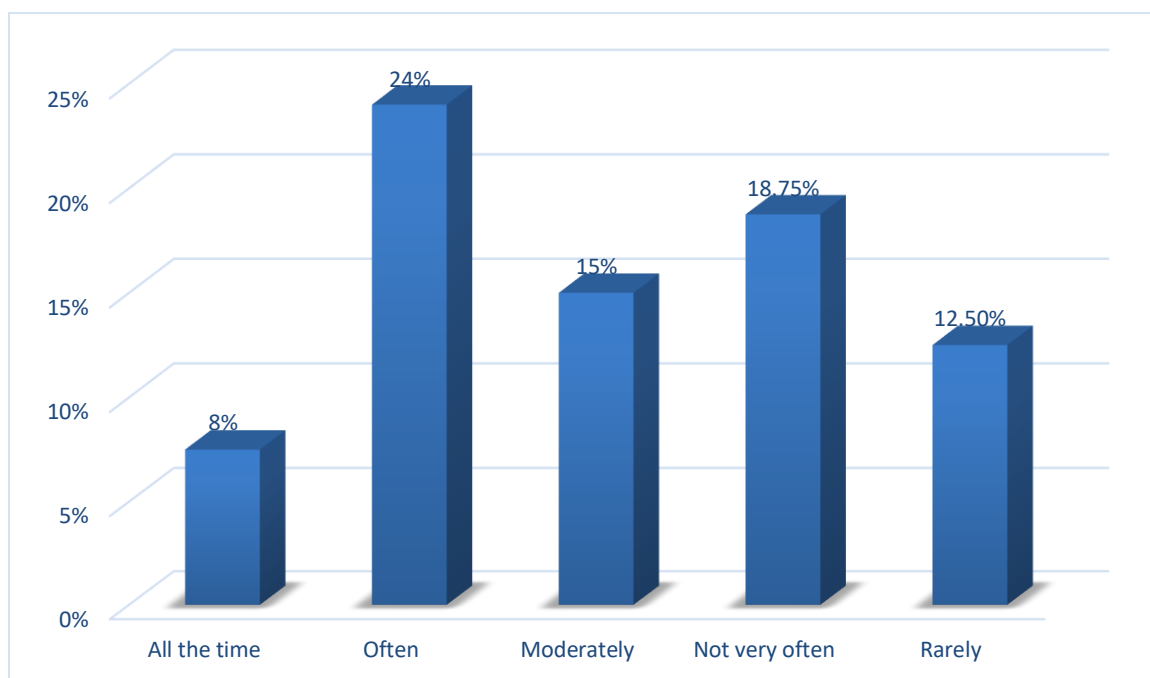


Figure1.14. Participants Extent to not Understanding Speech because of the Usage to a Different English Variety

For those who answered the previous question with yes were asked how often that happened, the responses were; 24% often, 18.75% not very often, 15% moderately, 12.5% rarely and 7.5% answered with all the time as exhibited in 'Figure1.14. This means that these students have different proficiencies and levels in understanding English varieties.

Q15: Have you ever struggled to understand a lesson a teacher was presenting because of their usage to a different English variety than the one you are used to?

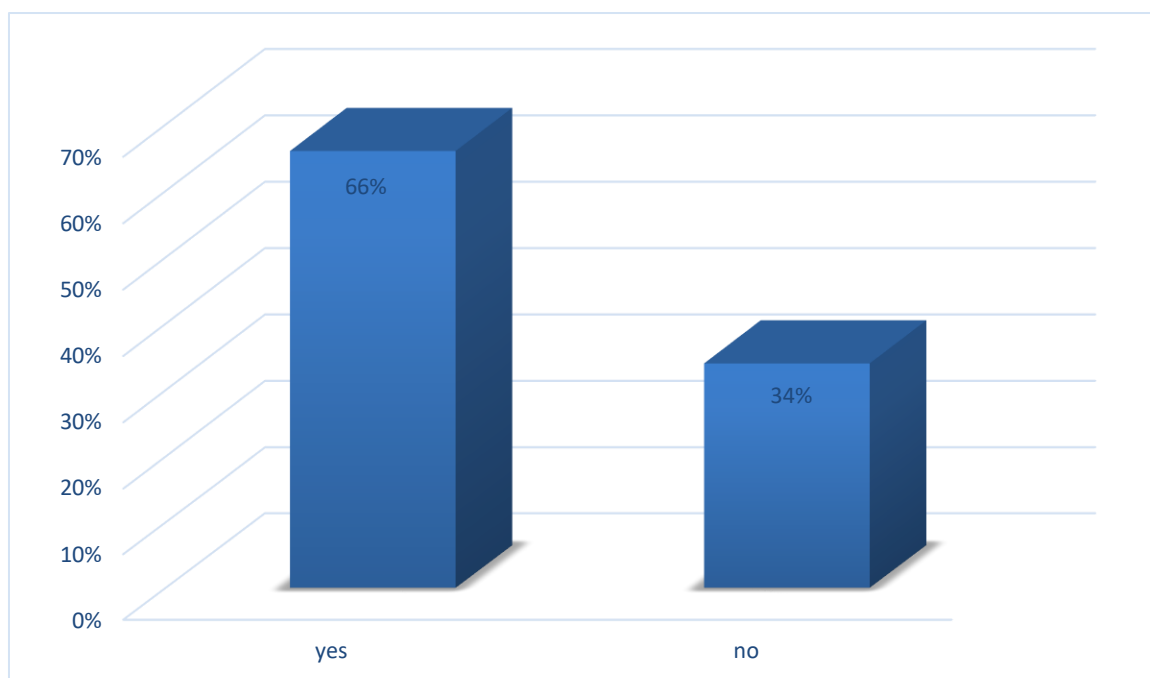


Figure 1.15. Participants Struggle to Understand Lessons because of Teachers' Use to a Different English Variety

To check if students' struggle to understand varieties affected their learning process, they were asked if they ever struggled to understand a lesson a teacher was presenting because of their usage to a different English variety 66% of the students answered yes, while 34% answered no as demonstrated in 'Figure 1.15'. This means individuals have difficulty understanding the substance of the lectures because of linguistic differences between their own English variety and the variety utilized by the teachers. Variations in pronunciation, vocabulary, syntax, or accent may impair their ability to comprehend the lectures effectively, indicating a lack of exposure to the English variety used by the teachers. If participants have mostly been exposed to a different form of English.

Q16: If yes how often did that happen?

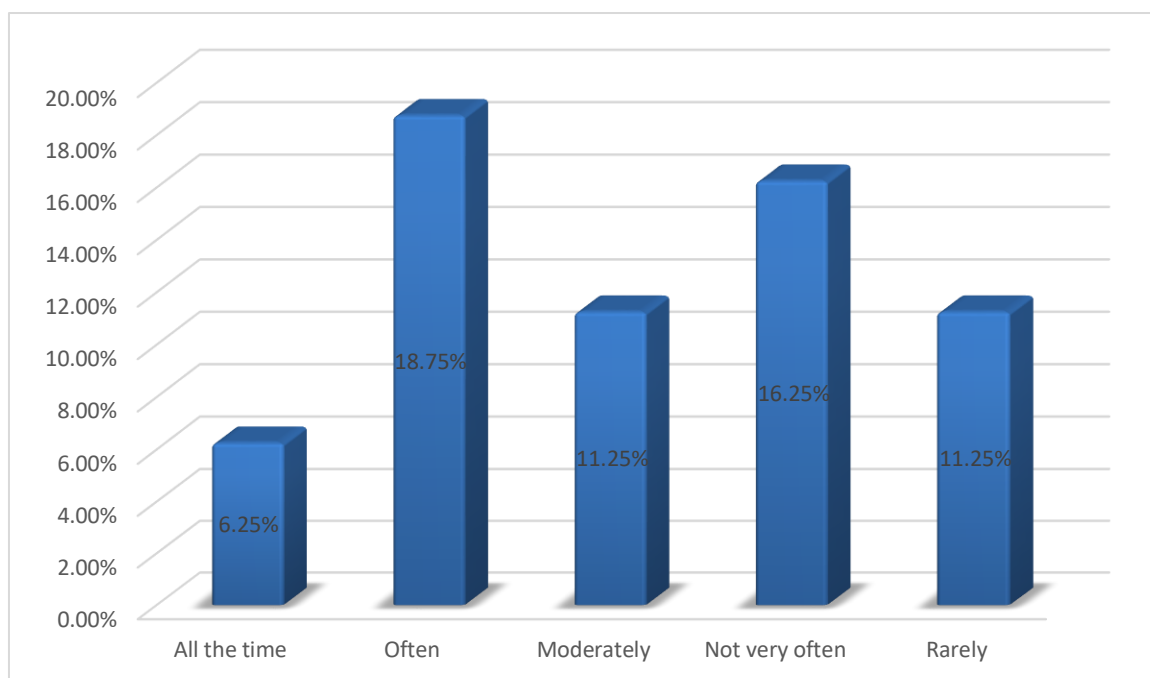


Figure1.16. The Extent That Participants Did Not Understand Lessons Due to Teachers'

Use to a Different variety

For those who answered yes to the previous question were asked to what extent that occurred, the results as shown in 'Figure1.16', 18.75% of the participants chose often, 16.25% chose not very often, 11.25% moderately, 11.25% rarely and 6.25% chose all the time. This entails that students have different experiences and different levels of understanding the teacher.

Q17: Have you ever considered adapting to a new English variety?

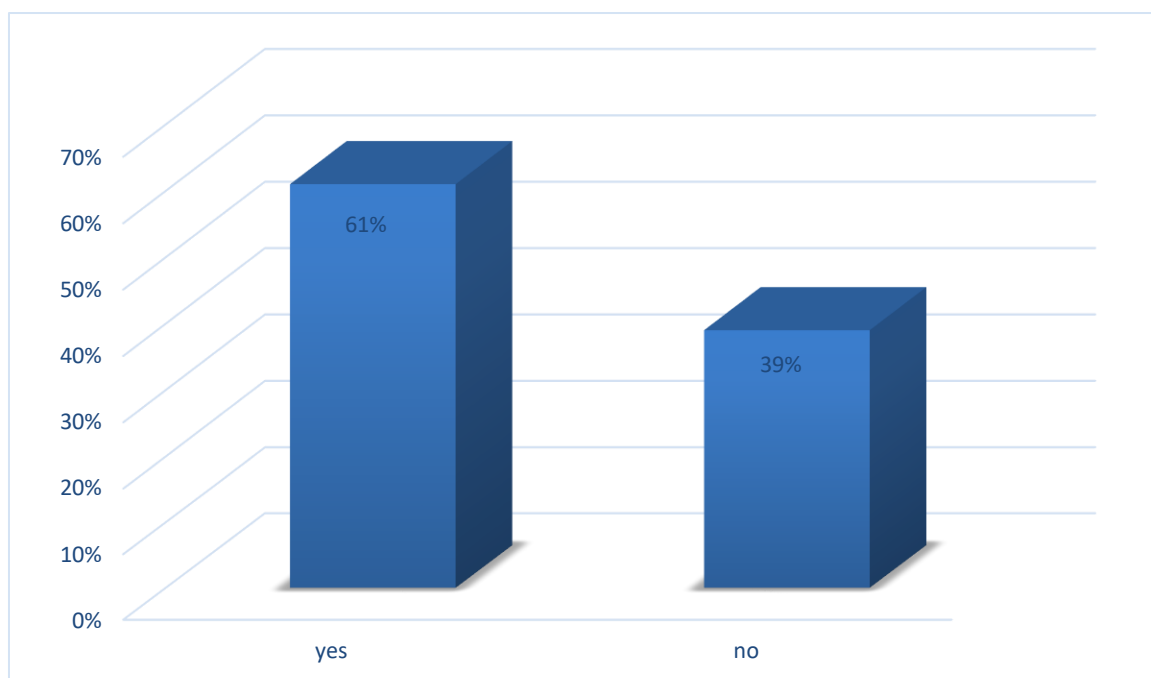


Figure1.17. Participants Openness to Adapting to New Varieties

Students were asked if they are open to adapting new English varieties. 'Figure1.17' show that 61% answered yes while 39% answered no. This shows that they are willing to adapt to new variations, indicating linguistic flexibility, embracing varied accents, dialects, or language peculiarities, acknowledging the significance of knowing and communicating well in diverse English-speaking situations. While others aren't ad interested.

Q18: Have you ever favoured one English variety over the other because of its background culture?

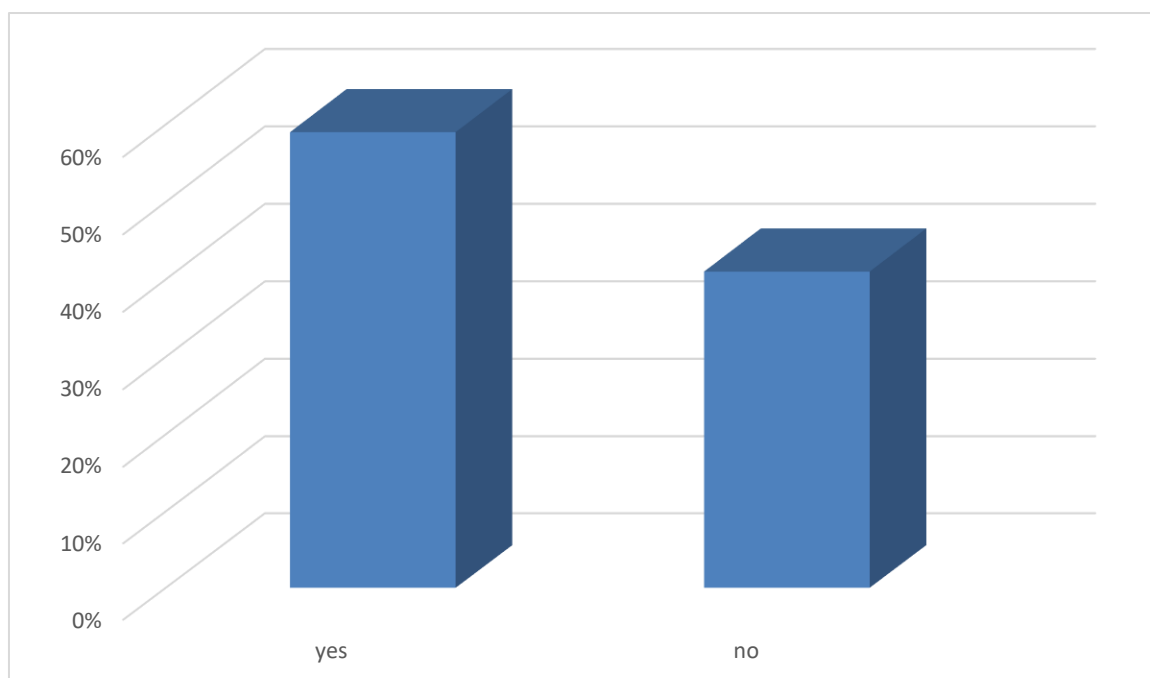


Figure 1.18. Participants' Favourability to One English Variety over the Others Due to its' Background Culture

To investigate the results to the previous question from a theoretical point of view, participants were asked if they favoured one English variety over the other because of its' cultural background, to which 59% answered yes while 41% answered no as demonstrated in 'Figure 1.18'. This shows that for the majority of participants, a language's background culture has a considerable impact on their language preferences. Social conventions, historical links, media influence, or linguistic closeness may all contribute to their predilection for a specific English variation. While others do not have the same viewpoint.

Those who answered the previous question with yes were asked to specify which variety they favoured; the majority answered with British English or old classical English, others stated that they favoured American English; this supports the fact that the British and the American varieties are the most popular ones.

3.2.2. Interview Results

The results to the interview will be provided in a form of thematic analysis since it provides flexibility in recording and understanding the extensive and diverse data provided in each answer.

Q1: What is an attitude?

Theme1: An attitude as a mental tendency

- A participant defined it as, “Its psychological act in our brains, it shapes our opinions and controls the way we act”.
- Fourteen students defined an attitude as a state of mind, an opinion, a way of thinking or feeling about a certain thing or someone and an amount of favourability in the brain.
- This entails that they either remembered the definition from the questionnaire or they had a correct interpretation for it by themselves.

Theme2: An attitude and an expression

- A participant said, “It’s like when someone says I don’t like your attitude meaning I don’t like the way you are behaving”.
- Six students defined an attitude as a physical behaviour or an action one can make to express a preference.
- These students find challenges in properly using the term and mixing it with behaviour, which indicates their lack of understanding for it, or maybe they are aware that attitudes influence behaviours.

Q2: Is a variety and an accent the same thing?

Theme 1: Students distinction between an attitude and variety

- A participant stated, “They are not the same thing, a variety is so much more than just an accent, while an accent is just about pronunciation and is one of the things that make a variety. A variety is about slang, vocabulary, grammar and more”.

- Twelve students agreed that they are not the same thing; they further commented that an accent is only related to the pronunciation of language and is one component of the many things that make up a variety, which is a much more general term that contains syntax, vocabulary, punctuation, grammar, slang, and pronunciation.
- Many students remembered the definition from the questionnaire and mixed it with their previous knowledge and this indicates that they figured out what it meant mostly through critical thinking skills.

Theme 2: The interchangeability of the terms

- A participant said, “It’s like British English and American English they pronounce words differently we can refer to that as either a variety or an accent”.
- Six students said that they are the same thing; they explained that they both refer to the way different native speakers use the same language only in terms of pronunciation.
- This indicated that students were concentrated only on the way language sounds and its visible features disregarding its’ structure and vocabulary.

Theme 3: Distinct implication of the term “Language variety”

- A student stated, “I think a language variety is like saying a group of languages such as Spanish, Italian and so on, and an accent is just about the pronunciation of a certain language”.
- Two students said they are not the same thing, adding that a language variety is a group of different languages such as Spanish, French, German, etc., while an accent is how a person pronounces these languages.
- This means that they had misunderstanding of the term, mixing it with variations of languages.

Q3: Can you define Standard English also known as Academic English?

Theme 1: Academic English in professional context

- A participant added, “It’s the English used by our teachers in the classroom and expected from us to use in essays and assignments”.
- Fourteen students said that it is the English used in formal and academic settings to teach proper English, that it holds the general rules of punctuation, vocabulary, and grammar, and that it is mostly used with EFL students.
- This means that students relate the term to academia, research and scholar writing.

Theme 2: The different uses of the terms

- A participant stated, “Academic English is the English used by teachers inside the classroom, and Standard English is the English used by native speakers”.
- Three students said that they did not know the terms were used interchangeably; they rather thought that academic English is a variation of English used by educators to teach, while Standard English is the English used by native speakers in everyday context.
- This indicates that the interchangeability of the terms confused the students, and made them use their background knowledge and critical thinking abilities to better define them.

Theme 3: The English used in works of literature

- One student defined it, “It’s the English used in literary productions such as books and newspapers for an aesthetic language”.
- The student related it to proper English used in popular written material. Since most the book discussed in literature course are classics this may give the idea that these books are written in a more formal, classic and academic English.
- This is an indicator of this students linguistic competence, he managed to relate the proper use of English to literary materials.

Q4: For those who knew what it was, do you think teachers of our department use it?

Theme 1: Teachers neglecting academic English

- A participant said, “I remember it being mentioned in my first year in phonetics class and as I learned about it I tried to figure out if any of my teachers use it and I couldn’t think of any”.
- Twelve students said that the teachers of our department do not use academic English and added that they use other varieties such as American and British English. A few stated that the teachers’ native dialects mix with the English they use, creating an Algerian variety.
- This indicates that students recognise the fact that the native tongue can affect the foreign spoken language even when trying to hide it.

Theme 2: Teachers usage of academic English

- A participant said, “I think it is important to use it and I noticed a lot of teachers of our department trying their best to be clear and understood by the whole class”.
- Six students said that even though there are a few teachers who do not use it, the majority do, as it is important for them to use the most global terms to ensure maximum understanding.
- This means that some students do recognise it with certain teachers in our department.

Q5: What is the language variety that you prefer to use and understand the most?

Theme 1: Students preference of Standard American English

- A participant commented, “It has a smoother flow and sounds more natural”.
- Ten students stated that they prefer to use American English since, for them, it is the easiest and most understandable one.
- This means that these students prefer American English in terms of comprehensibility and easy usage which is a matter of familiarity because if they were exposed to British English as much they would have said the same thing about it. Because accent variations may be perceived as affecting their own intelligibility when speaking English. They

may wish to develop a certain accent in order to improve their intelligibility and decrease communication misunderstandings.

Theme 2: Pupils developing their own dialect

- A participant commented, “I only try to oppress my native dialect as much as possible to not make any mistakes and try to copy my teachers’ language”
- Six students stated they did not know which English variety they used because they thought it was a mixture of many dialects they had learned to adapt. Two of them stated that they find academic English the most understandable, while the other four said that they understand American English more.
- Students revealed that they admitted to using different varieties in their English language use to try to build a language that suits them best.

Theme 3: Students preference of Standard British English

- A participant stated, “British English sounds more Shakespearian and has a more aesthetic effect”.
- Four students said that they prefer to use British English and find it the most understandable and aesthetically pleasing.
- This shows that these students picked British English in terms of comprehensibility and because its sounds more pleasant to them.

Q6: Have you ever struggled to understand a teacher because of their language variety?

Theme 1: Students having trouble grasping multiple varieties

- A participant stated, “Sometimes different teachers pronounce the same word differently and it made me feel like one of them is saying it incorrectly. However, I remember watching a video on how the same word in English could have different pronunciations, my mind immediately jumped back to how my teachers spoke”.

- Sixteen students stated they have struggled to understand certain teachers because they pronounce words differently. Certain students blamed it on their low intellect and how they find it hard to understand complex words.
- This shows students struggle to understand teachers because they use different language varieties and pronunciations and it causes the students confusion and misunderstandings.

Theme 2: Students' fully comprehend teachers' language.

- A participant commented, “I have an average level of English and constantly try to improve it, and I can always rely on my teachers to help me learn a better language.”
- Four students did not have that problem and said that they understood their teachers’ language.
- This reveals that there are students who do not have a problem understanding their teachers and find it completely comprehensible.

Q7: If you answered the previous question with yes, what did you do in that situation?

Theme 1: Students avoiding confrontation

- A student commented, “I am very shy in such situations, I always try to avoid attention and try my best to focus on the rest of the lesson”.
- Seven students said that they did not do anything in that situation in order to avoid disturbing the teacher or causing any problems as they think a comment of such nature might cause their educator to be offended.
- This shows that not all students can speak up to teachers in such situations mostly because of fear and intimidation.

Theme 2: Students attempting to grasp the material on their own

- A participant commented, “I find YouTube to be very helpful in these situations also google or artificial intelligence websites such as ChatGPT”.

- Five students stated that if they could not understand the teacher, they would simply try to understand the lesson by themselves through the web.
- This revealed that these students put it upon themselves to find other ways to understand the lesson.

Theme 3: Students using a politeness

- A participant stated, “If I don’t understand the lesson in the classroom there is no other way for me to understand it, so I try my best to be active with my teacher and ask him if I’m having any difficulties understanding”.
- Four students stated that they politely asked the teacher to slowly repeat what they said or blamed it on their lack of knowledge on the language.
- This demonstrates that certain students find it acceptable and normal to ask a teacher politely to repeat what they said since they count on the teacher for properly delivering the lesson.

Theme 4: Students relying on written forms

- A participant stated, “I always request that the teacher sends us the lecture in pdf form because I know I don’t have a lot vocabulary knowledge and like to read the lecture prior or during the lesson to have a general idea on what the teacher is saying”.
- Another participant stated, “I’m not much of an auditory learner, I much prefer to read the lesson sometimes multiple times to understand it”.
- Four students said that they have downloaded the pdf and tried to relate what they did not understand to the written lecture for visual reinforcement.
- This demonstrates that students count on their reading skills to compensate what the spoken language they failed to understand.

Q8: Have you ever liked or disliked a culture because of its English variety?

Theme 1: Students judge a society based on its language

- A participant stated, “Yes, I think I do that and it’s not just cultures it’s their people, sometimes people from the same culture share certain habits and lifestyle so I might end up judging an entire culture just based on what a person said or did”.
- Seventeen students said yes they have indeed judged a culture because of its English variety. They stated that if the people use English badly this could be an indicator of ignorance and stupidity.
- This confirmed the fact that students relate a language to its culture and judge it based on its quality.

Theme 2: Students unwillingness to relate a culture to its language

- A participant stated, “I don’t think that you can judge a culture just by its’ language, I think they are unrelated to one another”.
- Three students said that this did not occur to them and that they do not judge a culture by its variety. They further commented that even though you can learn more about a culture from its’ own language, the way its’ speakers use other languages is not related.
- This showed that there are students who find the two variables to be not relatable.

Q9: Those who answered yes to the previous question were asked what cultures they liked or disliked.

Theme 1: Students preference for British Culture

- A participant stated, “ I love everything about the British culture, the way they value the crown, traditions, I also think they are unproblematic peaceful people in comparison to Americans”.
- Twelve students said that they liked the British culture more because the way they speak, they found it very pleasant and aesthetic. Some of them even commented that it made them want to live there and use their English variety on a daily basis.

- This showed that students preference to the British culture made them more culturally and socially aware.

Theme 2: Students preference for American culture

- A participant stated, “I’m used to watching a lot of movies and American shows it made me acquire their English and relate to their culture more”.
- Four students stated that they liked the American culture the most because of its simple and understandable accent.
- This shows that media and globalism helped advertise the American lifestyle and the easiness of its language variety makes it more appealing to foreigners.

Theme 3: Student preference for Australian culture

- A participant commented, “I remember watching a movie and a new character appeared, I found his accent to be unique and charming, he later identified himself as Australian and it made me admire Australian English”.
- One student stated that he preferred the Australian culture after he heard them speak and searched it further.
- This shows that peoples’ general attitudes can lead them to new discoveries and preferences.

Theme 4: Students disliking the Indian culture

- A participant commented, “I really hate the Indian culture, their English is really bad and it gave me an image of them being uneducated, loud, and ignorant people”.
- All seventeen students stated that they disliked the Indian culture due to the way they spoke. They commented that they find it irritating, filled with mistakes and hard to understand. They further added that every time they look for lessons or explanations on the web, it frustrates them to find an Indian person doing it; they said that it gave them a bad image of the Indian culture.

- This confirms and agrees with the previous findings that people judge cultures based on the quality of the language.

Q10: Which do you believe have the best English in our department the senior professors or the newer ones?

Theme1: Senior teachers speak the most understandable English

- A participant stated, “I think that the senior teachers have more practice and experience with English, also a lot of them studied abroad so that might be a factor benefiting them”.
- Seventeen students stated that they found that the English variety they admire the most to be spoken by senior professors and that they admire their native-like varieties and hope to achieve their level.
- This shows that students do find the senior professors to use an admirable language, They may see senior professors as models of language competency and believe that their English is of greater quality.

Theme2: Young instructors' flexibility and development

- A participant stated, “I noticed that there are a lot of new teachers who speak perfect English and realised they always try to improve their speech to be understood best”.
- Three students stated that in their opinions the younger generation of teachers have more flexibility with their language and that they think they are always working on improving it. Also, that there are ones who had that good pronunciation before teaching.
- This may indicate that newer teachers are perceived to have more adaptive and up-to-date English language skills. The students may assume that these teachers are more conversant with current linguistic usage, such as current terminology, colloquial idioms, and informal language.

3.3. Summary of the Findings

The results of the questionnaire mainly indicate that students are unaware of the existence of multiple English varieties and only observe the accent. They were provided with an explanation of the two key terms "attitude" and "language variety" to ensure they understood the questions, to save them from any embarrassment, and to put them at ease. First, the majority of the students confirmed that their attitudes towards a language affect their ability to learn it, confirmed that they do recognize the different varieties they come across both inside and outside academia, and later showed that their most exposure to English is through social media and TV shows. The latter can be very helpful for students' language acquisition since social media platforms provide a richness of actual language use by native and non-native speakers from a wide range of linguistic origins. Language styles, registers, vocabulary, and expressions that are not usually found in traditional classroom materials may be encountered by EFL learners. This experience assists students in developing a deeper knowledge of real-world language use. Second, the majority of students expressed their struggle to understand different English varieties both inside and outside academia, indicating their main struggle to fully understand the spoken language is its' incomprehensible and multiple different usage. Third, the majority of participants expressed their openness to adapting to a new English variety and confirmed that they favour one variety over the other because of its background culture. When asked to specify, the frequent answers were American English and British English.

The interview, on the other hand, provided more detailed information. Even though the students were given the definitions of the two key terms in the questionnaire, a few of them still answered incorrectly in the interview, relying on their critical thinking abilities, connecting the term "attitude" to physical behaviour and "language variety" to variation of languages and accents. The students later tried to explain the difference between an accent and a language variety. Those who gathered enough information from the questionnaire gave precise and

correct answers; however, others were only focused on the pronunciation and accent and thought that mastering various accents is essential for good communication. Students had no idea there was more to English varieties than just the accent, and some of them only knew about the different pronunciations through the phonetics course. Students did not perceive academic English as a variety; they thought of it as more of a structure that teachers were obliged to use. A student commented that Standard English was the English native speakers use on a daily basis and it was not completely wrong, because when we say, "standard American English or "standard British English," we are referring to the English Americans and Britons use on their daily lives. A lot of the participants stated that they don't think teachers of our department use academic English but named a few who do, they commented that at least there are only few with incomprehensible English varieties. A number of the participants expressed that some teachers' English varieties can be hard to understand and suggested other methods that helped them understand the lesson by themselves, other students were not as lucky since they fully rely on the teacher. The students were later asked if they ever liked or disliked a culture because of its English variety to confirm the relatability of the theoretical part. A lot of them have confirmed that they judge a culture and its' people because of the quality of their English variety. A number of them stated that they highly dislike the Indian English variety and find it filled with grammatical, vocabulary, and structural mistakes, and that it has caused them to dislike the Indian culture; a few of them even called them uneducated and ignorant. On the other hand, a number of students showed admiration for the British, American and Australian English varieties. They described them as understandable, easy and aesthetically pleasing. Furthermore, to check exactly if age and experience help teachers shape a better language, students were asked if the senior teachers have a better language than the younger ones, and many students chose the senior teachers and called their language clear, understandable and

admirable. However, other participants stated that it should not be disregarded that a number of the younger teachers have very good accents and competent language structure.

Conclusion

This chapter explains the methods that were utilized to obtain practical and reliable data, as well as the outcomes of both data gathering instruments used. Most students indicated that their attitudes towards language varieties have affected their abilities to learn. In addition, showed their struggle to understand English because of its multiple different varieties; also, the misconception concerning the terms language variety and accent was highlighted since most of the students did not realize it. Students stated their cultural and linguistic attitudes for English varieties. By the end of the interview, they stated that even though members of our department don't all use academic English, their language remains understandable, unique, and clear in most cases. Finally, a summary of the finding of both the questionnaire and the interview was presented.

General Conclusion

1. Concluding Remarks

Proper language acquisition is critical in the EFL classroom because it fosters efficient communication, improves cultural awareness, and allows learners to better manage and use their learning skills. English is a pluricentric language with multiple varieties, and not all of them are easy to understand and use, even by its' native speakers, which makes it a flexible and adaptable language. This research observed that EFL learners struggle to understand and acquire these varieties academically and socially. Therefore, it aimed to investigate students' attitudes towards varieties of the English language and stressed that they directly influence their behaviours and learning abilities. In addition, the language variety they are exposed to both inside and outside the classroom improves their understanding of other accents and dialects and prepares them for real-world encounters with English speakers from various locations and backgrounds. Thus, the purpose of this dissertation is to explore these attitudes and make some feasible recommendations to help learners improve their attitudes for a better language acquisition process and for teachers to have clear, comprehensible English understood by all students.

The current study was divided into three chapters. The first two chapters were devoted to a review of the literature relevant to the study's subject of interest. The third chapter, on the other hand, was devoted to the practical research of the topic, analysing students' questionnaires and interviews, which have provided an insight into the students' ideas and perspectives of the subject under research, and finally summarizing their findings. The questionnaire provided direct, clear, and concise questions, and its' results confirmed that students struggle to understand English varieties and that they have biased preferences in regards to these diversities. The questionnaire also indicated that students' judge a culture by the way its' variety sounds. Furthermore, the most exposure students have to English outside the classroom is

through social media and TV shows, which is a positive thing considering they hold a diversity of English varieties and provide both audio and visual options. The interview, on the other hand, provided more detailed data, such as the fact that the previously mentioned struggles students had were auditory since a number of them found it more understandable to read the pdf form of lectures or search for them online. Students also stated that they find teachers to use many different varieties when presenting a lesson and that it causes confusion in some cases. Students preferred varieties based on simplicity, formality, and aesthetics.

2. Pedagogical Implications

According to what has been stated so far, and based on a number of conclusions, it is critical for EFL students to adjust or alter their negative attitudes about different variations of the English language in order to improve their learning process. Moreover, for teachers to improve their language and make it easier to grasp in order to improve the learning process. The following are recommended techniques for both learners and teachers to achieve that goal.

2.1. Language teaching

Teachers act as role models for their students' linguistic skills. Non-native teachers can provide students with proper pronunciation, intonation, and language usage examples by improving their English variety. Students learn from the language input of their teachers, hence, it is critical for teachers to give high-quality language examples.

- **Immersion**

Immersive experiences include watching English-language movies, TV shows, and documentaries, listening to English radio or podcasts, and reading English-language books, newspapers, and articles. This exposure to varied types of English will aid in the development of familiarity with various accents and language patterns. This can also help teachers establish a language that is regarded related to the one that their students have.

- **Pronunciation Practice**

Teachers can improve their pronunciation by practicing specific consonants, stress patterns, and intonation on a regular basis. To improve educators' pronunciation, use online resources such as pronunciation videos and audio recordings. Try to emulate the speech patterns, intonation, and rhythm of native English speakers by listening to recordings or seeing films of them. They should take note of how they employ idioms, phrasal verbs, and informal language. To internalize these language elements, teachers are to practice repeating what they hear.

- **Interacting with Actual Materials**

Incorporating actual materials, such as news stories, podcasts, and videos, into the teaching process. Teachers should be exposed to many forms of English media, such as formal, casual, academic, and casual, in order to widen their awareness of language usage in various circumstances. By exposing pupils to authentic language usage, such as idioms, colloquial expressions, and cultural references. This exposure enables pupils to gain a better understanding of how native speakers use the language. This exposure also allows students to improve their hearing and comprehension skills, allowing them to understand varied English dialects and adapt to different communication styles. By highlighting the diversity of English-speaking cultures, it also encourages cultural sensitivity and understanding.

- **Manage Self-Assessment**

Teachers should record themselves speaking and listening back to identify areas for growth in their own language development. They should assess their own strengths and shortcomings and create specific targets for improving specific language skills. Teachers can use self-assessment to reflect on their teaching techniques, strengths, and areas for growth. Teachers can find areas for improvement in their teaching abilities and knowledge by critically reviewing their own performance. This procedure aids in their continued professional development. Teachers might use self-assessment to detect weaknesses in their teaching tactics or

instructional approaches. Recognizing areas for growth allows teachers to seek out professional development opportunities, attend workshops or conferences, and cooperate with colleagues to improve their teaching skills. This dedication to ongoing growth benefits both the teacher and the pupils.

2.2. Language Learning

Improving learners' attitudes toward a language may greatly improve motivation and overall learning success. Here are some ways for helping students enhance their attitudes toward a language.

- **Discovering Inner Motivation**

Students should identify relevant and motivating personal motives for learning the language. Understanding the individual benefits of language learning can help spark motivation and enthusiasm, whether it's for travel, job progress, connecting with others, or personal improvement. Learners should set clear, attainable language learning goals. These objectives could be tied to skill levels, specific skills, or personal objectives. Having specific goals gives learners a feeling of direction and purpose, which can boost inspiration and drive.

- **Make Education an Enjoyable Experience**

Look for strategies to make language learning interesting and entertaining. Investigate resources in the target language that fit with personal interests, such as movies, music, podcasts, or games. Include creative components, such as writing stories or making artwork relevant to language acquisition. Making the process fun can boost motivation and engagement.

- **Find Help and Resources**

Learners should surround themselves with resources that appeal to their learning style and preferences, such as textbooks, online courses, language apps, or language exchange programs. Connecting with other language learners or native speakers through language

communities or conversation groups can help in discovering encouragement, support, and practice opportunities. They should also participate in the multiple cultures of the language they are studying to develop an amount of favourability to each of them. Furthermore, learning about the target language community's customs, traditions, and history. This exposure can help students have a better knowledge and appreciation for the language, making their learning experience more enriching and fulfilling.

3. Limitation of the Research

This research faced two restrictions both related to time. The first is that there would have been a teachers' interview investigating what English varieties the teachers of the department of English language used inside the classroom and why they used them, and to check if their varieties are adaptable to change. This would have provided more data for the research. The second restriction was that by the time the students' questionnaire and interview were administered half the students of first-year master had stopped coming to class, so the study didn't reach the full population but it did reach more than half of them.

4. Suggestions for Future Research

The findings do not, by any means give a complete picture of the subject. In reality, this may only be the tip of the iceberg. I strongly advise future researches to investigate teachers' opinions toward English varieties. Understanding teachers' viewpoints is critical since they have a large influence on language instruction and classroom procedures. Investigating teachers' attitudes can shed light on their views, preferences, and difficulties in teaching various English variants. This understanding can help to establish successful educational techniques and curriculum designs that encourage linguistic variety and inclusivity. Furthermore, based on the findings and implications of this research study on EFL students' attitudes toward English varieties, future researchers should investigate the potential impact of negative attitudes on students' cultural exposure and linguistic understanding. Understanding the impact of negative

views is critical because it might limit students' willingness to engage with other English variants, limiting their exposure to multiple cultural aspects and linguistic knowledge. Investigating this feature can provide useful insights into the obstacles that students confront when embracing linguistic variety and broadening their cultural views. Future research can inform language teaching practices and interventions that promote openness, acceptance, and appreciation of English varieties, ensuring that EFL students have rich cultural experiences and a comprehensive understanding of the language by investigating the relationship between negative attitudes, cultural exposure, and linguistic knowledge.

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Appendix A: Students' Questionnaire

Introduction

This questionnaire aims to investigate students' attitudes towards varieties of English language both inside and outside the classroom; the case study of first year master students in the English department at the university of 8 may 1945 – Guelma –. Your contribution to the research is voluntary. The questionnaire is anonymous and your answer will be kept private.

You are respectfully required to fill out the questionnaire, which will take 5-7 minutes to complete, by ticking the box on the side of the answer that is most compatible to you.

Thank you for your contribution.

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A key concept to keep in mind before proceeding with the questions:

Attitude: According to Oxford dictionary, it is a settled way of thinking or feeling about something. An attitude refers to a set emotions, beliefs and behaviours toward a particular object, person, thing or event.

Language variety: Is a particular range of a language or group of languages. Along with a common variation, this could refer to different languages, dialects, registers, style, accents, structure or other types of language.

Section One: Demographic information

1. What is your gender?
 - a. Male
 - b. Female
2. What is your age? Years
3. How many languages do you speak?
 - a.1
 - b.2
 - c.3
 - d.4
 - e. others
4. What languages do you speak?

- a. Arabic
 - b. French
 - c. English
 - d. Amazigh (Berber)
 - e. Others. Please specify
5. What languages do you use outside the classroom?
- a. Arabic
 - b. French
 - c. English
 - d. Amazigh (Berber)
 - e. Others. Please specify
6. How would you describe your level in English?
- a. Very good
 - b. Good
 - c. Average
 - d. Low
 - e. Very low

Section Two: students' attitudes towards varieties of English language.

7. Were you aware that English has multiple language varieties?
- a. Yes
 - b. No

If yes can you mention some of the varieties you know.

8. Tick the variety you come across the most inside the classroom. (you can tick more than one answer)
- a. Academic English
 - b. British English
 - c. American English
 - d. Australian English
 - e. Others. Please specify
 -
9. Does your attitude towards a language affect your ability to learn it?
- a. Yes
 - b. No
10. Do you recognise the different varieties your teacher uses inside the classroom?
- a. Yes
 - b. No
11. Do you recognise the different varieties you come across outside the classroom?
- a. Yes
 - b. No
12. Outside the classroom, what is the variety you come across the most?

- a. TV shows
 - b. News reports
 - c. Social media
 - d. Social gatherings
 - e. Others. Please specify
13. Have you ever struggled to understand a person's speech because of their usage to a different English variety than the one you are used to?
- a. Yes
 - b. No
14. If yes how often did that happen?
- a. All the time
 - b. Often
 - c. Moderately
 - d. Not very often
 - e. Rarely
15. Have you ever struggled to understand a lesson a teacher was presenting because of their usage to a different language variety than the one you are used to?
- a. Yes
 - b. No
16. If yes how often did that happen?
- a. All the time
 - b. Often
 - c. Moderately
 - d. Not very often
 - e. Rarely
17. Have you ever considered adapting to a new English variety?
- a. Yes
 - b. No
18. Have you ever favoured one English variety over the other because of its background culture or history?
- a. Yes
 - b. No

If yes, please specify which variety

Appendix B: Student' Interview

1. What is an attitude?
2. Is a variety and an accent the same thing?
3. Can you define Standard English also known as Academic English?
4. For those who knew what it was, do you think teachers of our department use it?
5. What is the language variety that you prefer to use and understand the most?
6. Have you ever struggled to understand a teacher because of their language variety?
7. If you answered the previous question with yes, what did you do in that situation?
8. Have you ever liked or disliked a culture because of its English variety?
9. Those who answered yes to the previous question were asked what cultures they liked or disliked.
10. Which do you believe have the best English in our department the senior professors or the newer ones?

Résumé

L'anglais est connu pour être une langue pluricentrique (Clyne, 1992) en raison de sa large gamme d'utilisation dans différents pays du monde tels que l'anglais américain, l'anglais australien, l'anglais sud-africain et bien d'autres. Il y a très peu d'anglophones natifs impliqués dans la grande majorité des interactions en anglais parlé. La présente étude visait à enquêter sur les attitudes des étudiants vis-à-vis des multi-dialectes anglais, au département de langue anglaise de l'université du 8 mai 1945 -Guelma-, à identifier la préférence des apprenants EFL non natifs envers les variétés d'anglais et à découvrir les effets de leurs attitudes sur leur processus d'apprentissage. Pour tester cette hypothèse, une approche mixte de collecte de données a été utilisée à travers un questionnaire structuré et un entretien semi-structuré administré aux étudiants de première année de master au département de langue anglaise de l'université du 8 mai 1945 -Guelma-. Le questionnaire visait à présenter les termes aux étudiants et à les aider à se faire une idée de leurs attitudes envers les variétés anglaises et si ces variétés présentaient des défis pour eux. Il a fourni des données numériques et statistiques pour la recherche par le biais de questions ouvertes et fermées. L'interview était un suivi du questionnaire avec un nombre inférieur des mêmes étudiants qui l'ont pris pour enquêter davantage sur les attitudes qu'ils avaient. Les questions se présentaient sous la forme de conversations approfondies ouvertes avec les étudiants pour découvrir à la fois directement et indirectement leurs attitudes envers les variétés anglaises, pourquoi ils avaient ces attitudes et si cela affectait leur processus d'apprentissage. Les résultats de l'étude suggèrent que les étudiants avaient en effet des attitudes différentes envers différentes variétés de la langue anglaise, et que la variation a effectivement affecté leur processus d'apprentissage. Il a également montré que de nombreux étudiants supposaient que les variations dans la langue anglaise se situaient uniquement au niveau de la prononciation et ne tenaient pas compte

d'autres composants tels que la grammaire, le vocabulaire et la syntaxe. Les étudiants ont également exprimé à la fois leur aversion et leur admiration pour les cultures basées sur leurs variétés anglaises, ce qui conduit à une exposition et des connaissances culturelles limitées si l'attitude est négative, et affecte par conséquent leur processus d'apprentissage.

Mots-clés : variétés d'anglais, attitude, apprentissage des langues, locuteurs non natifs, apprenants EFL.

ملخص

تُعرف اللغة الإنجليزية بأنها لغة متعددة المراكز (كلاين، 1992) نظرًا لاستخدامها على نطاق واسع في بلدان مختلفة حول العالم مثل الإنجليزية الأمريكية والإنجليزية الأسترالية والإنجليزية في جنوب إفريقيا وغيرها الكثير. هناك عدد قليل جدًا من المتحدثين الأصليين للغة الإنجليزية يشاركون في الغالبية العظمى من تفاعلات اللغة الإنجليزية المنطوقة. هدفت الدراسة الحالية إلى التحقيق في مواقف الطلاب تجاه تعدد اللهجات الإنجليزية، بقسم اللغة الإنجليزية في جامعة 8 مايو 1945-قائمة، للتعرف على تفضيل متعلمي اللغة الإنجليزية لغير الناطقين بها تجاه تنوع اللغة الإنجليزية واكتشافها وتأثير مواقفهم على عملية التعلم الخاصة بهم. لاختبار هذه الفرضية، تم استخدام نهج متعدد الأساليب لجمع البيانات من خلال استبيان منظم ومقابلة شبه منظمة أجريت على طلاب الماجستير في السنة الأولى في قسم اللغة الإنجليزية في جامعة 8 مايو 1945-قائمة. يهدف الاستبيان على تقديم المصطلحات للطلاب ومساعدتهم على بناء فكرة عن مواقفهم تجاه أنواع اللغة الإنجليزية وما إذا كانت هذه الأصناف تمثل تحديات لهم قدمت بيانات رقمية وإحصائية للبحث من خلال الأسئلة المفتوحة والمغلقة. كانت المقابلة متابعة للاستبيان مع عدد أقل من نفس الطلاب الذين أخذوا لمزيد من التحقيق في المواقف التي لديهم. كانت الأسئلة في شكل محادثات متعمقة مفتوحة مع الطلاب للكشف بشكل مباشر وغير مباشر عن مواقفهم تجاه تنوع اللغة الإنجليزية، ولماذا لديهم هذه المواقف، وما إذا كانت قد أثرت على عملية التعلم الخاصة بهم. تشير نتائج الدراسة إلى أن الطلاب لديهم بالفعل اتجاهات مختلفة تجاه الأنواع المختلفة للغة الإنجليزية، وأن الاختلاف أثر بالفعل على عملية التعلم الخاصة بهم تشير نتائج الدراسة إلى أن الطلاب لديهم بالفعل اتجاهات مختلفة تجاه الأنواع المختلفة للغة الإنجليزية، وأن الاختلاف أثر بالفعل على عملية التعلم الخاصة بهم. كما أظهر أن العديد من الطلاب افترضوا أن الاختلافات في اللغة الإنجليزية هي فقط على مستوى النطق وتجاهلوا العوامل الأخرى مثل القواعد والمفردات والنحو. أعرب الطلاب أيضًا عن كراهية وإعجاب بالثقافات بناءً على تنوعهم في اللغة الإنجليزية، مما يؤدي إلى محدودية التعرض للثقافة والمعرفة إذا كان الموقف سلبيًا، وبالتالي يؤثر على عملية التعلم الخاصة بهم.

الكلمات المفتاحية: أصناف اللغة الإنجليزية، المواقف، تعلم اللغة، غير الناطقين بها، متعلمي اللغة الإنجليزية كلغة أجنبية.