



Influence of Prior Experiences on Current Attitudes towards Varieties of English

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Abstract

The English language has spread globally, non-native English speakers have already outnumbered native speakers. English is used as the main language in various aspects of our lives: education, business, culture. Such globalization, though, has led English to an inevitable consequence: linguistic change. There are many varieties of English successfully functioning in the world nowadays. Varieties of the English language may differ at all levels of language, including spelling, grammar, vocabulary, phonetics and pragmatics.

However, people's perception of various Englishes (e.g.: Indian English, Singaporean English, Nigerian English, etc.) is different. Some English varieties, other than native ones, are seen as broken and deficient. Negative attitudes towards English variations still exist, and the standard language ideology remains strong, even though there is a certain shift happening in a positive direction of acceptance of the changes. To help make these changes it is important to investigate how language attitudes are formed. A number of factors serve to influence the way people judge varieties of English. Those could be cultural and social norms, politics, stereotypes, standard language ideology, familiarity, language proficiency, motivation, experience. The latter one, experience, is one of the most essential, yet one of the most understudied factors.

Therefore, the aim of this cross-sectional mixed methods study is to find out how the current attitudes towards varieties of the English language are formed, and, most importantly, what prior experiences best predict those attitudes. The data was collected with the help of two instruments: online questionnaire for the quantitative data, and in-person interviews for the qualitative data. The study took place in Oxford, with students of the University of Oxford.

The study revealed that the attitudes towards English in a society that a person grew up in, educational institutions, relationships with the teachers/tutors and teachers' personalities could potentially predict the positive language attitudes. Also, the linguistics background seemed to have predicted certain positive language attitudes. The current attitudes of the participants proved to be rather positive and understanding, with only disagreement about the standard language. The factors that seemed to have influenced those attitudes include, or could potentially influence, were media, travelling abroad, education institutions (including the University of Oxford), education system peculiarities, political influence, business and teacher-hiring practices. The participants also proposed some ideas of how to change peoples' attitudes and make them more positive.

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List of Acronyms

CSE	current status of English
EFL	English as a foreign language
EIL	English as an international language
ELF	English as a lingua franca
ELT	English language teaching
ESI	English speakers' identity
ESL	English as a second or additional language
GE	global Englishes
GELT	global Englishes for language teaching
LFC	lingua franca core
L1	first language
L2	second or additional language
Lx	second or additional language
WE	world Englishes
SD	standard deviation
SLA	second language acquisition
SMC	strategies for multilingual/multicultural communication
TESOL	teaching English as a second or other language
VE (VoE)	varieties of English

1 Introduction

1.1 Background to the Study

The English language has spread globally, and its worldwide significance is not limited to “elite usage in politics, international business or academia, but it is also employed by tourists, migrant workers, asylum seekers and just anyone in their daily lives over digital media” (Mauranen, 2018, p.7). Moreover, it is obvious that English has become the global lingua franca (Cogo, 2012). Due to such expansion and significance, the non-native English speakers have already outnumbered the native speakers (Fang & Ren, 2018). Therefore, English is no longer used for communications only between the L1 English speakers.

Such globalization has led English to an inevitable consequence: linguistic change. There are many varieties of English successfully functioning in the world nowadays. Varieties of English may differ at all levels of language, including spelling, grammar, vocabulary, phonetics and pragmatics. Together with the diversification of English, the “golden standard” of native speaker English is being questioned by the rapid expansion of English language education policies in parts of the world where English is spoken as a second or foreign language (Crystal, 2018). However, people’s perception of various Englishes is rather controversial. Despite the increasing acceptance of national and regional varieties of native Englishes, “New” Englishes are still often viewed as “deficient” or “fossilized” versions (Galloway & Rose, 2015). Mufwene (2001) also pointed out that Englishes from the Outer Circle (countries where English was not a primary but still widely used language, such as India or Nigeria) are treated as the “illegitimate” offspring of English, while native English-speaker varieties are regarded as the “legitimate” offspring, because of the belief that they have historically evolved from Old English without “contamination”. Some varieties and their speakers are valued within a culture as high in vitality, while others are stigmatized as non-standard. Thus, people often evaluate language variation – and Englishes – in a hierarchical manner (Galloway & Rose, 2015). Negative attitudes towards English variations still exist, and the standard language ideology remains strong, even though there is a certain shift happening in a positive direction of acceptance of the changes.

A number of factors serve to influence the way people judge varieties of English. Those could be cultural and social norms, politics, stereotypes, standard language ideology, familiarity, language proficiency, motivation, experience. Speaking of the experience, it is of the most important, and at the same time the most understudied influential factor. According to Galloway & Rose (2015), a speaker’s past experiences naturally shape their attitudes toward language.

Therefore, it is important to explore in depth what kind of past experiences play role in the formation of attitudes towards English varieties.

1.2 Rationale and Aim of the Study

It is important to research attitudes towards language varieties and their formation. Cargile et al. (2006) claim that language attitudes represent important communicative phenomena worth understanding. Moreover, attitudes have a significant impact on education, communications, identity.

There is a variety of studies exploring language attitudes, including those towards English varieties, with the use of either quantitative or qualitative methods, or sometimes both of them. Most of the studies focus precisely on the existing attitudes, rather than on the ways those attitudes were formed (discussed further in Chapter 2). As Galloway & Rose (2015) pointed out, very few studies investigate the possible reasons for attitudes.

Importantly, there is a significant research gap in investigating the influence of past experiences on current attitudes towards English varieties. According to Galloway & Rose (2015), a speaker's past experiences naturally shape their attitudes toward language. There is a need to examine the complex relationships between current attitudes and past experiences, affecting attitudes.

In an attempt to address the research gap, the present adopts a cross-sectional design with mixed methods, collecting quantitative data via online questionnaire and qualitative data via interviews.

The aim of this research is to find out how the current attitudes towards varieties of the English language are formed, and, most importantly, what prior experiences best predict those attitudes. The following research questions are established:

- RQ1: What prior experiences best predict current attitudes towards the varieties of English?
- RQ2: How are current attitudes formed?
- RQ3: Are there any differences in attitudes between L1 English speakers and Lx English speakers?

It is hoped that the findings of this study will help to understand how to influence the attitudes formation and change in order to improve language usage and language learning in today's globalized world.

1.3 Dissertation Outline

This dissertation includes six chapters, including this initial introductory chapter, and is organised as follows. **Chapter 2** presents the literature review which discusses the theoretical perspectives and empirical evidence demonstrating the need for the current study. The chapter begins with a discussion of several related frameworks under the umbrella of GE, including World Englishes (WE), and English as a Lingua Franca (ELF). It is followed by an outline of empirical studies exploring language attitudes and the gaps present in this body of research. **Chapter 3** describes the research design and provides details about data collection. The chapter begins with a brief discussion of the mixed methods cross-sectional design of the study. It is followed by the description of research methods and research procedure. The chapter concludes with the ethical considerations and methodological limitations associated with the study. **Chapter 4** reports on the findings of the study. Following a discussion of several preliminary analyses, the main analysis is described in detail. It is organised according to the order of the research questions. Findings of the present study are discussed in **Chapter 5**. Once again, the discussion is organised according to the to the order of the research questions. Finally, the dissertation concludes with **Chapter 6** which summarises the findings of the study, discusses its theoretical and methodological, as well as its limitations.

2 Literature Review

This chapter reviews the theoretical perspectives and empirical studies that informed the conceptualisation and design of the present study. The purpose of this chapter is to situate the study in relation to extant literature on research of Attitudes.

2.1 The Spread of English

The number of people in the world that speak English, particularly those who speak English as their second or other language, has been significantly increasing. Various factors such as economic influence, colonial history, and globalisation can be the reason for this worldwide expansion of the language. In order to address the development and transformation of the English language, which have been happening as a result of a global spread, scholars have proposed different paradigms such as World Englishes, ELF, Global Englishes, which are discussed further in this paper.

2.1.1 World Englishes (WE)

The term “World Englishes” (WE) was introduced by an Indian linguist Braj Kachru, who came up with the three-circle model that depicted the varieties of English in the world. Kachru (1985, 1992) recommended grouping English(es) into 3 concentric circles: Inner Circle countries where English was used as a primary language, Outer Circle countries where English was not a primary but still widely used language, and Expanding Circle countries where English was only learnt as a foreign language and used for international communications (Figure 2-1). As Nicola Galloway notices, this model was ground-breaking, pluralising the language and showcasing how English functions in different contexts around the globe (Galloway, 2017). Even though nowadays this model has been criticised for a number of reasons (such as static representation of countries, neglect of some English varieties (Schneider 2007), oversimplification of complex dynamics of English usage (Galloway & Rose, 2015; Jenkins 2015)), it still remains influential in the field of sociolinguistics.

The figure originally presented here cannot be made freely available via ORA because of copyright. The figure was sourced at Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the Outer Circle. In R. Quirk & H. Widdowson (Eds.), *English in the World: Teaching and Learning the Language and Literatures* (pp. 11–30). Cambridge: Cambridge University Press.
Kachru, B. B. (1992). *The Other Tongue: English across Cultures* (2nd ed.). Urbana: University of Illinois Press.

Jennifer Jenkins proposed a less controversial interpretation of the term World Englishes that suggested equal legitimacy between English varieties, regardless of which of three circles they come from. All, according to this interpretation, are bona fide varieties of English regardless of whether or not they are considered to be “standard”, “educated”, and the like, or who their speakers are (Jenkins, 2009). The concept of World Englishes, also, is now welcoming a diversity of English in grammar, pronunciation and vocabulary (Rezaei et al., 2018). However, in spite of the modern tendency to accept English varieties in their own rights, there are still many controversial issues left to be solved. One of them is about attitudes of people towards those varieties, which is the focus of the current paper.

2.1.2 English as a Lingua Franca (ELF)

Following the World Englishes paradigm, another framework was proposed called English as a Lingua Franca (ELF). ELF has its primary focus on the use of the English language as a contact language (Jenkins, 2009) or as the communicative medium of choice (Seidlhofer, 2011) among speakers with different L1s. Research in ELF started in 2000s, primarily with Jenkins (2000), Seidlhofer (2004), and Mauranen (2003). The most notable developments here are the following: 1) a “Lingua Franca Core” proposed by Jenkins (2000), which contains a set of pronunciation features based on the empirical data; 2) Vienna-Oxford International Corpus of English (VOICE) launched by Seidlhofer (2001), which included the list of preliminary lexicogrammatical features emerging in ELF interactions, and it was further investigated by Cogo and Dewey (2006) for functional properties; 3) Corpus of English as a Lingua Franca in Academic Settings (ELFA) by Mauranen (2003), which is a collection of spoken academic English data used to analyse how English is used speakers with different L1s in academic context.

Since the beginning, the ELF research put emphasis on describing linguistic features. However, it has been shifting the focus towards the essential processes that drive language use in interactions embracing fluidity and hybridity of ELF. The ELF research has also been focusing more on seeing ELF speakers as multilingual individuals in multilingual communities and how English is used with other languages in multilingual contexts (Jenkins, 2015).

2.1.3 Global Englishes (GE)

The Global Englishes paradigm is usually used as an umbrella term as it includes several overlapping and related concepts such as the aforementioned World Englishes and ELF, and also English as an International Language (EIL) that concentrates on the implications of the global spread of English in English language teaching (Galloway & Rose, 2015). The Global Englishes paradigm does not focus on geographic linguistic boundaries, individual language varieties, or codification of these varieties, but focuses on the dynamic, complex, and multi-varied language use by speakers from various language backgrounds to “foster understanding of what is going on in the interaction (Jenkins, 2015). This paradigm sees the English language as negotiable, taking different forms where it is used in various lingua franca interactions.

2.2 Language Norms

Historically, language standards and norms were dictated by those who held power, such as royalty, the court, and the upper class (Galloway & Rose, 2015). Standardisation of languages has been happening for various reasons, such as facilitating communication between different groups, strengthening control over regions, making education more uniform, preserving cultures. However, when speaking about the English language, its standards and norms have been actively challenged by the global spread. There are other variations emerging, that are different from established language norms. Additionally, the notion of “native speaker” has been controversial, and there are several approaches to defining native speakers (e.g. Cook, 2008; Davies, 2003).

There is an assumption existing among English learners and teachers, which defines any variation of English that does not conform to “native speaker” standards as incorrect or undesirable. However, taking into account the global spread of English and the current sociolinguistic reality, the use of native speakers as a model for English language learners has been questioned (Brutt-Griffler, 2002; Cook, 2016; Seidlhofer, 2001).

2.3 Language Attitudes

2.3.1 Nature of Attitudes

Since there are many varieties of English existing and emerging in the world nowadays, and many of them do not conform to previously accepted standard norms, it evokes different

opinions and attitudes of language users towards those varieties. Researchers give slightly different interpretations of 'attitudes' in their works. First of all, the term is widely used in social psychology. Generally, it means a combination of relatively stable evaluative beliefs, emotions, and behavioural predispositions, which are acquired and largely socially influenced (Artamonova, 2020). Attitudes involve a reaction to something, or someone, and can manifest themselves in a variety of emotions, behaviours, verbal statements, facial expressions, stereotypes and so forth (Galloway, 2017). Dalton-Puffer et al. (1997) described attitudes as mental constructs acquired through experience, predisposing a person to certain feelings and reactions in response to certain situations, persons or objects.

Attitudes are believed not to be innate but acquired over a course of life. Moreover, they are social in nature, and can be shared or affected by groups to which people belong. Attitudes consist of three components: cognitive (referring to people's beliefs about something), affective (relating to people's feelings and emotions), and behavioural (motivating people to act in certain ways). This tripartite theory has long guided attitudinal research (Banaji & Heiphetz, 2010; Fabrigar, MacDonald, & Wegener, 2005). There have been a number of attempts to single out the exact share of the three components (beliefs, feelings and intentions) in the constitution of attitudes, but these have not been very successful (Dalton-Puffer et al., 1997). However, Borghetti and Beaven in their study (2017) tried to distinguish attitudes apart from beliefs, saying that beliefs influence behaviour properly and are expressed through explicit statements, whereas attitudes operate below the level of awareness and are manifested through assumptions or associations.

As for language attitudes, they may relate to different aspects. It was described by Baker (1992) as an umbrella term for attitudes towards a specific language or variety, language preference, reasons for learning a language, language teaching, language groups and communities and the learning situation. Prior to that, Gardner (1985) defined language attitudes as the language learner's views of the target language, target language speakers and sociocultural and pragmatic benefits related to the target language. Artamonova in her "L2 learners' language attitudes and their assessment" (2020) defines language attitudes as an evaluative view of a particular language held by an individual or a group of individuals regarding any one aspect of the language (e.g., its sounds) or any combination of aspects inherent to the language or associated with it.

2.3.2 Attitudes towards Varieties of English in Research

2.3.2.1 Methods of Measuring Attitudes

There are several prevalent methods of measuring attitudes: questionnaires and interviews, verbal-guise and matched-guise techniques, and societal treatments.

Questionnaires and interviews are considered direct methods as they suggest asking for people's opinions directly. Questionnaires may contain either open or close ended questions. Questionnaires with open question items may elicit extensive data, including the ones that researchers may not have anticipated (Patria, 2021). It gives researchers an opportunity to gather more abundant data and get more valuable insights. For example, Hundt et al. used open questions asking participants directly for their attitudes in Fili towards varieties of English (Hundt et al., 2015). However, extended answers for open-ended questions may require more time and effort to process and analyse. Thus, closed-ended questions are sometimes chosen instead, as they are more straightforward and easier to analyse. The Likert scale questions have been quite popular in attitudes research recently, which require participants to choose a response on a scale with several points (e.g.: from "strongly agree" to "strongly disagree").

Interviews are used by researchers to dig deeper into participants' opinions and experiences. Open-ended interview questions with follow-up questions allow to get more detailed answers, explore nature, reasons, consequences and influences of language attitudes. For instance, Maxwell (2021) in her study used a series of semi-structured interviews to examine the concept of Indian Englishes among young speakers. Wiebesiek et al. (2011) also used semi-structured interviews to conduct a qualitative study of attitudes towards South African Indian English. With thoroughly organised interviews, researchers can get rich and even unexpected data. Researchers sometimes use interviews as a follow-up step after questionnaires, with a smaller number of participants. Such as Monfared (2020) used a questionnaire with 246 participants and follow-up interviews with 15 participants afterwards, to examine attitudes of TOEFL and IELTS instructors towards World Englishes, which allowed him gather more in-depth data on a subject.

Despite the advantages, it should be mentioned that there is a possible drawback of direct methods, both questionnaires and interviews: they may elicit expected answers. When asked directly about attitudes, participants might choose not to share certain opinions, or give responses that are expected and socially accepted.

The matched-guise technique used in the study of language attitudes relies on measures that require participants to evaluate audiotaped speakers without any social group labels attached (Rose et al., 2020). Several speech samples representing different varieties of English are produced by one speaker and recorded for further assessment by research participants. Participants may be asked to evaluate the recordings for a number of qualities, such as friendliness, intelligence, comprehensibility and others. This method has been widely used by researchers. However, it has been criticised as well. One issue is related to lack of authenticity and lack of context of language varieties since all of them are produced by one speaker. Another one is ethical concerns, because presenting different guises involves deception or manipulation of participants. Considering these limitations, another similar method was invented: verbal-guise technique.

Verbal-guise technique follows the same principles as matched-guise, with one major difference: speech samples are produced by authentic speakers of each variety. This dismisses both ethical and authenticity concerns. However, as Rose et al. claim in their book, the verbal-guise technique, with its narrow focus on specific and constrained versions of English, does little to represent attitudes related to the fluid ways in which English is used in global contexts (Rose et al., 2020). Despite criticism of both techniques, they can be rather useful for measuring attitudes towards WE, including different English varieties. For instance, Cargile et al. (2008) chose to use the verbal-guise technique to study attitudes towards African-American Vernacular English in Japan, selecting eight speakers with different but comparable speech qualities in order to provide a better foundation for claims about accents. Dalton-Puffer et al. (1997) used verbal-guise method to test attitudes to native and non-native varieties of English in Austria. They provided participants of their study with recordings of different speakers, and a list of twelve adjectival attributes for evaluation.

Edwards (1982) believes that the best way for a researcher is to use a combination of various direct and indirect methods to have a precise measurement of language attitudes. Combining different methods will allow to see a bigger picture with a lot more details. Therefore, some researchers use matched or verbal-guise technique together with questionnaires or interviews. Almegren (2018) conducted a study exploring Saudi students' attitudes towards World Englishes, where he used verbal-guise test, Likert scale questionnaire, interviews and task on general WE awareness. This combination of methods compensated for a relatively small sample size (fifty participants).

Some researchers use societal treatments to investigate language in public domain through content analysis. Techniques here include observational and ethnographic studies and analyses of government and educational language policies as well as literature and business documents and media output (Rose et al. 2020). However, this method is less represented in WE attitudes research. The reason might be that considerable attitudinal data are in ethnographic studies and they have not been incorporated into mainstream attitudinal reviews (Garrett, 2007).

2.3.2.2 Factors Influencing Attitudes

Attitudes are complex constructs made up of a number of factors. They are underpinned by many factors, including cultural and social norms, which are based on history, politics, prevailing stereotypes, standard language ideology, familiarity, pedagogical beliefs, language proficiency, person-specific factors, current use, experience, and motivation (Galloway & Rose, 2015). While there are many research studies investigating the attitudes themselves, there are few of them exploring the factors influencing and predicting those attitudes.

Galloway (2011, 2013, 2017) investigated attitudes in Japanese university context using questionnaires, interviews and focus groups. Most of the participants were third year students who had experience studying abroad and communicating with native and non-native speakers. It was found that the native English was used as a yardstick, the notion of standard English was rather popular, and attitudes towards non-native varieties, especially pronunciation aspect, were mostly negative. Regarding influencing factors, it was suggested that the students' attitudes were influenced by many factors that included familiarity, motivation, pedagogical beliefs, learning experiences, stereotypes, perceived future use, ELF experiences, and shared non-nativeness. However, the complex relationships between attitudes and factors affecting attitudes were not fully examined.

Jenkins (2007) used open and closed questionnaires, a map labelling exercise, and interviews to investigate attitudes of Japanese students and teachers. She found out a strong preference towards the American variety of English, explaining it with the Japanese being very accustomed to American English. Therefore, the familiarity and the prevalence of a certain variety in education have notable influence on attitudes.

McKenzie (2008) explored the attitudes of 558 Japanese university students towards six varieties of English, as well as the influence of background factors on attitude formation. Similar

to other studies, this one also demonstrated the favourable attitude towards British and American English varieties. As for the influence, the following factors seemed to have played a role: gender, self-perceived proficiency in English, exposure to the language.

Galloway & Rose (2015) in their book “Introducing Global Englishes” suggested that familiarity with certain Englishes, or familiarity with using ELF in specific situations or with ELF speakers from specific contexts, may influence attitudes towards them and also towards English in general. Generally speaking, all of the abovementioned factors have to be investigated in more detail to get a clearer picture of what influences people’s attitudes towards language varieties.

2.4 Summary and Rationale for the Study

Overall, the review of relevant literature and previous research shows that there is a variety of studies exploring language attitudes, including those towards English varieties, with the use of either quantitative or qualitative methods, or sometimes both of them. Most of the studies focus precisely on the existing attitudes, rather than on the ways those attitudes were formed. As Galloway & Rose (2015) pointed out, very few studies investigate the possible reasons for attitudes. As it was already mentioned above, attitudes are considered to be acquired during the course of life. Therefore, they can be influenced by various factors. Some of them are the use of native English as a yardstick, investment in native English, motivation, familiarity, ELF experiences, stereotypes, future goal and previous experiences using the language (Galloway, 2013). Also, Garrett (2012) suggested that two important sources of attitudes are our personal experiences, and our social environment, including the media. However, there is a lack of research on the nature of attitudes. Some of the studies do include discussions of the possible influential factors, however, there needs to be more studies to investigate them.

Importantly, there is a significant research gap in investigating the influence of past experiences on current attitudes towards English varieties. According to Galloway & Rose (2015), a speaker’s past experiences naturally shape their attitudes toward language. Past experiences may include absolutely different things, such as learning experience, travelling experience, experience with teachers/employers/peers, etc. There is a need to examine the complex relationships between current attitudes and past experiences, affecting attitudes. In order to do

that, mixed methods should be employed, as they allow to gather reliable quantitative data together with more detailed qualitative data.

In an attempt to address the above gap in research, the present study adopts a cross-sectional design with mixed methods, collecting both quantitative and qualitative data to find out what kind of past experiences predict and influence the formation of attitudes towards varieties of English.

3 Methodology

This chapter addresses the research questions, outlines the study design, describes the participants and provides justification for the methodology of the present study. The methods of quantitative and qualitative data collection are also described here. Lastly, methodological limitations and ethical considerations are discussed.

3.1 Research Questions

In the light of the literature review, the aim of the current study is to answer the main question of “What experiences influence people’s attitudes towards the English language varieties?” This question is divided into three specific questions:

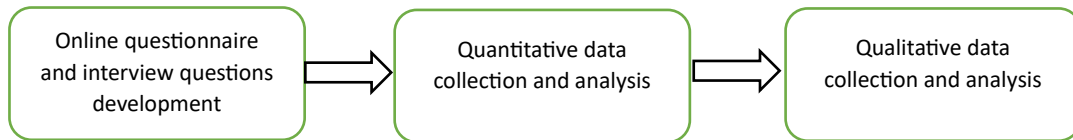
- RQ1: What prior experiences best predict current attitudes towards the varieties of English?
- RQ2: How are current attitudes formed?
- RQ3: Are there any differences in attitudes between L1 English speakers and Lx English speakers?

3.2 Study Design

The present study employed a cross-sectional, mixed-methods design which included quantitative methods, followed by qualitative methods. Both methods were used together in order to gather more detailed information, to perform a more in-depth analysis of data, and to provide sufficient evidence for research findings. According to Creswell & Clark (2018), quantitative research might be weak in understanding the context or setting, and the participants’ voices are not directly heard in quantitative research. Therefore, qualitative research makes up for those weaknesses. However, qualitative research might sometimes be seen as biased, deficient because of researcher’s personal interpretations, and lacking number of participants studied. Then, quantitative research compensates for those disadvantages.

This design included 3 main stages: 1) online questionnaire development and interview questions development, 2) quantitative (online questionnaire) data collection and analysis, 3) qualitative (interviews) data collection and analysis. Figure 3-1 provides a visual representation of the research design.

Figure 3-1: Research design



3.3 Participants and Context

Participants are first-year students in the University of Oxford. All of them are over 18. The criteria of being a first-year student in Oxford was deliberately chosen in order to reduce the influencing factor of Oxford multicultural environment. However, there was no limitation set on the degree type studied by participants. Therefore, there are participants who are reading for their undergraduate and postgraduate degrees in a range of subjects. Some of the participants speak English as their L1, whereas some of them speak English as their L2, L3, etc. The geography of participants' home countries is rather diverse. Such variety in degrees, language and cultural backgrounds is beneficial for the current study since its aim is to explore various experiences and attitudes, and their correlation.

The sampling approach was based on convenience, that is when potential participants volunteer to participate in the research study (Gill, 2020). In total, 43 participants volunteered to take part in the online questionnaire, all of their responses were further used for quantitative data analysis. In the questionnaire 26 out of 43 participants agreed to be contacted for further interviews. So, 14 of them were selected by the researcher, and all of their interview responses were further used for qualitative data analysis. The main selection criterion was diversity, in order to gather more diversified data. Therefore, 14 interviewees read for different degrees in the University of Oxford; 4 of them speak English as L1, whereas 10 of them speak English as their Lx; all of them come from different countries (Costa Rica, the USA, Ireland, France, Belarus, India, Italy, Lesotho, South Korea, Hong Kong, Ecuador, China, the UK, Brazil). None of the participants withdrew from the study.

3.4 Data Collection Instruments

The mixed methods approach was chosen for this study. It involved a quantitative and a qualitative component at the level of data collection instrumentation (Onwuegbuzie & Leech, 2005). The quantitative instrument consisted of an online questionnaire, and a qualitative instrument consisted of in-person interviews. The aim of the interviews was to elicit more specific details about participants attitudes towards English varieties, past experiences related to English, and a possible correlation between the two. Data collection followed an explanatory

design (Creswell & Clark, 2011), where the quantitative data was collected and analysed first, then the qualitative data was collected and analysed based on the quantitative results.

3.4.1 Questionnaire

Quantitative data collection instrument was represented by the online questionnaire. The questionnaire was made in Qualtrics, a convenient online platform for creating, distributing and analysing surveys. Participants could either scan a QR-code or follow the link to open the questionnaire, it took about 5-10 minutes for a person to complete it.

It consisted of 3 main parts: background questions, questions about attitudes, questions about past experiences (see full questionnaire in Appendix A). The background questions were necessary, first of all, to filter the participants to get only 1st year students. Secondly, some relevant details about the participants were gathered, such as home country, whether English was their L1 or Lx, and whether they had studied linguistics before.

3.4.1.1 Questions about Attitudes

The attitudes part consisted of total 20 questions, all of them 5-points Likert scale. Half of those questions (10) were taken from the questionnaire developed by Nakamura et al. (2018). This four-factor EIL (English as an International Language) perception scale encompasses: 1) Current status of English (Cronbach's alpha = .91); 2) Varieties of English (Cronbach's alpha = .85); 3) Strategies for multilingual/multicultural communication (Cronbach's alpha = .87); and 4) English speakers' identity (Cronbach's alpha = .78). According to Nakamura et al. (2018), participants who score high on *Current status of English* are "highly aware of current English uses and users, plus the effects of the global spread of English" (p.202). Participants who score high on *Varieties of English* are "likely to have positive perceptions toward English in the Outer and Expanding Circle countries and English diversity in the classroom" (p.202). Participants who score high on *Strategies for multilingual/multicultural communication* tend to have "positive perceptions toward multilingual and multicultural English users and strategic competence in multilingual and multicultural contexts" (p.203). Lastly, a participant who scores high on *English speakers' identity* is "often positioned against the native speaker-nonnative speaker dichotomy and takes ownership of his or her English" (p.203). This EIL perception scale was chosen for the current study as it is a reliable scale that had already been tested and validated. However, it was slightly modified, only a certain number of questions were selected and included in the questionnaire: 3 questions from CSE (Current Status of English) factor, 4 questions from VE

(Varieties of English) factor, 3 questions from ESI (English Speakers' Identity) factor, and no questions from SMC (Strategies for Multilingual/Multicultural Communication) factor. Those questions were chosen on a basis of logic and relevance to the current study.

The other half of the attitudes part of the questionnaire consisted of 10 questions, which were taken from the GEO-Q (Global Englishes Orientation Questionnaire). The GEO-Q was developed by a group of Global Englishes researchers in the Department of Education at the University of Oxford as a way to measure attitudes towards Global Englishes (Funada et al., 2020). It consists of two factors: 1) Global orientation (Cronbach's alpha = .91), which includes items about different English varieties and their speakers, about importance of clear pronunciation, about sense of ownership of English, about belonging to multilingual communities; 2) Traditional orientation (Cronbach's alpha = .81), which includes items about American and British English as role models, about native-like accent and fluency, about monolingual communities. It is advised by the authors to use the items from the GEO-Q with caution, to randomise them, and possibly use them in conjunction with other measures for more reliable outcomes (Funada et al., 2020). It is also suggested that the GEO-Q could be used to explore the impact of learning experience on attitudes towards Global Englishes (Funada et al., 2020). Therefore, in the current study, 8 questions from the Global orientation factor were used, and 2 questions from the Traditional orientation factor were used. The selection was made on a basis of logic and relevance to the current study.

3.4.1.2 Questions about Experiences

As for the past experiences block, the questions were designed by the researcher of this study, all of them were 5-points Likert scale. Questions were formulated based on the kind of past experiences that could potentially influence or predict current attitudes towards English varieties. Such things were mentioned as: studying in international educational institutions, studying/living/travelling abroad, communications and connections in English, consuming media in English, materials/activities used in English classes, teachers of English, motivation to learn the language. There were 15 questions in total. However, only 8 of those questions were meant to be answered by L1 English speaker, because questions related to studying English as additional language were not relevant for them.

In the final question participants had to state if they agree to be contacted further for the follow-up interviews, and if so, they were asked to provide their name and contact details.

3.4.1.3 Piloting

Prior to the actual data collection, the online questionnaire had been piloted with 3 volunteers, who had to answer the questions and give the researcher their feedback concerning the interface, questions phrasing and any confusing details. *Volunteer 1* noticed that it took him less time than he'd expected, which was good, and in general the questionnaire was clear to follow, except for one thing which he found slightly confusing – the definition of “authentic materials”. *Volunteer 2* characterised the questionnaire as very interesting and clear, and, also, fast to fill in, which would reduce the chances of people giving it up halfway. However, she found herself being confused by phrasing of the 12th question about interactions between non-native speakers. *Volunteer 3* did not face any problems and found the questionnaire logical and entertaining. However, she advised to clarify the meaning of “varieties of English” to avoid further misunderstandings.

After analysing the feedback, the following improvements were implemented: 1) extended definition of “authentic materials” was added to the questions; 2) phrasing of the 12th question was changed and example was added to make it clearer (instead of “*Teachers can include the interaction between non-native and non-native English speakers (e.g., Indonesian – Japanese speakers) in English listening materials*”, it was changed into “*Teachers can include the interaction between non-native English speakers (e.g., Indonesian English speaker with Japanese English speaker) in English listening materials (instead of always including interactions between native speakers with "standard" English)*”); 3) in questions about varieties, such Q11, some other varieties of English were added as examples apart from Asian ones; 4) extended definition and information about the varieties of English were added to the questionnaire introduction to make it clearer for the participants.

3.4.2 Interviews

Qualitative data was collected through interviews. As Heigham & Croker (2009) said, interviews are valuable because they can provide insights into people’s experiences, beliefs, perceptions, and motivations at a depth that is not possible with questionnaires.

The main aim of those interviews was to gather more extensive information on the topic, find out more about participants’ attitudes towards English varieties and participants’ past experiences related to the language, clarify some replies to the questionnaire, gather interesting insights. To achieve this aim, semi-structured interviews were chosen for this study. According to Heigham & Croker (2009), semi-structured interviews are those which are based on an interview

guide that identifies key topics that need to be covered, and major questions that need to be asked, though allowing sufficient flexibility to probe some aspects in depth. Therefore, the list of interview questions was developed by the researcher (see Appendix B), which was used as a guide. However, in the process of interview, the researched allowed certain level of variability, asked additional questions, allowed participants to elaborate more in order to get more original ideas.

The list of interview questions was based on the logic of the online questionnaire, but contained more open-ended questions requiring extended answers and elaboration. The list consisted of 2 main parts: questions about attitudes and perceptions of English, and questions about past experiences. There were two slightly different versions: one for the L1 English speakers, and another one for the Lx English speakers, which included questions related to learning English as additional language that are not relevant for the L1 English speakers.

3.5 Research Procedure

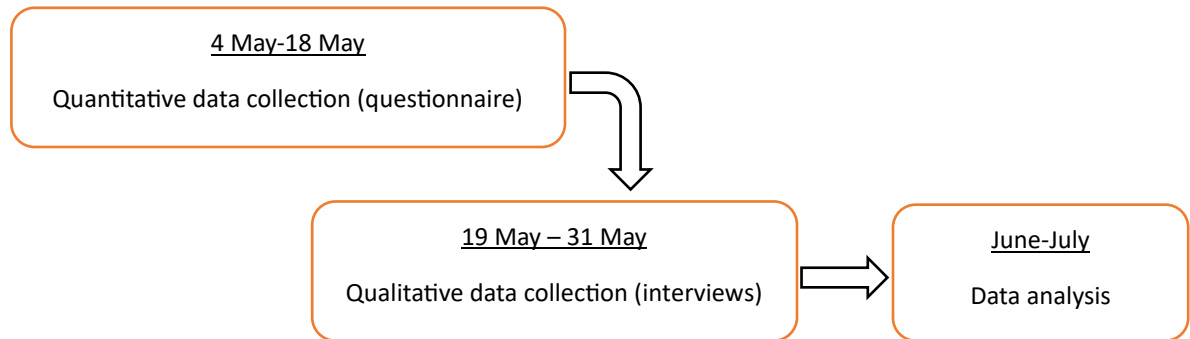
Participants were recruited via messengers. The advertisement poster (see Appendix C) with a short description of the study and its requirements was sent out to several university chats in WhatsApp. Students that were interested could either scan the QR-code or follow the link to open the online questionnaire. The quantitative data collection started on the 4th of May (see the whole timeline in the Figure 3-2).

As soon as the quantitative data collection was completed, the researcher selected a number of participants for follow up interviews (among those who agreed to be contacted further). Selected participants were contacted via email. The invitation was sent out to follow the link to the Calendly website, where they could book a suitable date and time for an interview. Apart from the booking form, selected participants received an information sheet and a consent form (see Appendix D, E). Overall, 14 interviews were booked and conducted within the time period of 2 weeks.

The interviews stage started on the 19th of May. Almost all of the interviews, 13 out of 14, were done face-to-face in college, in a quiet and safe space. One interview was conducted online via Microsoft Teams. Firstly, in the beginning of each interview, the consent form was signed. Then, the recording device was set up to record the interview. The interviewee was informed about general rules and structure of the conversation. During the conversation, the researched followed the questions which had been prepared before, but also asked additional

questions depending on the context, to clarify information or to gather more specific details. Each interview lasted for 35-55 minutes, depending on talkativeness and manner of speech of the participants. In the end of each interview participants were reminded about data handling, and any additional questions were answered. Afterwards, the interview recordings were transcribed and analysed.

Figure 3-2: Research timeline



3.6 Ethics

Since all the participants of the study were adults over 18, the researcher was not required to obtain permission from responsible adults to allow taking part in the research. The first page of the online questionnaire provided general information about the study, information about data usage, and researcher’s contacts for further possible questions (see Appendix F), and consent button. As for interview participants, each of them was sent an email which contained the participant information sheet providing general information about the interview, information about data collection and usage, researcher’s contact details. The consent form was also attached to the email, for the participants to read carefully and sign before the interview.

Participation in this study was entirely voluntary, and the participants had a right to withdraw at any time and to refuse to answer any questions. There were no psychologically harmful questions included. Collected data was treated confidentially, following ethical procedures at the University of Oxford. Personal and identifying information was removed from the collected data. All materials, techniques and processes that were used in the current study had been approved by the Central University of Research Ethics Committee at the University of Oxford (see Appendix G).

3.7 Methodological Limitations

One of the potential limitations of the methodological design of this research was the relatively small number of participants which can compromise external validity, i.e., the extent to which the results of a study hold true outside of the current study (Rogers & Révész, 2020). However, it is believed that in the present study this limitation is offset by the potential for the collection of rich data.

Another limitation can be the one of the sampling strategy: the selected sample provides no scientific basis on which results can be generalised to the wider population, and there is no way of estimating the likely level of error in the sample. While not ensuring representativeness, this sampling method provided useful information that allowed for fulfilling the aim of the study.

4 Results

This chapter presents the quantitative findings collected via the online questionnaire, and the qualitative data collected through the personal interviews. The results are presented in order according to the three research questions: RQ1 – *What prior experiences best predict current attitudes towards the varieties of English?* RQ2 – *How are current attitudes formed?* RQ3 – *Are there any differences in attitudes between L1 English speakers and Lx English speakers?* Firstly, preliminary analyses are presented, afterwards main analyses are presented and discussed.

4.1 Preliminary Analysis

4.1.1 Quantitative Data

As soon as the data collection process was completed, the questionnaire dataset was exported from Qualtrics and saved in Excel table to be cleaned and prepared for further import into SPSS version 29.0. In SPSS all the variables were carefully reviewed and labelled for further convenient analysis.

Questions 4 and 5 were standard multiple-choice questions with one correct answer, which served the purpose of identifying possibly relevant characteristics of the participants.

Questions 6-40 were Likert-scale questions with a 5-point scale ranging from 'strongly disagree' to 'strongly agree'. It should be mentioned that some of the questions (Q24, Q25, Q36, Q37, Q38) had been re-coded prior to importing the data into SPSS. For better interpretation of responses, Likert-scale questions have to be worded in the same direction. The majority of questions in the given survey were positively worded (e. g.: Q6 – English is used today as an international language to communicate effectively with people from around the world.), and the answer scale was the following: 1 – strongly disagree, 2 – disagree, 3 – neither agree nor disagree, 4 – agree, 5 – strongly agree. However, a few aforementioned questions were worded in an opposing direction to the scale construct (e. g.: Q25 – A fluent second language speaker of English speaks with a native accent.). Therefore, their responses in Qualtrics had to be reverse-coded, before transferring all the data into SPSS.

All the Likert-scale questions can be divided into 2 general groups: questions about current attitudes (Q6-25) and questions about past experiences (Q26-40). The responses overview of both groups is presented below.

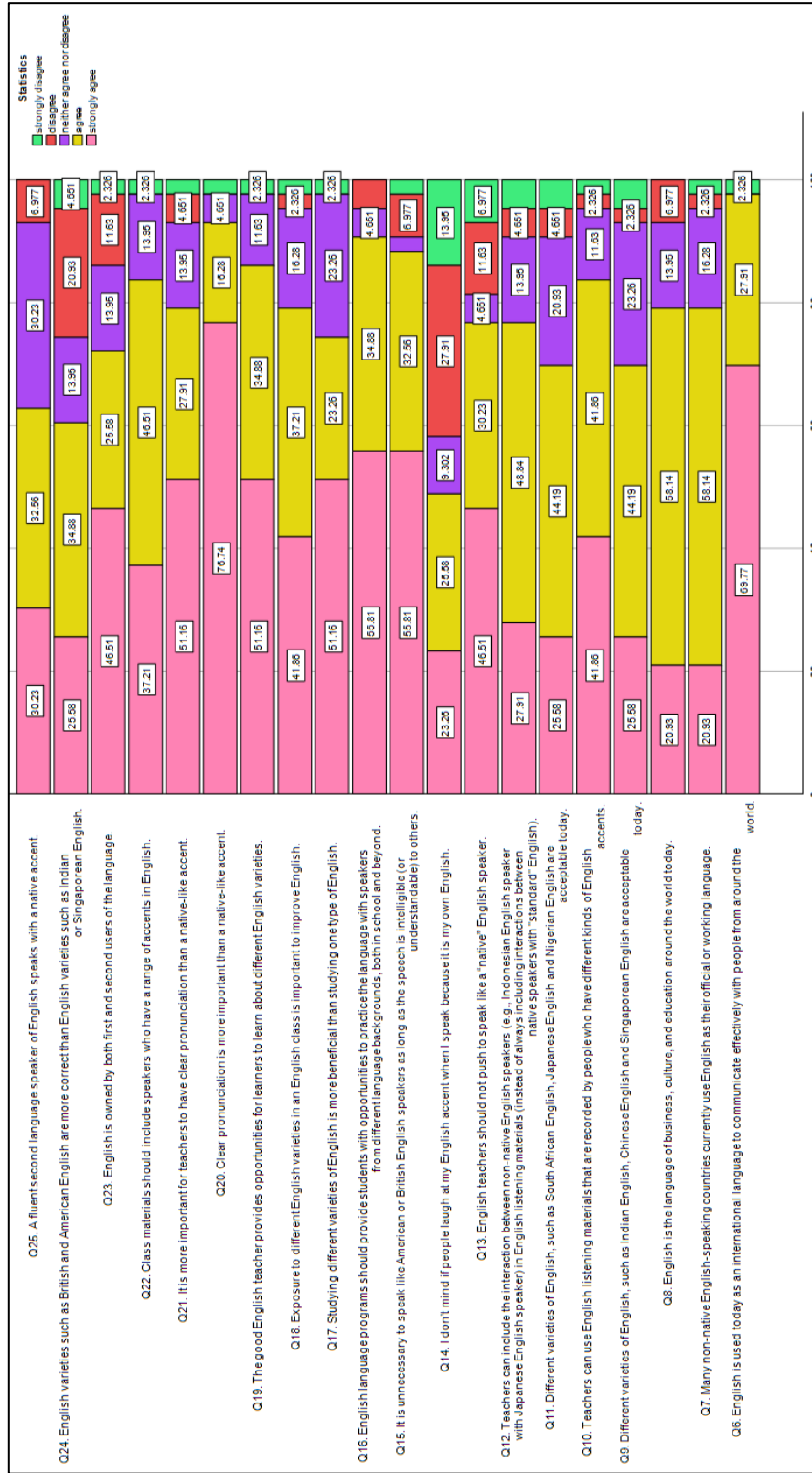


Figure 4-1: Overview Q16-25

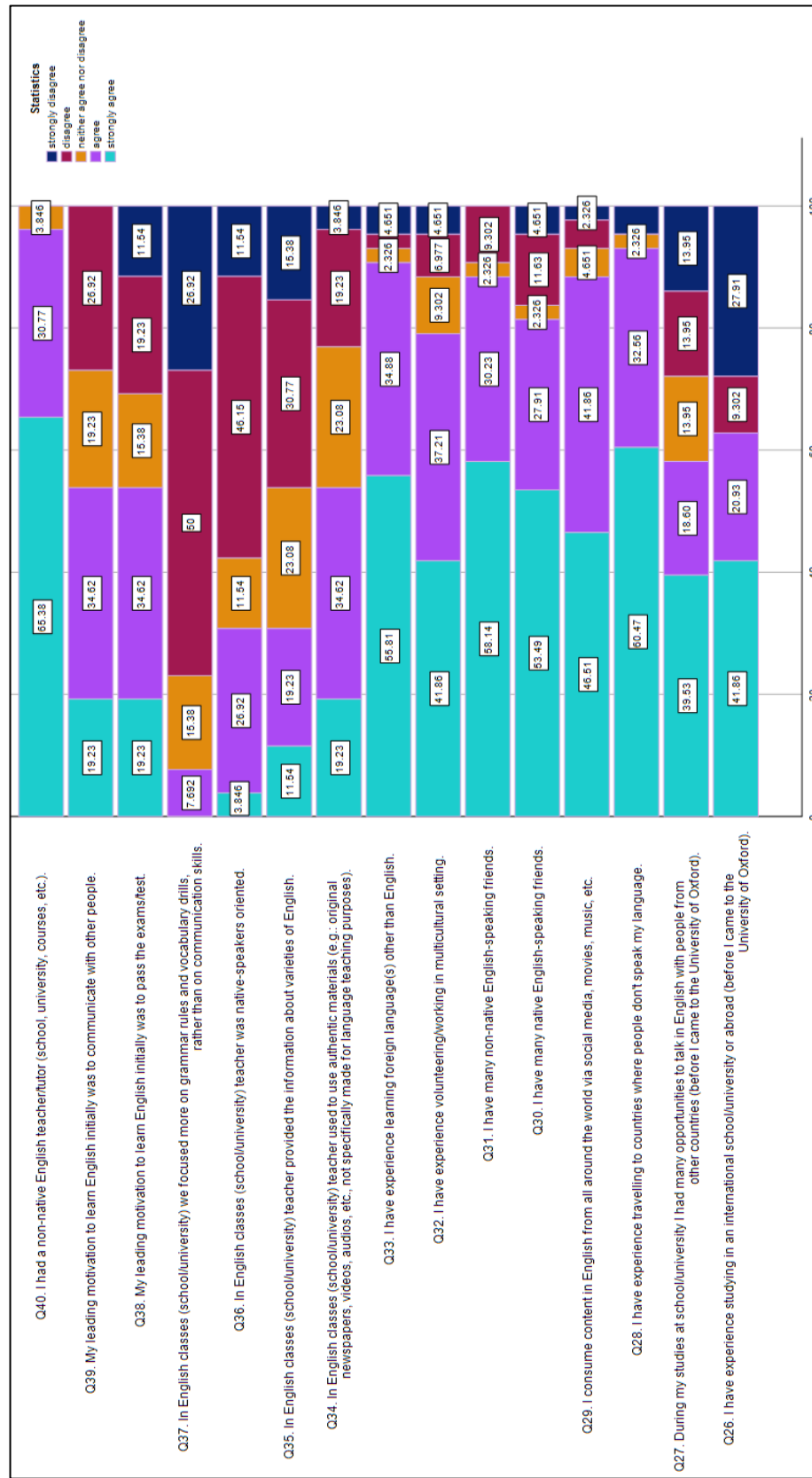


Figure 4-2: Overview Q26-40

For better analysis and interpretation of responses, all those questions were grouped into multi-item constructs which constituted separate variables. Questions about current attitudes were grouped into: CSE (Current Status of English) including Q6-8 (based on the EIL Perception Scale by Y. Nakamura et al. (2018)), VoE (Varieties of English) including Q9-12 (based on the EIL Perception Scale by Y. Nakamura et al. (2018)), ESI (English Speaker’s Identity) including Q13-15 (based on the EIL Perception Scale by Y. Nakamura et al. (2018)), GEO (Global Englishes Orientation) including Q16-25 (based on questionnaire by N. Funada et al. (2020)), and ATTTotTotal (Attitudes Total) including all the questions about attitudes Q6-25. Questions about past experiences were grouped into: EXPTotalAlsoL2 (Experience Total which is also L2 English speakers) including all the Q26-40, EXPL1 (Experience of L1 English Speakers) including Q26-33, and EXPStudyL2Only (Experience of Studying English for L2 English Speakers) including Q34-40. Each of these variables was further checked for reliability and normal distribution. Afterwards, multiple linear regressions and independent t-tests were run to find out correlations between the variables.

4.1.1.1 Reliability

The EIL Perception Scale (Nakamura et al., 2018), which was partially used for the current research, has shown good internal consistency with the Cronbach’s α 0.91 for CSE, 0.85 for VoE and 0.78 for ESI. As for the Global Englishes Orientation questionnaire (Funada et al., 2020), which was also used for this study, both of its parts have demonstrated good internal consistency as well, with $\alpha=0.91$ for Global orientation and $\alpha=0.81$ for Traditional orientation. However, in the current research the questions from these already existing resources were not accepted fully but were adjusted, some questions were removed, and some others questions were adopted. The majority of current research constructs demonstrated good results in terms of internal reliability: VoE $\alpha=0.83$, ESI $\alpha=0.71$, GEO $\alpha=0.88$, ATTTotTotal $\alpha=0.89$, EXPTotalAlsoL2 $\alpha=0.76$, EXPL1 $\alpha=0.79$. However, two Cronbach’s alpha coefficients were rather low: CSE $\alpha=0.54$, EXPStudyL2Only $\alpha=0.28$ (see Table 4-1).

Table 4-1: Reliability

Variable	CSE	VoE	ESI	GEO	ATTTotTotal	EXPTotal AlsoL2	EXPL1	EXPStudy L2Only
Cronbach’s α	0.54	0.83	0.71	0.88	0.89	0.76	0.79	0.28

As Pallant (2020) states, values above 0.7 are considered acceptable. One of the possible reasons for a low α value here could be the number of questions in the constructs, as Pallant (2020) also says, that for scales with a small number of items, it is sometimes difficult to get a decent Cronbach's alpha value. The other reason could be a relatively small sample of this study. However, it was decided to proceed with analysis despite the lower-than-expected reliability values obtained for CSE and EXPStudyL2Only. However, due to the low reliability, any finding surrounding these constructs should be treated cautiously, bearing in mind that the items have been reliably responded to in the intended way by all participants.

4.1.1.2 Normal Distribution and Outliers

To assess the normality, histograms were inspected for each construct, along with the Kolmogorov-Smirnov statistic, and the analysis of skewness and kurtosis values (see table 4-2). For the outliers, values of mean and 5% trimmed mean were compared (see table 4-2).

Table 4-2: Normality

Variable	N	Mean	5% trimmed mean	SD	Skewness		Kurtosis		Sig. (Kolmogorov-Smirnov)
					Statistic	SE	Statistic	SE	
CSE	43	12.49	12.62	1.696	-2.085	0.361	8.002	0.709	<0.001
VoE	43	15.74	15.92	3.223	-0.989	0.361	2.654	0.709	0.199
ESI	43	11.47	11.65	2.987	-0.796	0.361	0.144	0.709	0.038
GEO	43	41.56	42.09	6.584	-1.498	0.361	4.041	0.709	0.200
ATTTotal	43	81.26	81.90	11.212	-1.312	0.361	3.866	0.709	0.130
ExpTotalAlsoL2	43	32.56	33.06	6.096	-1.302	0.361	2.323	0.709	<0.001
ExpL1	17	33.41	33.51	4.624	-0.324	0.550	-1.186	1.063	0.134
ExpStudyL2Only	26	22.35	22.30	3.286	0.422	0.456	-0.067	0.887	0.200

According to Pallant (2020), the normality of distribution can be assessed through the Kolmogorov-Smirnov statistic, where a non-significant result (Sig. > 0.05) indicates normality. As for the outliers, they can be spotted on a histogram. In order to find out if the outliers can be a negative influence, the mean value and the 5% trimmed mean value should be compared. If these values are very similar, the outlying cases can be retained in the data file (Pallant, 2020).

CSE: the result of the Kolmogorov-Smirnov statistic is <0.001 , which indicates violation of the assumption of normality. The histogram shows that the data is negatively skewed. There are visible outliers on a chart, however, the mean value compared with the 5% trimmed mean value indicate little difference caused by outliers.

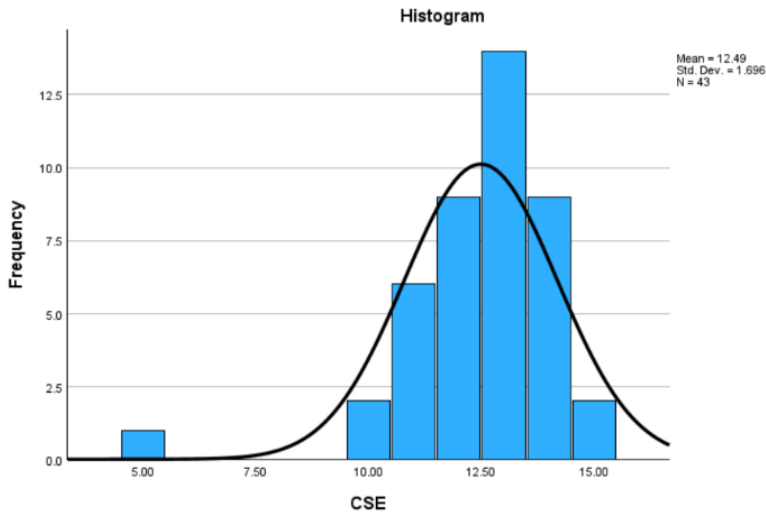


Figure 4-3:
Histogram CSE

VoE: the result of the Kolmogorov-Smirnov statistic is 0.199, which indicates that the normal distribution is assumed. The histogram shows that the data is negatively skewed. There are visible outliers on a chart, however, the mean value compared with the 5% trimmed mean value indicate little difference caused by outliers.

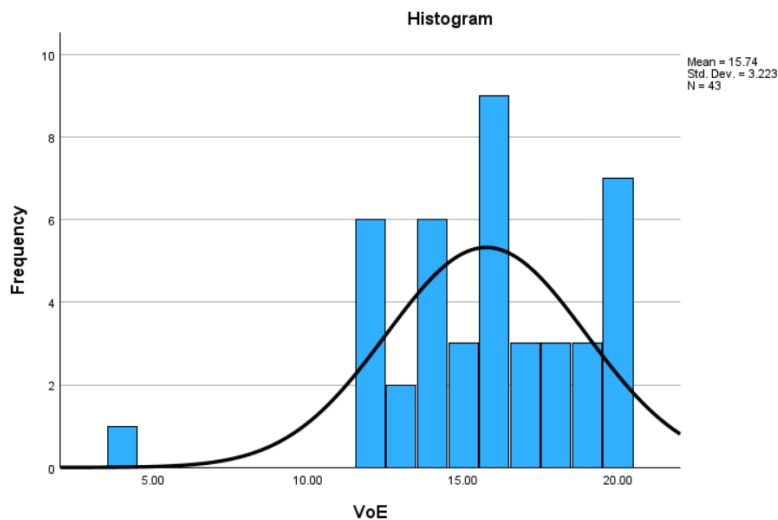


Figure 4-4:
Histogram VoE

ESI: the result of the Kolmogorov-Smirnov statistic is 0.038, which indicates violation of the assumption of normality. The histogram shows that the data is negatively skewed. There are visible outliers on a chart, however, the mean value compared with the 5% trimmed mean value indicate little difference caused by outliers.

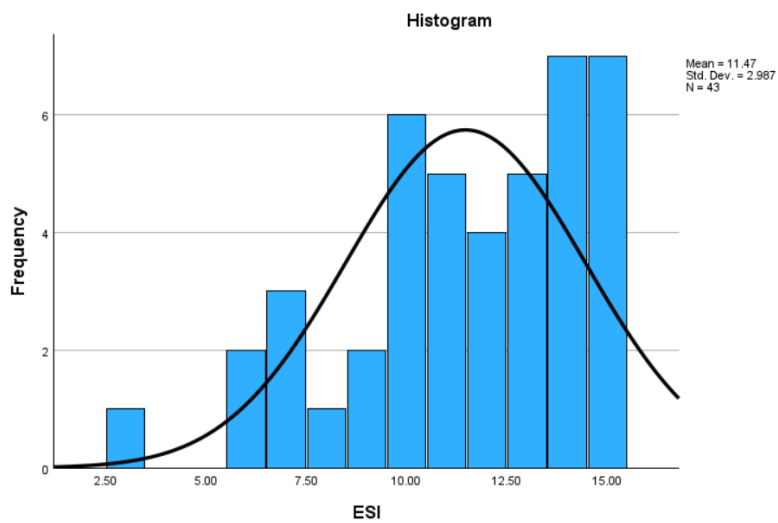


Figure 4-5:
Histogram ESI

GEO: the result of the Kolmogorov-Smirnov statistic is 0.200, which indicates that the normal distribution is assumed. The histogram shows that the data is negatively skewed. There are visible outliers on a chart, however, the mean value compared with the 5% trimmed mean value indicate little difference caused by outliers.

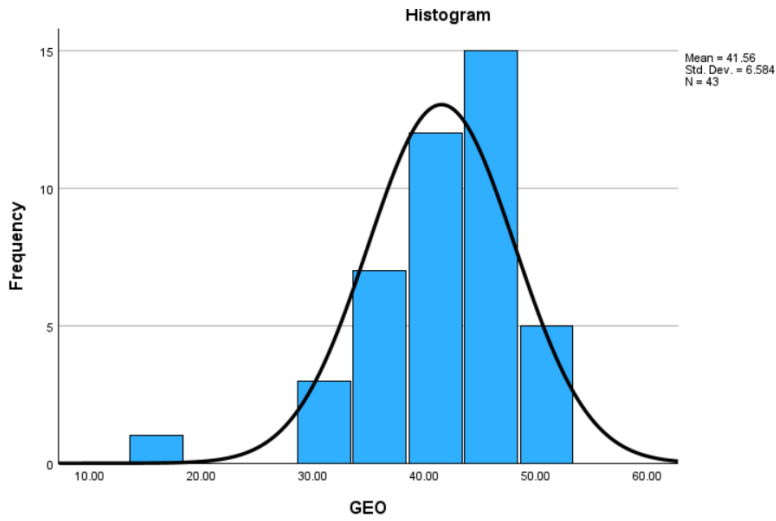


Figure 4-6:
Histogram GEO

ATTTotal: the result of the Kolmogorov-Smirnov statistic is 0.130, which indicates that the normal distribution is assumed. The histogram shows that the data is negatively skewed. There are visible outliers on a chart, however, the mean value compared with the 5% trimmed mean value indicate little difference caused by outliers.

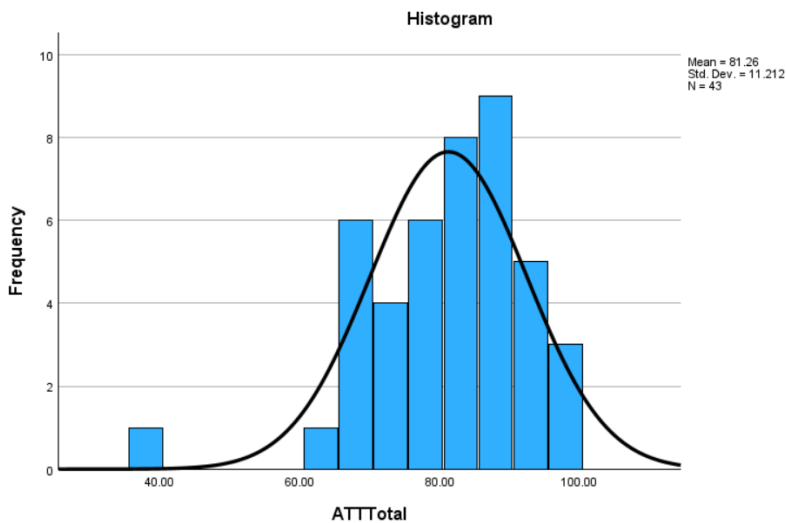


Figure 4-7:
Histogram ATTTot

ExpTotalAlsoL2: the result of the Kolmogorov-Smirnov statistic is <0.001 , which indicates violation of the assumption of normality. The histogram shows that the data is slightly negatively skewed. There are visible outliers on a chart, however, the mean value compared with the 5% trimmed mean value indicate little difference caused by outliers.

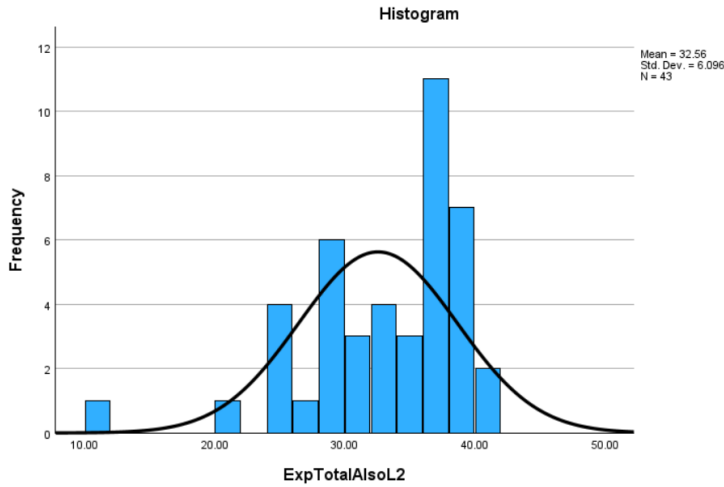


Figure 4-8: Histogram
ExpTotalAlsoL2

ExpL1: the result of the Kolmogorov-Smirnov statistic is 0.134, which indicates that the normal distribution is assumed. The histogram shows that the data is very slightly negatively skewed. There are no visible outliers on a chart.

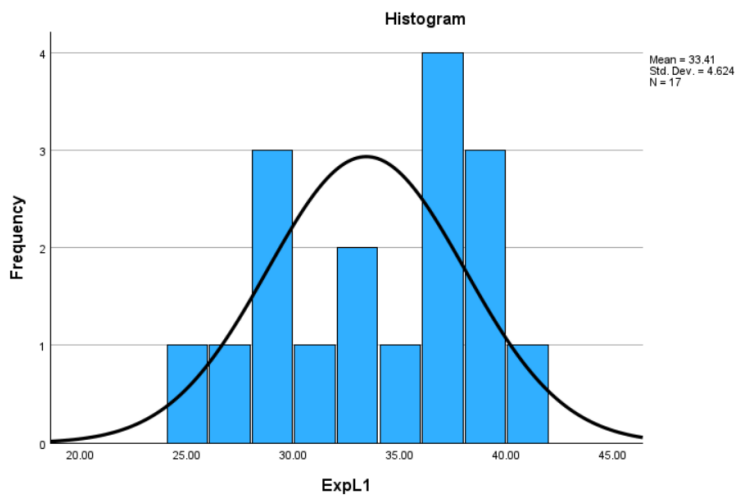


Figure 4-9: Histogram
ExpL1

ExpStudyL2Only: the result of the Kolmogorov-Smirnov statistic is 0.200, which indicates that the normal distribution is assumed. The histogram shows that the data is slightly positively skewed. There are no visible outliers on a chart.

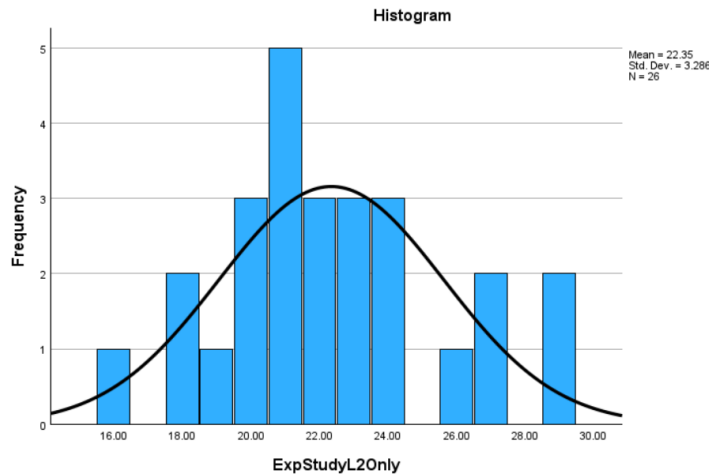


Figure 4-10: Histogram
ExpStudyL2Only

4.1.2 Qualitative Data

As soon as the qualitative data collection was successfully completed, all 14 interviews were transcribed with the help of Microsoft 365 software, then manually checked and corrected by the researcher (see example interview in Appendix H). Manual inductive coding was further implemented. Firstly, the researcher thoroughly read the interviews several times highlighting sentences that contained relevant or interesting ideas. Then, data driven categories were created, which were organised around the topics of the interview questions and the research questions. Afterwards, the researcher re-read the transcripts and assigned the pertinent bits of information to the categories. In qualitative data analysis, validity is strengthened via transparency (Creswell & Clark, 2018), thus, to make the process comprehensible and evident for further analysis, all the categories, their definitions and assigned passages from the interviews were put into a table that can be cross-checked by the reader (Table 4-3) The table provides transparent examples of the codes, sub-codes, explanations of codes, and examples. Finally, coded data was analysed according to the research questions.

Code		Definition	Examples
<i>Attitudes</i>	English in the world nowadays	Participants tell how they see the role of English in the modern world.	"It's like an international language for communication, most of the like business, international, political and different other communications, they are in English." (participant 5)
	Own accent	Participants share their thoughts about their own accent, any positive/negative/neutral feelings.	"I'm neither ashamed nor happy with it, I think that's funny that other people make such like positive remarks about it." (participant 4)
	Others' accents	Participants share their thoughts about other people's accents, any positive/negative/neutral feelings.	"I don't care at all. As long as I understand other people. sometimes it's really difficult for me to understand, especially some varieties of British accent or, yeah. Scottish accent or, like, Indian accent." (participant 5)
	Standard English	Participants' say whether the standard English language exists or it does not.	"I think language is something that's always continually evolving. And, considering how widespread English is, spoken across the world, I'm not sure it would really be possible to have a standard English." (participant 13)
	2 statements choice	Participants choose between the following statements: 1) English varieties other than native ones are just versions of "broken" English; 2) they are legitimate language variations.	"I think the latter one, the legitimate. Just like I said, English is now a global language that millions and thousands and millions of people use in the world. It accepts changes from people and it accepts changes from other cultures." (participant 9)
	Hierarchy in varieties	Participants' say whether there is a hierarchy between the varieties of English nowadays.	"There is one absolutely, I think British English and American English are at the very top. I don't necessarily think there should be one." (participant 11)
<i>Experience</i>	Started learning English	Participants tell when they started learning English.	"When I was one to two years old." (participant 10)
	Motivation for learning	Participants tell about their initial motivation for learning English, and how it's been changing throughout their life.	"When I first started learning it, I didn't care, I was 4. My motivation increased, especially when I got to high school, because learning English or doing well in English words meant doing well in my exams." (participant 8)
	Classes experience	Participants describe their classroom experience during English studies (materials, activities, atmosphere).	"My English classes were not really helpful and useful because we had just standard, the most standard English textbooks. I don't think that we had any authentic materials, most of it, I think 99% of all materials, they were just aimed at the state exam." (participant 5)
	Teachers experience	Participants tell about their English teachers and their possible influence.	"When I was in the Netherlands, my teacher didn't particularly affect my perception. In high school, however, I think my perception was very much shaped by my teachers." (participant 7)
	Exposure to varieties	Participants tell when they were first exposed to different varieties of English, whether it was during their English classes at school/university, or under some other circumstances later in life.	"I was only taught these two specific norms: general American and British English. But then it was after my undergrad years that I experienced these multiple varieties of English. I started to work as a staff in the Overseas sales department of this vehicle company." (participant 9)
	Travelling and working	Participants tell about their experience of travelling to other countries and communicating there in English, or/and about their experience working in multicultural setting.	"During high school in Mexico, did some student teaching in Italy, taught over in China. Also did volunteer in like an English language center when I was working on my undergrad." (participant 2)
<i>Other ideas</i>	Changing attitudes	Participants share their opinion answering the following question: what could possibly change people's attitude towards the varieties of English and make it more positive?	"I think being exposed more. Like that exposure, especially at that young age helped me build that kind of patience and that kind of understanding." (participant 8) "Representation is a big thing. So, putting people on screen, for instance, in the film." (participant 1)
	Interesting thoughts	Any other particularly interesting/valuable/thought-provoking ideas that participants share during the interview.	"If you grew up in an environment where you're used to hearing this accent and different kind of accent, it's not going to bother you when you're like when you grow up and you are exposed to this accent." (participant 4) "There is no such thing like perfect English or same goes to the other languages. There's no perfect Korean. There's no perfect Chinese. As long as you can perform your job and you can live in and, at least, you can communicate to other people." (participant 9)

Table 4-3: Qualitative data coding

4.2 Main Analysis

In this section the results of linear regressions and independent t-tests are presented to examine correlations between the constructs. Furthermore, interviews are examined and analysed to support the quantitative findings, and, also, to present the qualitative findings, in relation to the research questions.

4.2.1 Research Question 1

What prior experiences best predict current attitudes towards the varieties of English?

4.2.1.1 Linear Regressions

Once variables were evaluated for meeting the assumptions of parametric tests, multiple linear regressions were run in order to explore the relationships between them. According to Pallant (2020), regressions help to find out if independent variables predict dependant variables, and how significant the correlation between them is. One of the questions that this study is trying to answer is whether past experiences influence current attitudes towards the varieties of English, and if so, what experiences are they. Therefore, total 15 linear regressions with different combinations of variables were run. The three experience variables (EXPTotalAlsoL2, EXPL1, EXPStudyL2Only) were set as independent variables in each regression, whereas the five attitude variables (CSE, VoE, ESI, GEO, ATTTotal) were set as dependant variables in each regression. The Sig. values were analysed and summarised in the Table 4-4 (full regression outputs can be found in the appendix I). Pallant (2020) states that if the Sig. value is less than 0.05, the independent variable is making a significant contribution to the prediction of the dependant variable.

Table 4-4: Linear Regressions

Variable	CSE	VoE	ESI	GEO	ATTTotal
EXPTotalAlsoL2	Sig. 0.580	Sig. 0.824	Sig. 0.715	Sig. 0.603	Sig. 0.799
EXPL1	Sig. 0.908	Sig. 0.589	Sig. 0.276	Sig. 0.884	Sig. 0.620
EXPStudyL2Only	<u>Sig. 0.033</u>	Sig. 0.533	Sig. 0.093	Sig. 0.466	Sig. 0.514

Numbers in the Table 4-4 demonstrate that almost none of the combinations for linear regressions showed significant results, except for the predictive nature of EXPStudyL2Only on CSE. Linear regression with these two variables showed Sig.=0.033 (<0.05), which means that the null hypothesis is rejected, and there is a certain impact. The following conclusion can be made here: the experience that Lx English speakers had while studying English somehow positively predicted variability in their attitude to the current status of English. In other words, such factors as the use of authentic study materials, exposure to English varieties in classes, more focus on communication skills instead of native-speaker norms, motivation to communicate rather than to only pass exams, being taught by a non-native English teacher, predicted participants' positive attitude to the current status of English, acknowledging its lingua franca status and global influence.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.418 ^a	.175	.141	1.65984	.175	5.093	1	24	.033

a. Predictors: (Constant), ExpStudyL2Only

Table 4-5: Model summary of CSE vs. EXPStudyL2Only linear regression

The R value in the model summary of CSE vs. EXPStudyL2Only linear regression is 0.418 (Table 4-5), which means that 41.8% of the variance in CSE is explained by this model.

4.2.1.2 Independent T-tests

According to the answers to Q5 (*Have you ever studied Linguistics or other related disciplines?*), nearly half (56%) of the participants have experience studying Linguistics or other related disciplines, whereas the other half (44%) have never studied Linguistics before.

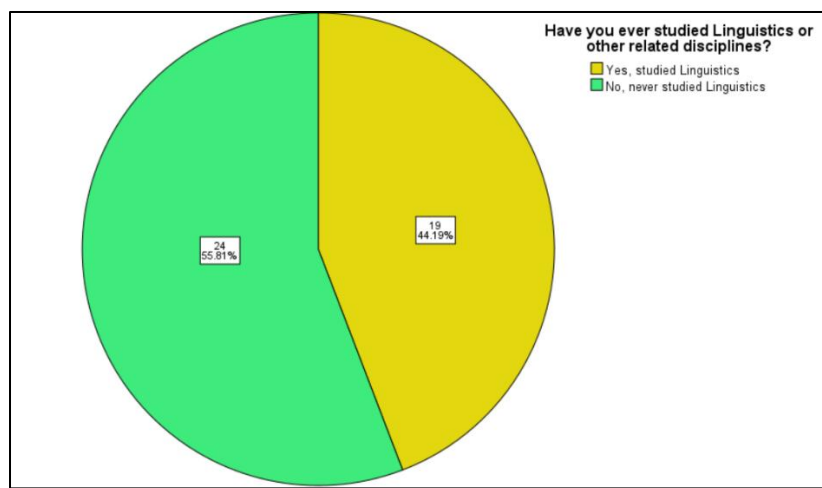


Figure 4-11: Q5 pie chart

This question divides the research sample into two groups according to a certain feature (whether there is any linguistics background) which could possibly influence the outcome. Therefore, the decision was made to run multiple independent T-tests to compare the mean scores of different groups. Five independent T-tests were conducted, with Q5 as independent variable and CSE, VoE, ESI, GEO and ATTTot as dependant variables in each case. The Sig. values of the Levene's Test for Equality of Variances were analysed and summarised in the Table 4-6 . According to Pallant (2020), if the Sig. value of Levene's Test is >0.05 , then equal variances are assumed meaning that there is no significant difference between the groups.

Table 4-6: Independent t-tests for Q5

	CSE	VoE	ESI	GEO	ATTTot
Q5	Sig. 0.293	Sig. 0.547	Sig. 0.232	<u>Sig. 0.028</u>	<u>Sig. 0.049</u>

Numbers in the Table 4-6 demonstrate that three tests showed no significant difference, but the other two tests demonstrated the $\text{Sig.} < 0.05$. When exploring the connection of Q5 vs. GEO, the Levene's Test for Equality of Variances resulted in the $\text{Sig.} = 0.028$, which means that the null hypothesis is rejected, and there is an impact. The difference is still significant when a Bonferroni correction is applied.

Group Statistics					
	Q5	N	Mean	Std. Deviation	Std. Error Mean
GEO	1	19	42.8421	4.08606	.93741
	2	24	40.5417	7.97812	1.62853

Table 4-7: GEO mean values

The mean values (Table 4-7) help to form the following conclusion: there is evidence that those who studied linguistics or other related disciplines before scored significantly higher in Global Englishes Orientation, than those who did not study it.

Similarly, when exploring the connection of Q5 vs. ATTTot, the Levene's Test for Equality of Variances resulted in the Sig.=0.049, which means that the null hypothesis is rejected, and there is significant difference. However, if a Bonferroni correction is applied, the result becomes non-significant, indicating that this result could be the outcome of a Type 1 error.

Group Statistics					
	Q5	N	Mean	Std. Deviation	Std. Error Mean
ATTTot	studied linguistics	19	83.2105	7.42053	1.70239
	didn't study linguistics	24	79.7083	13.44709	2.74488

Table 4-8: ATTTot mean values

The mean values (Table 4-8) allow to form the following conclusion: there is weak evidence that those who studied linguistics or other related disciplines before scored significantly higher in Attitudes Total, than those who did not study it.

4.2.1.3 Qualitative Data

4.2.1.3.1 Lx English Speakers' Study Experience vs. CSE Attitudes

In relation to the Research Question 1 (*What prior experiences best predict current attitudes towards the varieties of English?*), the following results were obtained from the quantitative part of this study. Linear regression with the variables ExpStudyL2Only and CSE showed Sig.=0.033 (<0.05), meaning that the experience that Lx English speakers had while studying English somehow positively predicted variability in their attitude to the current status of English. In order to further explain these findings, an explanatory approach was used while analysing qualitative data. According to Creswell and Clark (2018), the explanatory approach is

used when there is a need to explain the quantitative results in more depth, especially in terms of detailed voices and participant perspective.

In the questionnaire, ExpStudyL2Only construct includes the following statements, which were answered by participants who speak English as a second or further language:

- Q34: In classes (school/university) teacher used to use authentic materials.
- Q35: In classes (school/university) teacher provided the information about varieties of English.
- Q36: In classes (school/university) teacher was native-speakers oriented.
- Q37: In classes (school/university) we focused more on grammar rules and vocabulary drills, rather than on communication skills.
- Q38: My leading motivation to learn English initially was to pass the exams/test.
- Q39: My leading motivation to learn English initially was to communicate with other people.
- Q40: I had a non-native English teacher/tutor (school, university, courses, etc.).

CSE construct includes the following statements in the questionnaire:

- Q6: English is used today as an international language to communicate effectively with people from around the world.
- Q7: Many non-native English-speaking countries currently use English as their official or working language.
- Q8: English is the language of business, culture, and education around the world today.

Therefore, the interview scripts from Lx English speakers were examined for the statements related to the use of certain study materials, exposure to English varieties on classes, development of communicative skills, learning motivation and teachers, which were coded as *Experience: motivation for learning, classes experience, teachers experience, exposure to varieties*. Also, for the statements related to the role of English in the modern world, which were coded as *Attitudes: English in the world nowadays*.

All fourteen participants acknowledged the English language being an international language, and emphasized its importance for communications all around the world. In fact, the words “lingua franca” were used at least four times, the word “communicate” at least six times. The English language was also referred to as a “universal language” once, an “international language” twice, also once as a “default language”, and once as a “connector”. *Participant 2* shared that everywhere she’d travelled, she’d been able to communicate with people in English. *Participant 7* called English “a common background”: “Whenever you go somewhere, if you know English you at least feel like you have a kind of common background or a common way to communicate with other people. A kind of background to rely upon”. Apart from communication, several other aspects were discussed. In interviews, 7 participants emphasized that English is a language of business nowadays. Also, 5 participants underlined the importance of English in education and academia. In at least 4 interviews the participants mentioned the cultural aspect, and the employment opportunities were mentioned at least 2 times, along with tourism and science.

As for previous experience, some participants shared personal memories of the things that, in their opinion, shaped their current attitudes towards the English language and its role. *Participant 1* pointed out the influence of a country and a society you grow up in: “Well, growing up in my country, it was always a thing, like you would always want to learn English because that's the language that will open doors for you, you know, this sort of like a model that you would get in. It would be the way in which you would open doors towards employment or towards education or whatever”. He also emphasized the role of educational institutions in forming language perception: “I went to school and they told me that English was important and it was important for my future”. Then, thinking of whether high school classroom experience influenced further attitude to English either in positive or negative way, *Participant 1* talked about positive influence, explaining that the whole experience was quite immersive, and English was vital for his “academic and social survival”.

Several participants talked about meaningful interactions and connections with their teachers. *Participant 4* shared about her English teacher in last year of high school, who was a non-native speaker but had lived in the UK and the USA for several years. As *Participant 4* said, the teacher was very entertaining, sharing many anecdotes and stories from her own language experience, which positively affected further language attitudes. *Participant 4*: “I think teachers have a huge influence on the learning of a foreign language such as English”. Another

interviewee, *Participant 7*, pointed out the importance of teachers in his life: “In high school, I think my perception was very much shaped by my teachers”.

Participant 10 had a very positive experience at a younger age with an English tutor, who used authentic materials and entertaining methods of teaching: “I had a really good English tutor who my parents hired. He would come on weekends to speak to me and my brother in English. Yeah. And he would bring, you know, articles, newspapers and then read it with us and ask us how we thought about it and who we play some games with. Yes, like from newspapers. So that was when I started to realize English is kind of fun. So that was what sparked my interest in English, I guess. So, starting from that point, I was more intrinsically motivated”. Another thing *Participant 10* mentioned was monolingual policy in schools of her country, which put emphasis on the use of English in daily life and its importance for life in general.

Among 10 participants that speak English as their second or other language, only 4 of them recalled authentic materials being used by teachers in English classes. Most of them did not have any exposure to the varieties of English, except for 2 people. However, at least half of this group mentioned being told about British and American English varieties which are considered to be the main ones. At least 6 participants remember their classes being exams-oriented, with the focus on grammar drills, and only 1 participant had extensive classes with the focus on communicative skills. More than half of the group, 7 participants, used to have non-native teachers during their studies. Although, at least 5 people mentioned having native speakers teaching them English at one period of time or another.

Overall, the quantitative finding demonstrated that prior studying experiences of Lx English speakers might predict the attitudes towards the current status of English. The qualitative findings showed that in general the participants admit English being an international language used for communications around the world, and being the language of business, culture and education. However, speaking of the previous experiences, there is no implicit trend to be found applicable to all participants. Instead, there are several tendencies noticed to be true for number of participants. The following things might have played the role: attitudes towards English in the society that a person grew up in and educational institutions, relationships with the teachers/tutors and their personalities. As for English classes, the majority of participants had neither authentic materials nor exposure to varieties in classes, and aimed at exams rather than communication. Though, at least half of them were told about British and American English. Also, half of the group were taught by native speakers at some point, but most

of the group were usually taught by non-native speakers. Therefore, it is hard to conclude here what exactly prior experiences predicted current positive attitudes.

4.2.1.3.2 Linguistics Background vs. GEO Attitudes and Attitudes Total

The explanatory approach was also applied to explain another quantitative finding. The evidence was found that those who studies linguistics or other related disciplines scored significantly higher in Global Englishes Orientation (GEO), than those who did not study it. Moreover, there is weak evidence that they also scored higher in Attitudes Total (ATTTotal). In other words, having experience of studying linguistics or other related disciplines can predict positive attitudes towards the varieties of English.

In the questionnaire, ATTTotal construct includes all the statements about attitudes, and GEO construct includes the following statements:

- Q16: English language programs should provide students with opportunities to practice the language with speakers from different language backgrounds, both in school and beyond.
- Q17: Studying different varieties of English is more beneficial than studying one type of English.
- Q18: Exposure to different English varieties in an English class is important to improve English.
- Q19: The good English teacher provides opportunities for learners to learn about different English varieties.
- Q20: Clear pronunciation is more important than a native-like accent.
- Q21: It is more important for teachers to have clear pronunciation than a native-like accent.
- Q22: Class materials should include speakers who have a range of accents in English.
- Q23: English is owned by both first and second users of the language.
- Q24: English varieties such as British and American English are more correct than English varieties such as Indian or Singaporean English.
- Q25: A fluent second language speaker of English speaks with a native accent.

In the interviews, two participants mentioned their linguistics background in relation to their current attitudes. Both of them did MSc in Applied Linguistics and Second Language Acquisition. When asked if the standard English language exists, *Participant 10* referred to a lecture she had in the course: “Well, from what we learned in lessons then we could say that there's no standard English. Like English isn't owned by anyone, right? Because, like different people, different communities use the language differently. So that's what we know. As English has become a global language, the ownership does not, it does not belong to Americans or Brits alone. That's what we learned”. While having a discussion about accents, *Participant 12* admitted that he used to “secretly judge” people’s accents, including his own. However, at the moment he is convinced that doing it does not make any sense, and he is “not clinging to accents anymore”. When he was asked about time and reason for these opinion changes, he said: “I think, approximately, it has been changing like for the few years. But I think one of the complete twists was, like, after I came to Oxford and learned, yeah, our lectures. It’s helping a lot”. Further, when sharing his thoughts about the standard English language, *Participant 12* was asked if he could be biased in any way. He said that his views had indeed been different before, but: “I think it began to change in, like, in college in undergrad, but I would say there's still pretty much of a change after we had lectures, but it's not, like, from “no” to “yes” and that kind of change. It was happening gradually, but these lectures just, I think, somehow speeded up the process”.

To summarise, the quantitative findings showed that studying linguistics can predict current attitudes. In the questionnaire, almost half of the whole group had linguistics background. In the interviews sample, two people directly mentioned their experience studying linguistics, and pointed out a clear correlation between their linguistics background and current positive attitudes.

4.2.2 Research Question 2

How are current attitudes formed?

4.2.2.1 Qualitative Data

The insights for the Research Question 2 (*How are current attitudes formed?*) were mainly gathered from the qualitative data. All 14 interviews were carefully inspected for relevant ideas, which were further assigned to codes in the table accordingly. Several major themes were

established, demonstrating trends in attitudes, and suggesting the ways for attitudes to be formed.

4.2.2.1.1 Attitudes trends

Before looking into the ways current attitudes were formed, it was logical to get a picture of current attitudes. Therefore, several questions were asked about the standard English language, English variations and their perception.

All participants were asked if the standard English language existed and if it should exist nowadays. It turned out that 4 interviewees gave a positive answer, explaining that standards help to understand each other better. *Participant 2* even asked in return: “What the point of speaking the same language if you can’t understand each other?” Then, 2 participants did not know for sure and could not give a definite answer. *Participant 5* suggested that it could exist to make it easier for people to understand each other, however, at the same time, it’s impossible to establish standards because the language changes all the time. The majority of interviewees, 8 people, replied that standard English could not exist due to certain reasons, such as constant changing, cultural mixing, global status of the language. *Participant 11* noted that even within native speakers there are different standards. *Participant 3* made a remark about variability in standards: “I do believe there is a standard set of rules, but those rules sort of change depending on what sort of English you speak”.

Furthermore, participants were given two statements to choose from: 1 – English varieties other than native ones are just versions of “broken” English, 2 – English varieties other than native ones are legitimate language variations. Vast majority of participants, 11 of them, confidently leaned towards the second statement. *Participant 8* noted that non-native variations are not broken but influenced by other cultures. *Participant 6* supported the idea of English varieties being legitimate and culturally influenced: “It’s not like these rules are changing per speaker, cultures have their own independent language systems”. *Participant 3* expressed an interesting idea that there was such a thing as broken English, but it referred to an individual person’s level of English rather than a whole cultural variation. However, 3 participants were more hesitant; one of them assuming both statements were right to certain extent, another one, *Participant 7*, approving cultural elements of English varieties but disapproving their elements of inaccuracy.

Speaking of hierarchy between English varieties, 3 participants were convinced that hierarchy existed, and 3 other people said that there was no such thing, whereas 8 people

admitted the existence of hierarchy, even though they did not completely agree with it. At least 7 people mentioned that British and American varieties are “at the top”, mostly because of political and cultural influence of the USA and the UK.

Interestingly, when speaking about the varieties of English and attitudes towards them, the accents would be discussed most of the time. It can be assumed that accent is the most visible feature of a language variety, the easiest for people to understand to relate to. When asked how they feel about their own accent, almost half of interviewees, at least 6 of them, mentioned that they were quite conscious of it, and had some sort of negative feelings about it at some point of their life. However, when asked about their attitude towards other people’s accents, the responses turned out to be quite positive. All of the participants expressed the same kind of thought: as long as it’s comprehensible, it doesn’t matter what kind of accent the other person speaks with. As *Participant 12* said: “It doesn’t make sense to actually judge one’s accent, as long as it’s, like, good for communication, as long as it’s understandable”. *Participant 6* claimed that there was no right way to speak English: “As long as the person in front of you understands, I think you are doing a fine job communicating”. Overall, this seems to be a rather positive tendency to value the content over the shape.

To summarise, there were several major trends in attitudes elicited from the interviews. The majority of the group believe that standard English does not exist anymore due to various reasons, though some of the people still hold on to the notion of the standard language. Almost everybody from the sample treats English varieties as legitimate language variations rather than broken ones. Most of the interviewees admit that there is a hierarchy between English variations, with British and American Englishes on top, however, they do not agree with this. Speaking of the accents, all of the participants believe that it does not matter if the speech is accented, as long as it’s comprehensible enough for communication.

4.2.2.1.2 Awareness

Participants were asked to remember the time when they realised that there were many different varieties of English in the world. Almost none of them recalled being explicitly taught about varieties in schools or universities. However, a few people had been told about two major varieties – British and American. Many of them admitted that they started being exposed to the varieties through other kinds of personal experience. At least 7 interviewees remembered being exposed to other English varieties when they entered international educational institutions, or even moved to another country, and met people from all over the world. For instance,

Participant 8 mentioned her college: “That only opened to me when I first got to the US to that international college”. *Participant 14* said that she hadn’t had any exposure at all before: “I realised that there were people that might speak different English to the extent that I have today is when I actually came to England”. Another way that had helped interviewees be exposed to varieties was media, which was mentioned by 3 people. For example, *Participant 10* said: “But myself, I got exposed to different accents through movies and my materials mostly. Also, YouTube and Instagram”.

Overall, it can be said that most of the participants were not explicitly taught about English varieties, except for British and American ones, but learnt about them through other kinds of experience such as moving to different countries, entering international institutions, or media.

4.2.2.1.3 Influencing Factors

Interviewees mentioned several factors that can directly or indirectly contribute to the formation of attitudes. These factors can be divided into two broad categories: participants’ personal experience (things they claim to have influenced their own attitudes) and participants’ observations (things they observed throughout their lives that influence people’s attitudes). Within these categories, the following themes were observed: influence of media, as well as the influence of education on attitudes towards English varieties were mentioned most often – at least 6 times each; influence of environment, specifically Oxford, was acknowledged by participants 3 times; influence of travelling experience was mentioned 2 times, as well as influence of society and public opinion, political influence, and influence of business and teaching industry; direct influence of teachers was mentioned 1 time.

Speaking of personal experience, the subject of media representation of varieties was brought up quite often. *Participant 2* remembered how she used to watch lots of media from the UK and Western Europe while growing up, and how she “always liked British accent” and she “thought it was awesome”, which resulted in a very positive perception of this English variety. *Participant 7* also reveals his preference of the British English variety, and when asked where this preference comes from, he said: “I think in part it’s TV series as well, and currently, for example, I’m watching *The Crown*, and it’s very beautiful TV series, and like, you know, that sense of British English, which is also, like, you know, royal English”. When asked about being exposed to different varieties of English, *Participant 10* did not recall any instances in English classes, though she pointed out that she “got exposed to different accents through movies”, which helped her

get accustomed to people speaking in different ways. She also admitted watching quite a lot of American Youtubers which contributed to her personal preference of the American variety of English: “Personally, I find the American accent more casual and friendly”. *Participant 12* also emphasised media influence: “I think, like, because I’ve watched a lot of TV shows and movies, that, like, helped me build the whole English world for me”.

Influence of personal travelling experience was accurately formulated by *Participant 4*. While discussing whether her travelling experience somehow influenced the way she thinks about English varieties now, she said: “I think it's influenced it in some way because when you're exposed to different kind of accent and people speaking English in different ways, you start, you focus less on the accent and you're focusing more on what the other person is saying”. *Participant 9* confirms this point of view by saying that she changed her mind about British and American English varieties being the major standard norms after travelling: “I have contacted these many different kinds of Englishes in the world, and I realized that these two norms are not maybe the best answers”.

Since this research took place in Oxford, in a multicultural environment, and all the participants were current first-year students, it was reflected in participants’ answers. *Participant 2* pointed out that her perspective regarding the perception of English varieties has changed a lot since coming to Oxford. *Participant 12* expressed similar thoughts by saying that his attitude to different accents changed significantly after spending some time in Oxford.

Regarding personal education experience, *Participant 8* shares important feedback about her international school with students from all over the world that were speaking with different accents. She emphasised that atmosphere there was very supportive and encouraging, which, combined with exposure, resulted in tolerant and supportive attitude towards English varieties: “Exposure, especially at that young age, helped me build that kind of patience and that kind of understanding, and positive perception of different kinds of accents and variations of English”.

Some participants shared their observations, which sometimes intertwined with their personal experience, about peculiarities of language education in their countries. *Participant 5* mentioned the attitude of people towards having an accent in her country, which result in certain teaching styles and methods: “I think in Eastern Europe, mainly like Belarus and Russia, I think these are the only countries that promote some courses on how to fix your pronunciation, how to sound like British”. Interestingly, *Participant 6* pointed out a similar idea: “I've noticed it

very commonly in South Asian cultures, even Southeast Asian cultures. They deliberately try to move their accented sort of nature". Furthermore, *Participant 9* told that in schools of her home country, South Korea, students are commonly encouraged to speak with American or British accent: "Generally people think that we shouldn't, we shouldn't speak English in our own accents, and sometimes people call it Konglish. And it's something that implies it's a broken one or a bad accented English. So, there's a negative connotation". This idea can also be reflected in societal attitude, as *Participant 11* said about her home country, Ecuador: "Like, if you don't have an accent, you are considered very smart. And if you have an accent or you speak poor English, it's like, oh, yeah, it's a bad thing". Such emphasis on the accent and "correctness" of the variety that person speaks may lead to people's intolerance of English varieties other than those which are considered standard. However, neither of the *Participants 5, 6, 9, 11* seemed to express any kind of intolerance, meaning that there were other kinds of experience which helped them form positive attitudes.

A few participants made observations about political influence in attitudes formation. Certain English varieties might be perceived either positively or negatively, depending on the image of certain countries on political arena and their influence in the world. *Participant 13* made a remark about wide acceptance of the American English variety explaining it with a fact that its country is one of the most influential countries. He also talked about wide acceptance of the British English variety due to its colonial past. *Participants 5, 8, 6* also briefly mentioned the colonisation past of the UK which still affects people's perception of the language. *Participant 4* talked about the connection between the image of a country and the perception of its language variety: "I think other accent can have like more negative connotation, especially if the country the person is from has a negative connotation in the public opinion of the other".

Another interesting thing that was brought up twice in the interviews is the influence of educational business and teacher hiring practices. In some countries it is quite common to hire teachers according to their ethnicity, background and accent variety, disregarding their professional qualifications. While talking about his experience teaching in East Asia, *Participant 13* mentioned native-speaker oriented hiring practices: "When they're looking for teachers in East Asia to teach native English. Yes, they are looking for people who speak native English. But they're also looking for people who look like they speak native English, you know, white people. Yes, they're thinking of, you know, marketing". *Participant 1*, when talking about his own high school experience, remembered that there were only native English speakers as their teachers,

because school tried to maintain the image of teaching “correct” English: “I think that that's like the thing that I said about the brand, like it's a way of selling this as a private school. I think that was what they thought that parents were looking for. You know, like their kids would be learning proper English”. These kinds of practices may lead to people accepting only certain kinds of English variations and rejecting the other ones.

To summarise, some of the factors that directly influenced participants’ formation of attitudes include media, travelling abroad, education institutions (including the University of Oxford). Among the factors observed by the participants throughout their life are education system peculiarities, political influence, business and teacher-hiring practices.

4.2.2.1.4 How to Change Attitudes

Apart from their personal experience, participants were also asked to contemplate and suggest the ways that would, hypothetically, help change people’s attitudes towards the varieties of English and make them more positive. The most popular answer was exposure mentioned by at least 8 participants, 4 interviewees spoke about representation on screen and pop culture, then 2 participants mentioned representation in schools, and 2 other participants pointed out the importance of teaching varieties in schools.

More than a half of interviewees were convinced that being exposed to varieties can make people used to them and accept them as normal and valid. *Participant 10* suggested that the reason why sometimes people look down upon certain varieties or accents was because they didn’t realise how many people speak those varieties, and thought of them as minorities, therefore wrong: “So, if they get more exposure to those variations, like if they know that a whole community of people are speaking English in this way, maybe they would learn to respect those variations more”. *Participant 9* also noted: “Sometimes people are afraid of something that they really don’t know”.

Another important thing that participants mentioned was representation of different English varieties in media and pop culture. *Participant 1* spoke about film industry and representation of varieties on screen, believing that this measure could develop the “sense of normal” in people’s minds. *Participant 11* assumed that representation in media would make people absorb and eventually develop an ability to easily understand and accept the varieties.

School was also mentioned as one of the influential elements for developing positive attitudes towards English varieties. *Participant 4* was convinced that school had a role to play in that regard: “It’s important to teach people at a young age that there are different varieties of

English, and this is perfectly normal and acceptable". Apart from explicit teaching of varieties in schools, variety of teachers is also important. *Participant 14* pointed out that "there's still a lack of representation" in schools, and more teachers from various backgrounds should be accepted to teach. *Participant 13* was contemplating on his own teaching experience, expressing a corresponding idea: "A starting step would be moving away from this kind of silly idea that someone who's white is going to be a better teacher of English".

One more interesting idea was shared by *Participant 3* who emphasised the importance of positive interactions with people speaking different English varieties: "I think people can be quite resistant to the idea of having to make an effort with other people in communicating. So, I guess, any sort of building positive experiences with people from other cultures, like, you know, beyond just the language aspect, may be beneficial".

Overall, according to the participants, the most essential thing in formation of attitudes towards English varieties is exposure to varieties. Also, representation in media and in educational institutions is important, as well as positive experience with people speaking different varieties.

4.2.3 Research Question 3

Are there any differences in attitudes between L1 English speakers and Lx English speakers?

4.2.3.1 Independent T-tests

According to the answers to Q4 (*Is English your first language?*), the number of participants who speak English as their first language as well the participants who speak English as their second/third/etc. language. The ratio is the following: for almost 40% of people English is their L1, whereas for the other 60% of people English is their Lx.

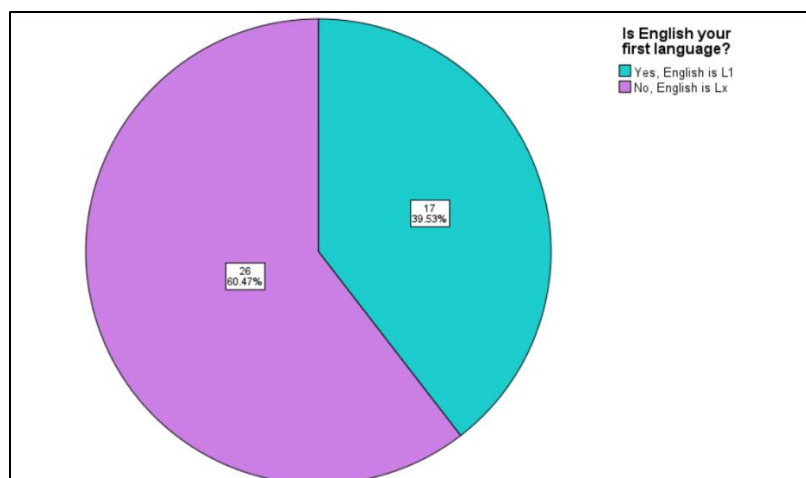


Figure 4-12: Q4 pie chart

This question divides the research sample into two groups according to a certain feature (whether English is L1 or Lx in Q4) which could possibly influence the outcome. Therefore, the decision was made to run multiple independent T-tests to compare the mean scores of different groups. Five independent T-tests were conducted, with Q4 as independent variable and CSE, VoE, ESI, GEO and ATTTot as dependant variables in each case. The Sig. values of the Levene's Test for Equality of Variances were analysed and summarised in the Table 4-9. According to Pallant (2020), if the Sig. value of Levene's Test is >0.05 , then equal variances are assumed meaning that there is no significant difference between the groups.

Table 4-9: Independent t-tests for Q4

	CSE	VoE	ESI	GEO	ATTTot
Q4	Sig. 0.640	Sig. 0.174	Sig. 0.625	Sig. 0.724	Sig. 0.230

Numbers in the Table 4-9 demonstrate that there was no significant difference in scores for those who speak English as their first language and for those who speak English as their second/third/etc. language.

4.2.3.2 Qualitative Data

For the Research Question 3 (*Are there any differences in attitudes between L1 English speakers and Lx English speakers?*) the replies of participants with English as their L1 were compared to the replies of participants with English as their Lx. No significant differences were

revealed. Thoughts and conclusions made by L1 English speakers were in line with those made by Lx English speakers.

A possible reason for such outcome might be the influence of multicultural Oxford university environment.

4.3 Chapter Summary

In sum, collected quantitative data hasn't shown much correlation between past experiences and current attitudes towards English varieties, except for the two instances: 1) some of the attitudes might be predicted by past experiences related to studying English, 2) some of the attitudes might be predicted by past experience of studying linguistics, which was to some extent supported by qualitative data.

Collected qualitative data demonstrated certain tendencies in attitudes towards English varieties, as well as possible factors that might influence their development.

Neither quantitative, nor qualitative data presented any evidence of differences in attitudes between L1 and Lx English speakers.

5 Discussion

The present study set out to examine the attitudes of the participants towards varieties of English, and, most importantly, their past experiences that could possibly influence those attitudes. This chapter discusses the findings in order of the research questions.

5.1 RQ1. What prior experiences best predict current attitudes towards the varieties of English?

In relation to the RQ1, the quantitative data from online questionnaire was examined, with further additions from the qualitative data. The quantitative data revealed two major findings. The first one is that the experience that Lx English speakers had while studying English somehow positively predicted variability in their attitude to the current status of English. In other words, such factors as the use of authentic study materials, exposure to English varieties in classes, more focus on communication skills instead of native-speaker norms, motivation to communicate rather than to only pass exams, being taught by a non-native English teacher, predicted participants' positive attitude to the current status of English, acknowledging its lingua franca status and global influence. The qualitative data demonstrated that in general the participants had rather positive attitudes towards English as a global language, accepting it as a global lingua franca and language of different aspects of modern life. However, there was no implicit trend to be found applicable to all participants regarding their past experiences. Instead, there were several major topics, such as attitudes towards English in the society that a person grew up in and educational institutions, relationships with the teachers/tutors and their personalities. As for English classes, the majority of participants had neither authentic materials nor exposure to varieties in classes, and aimed at exams rather than communication. Though, at least half of them were told about British and American English. Also, half of the group were taught by native speakers at some point, but most of the group were usually taught by non-native speakers. Therefore, it is hard to conclude here what exactly prior experiences predicted current positive attitudes, could be all of them or only some of them.

Another quantitative finding showed that people who studied linguistics or other related disciplines scored higher in attitudes, specifically Global Englishes Orientation. It means, that experience studying language disciplines can predict positive language attitudes. The qualitative data supported this finding with the evidence from two participants, who directly emphasised the influence of their linguistics background on current attitudes.

5.2 RQ2. How are current attitudes formed?

Interviews were the major resource for the data related to attitudes formation. Firstly, the general picture of the attitudes was elicited. There were differences in opinions about standard English, with some people denying its existence, and other people holding on to the concept. There was a unanimous opinion expressed regarding the legitimacy and rightfulness of English variations. Another unanimous opinion was expressed regarding the accented speech, claiming that it does not evoke any negative attitudes as long as it is comprehensible enough for communication. Most of the participants also admitted existence of hierarchical perceptions of English varieties, even though they did not particularly agree with it.

As for the awareness about the English language diversification, most of the participants had not been explicitly taught about it. Therefore, apart from formal education some other factors might play the role, including self-education, travelling and consuming media in English.

Regarding the factors that could influence participants' attitudes quite many topics were discussed by participants. Some of the factors that directly influenced participants' formation of attitudes include media, travelling abroad, education institutions (including the University of Oxford). Among the factors observed by the participants throughout their life are education system peculiarities, political influence, business and teacher-hiring practices.

As for the personal opinion of the participants, the majority of them believed that exposure to varieties was the most essential factor. Other important factors were considered to be representation of varieties in media and in educational institutions, as well as positive experience with people speaking different varieties.

5.3 RQ3. Are there any differences in attitudes between L1 English speakers and Lx English speakers?

In regards to the third question, the quantitative data did not demonstrate any correlation between the participants' English language status (L1 or Lx) and their attitudes. Neither did the qualitative data. A possible reason for such outcome might be the influence of multicultural Oxford university environment, where people are generally more tolerant and acceptable, no matter their background and their first language.

5.4 Chapter Summary

This chapter summarised, presented and discussed the key findings reported in the current study.

6 Conclusion

6.1 Summary of Research

The present study has examined the influence of past experiences on current attitudes towards varieties of the English Language. It investigated different aspects of language attitudes, and different kinds of past experiences which could potentially play a role.

A cross-sectional mixed methods design was adopted, collecting a combination of quantitative and qualitative data in two stages: the online questionnaire followed by in-person interviews. Data was collected at the University of Oxford, over a period of one month.

Participants were first-year students in the University of Oxford, all of them were over 18. The participants had different backgrounds, mother tongues, majors, home countries different age. Overall, 43 participants answered the online questionnaire, and 14 out of them took part in the follow-up interviews. The questionnaire data were analysed using SPSS 29.0. Descriptive statistics were calculated, afterwards linear regressions and independent t-tests were run to address the research questions. The qualitative data were transcribed with Microsoft 365 software, cleaned, coded and analysed.

To summarise the findings, judging by the data acquired during the course of this study, the following conclusions can be made. The attitudes towards English in a society that a person grew up in, educational institutions, relationships with the teachers/tutors and teachers' personalities could potentially predict the positive language attitudes, specifically attitudes towards English as a global language. The absence of either authentic materials or exposure to varieties in classes did not seem to have any effect in this particular sample, as well as nativeness or non-nativeness of the teachers. However, the linguistics background seemed to have predicted certain positive language attitudes. The current attitudes of the participants proved to be rather positive and understanding, with only disagreement about the standard language. The factors that seemed to have influenced those attitudes include, or could potentially influence, were media, travelling abroad, education institutions (including the University of Oxford), education system peculiarities, political influence, business and teacher-hiring practices. The ideas of what could hypothetically change peoples' attitudes and make them more positive included exposure to varieties, representation and encouraging experience in communication.

6.2 Limitations

Despite the careful design of the study, there are several noteworthy limitations. The current study was done with a small number of participants which, consequently, impacts negatively on the ability to generalise the findings to the wider population (Rogers & Révész, 2020). Moreover, the small size may have contributed to the lack of significant results in RQ3. Second, since the current research was conducted on the grounds of the University of Oxford with the university students, it might have played a certain role in the outcome. The way of thinking of students in the international university seems to be positively different from other groups of population. Therefore, if other groups of population were investigated, the results might have been different. Another limitation is related to the variation in sample: even though the participants had different backgrounds, they were all postgraduate students over 22 years old. Therefore, again, if the sample was even more varied, the results might have been different.

6.3 Implications for Future Research

The following suggestions can be made for the future research, based on the current study outline and outcomes. The future research could explore a wider range of population, including different groups to get a clearer picture about language attitudes and their formation outside of the university context. Also, the sample size could be bigger. Another suggestion is to focus on a certain aspect of past experiences and explore it in-depth (e.g. only school learning experience, or only experiences with teachers) to gather more details. Past experience could also be explored separately in different regions/countries, as each of them has unique cultural background which could potentially be linked with past experience, and therefore influence attitudes development.

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Appendices

Appendix A: Online Questionnaire

BEGINNING:

Q1: Are you a 1st year student at the University of Oxford (either undergraduate or postgraduate?)

Q2: What is the name of your course at the University of Oxford?

Q3: How old are you?

Q4: What's your country of origin?

Q5: Is English your first language?

ATTITUDES:

Q6: English is used today as an international language to communicate effectively with people from around the world.

Q7: Many non-native English-speaking countries currently use English as their official or working language.

Q8: English is the language of business, culture, and education around the world today.

Q9: Different varieties of English, such as Hong Kong, Indian English, and Singaporean English are acceptable today.

Q10: Teachers can use English listening materials that are recorded by people who have different kinds of English accents.

Q11: Different varieties of English, such as Indonesian English, Taiwanese English, and Japanese English, are acceptable today.

Q12: Teachers can include the interaction between non-native and non-native English speakers (e.g., Indonesian-Japanese speakers) in English listening materials.

Q13: English teachers should not push me to speak like a "native" English speaker.

Q14: I don't mind if people laugh at my English accent when I speak because it is my own English.

Q15: It is unnecessary to speak like American or British English speakers as long as my English is intelligible (or understandable) to others.

Q16: English language programs should provide students with opportunities to practice the language with speakers from different language backgrounds, both in school and beyond.

Q17: Studying different varieties of English is more beneficial than studying one type of English.

Q18: Exposure to different English varieties in an English class is important to improve English.

Q19: The good English teacher provides opportunities for learners to learn about different English varieties.

Q20: Clear pronunciation is more important than a native-like accent.

Q21: It is more important for teachers to have clear pronunciation than a native-like accent.

Q22: Class materials should include speakers who have a range of accents in English.

Q23: English is owned by both first and second users of the language.

Q24: English varieties such as British and American English are more correct than English varieties such as Indian or Singaporean English.

Q25: A fluent second language speaker of English speaks with a native accent.

EXPERIENCE (ALL):

Q26: I have experience studying in an international school/university or abroad.

Q27: During my studies (school/university) I had many opportunities to talk in English with people from other countries.

Q28: I have experience travelling to countries where people don't speak my language.

Q29: I consume content in English from all around the world via social media, movies, music, etc.

Q30: I have many native English speaking friends **or** the majority of my friends are native English speakers.

Q31: I have many non-native English speaking friends **or** the majority of my friends are non-native English speakers.

Q32: I have experience volunteering/working in multicultural setting.

Q33: I have experience learning foreign language(s) other than English.

EXPERIENCE (Lx ONLY)

Q34: In classes (school/university) teacher used to use authentic materials.

Q35: In classes (school/university) teacher provided the information about varieties of English.

Q36: In classes (school/university) teacher was native-speakers oriented.

Q37: In classes (school/university) we focused more on grammar rules and vocabulary drills, rather than on communication skills.

Q38: My leading motivation to learn English initially was to pass the exams/test.

Q39: My leading motivation to learn English initially was to communicate with other people.

Q40: I had a non-native English teacher/tutor (school, university, courses, etc.).

END:

Q41: 10 participants will be chosen for the second part of this research project - interviews on the same topic. Do you agree to be contacted for further extended interview in case you are selected?

Appendix B: Interview Questions

Lx English speakers

- 1) How many languages do you speak / have you tried learning?
- 2) How long have you been learning / speaking English?
- 3) In your opinion, what is the role of English in the modern world?
- 4) What does English mean to you personally? Why is it important / not important for you?
- 5) How do you feel about your accent when speaking English? Have you ever been ashamed/embarrassed/insecure about it?
- 6) How do you feel when you talk to people in English with different accent?
- 7) Do you have any personal preferences about your favourite accent?
 - a. Follow up prompts (why? When did these opinions start? How have they been influenced by contact with people, or stereotypes)
- 8) Do you have any personal preferences about least favourite accent?
 - a. Follow up prompts (why? When did these opinions start? How have they been influenced by contact with people, or stereotypes)
- 9) In your opinion, does standard English exist? Should it exist?
 - a. Follow-up questions: why do you think that? Where do these opinions come from?
- 10) What varieties of English can you name? Is it hard for you to perceive different varieties of English other than native ones?
 - a. Follow-up: why do you think it is?
- 11) What do you think is more correct: English varieties other than native ones are just versions of “broken” English or they are legitimate language variations? Why?
- 12) In your opinion, is there a hierarchy between the varieties of English?
 - a. Follow-up: do you agree with it?
- 13) What was your major motivation while studying English? Did it ever change during the process?
- 14) What was it like to study English in your school? What materials and activities were used? What did you think about the teacher?
 - a. Follow-up – do you think your classrooms experiences influenced your attitudes about English? (if you had had different experiences – i.e. a teacher from a different country etc, do you think it would have changed your attitudes?)
- 15) Did you have any exposure to varieties of English during your studies (either through communications or through books, movies, etc.)?
 - a. How might this have influenced the way you think about varieties of English?
- 16) Did you have opportunities to practice your English with native/non-native speakers while studying? Have you ever had a non-native English teacher? If yes, how was the experience?
- 17) How often did you travel to places where you had to communicate in English? How did this experience influence the way you think about English?
- 18) Have you ever volunteered or worked in multicultural setting where you had to communicate in English? How did this experience influence the way you think about English?

- 19) Have you ever encountered difficulties understanding/communicating with people speaking varieties of English other than native? How did this experience influence the way you think about English?
- 20) What do you think could, hypothetically, change people's attitudes, make them more positive?

L1 English speakers

- 1) How many languages do you speak / have you tried learning?
- 2) In your opinion, what is the role of English in modern world?
- 3) In your opinion, does being a native English speaker give you any benefits in modern world?
- 4) How do you feel about your accent when speaking English? Have you ever been ashamed/embarrassed/insecure about it?
- 5) How do you feel when you talk to people in English with different accent?
- 6) Do you have any personal preferences about most favourite accent?
 - a. Follow up prompts (why? When did these opinions start? How have they been influenced by contact with people, or stereotypes)
- 7) Do you have any personal preferences about least favourite accent?
 - a. Follow up prompts (why? When did these opinions start? How have they been influenced by contact with people, or stereotypes)
- 8) In your opinion, does standard English exist? Should it exist?
 - a. Follow-up questions: why do you think that? Where do these opinions come from?
- 9) What varieties of English can you name? Is it hard for you to perceive different varieties of English other than native ones?
- 10) How does it make you feel when other people use your native language in different ways?
- 11) What do you think is more correct: English varieties other than native ones are just versions of "broken" English or they are legitimate language variations? Why?
- 12) In your opinion, is there a hierarchy between the varieties of English?
 - a. Follow-up: do you agree with it?
- 13) Did you have many opportunities to speak with non-native English speakers before (while studying)?
 - a. Follow-up: how was the experience? Did you find it hard/easy?
- 14) Did you have any exposure to varieties of English during your studies (either through communications or through books, movies, etc.)?
 - a. How might this have influenced the way you think about varieties of English?
- 15) How often did you travel to places where you had to communicate with non-natives in English?
 - a. Follow-up: how was the experience? Did you find it hard/easy? Do you think it influenced your current perception of English varieties?
- 16) Have you ever volunteered or worked in multicultural setting?
 - a. Follow-up: how was the experience? Did you find it hard/easy? Do you think it influenced your current perception of English varieties?

- 17) Have you ever encountered difficulties understanding/communicating with people speaking varieties of English other than native ones?
 - a. Follow-up: Do you think it influenced your current perception of English varieties?
- 18) What do you think could, hypothetically, change people's attitudes, make them more positive?

Appendix C: Advertisement Poster

Influence of prior experiences on current attitudes towards varieties of the English language

Ethics Approval Reference: C1B-24HT-Educ-019.



VOLUNTEERS NEEDED FOR RESEARCH PROJECT

The English language has spread globally, non-native English speakers have already outnumbered native speakers. There are many varieties of English successfully functioning in the world nowadays. Varieties of the English language may differ at all levels of language, including spelling, grammar, vocabulary, phonetics and pragmatics. However, people's perception of various Englishes (e.g.: Indian English, Singaporean English, Nigerian English, etc.) is different.

The aim of this research is to find out how the current attitudes towards varieties of the English language are formed, and, most importantly, what prior experiences best predict those attitudes. The findings of this research can be further used to form recommendations for language education.

We are looking for volunteers, **aged 18 and above**, to take part in an **online survey**. You have to be the **1st year student at the University of Oxford**, either **undergraduate or postgraduate**. You are invited to complete a questionnaire online, which would take about **10 minutes** of your time. You would be asked to answer up to 40 questions related to status of the English language in modern world and its varieties, as well as your past learning experiences.

Appendix D: Participant Information Sheet (Interviews)

Influence of prior experiences on current attitudes towards varieties of the English language

PARTICIPANT INFORMATION SHEET

CUREC Approval Reference: **C1B-24HT-Educ-019**.

1. Introductory paragraph

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether you wish to take part.

2. Why is this research being conducted?

The English language has spread globally, non-native English speakers have already outnumbered native speakers. There are many varieties of English successfully functioning in the world nowadays. Varieties of the English language may differ at all levels of language, including spelling, grammar, vocabulary, phonetics and pragmatics. However, people's perception of various Englishes (e.g.: Indian English, Singaporean English, Nigerian English, etc.) is different. The aim of this research is to find out how the current attitudes towards varieties of the English language are formed, and, most importantly, what prior experiences best predict those attitudes. The findings of this research can be further used to form recommendations for language education.

3. Why have I been invited to take part?

You have been invited to participate as you are aged 18 and above, you are the 1st year student at the University of Oxford, either undergraduate or postgraduate, and you have previously completed the questionnaire which is a part of this project.

4. Do I have to take part?

No. It is up to you to decide whether to take part. You can withdraw yourself from the research, without giving a reason, by advising me of this decision.

5. What will happen to me if I take part in the research?

The interview will take place on the University grounds, the exact location will be discussed individually to make it convenient for both participant and researcher.

Upon arrival, you will have a chance to ask any of your questions for clarification, after that consent form will be taken in writing.

The session will last approximately for 30 minutes. During the interview, you will be asked a series of questions related to: your current attitudes towards different varieties of the English language, your prior experiences that might have influenced those attitudes, such as studying, travelling, socialising, etc. You will be expected to provide detailed answers, with the guidance of the researcher. Remember that you are not obliged to answer certain questions if you prefer not to. Moreover, you have the right to pause or stop the interview at any time.

With your consent, the answers will be audio recorded and manually transcribed afterwards, to have an accurate record of the conversation. The audio recordings will be deleted as soon as they are transcribed.

6. What are the possible disadvantages and risks in taking part?

There are no possible risks or disadvantages in taking part. Your personal data such as name and contact details will not be used in publications, therefore you will not be directly identifiable.

7. Are there any benefits in taking part?

There will be no direct or personal benefit to you from taking part in this research.

8. What information will be collected and why is the collection of this information relevant for achieving the research objectives?

The information you provide during the study is the **research data**. Any research data from which you can be identified (e.g., contact details and consent records) is known as **personal data**. This does not include data where direct identifiers have been removed. Our study will not use your personal data beyond obtaining your consent to participate. The research data you provide will be assigned a unique participant identification number or an alternative name, pseudonymising your responses. Research data (e.g., answers to the interview questions) will be stored confidentially in One Drive for 3 years after publication or public release of the work of the research.

Principal researcher and supervisor will have access to the research data. Responsible members of the University of Oxford may be given access to data for monitoring and/or audit of the research.

9. Will the research be published? Could I be identified from any publications or other research outputs?

The findings from this research may be published in an appropriate peer-reviewed, open-access scientific journal, and/or presented at an appropriate meeting and/or conference. Any individual data will be pseudonymised. On successful submission of the thesis, it will be deposited both in print and online in the University archives, to facilitate its use in future research.

10. Data Protection

The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the research. The University will process your personal data for the purpose of the research outlined above. Research is a task that is performed in the public interest. Further information about your rights with respect to your personal data is available from the University's Information Compliance web site at <https://compliance.admin.ox.ac.uk/individual-rights>.

11. Who has reviewed this research?

The application was reviewed and approved by my supervisor on behalf of the Departmental of Education's Research Ethics Committee. Reference number: C1B-24HT-Educ-019.

12. Who do I contact if I have a concern about the research or I wish to complain?

We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the The Chair, Education Departmental Research Ethics Committee;
Email: student.curec@education.ox.ac.uk ; Address: 15 Norham Gardens, Oxford, OX2 6PY.

13. Further Information and Contact Details

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact:

Appendix E: Consent Form (Interviews)

Consent to take part in the study

Influence of prior experiences on current attitudes towards varieties of the English language

CUREC Approval Reference: **C1B-24HT-Educ-019**.

Purpose of Study: to find out how the current attitudes towards varieties of the English language are formed, and, most importantly, what prior experiences best predict those attitudes.

**Please initial
each box if you
agree with the
statement**

I confirm that I have read and understand the information sheet for the above research. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

I understand that my participation is voluntary and that I am free to withdraw at any point until 31/05/2024, without giving any reason.

I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project.

I understand that I will not be identifiable from any publications or presentations.

I consent to being audio recorded.

I understand how audio recordings will be used in research outputs.

Use of quotations: Please indicate your preference (select *one* option):

a) I do not wish to be quoted. **or**

b) I agree to the use of quotations in research outputs if I am not identifiable.

I give permission for you to contact me again to clarify information.

I understand how to raise a concern or make a complaint.

I agree to take part.

dd / mm / yyyy

Name of participant

Date

Signature

dd / mm / yyyy

Name of person taking
consent

Date

Signature

Appendix F: Online Questionnaire First Page

Influence of prior experiences on current attitudes towards varieties of the English language

CUREC Approval Reference: C1B-24HT-Educ-019

1. General Information

Varieties of the English language may differ at all levels of language, including spelling, grammar, vocabulary, phonetics and pragmatics. Moreover, people's perception of various Englishes (e.g.: Indian English, Singaporean English, Nigerian English, etc.) is different. The aim of this research is to find out how the current attitudes towards varieties of the English language are formed, and, most importantly, what prior experiences best predict those attitudes.

We appreciate your interest in participating in this questionnaire. You have been invited to participate as you are aged 18 and above, and you are the 1st year student at the University of Oxford, either undergraduate or postgraduate. Please read through this information before agreeing to participate (if you wish to) by ticking the 'yes' box below.

You may ask any questions before deciding to take part by contacting the researcher (details below).

You will be asked to answer up to 40 questions related to status of the English language in modern world and its varieties, as well as your past learning experiences. This should take about 10 minutes. No background knowledge is required. The data will be used in a MSc dissertation. The data presented in this dissertation will not include any identifying information, and only the named researchers will have access to the original data.

2. Do I have to take part?

No. Please note that participation is voluntary. If you do decide to take part, you may withdraw at any point for any reason before submitting your answers by pressing the 'Exit' button/ closing the browser.

3. How will my data be used?

The data we will collect that could identify you will be your age, country of origin, type of degree you are getting at the University of Oxford. At the end of the questionnaire, you will be asked to voluntarily supply your name and contact details if you consent to taking part in a follow-up interview. However, your name and contact details will not be used in publications, and will not be stored with your questionnaire responses.

Your IP address will be stored. We will take all reasonable measures to ensure that data remain confidential.

The responses you provide will be stored in a password-protected electronic file on University of Oxford secure servers and may be used in dissertation, academic publications, conference

presentations. Research data will be stored for 3 years after publication or public release of the work of the research.

4. Who will have access to my data?

The University of Oxford is the data controller with respect to your personal data and, as such, will determine how your personal data is used in the research. The University will process your personal data for the purpose of the research outlined above. Research is a task that we perform in the public interest. Further information about your rights with respect to your personal data is available from <https://compliance.admin.ox.ac.uk/individual-rights>.

We would like to use the data in future studies, and to share data with other researchers (e.g. in online databases). Data will have identifying information removed before it is shared with other researchers or results are made public.

The results will be written up for a MSc degree.

5. Who has reviewed this research?

The application was reviewed and approved by my supervisor on behalf of the Departmental of Education's Research Ethics Committee. Reference number: C1B-24HT-Educ-019.

6. Who do I contact if I have a concern or I wish to complain?

If you have a concern about any aspect of this research, please speak to ... or her supervisor ..., and we will do our best to answer your query. We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the The Chair, Education Departmental Research Ethics Committee; Email: student.curec@education.ox.ac.uk ; Address: 15 Norham Gardens, Oxford, OX2 6PY.

Please note that you may only participate in this survey if you are 18 years of age or over.

I certify that I am 18 years of age or over

If you have read the information above and agree to participate with the understanding that the data you submit will be processed accordingly, please tick the box below to start.

Yes, I agree to take part

Appendix G: CUREC Form

7. SECTION A: Researchers		
1. Name of researcher or student	Anastasiia Manikhina	
2. Department or Institute	Department of Education	
3. Degree programme, if student research	MSc Applied Linguistics and Second Language Acquisition	
Copy and paste the following four rows as necessary to complete for each additional researcher who will be involved in this study, including student(s).		
4. Name of Principal Investigator (PI) (if different from the answer to A1), student's supervisor or other researchers	Heath Rose	
5. Department or Institute	Department of Education	
6. Role in research	Supervisor	
7. The introductory core research integrity course is compulsory for all University of Oxford research students (either on graduate taught courses or taking research degrees). There is also a refresher course which may be more suitable for experienced University of Oxford researchers. Please confirm that all staff and research students have undertaken either the core or the refresher course, or that undergraduates have received suitable training.	Yes	
	<input checked="" type="checkbox"/>	

8. SECTION B: Filter questions		
This section determines whether this CUREC 1B form is suitable for the research project.		
Please indicate with an 'X'.	Yes	No
1. Does the research involve the deception of participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Are the research participants vulnerable in the context of the research, or classed as people whose ability to give free and informed consent is in question ? For example, <ul style="list-style-type: none"> • Participants younger than 16; • Participants aged 16 – 18 (refer to competent youths for guidance); • adults at risk; Note the University's Safeguarding Guidance and Code of Practice and its implications for researchers involving young people or adults at risk.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. By taking part in the research, will participants be at risk of criminal prosecution or significant harm?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4. Does your research raise issues relevant to the Counter-Terrorism and Security Act (the Prevent Duty), which seeks to prevent people from being drawn into terrorism? Best Practice Guidance 07 on the Prevent Duty provides further guidance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Does the research involve topics that could be considered sensitive ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Are there any risks to the safety and wellbeing of the researchers or others involved in the project?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Will participants be taking part in the research without their knowledge and informed consent (e.g. covert observation)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Is this international or collaborative research where there may be issues of local practice and political sensitivities ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Are there any potential conflicts of interest ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Is permission from a gatekeeper required for access to the participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Are the researchers in a position of authority over participants, e.g. as employers, lecturers, teachers or family members?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Will the research involve third parties collecting data?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. Is there scope for incidental findings, e.g. concerns for the safety or wellbeing of participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. Is the Principal Investigator based in a Department other than AMES, Computer Science, Education, SoGE, ODID, LPP, Music and Sociology?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you answered 'No' to all the questions above, continue to Section C . If you answered 'Yes' to any of the questions above, please submit a CUREC 1A or CUREC 2 form instead of this form .		

9. SECTION C: The research project	
1. Title of the research project	Influence of prior experiences on current attitudes towards varieties of English.
2. Anticipated start date of the aspect of the research project involving human participants and/ or personal data (dd/mm/yy).	Once ethics approval is obtained.
3. Anticipated research end date (dd/mm/yy).	1/09/2024
4. External organisation funding the research and grant reference (if applicable)	-

5. Provide a brief lay summary of the aims and objectives of the research. (max 300 words)			
The English language has spread globally, non-native English speakers have already outnumbered native speakers. There are many varieties of English successfully functioning in their own rights, and the “golden standard” of the native-like English language is being actively questioned. However, attitudes towards the English language varieties are very different across the globe. Attitudes can be influenced by various factors, including past experiences, such as education, travelling, social interactions, etc. Therefore, this research aims to find out how the current attitudes towards varieties of English are formed, and, most importantly, what prior experiences best predict those attitudes. The findings of this research can be further used to form recommendations for language education.			
6. Provide a brief lay summary of the research design and methods. What will research participants be asked to do? What data will be collected? (max 300 words)			
The research will consist of two parts: quantitative and qualitative. For the quantitative part, research participants will be presented with the questionnaire and asked to choose the relevant answers (on a scale from 1 to 5, where 1=strongly disagree, 2=disagree, 3=neither disagree nor agree, 4=agree, 5=strongly agree). The first section of the questionnaire will be related to the attitudes towards English varieties, whereas the second section will be about the participants’ past experiences which can potentially influence the attitudes. The questionnaire will be available online, on Qualtrics platform. For the qualitative part, 10 participants will be selected for in-person interviews. The interview questions will also be related to current attitudes as well as past experiences, but they will be more in-depth, aiming to obtain more detailed information on the topics. The interviews will be audio recorded and manually transcribed afterwards. The audio recordings will be deleted as soon as they are transcribed.			
7. List any professional guidelines that will be followed.			
Education, Social Research			
8. List the location(s) where the research will be conducted, including any other countries. Clarify which parts of the research will be conducted in-person and which will take place remotely, e.g. online .			
The quantitative part of the research (questionnaire) will take place online through Qualtrics. The qualitative part of the research (in-person interviews) will take place on the University grounds, such as college site or department site. Locations will vary depending on the participants’ availability.			
9. If your department requires a fieldwork risk assessment, please confirm that a risk assessment will be undertaken and authorised by your Department before the fieldwork is undertaken. Refer to guidance available from your Department, the Safety Office , the Social Sciences Division , and the Humanities Division , and on travel for University business . If you are travelling overseas, you are advised to take out University travel insurance .		Yes	<input type="checkbox"/>
		Not required	<input checked="" type="checkbox"/>
	Please indicated with an ‘X’.	Relevant?	Used?

10. Indicate which CUREC Best Practice Guidance are relevant and which have been used to develop your research.	BPG 01 Researcher safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	BPG 02 Ethnographic and other types of qualitative research	<input type="checkbox"/>	<input type="checkbox"/>
	BPG 03 Elite and expert interviewing	<input type="checkbox"/>	<input type="checkbox"/>
	BPG 04 Competent youths	<input type="checkbox"/>	<input type="checkbox"/>
	BPG 05 Payments and incentives in research	<input type="checkbox"/>	<input type="checkbox"/>
	BPG 06 Internet-mediated research	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	BPG 07 Prevent Duty	<input type="checkbox"/>	<input type="checkbox"/>
	BPG 08 Psychological distress	<input type="checkbox"/>	<input type="checkbox"/>
	BPG 09 Data collection, protection and management	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	BPG 10 Conducting research interviews	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	BPG 12 Mobile app design	<input type="checkbox"/>	<input type="checkbox"/>
	BPG 14 Research in archives	<input type="checkbox"/>	<input type="checkbox"/>
	BPG 15 Ethics review of research with human tissue	<input type="checkbox"/>	<input type="checkbox"/>
BPG 16 Social science research conducted outside the UK	<input type="checkbox"/>	<input type="checkbox"/>	

10. SECTION D: Research participants – recruitment and informed consent	
1. Number of participants	60-70
2. How will potential participants be identified and approached?	
<p>There are the following criteria for the participants selection: 1st year undergraduate and postgraduate students at the University of Oxford, both local and international. The participants will be recruited via social media (Instagram), messengers (WhatsApp) and email. Also, the snowball technique will be used where the participants will be encouraged to pass on the survey link to other potential participants. The criteria will be mentioned in the description of the survey.</p>	
<p>3. Explain how informed consent will be obtained from the participants and how this will be recorded. Make sure participants are aware of any limits to withdrawing their data, e.g. once the data has been anonymised or published.</p> <p>NB: For ethics applications using the CUREC 1B form, the information provided to participants and the consent form must be based on the University templates.</p>	

The online questionnaires will be prefaced with the information for the participants explaining the nature of the project and providing details on data collection and usage. Participants will be asked to confirm that they meet the inclusion criteria for the project. Afterwards, participants will be asked to confirm that they agree to the conditions and wish to proceed to the questionnaire. Participants will also be given an option to withdraw from the survey at any time before submitting their answers by closing the browser. After completing the questions, they will be taken to another screen to voluntarily input their name and contact details for a potential follow-up email. This information will not be connected to the previous survey questions so cannot link back to their answers.

Please submit copies of all participant-facing materials for review. E.g.:

- Recruitment material (e.g. emails, posters)
- Information for participants to read (or hear) before they agree to take part (e.g. written information or, if applicable, an outline oral information script).
- A document to record informed consent.

11. SECTION E: Research data

Management of personal data, either directly or via a third party, must comply with the requirements of the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, as set out in the [University's Guidance on Data Protection and Research](#).

In answering the questions below, please also consider the points raised in the [Data Protection Checklist](#) and [Data Protection Screening Assessment](#) and whether, for higher-risk data processing, a separate [Data Protection Impact Assessment](#) may also be required for the research. Advice on research data management and security is available from [Research Data Oxford](#) and your local IT department. Advice on data protection is available from the [Information Compliance team](#).

1. Confirm that, during the project, research data will be stored according to University guidelines ; i.e. on University servers or Nexus365 One Drive if possible, or on encrypted personal devices.	Yes <input checked="" type="checkbox"/>				
2. Participants must understand what information will be collected from them, how the data will be used, who will have access to the data and how identifiable they will be from the data and from the research outputs. Confirm that you will obtain participants' informed consent for the use of their data.	Yes <input checked="" type="checkbox"/>				
3. Confirm that the research data will be stored according to University guidelines for at least 3 years after first publication or public release and that any additional research funder policies will be adhered to.	Yes <input checked="" type="checkbox"/>				
4. Please complete this section if your research involves	Please indicated with an 'X'.				
	Are data access agreements in place for access to and use of this secondary data? (If so, please attach these.)	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Yes</th> <th style="width: 50%;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input type="checkbox"/>
Yes	No				
<input type="checkbox"/>	<input type="checkbox"/>				

the use of secondary (i.e. previously collected) personal data.	Did the individuals agree that their data could be used for research purposes?	<input type="checkbox"/>	<input type="checkbox"/>
	Could anyone (including members of the research team) link the data back to an individual or individuals? If this is a possibility, please explain how the associated ethical issues will be addressed:	<input type="checkbox"/>	<input type="checkbox"/>

Either Section F (for student projects) **or Section G** (for staff projects) will need to be completed.

12. SECTION F: Endorsements and ethics approval (student projects only)

Please ensure this form is endorsed by

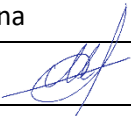
- i. the student
- ii. the student's supervisor (who is also [Principal Investigator](#))
- iii. the Head of Department (or nominee)

Endorsement may be provided [by email](#) or by signing the form.

The PI is responsible for ensuring a copy of the endorsed form is kept.

Student signature/ endorsement

I confirm that the answers above accurately describe the research as presently designed, and that I will submit a revised version of this form should changes become necessary.

Name of student	Anastasiia Manikhina
Student's signature	
Date	12/02/2024

Ethics review by the Principal Investigator/ student supervisor

- I understand my responsibilities as the student's supervisor and Principal Investigator as outlined on this form and in the CUREC glossary and guidance.
- I understand that I must ensure that all researchers are suitably qualified and trained to conduct the research described, or are appropriately supervised until deemed qualified/ trained.
- I will ensure that personal data collected from participants will be held in accordance with the requirements of the UK GDPR and the Data Protection Act and that the data collected is only used for the research for which approval has been given.
- I have reviewed the above application on behalf of the Social Sciences and Humanities Interdivisional Research Ethics Committee (SSH IDREC) in accordance with the University's Research Ethics Policy. I confirm that the research is suitable for review under the CUREC 1B process, that the ethical issues have been identified and that suitable measures have been put in place to address the ethical issues. I agree to notify the DREC if the Principal Investigator changes. I agree to notify the DREC in writing immediately of any proposed changes to the research that would require review by the DREC.

Name of Principal Investigator	Heath Rose
Principal Investigator's signature	Heath Rose
Date	15 February 2024

Departmental endorsement – from the Head of Department or nominee

Another senior member of the department may sign where the head of department is the Principal Investigator, or where the Head of Department has appointed a nominee. Example

nominees include Deputy Head of Department, DREC Chair, Director of Research, or Director of Graduate/ Undergraduate Studies.	
On the basis of the information available to me, I confirm that:	
<ul style="list-style-type: none"> • I am aware of the research proposed and have read this application; • To the best of my knowledge, the proposed design and scientific methodology do not raise ethical concerns; • I support this research in principle, subject to ethical and other necessary reviews. 	
Signature	
Name	
Role	
Date	
If changes to the research result in the research no longer meeting the criteria for review under the CUREC 1B process, a separate CUREC 1A or CUREC 2 application will need to be submitted to the DREC or IDREC.	
Approved applications must be emailed to the relevant DREC or SSH IDREC so that there is a record of the approval. The ethics reference will be provided at this point.	
Ethics reference:	C1B-24HT-Educ-019

13. SECTION G: Endorsements and ethics approval (staff projects only)

Please ensure this form is endorsed by

- the [Principal Investigator](#)
- the Head of Department (or nominee)
- a senior colleague

Endorsement may be provided [by email](#) or by signing the form.

The PI is responsible for ensuring a copy of the endorsed form is kept.

Principal Investigator signature/ endorsement

- I understand my responsibilities as the Principal Investigator as outlined on this form and in the CUREC glossary and guidance.
- I confirm that the answers above accurately describe the research as presently designed, and that I will submit a revised version of this form should changes become necessary.
- I understand that I must ensure that all researchers are suitably qualified and trained to conduct the research described, or are appropriately supervised until deemed qualified/ trained.

<ul style="list-style-type: none"> • I will ensure that personal data collected from participants will be held in accordance with the requirements of the UK GDPR and the Data Protection Act and that the data collected is only used for the research for which approval has been given. • I agree to notify the DREC if the Principal Investigator changes. I agree to notify the DREC in writing immediately of any proposed changes to the research that would require review by the DREC. 	
Name of Principal Investigator	
Principal Investigator's signature	
Date	
Ethics review by a senior colleague	
<p>I have reviewed the above application on behalf of the Social Sciences and Humanities Interdivisional Research Ethics Committee (SSH IDREC), in accordance with the University's Research Ethics Policy. I confirm that the research is suitable for review under the CUREC 1B process, that the ethical issues have been identified and that suitable measures have been put in place to address the ethical issues.</p>	
Name of reviewer	
Reviewer's signature	
Role	
Date	
Departmental endorsement – from the Head of Department or nominee	
<p>Another senior member of the department may sign where the head of department is the Principal Investigator, or where the Head of Department has appointed a nominee. Example nominees include Deputy Head of Department, DREC Chair, Director of Research, or Director of Graduate/ Undergraduate Studies.</p>	
<p>On the basis of the information available to me, I confirm that:</p> <ul style="list-style-type: none"> • I am aware of the research proposed and have read this application; • To the best of my knowledge, the proposed design and scientific methodology do not raise ethical concerns; • I support this research in principle, subject to ethical and other necessary reviews. 	
Signature	
Name	
Role	
Date	

If changes to the research result in the research no longer meeting the criteria for review under the CUREC 1B process, a separate CUREC 1A or CUREC 2 application will need to be submitted to the DREC or IDREC.	
Approved applications must be emailed to the relevant DREC or SSH IDREC so that there is a record of the approval. The ethics reference will be provided at this point.	
Ethics reference:	

Appendix H: Example Interview (*Participant 4*)

Thank you for agreeing to participate. And so there's gonna be like 2 parts in the interview. First part is gonna be about the English language in general and the variety. This and the second part then will be like more about your personal experiences related to the languages and communication. So first of all tell me how many languages do you speak and how many languages have you tried learning at least?

So I speak fluently 2 languages, French and English, and I've tried when I'm trying to learn German. So three, OK. Yeah. And one I'm trying to learn.

French, English. German. Yes. Have you tried learning anything else?

I've tried learning a bit of Italian by myself, but I wasn't very consistent with it. So yeah, so a bit of Italian. At some point I learned Hebrew alphabet, but same thing. Just learning the alphabet. I can't say that I understand or speak Hebrew or anything.

Uh-huh. I get it. What about the English? How long have you been learning English?

And so I started learning English at 7 years old. At school. I'm 24, so it's been 17 years old.

What do you think? In your opinion, what's the role of the English language in the world right now? Is it similar to other languages, or it has some kind of different place. What do you think?

So I would say the the main difference would be that many people speak English, so, so many people say that it's a kind of lingua franca to communicate. And it's true that wherever you go in the world, you'll always have someone speaking English. It's easier to communicate, but otherwise I would say, yeah, it can be a language for for to do your studies because many study program or English, it can be a language to communicate with others even though you don't speak the same language than the other person in the country. For instance, if you go to China, you don't speak Chinese, the other person doesn't speak Russian or French. Then you can speak English. It's a language of like culture. Yes.

What about you personally? What does English mean to you personally?

To me? For me, I wanted to learn English initially because I was watching a lot of TV shows American TV shows, and I want to watch the original version. Because I've heard that the, like the the French people speaking it, it was not that good compared to the original version. So when I was younger, I wanted to learn English for that so. I also wanted to learn English for my studies because my dream was to study in the US, so I knew that I needed to learn to speak English really well for my studies. And the last one. Now it would be more for to communicate with as many people as possible because coming back to what I said previously through that it's that many people in the world, especially young people, speak English. So wherever you go, you can speak English with someone like some people like.

Yeah. OK. What about the accent, how do you feel about your own accent when you speak English? Have you ever felt ashamed or embarrassed or? Maybe you know proud of your accent. Like, how do you feel?

So I would say I know that the French accent has a good reputation in the world. So I've never been mocked for my accent, like most remarks are more: Oh, that's so cute, you speak with the French accent. That's so romantic.

How does it make you feel?

It's funny. It's very funny, because when I listen to my accents and I'm neither ashamed nor happy with it, it's just I know that I speak with an accent and I think that's funny that other people make such like positive remarks about it. So for me it's it's yeah, it's for me to notice that. But how do I feel? I know that everybody, when you learn a foreign language, everybody has a foreign accent, and I think it's perfectly normal to speak with an accent, like you can be fluent and have an accent, that thing goes together.

Yeah, definitely. How do you feel when you talk to people in English with different kind of accents?

And so most of the time, I do understand what the other person say. It's just that. I think I already told you that, but people with like a strong Indian accent and they speak very fast and I have trouble understanding these people. But I think it's because it's like India. Indian is like quite different from my original mother tongue and so it makes this sound harder for me to recognize the pronunciation. So I think that's one of the main reason why I have trouble understanding, yes, people speaking fast with Indian accents, but except this particular accent, the other ones I didn't have lots of troubles understand the people. The easiest accent to understand is German, Italian, Spanish. But because it's quite close, it's European and I've been used to hearing this accent while going to Paris and like hearing tourists, so it's not to difficult, I have been used to this accent basically. But the Indian one not.

So. Do you mean that it's more about the exposure, like the more familiar you are with the accent, the easier?

Yes, I think so. If you grew up in an environment where you're used to hearing this accent and different kind of accent, it's not going to bother you when you're like when you grow up and you are exposed to this accent. But if you're not used to hearing this accent, then, yes, I think it can be harder for you to adjust and you need to listen to more people talking with this accent.

Got it. OK, you already mentioned, like the accents which are easier and harder to understand. Do you have other preferences like your favorite accent and your least favorite accents?

So for me, my favorite accent would be the Italian accent, right. Because I just it's linked with the with the image I think that I have of Italy. So very like a historical country, romantic language, good food. So like the positive stereotypes, basically. And it's also very close to France. So same thing I've been used to hearing this accent, and I just really love the Italian accent in general. And my least favorite that I would say Indian accent, because I have troubles understanding this sometimes, especially when there are lots of people around me in the in the dining hall, I don't understand what the other person is saying and it makes me feel a bit bad because I need to ask the person to repeat again. So sometimes I just don't ask the other person to repeat but I can't talk with the person, and if it's a question I'm like, yeah.

Yeah, I get it. Can be embarrassing. OK, very interesting. What about the standard English now? So it's not only about the accent, but like the language in general. All of the aspects. Do you think the standard English exists nowadays, and should it exist?

I don't think so, because there are so many cultural mix and so many, like a lot of immigration to native English speaking country that there are different varieties of English within the country. It's like sometimes present in the in the US, if you go to Louisiana, there are lots of, many people immigrated there. There's too many immigrants nowadays. So the English, they will speak in Louisiana, will be different from from the English in New York or in Seattle. So I think that even within native English speaking country there are different kind of accents. But I do understand that some people say yeah, this like the American accent or the British accent is the standard kind of accent because this is what we learned most of the time at school and what the teachers ask us to reproduce when we speak, so there is this idea that there is this standard standardized accent American one or British one never heard about the Australian before itself, so that's, yeah. Something, it could play a role.

OK. Yeah. So what do you think? Like, do people actually need some standard set of rules or it's fine being diverse?

I don't. I don't really know, because when you're a kid, it may be easier to learn a foreign language if you were used to listen to one accent to pick up. I don't know the word or the vocabulary with the same pronunciation of the time, but at the same time. If you're exposed to a varieties of accents when you were a child, it's gonna be easier for you later to adjust in default cultural contexts. So. I yeah, I don't really know, sorry.

There's no, you know, like an answer that everybody would agree. OK, what varieties of English can you name just on the spot?

I would say the Singlish. So Singaporean English and then, I don't know the name, but I know in in Japan there is like another Japanese English. I would say China as well, Chinese English, India, English and the rest probably like hundreds of other varieties of English, but I don't know the other ones.

Do you notice when you talk to people or like from different backgrounds? Do you notice the other differences in terms of vocabulary or grammar structures so you know, like varieties in general, including like all the aspects like accent, vocabulary, grammar and so on. Is it hard for you to perceive like to communicate? In other aspects, not only accents.

I don't think so, because most people to who I talk maybe because I'm in a university context, have good grammar structures and good vocabulary, so I don't have troubles to speak to other people on this aspect. But I can imagine that depending on how your foreign language is different to English, you may have more troubles to create sentences in English and make certain kind of mistakes like. I don't know if in your native language the word is at the end of the sentence in English it's like different. So you can make more mistakes with that. So I think, but I've never been exposed to this kind of mistake. So at least in the university context. Umm.

Alright, OK. So let me see the next one. All right, So what do you think is more correct? I'll give you 2 kind of statements and you choose one which you relate more which seems more correct

to you that English varieties are like broken English varieties, you know, like the native English but just broken, or that the varieties of English are legitimate language variations that you know can exist and they can have their own kind of rules.

The second one because once again with all the cultural mixing that we have nowadays and the exchanges, I don't think there is such a thing that standard English, even a native English speaker will have his or her own kind of English. All appropriate our languages, in certain way. Yeah. So I think all like all these varieties of English are perfectly legit kinds of English, and it would be good in indeed that young people have more exposure to this language to these different varieties of English when they're younger. Yeah. Yeah.

OK, in your opinion, is there a hierarchy between the varieties of?

I don't think there is a hierarchy. The only thing is that you need to be able to understand what the other person is saying, so if it's very like, yeah, if another person counts on the person or the other person is saying, then there is an issue. But I don't think this is the there is such issue with the different varieties of English that I know of.

OK. All right. So I guess that's that's all for the first part. Let's go to your personal experience then. So you already mentioned in the beginning like why you were studying English. Can you please repeat it? One more time. What was your main motivation and did it change throughout your life?

Basically in France it's mandatory to learn English from primary school. So I would say my primary motivation initially was to pass my exam and like graduate from my school. So that was a primary school, middle school, and it was also fun to learn English in primary school because it's another language, you discover a new culture. So that was interesting. It also it was more to pass my exam, and also because I loved the American TV shows. So I wanted to be able to understand American TV shows without the French subtitles or anything. In high school, it was also to pass my exams, but I had another motive is that I already had this dream to study in an English speaking, native English speaking country like the US or in the UK. So I knew that I needed to have a good English level, very good English level. So that was high school and towards the end of my high school and the beginning of my undergraduate studies, it was also to communicate with more people because I started studying in an international environment. So at I was at SciencePU before and many, many international students go to study there. There are lots of exchanges, so I wanted to talk with these people. And I realized that although I had a good English level, because I knew how to read in English, oral part was fine. I had trouble speaking with the people, so at that point I realized I needed to work more on this aspect. So I started to study, yeah, trying to improve my speaking point in English. And now I would say yes, I'm studying English because I like, I like it and I like talking to people in English.

Yeah, I know that.

You know that.

OK. Can you remember your last school? Probably high school. What was it like to study English? Like, can you describe what? The glasses generally looked like and what kind of materials did the teacher use and activities?

So my experience is a bit different, I think from most French students because I was following a specific program, it was called the European section. So basically you have more, you can choose either this program in English and German and Italian, but the idea is to have more classes in this language than a traditional program. So I had English classes 3 to 4 hours a week. And history and geographic classes two to three hours a week. And so in history and geography classes, we were studying some, some the same parts done in the history lesson we're doing in French, but we're doing them in English. So for instance, World War Two, World War One, the medieval era, things like that. And so we were using the primary sources in history and we're listening to music, to we're watching movies. We did trips in the UK when we were studying the industrial revolution, for instance, went to Manchester. And like all the industrial cities, basically. We also had, I don't know how to say that's English, but like foreign correspondents, like another student in another high school like.

Oh, like a pen pal.

Yes. Yeah. So we had people we were writing letters to. Yeah, I had. I didn't talk a lot with this person. But she was living in the UK in the city close to Manchester. And she was she wanted to learn French because she always like. So we were talking both in French and in English. I was writing to her in English, and she was writing to me in French. So that was funny. So this was the history and geography classes. And then we had the English lessons properly. And this depends a lot on the professor. Like some professors they were doing lots of grammar and conjugation. Other professors, they were more into civilization classes like my last year of high school. It was not really English classes because we all spoke English quite well, because more civilizations history. It was a history again in the history of the US history of the UK, yes.

So you did not actually study English, you studied other subjects in English.

Yes, it's OK. Yeah, because the proper learning of English was more, I would say the first two year of high school and then the last year was more. And we also passed the Cambridge exam. In high school, the B1 or B2. I don't remember which one of these two we also had. To pass it.

OK. Just a second. Did I get it right that the teacher is used to use like a lot of authentic materials like the real movies, papers like?

Yes, most of the material was authentic material in high school, at least in middle school. I don't really remember. I guess we had authentic material, but less than in high school.

OK, what about the teacher? Did you like your English teacher or not? Did do you think that the teacher had certain influence on your attitude towards English?

Yes, definitely. Definitely. In middle school, my first year of middle school, I had an English teacher that I really didn't like really did not like her. I thought her the class material was very boring and she was not very like encouraging towards students. She was always pointing the mistakes. Not yeah, not helping us to develop, so I was not liking English at this stage. But the next year I had another English teacher who I really, really liked, and I had her for three years, so the entire rest of my middle school, and she was very good at, like, helping you improve your English and making you the class presentation. She was very open to like creative style assignments, for instance, I really like creating in different colors my English dissertation or things

and she really like that as well. While other teachers, while I was doing that thought it was a waste of time, but her she was super open. So I I definitely. And in high school I had two English teachers the first two years that I did not really like as well, but it's more because the they were a bit like, not very entertaining. Yeah, very, like, you know, like, monotone way of talking, not trying to, like, to interest the student a lot. But my last year of high school, I had a very good English teacher. She lived several years in the US and the UK. So she had many anecdotes from her previous lives. I would say, and she was very entertaining and making jokes. Uh, she was a very good teacher. So definitely. Yes, I think teachers have a huge influence on the learning of a foreign language such as English.

Yeah. Agree completely. Did you have any exposure to varieties of English while studying?

And so I would say yes, but later in my life, because in middle school, in primary school, I was only with French speaking students and the teachers were not talking about the varieties of English. So I was not even aware that it was a thing. But when I started my undergraduate studies and I went to university then, same because at SciencePU was a very international environment. So I had people coming from South Africa, China, Portugal like Brazil and I'm started hearing different kind of accent, which was very interesting, but also something I didn't understand, was the other person was saying because I was used to hear this standard type of English, so like authentic material with an American accent, a British accent and all people speaking English with a French accent. That's it.

Right. OK. So when do you? Think once again, when did you start like thinking about the fact that there are. Oh, you know, like there are so many kinds of English in the world out there?

I think I realized that during my second year of undergrad and because I had a friend who was really like who loved linguistic linguistics and she started telling me more about Singlish and so I was like ohh that's very interesting. I didn't know that it was such a thing. So she told me that. And from this moment on I started noticing the different varieties of English. So it was not the teacher who mentioned it to me, it was a friend who had an interest in the topic, who told it to me. And that's how it started. And then I do remember that one professor mentioned it at some point, but it was later in my second year of undergrad. It was really, really briefly in one class, but that's it.

Yes, I got it. OK. Did you have opportunities to practice English with either native or non-native speakers while you were studying?

So I had this opportunity during my graduate studies because I spent a year in the US, so this is definitely the the moment that helped me the most. Improve my English because I was able to speak with yes native English speaker like American people and also a wide variety of people speaking different types of English because people were coming from all over the world. So third year of undergrad. And before that, actually only had one native. Yeah, Native English speaking teacher in primary school. She was a British. So my first two years of learning English in primary school, I had this. Oh.

Do you remember?

Yes, Elizabeth, I remember her very well. Because she because it. Was it? It was a bit exotic for me at that time because she was the only foreign person I knew France, my close environment, and she was speaking with yeah, this very British accent. So I do. I really liked her and she was bringing us cookies as well. And she so. I really liked her. But she's the only one I had because all my other teachers were French teachers as yeah. Teaching English and.

Right. OK. How often did you travel to places where you had to communicate in English?

How often? When I was younger, almost never because of my family were not really travelling abroad or staying in France. I started traveling in the UK while I was 14. Because my parents sent me to summer camps, English summer camps in the UK, so I was going two weeks per year there from 14 years old to 17 and then at 18 I started doing. I went to the US three weeks in New York same to learn English like intensive training in English, so this year, this four year was really helpful. But it was not often it was like 2. Yeah, it was once a year, two weeks or three weeks. And then that's it. And once in a while I was doing a trip with my school. It happened twice. I went to the UK with my school, but it was not regular. I didn't have family or friends or anything. It was just planning linguistic trips. But when I I turned 18, I started traveling more by myself. So at this point I I talked more in English to other people in other countries because I was traveling more.

Did it change? Did it influence the way you think about the English language? Travelling experience.

I think it's influenced it some way because when you're exposed to different kind of accent and people speaking English in a different ways, you start, you focus less on the accent and you're focusing more on what the other person is saying. Because when I was learning English and I didn't have a like a very good level, if someone was speaking with a different accent from the one I was used to here, so it was standard American or standard British accent, that's cool and even the standard British accent, I sometimes had troubles understanding it because I was listening to American TV. So that's that's good thing I would say, yeah, it definitely influence my way of yes where I'm losing my thoughts. But yeah, I think travelling influence my way the perceiving the English preferences.

Coming back to like people speaking different kinds of English. Does it influence your opinion? Yeah, about the person. Like when you're for example, when you meet for the first time or like second time and you need to form an opinion about a person, do you judge by the kind of English that he or she speaks?

Personally, I don't judge by the variety of English the person speaking as long as I can understand what the other person is saying. Because if I if I don't understand what the other. Person is saying. Then it will influence my opinion because I can't communicate with this person. But if I understand the other person is saying to me, I definitely think it. Like it's every English variety is like all right. To me, but I do think that in a work environment it can influence because some accents, like going back to the French accent for some accent, have a more positive aura than other ones, like for instance French, Italians, Spanish accent and like. Most of the time, people will be quite. Quite like they will enjoy listening to these kind of accents, but other accents, if I have, I don't know, but it depends again on the country you come from, like some country they

would like. I don't know. They would like Chinese accents and in other country they were much like the Chinese accent. But I think other accent can have like more negative connotation, especially if the country the person is from has a negative connotation in the public opinion of the other.

Have you ever encountered difficulties understanding or communicating with people speaking varieties of English other than native or including native as well?

So when I was younger, I would say so when I was learning English in primary school middle school. I was used to hear Native French speaking person talking English, so for me this was the standard English way of speaking. So even when I was hearing someone Speaking of an American accent or a British accent, it was very different from my native language, so I had trouble understanding these people. But growing up, this was less an issue and this is not an issue anymore. But now I would say yes, some some accent sometimes like I already mentioned the Indian accent or some people. Also when they come from culture like where they will. Like I have an. Idea like Japanese people, for instance, they speak very quietly, so sometimes when they speak English, they speak very, very like loud and they don't hear what the other person is saying, so I would say it's not, maybe not a matter of accent, but the way to speak. So this is for me something. Issue as well. Hmm.

Has it ever happened that you were not understood when you were talking to someone?

Yes, it happened. It happened, I would say even now, although I speak English, like frequently, some, sometimes people don't understand what I'm saying. Because in French we don't have the same way to pronounce certain words. We have some we have some sounds that English don't have and when I am a bit tired or I'm listening to something in French and then I have to speak in English, my mind is. So in French. So I would have like a less standard accent and people will have more trouble than nursing. Yeah, sometimes it happened with with when they do grocery shopping. And I asked when I asked water, water. People will not understand something that I say very, very small things. But I see the. The person is like, what is this person saying?

Yeah. Thank you. Yeah, totally understandable. OK. And how does it make you feel right now, like being here in Oxford? How does it make you feel being in the multi cultural environment where all the people speak all kinds of varieties you know of English?

Hmm. And honestly, I quite I enjoyed it. I really enjoy it because it's very nice that although we come from such a variety of backgrounds, we are all able to communicate somehow through English. So even though people speak different varieties of English, as long as they understand them. That's fine, and I think it's a very like it's a richness. It's a very rich experience to be in such an environment.

Do you think your opinion has changed after coming here? About like the varieties of English and the fact that people speak differently.

I don't think it has changed, but I would say since I'm more exposed to different words of English every day, I'm more used to here this kind of English now well before I did an exchange in the US. So I had like and I was living with an American person. The numbers. And roommates. And she was saying a lot with American people. So I was used to hear the American accent all the time

when I watched TV shows. Most of the time, it's like if they're British shows or American shows. I hear the same Thunder accents well here. And with people coming from all over the world. So of course everybody, like, all these people, have a different kind of accent, if they don't come from the US or Britain.

Yes, I got it. OK. And the last question, what do you think can help change people's mindset regarding the variations of English, make it more positive?

I would say definitely school has a role to play in in in this regard, because if you learn if you teach young people, if you teach people at a young age that there are different varieties of English and that this is perfectly normal and acceptable, people like accept it if it's something a fault that you have. Since you're very, very young. So if we we will need teachers more often to say that there are different rates of having a different experience than me, where none of my teachers told me that when I was younger so when I discovered that. That's like 19 or 20 years old. I was like, oh, I never thought about that, actually, because I didn't know that it was a thing.

Appendix I: Regressions Output

CSE vs ExpTotalAlsoL2

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.087 ^a	.008	-.017	1.70960	.008	.312	1	41	.580

a. Predictors: (Constant), ExpTotalAlsoL2

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.912	1	.912	.312	.580 ^b
	Residual	119.832	41	2.923		
	Total	120.744	42			

a. Dependent Variable: CSE

b. Predictors: (Constant), ExpTotalAlsoL2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.275	1.433		9.265	<.001
	ExpTotalAlsoL2	-.024	.043	-.087	-.559	.580

a. Dependent Variable: CSE

VoE vs ExpTotalAlsoL2

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.035 ^a	.001	-.023	3.25970	.001	.050	1	41	.824

a. Predictors: (Constant), ExpTotalAlsoL2

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.534	1	.534	.050	.824 ^b
	Residual	435.652	41	10.626		
	Total	436.186	42			

a. Dependent Variable: VoE

b. Predictors: (Constant), ExpTotalAlsoL2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.346	2.732		5.983	<.001
	ExpTotalAlsoL2	-.018	.083	-.035	-.224	.824

a. Dependent Variable: VoE

GEO vs ExpTotalAlsoL2

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.082 ^a	.007	-.018	6.64147	.007	.275	1	41	.603

a. Predictors: (Constant), ExpTotalAlsoL2

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.133	1	12.133	.275	.603 ^b
	Residual	1808.472	41	44.109		
	Total	1820.605	42			

a. Dependent Variable: GEO

b. Predictors: (Constant), ExpTotalAlsoL2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.687	5.567		6.950	<.001
	ExpTotalAlsoL2	.088	.168	.082	.524	.603

a. Dependent Variable: GEO

ATTTotal vs ExpTotalAlsoL2

Model Summary							Change Statistics			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	.040 ^a	.002	-.023	11.33926	.002	.066	1	41	.799	

a. Predictors: (Constant), ExpTotalAlsoL2

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.454	1	8.454	.066	.799 ^b
	Residual	5271.732	41	128.579		
	Total	5280.186	42			

a. Dependent Variable: ATTTotat

b. Predictors: (Constant), ExpTotalAlsoL2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	78.860	9.504		8.297	<.001
	ExpTotalAlsoL2	.074	.287	.040	.256	.799

a. Dependent Variable: ATTTotat

CSE vs ExpL1

Model Summary							Change Statistics			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	.030 ^a	.001	-.066	1.62985	.001	.014	1	15	.908	

a. Predictors: (Constant), ExpL1

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.036	1	.036	.014	.908 ^b
	Residual	39.846	15	2.656		
	Total	39.882	16			

a. Dependent Variable: CSE

b. Predictors: (Constant), ExpL1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.992	2.971		4.374	<.001
	ExpL1	-.010	.088	-.030	-.117	.908

a. Dependent Variable: CSE

VoE vs ExpL1

Model Summary							Change Statistics			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	.141 ^a	.020	-.045	4.21581	.020	.304	1	15	.589	

a. Predictors: (Constant), ExpL1

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.405	1	5.405	.304	.589 ^b
	Residual	266.595	15	17.773		
	Total	272.000	16			

a. Dependent Variable: VoE

b. Predictors: (Constant), ExpL1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.199	7.684		2.629	.019
	ExpL1	-.126	.228	-.141	-.551	.589

a. Dependent Variable: VoE

ESI vs ExpL1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.280 ^a	.079	.017	3.30242	.079	1.278	1	15	.276

a. Predictors: (Constant), ExpL1

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.940	1	13.940	1.278	.276 ^b
	Residual	163.589	15	10.906		
	Total	177.529	16			

a. Dependent Variable: ESI
b. Predictors: (Constant), ExpL1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	19.039	6.019		3.163	.006
	ExpL1	-.202	.179	-.280	-1.131	.276

a. Dependent Variable: ESI

GEO vs ExpL1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.038 ^a	.001	-.065	8.19105	.001	.022	1	15	.884

a. Predictors: (Constant), ExpL1

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.484	1	1.484	.022	.884 ^b
	Residual	1006.399	15	67.093		
	Total	1007.882	16			

a. Dependent Variable: GEO
b. Predictors: (Constant), ExpL1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	44.847	14.929		3.004	.009
	ExpL1	-.066	.443	-.038	-.149	.884

a. Dependent Variable: GEO

ATTTotal vs ExpL1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.130 ^a	.017	-.049	14.75660	.017	.256	1	15	.620

a. Predictors: (Constant), ExpL1

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.760	1	55.760	.256	.620 ^b
	Residual	3266.358	15	217.757		
	Total	3322.118	16			

a. Dependent Variable: ATTTotal
b. Predictors: (Constant), ExpL1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	97.077	26.895		3.609	.003
	ExpL1	-.404	.798	-.130	-.506	.620

a. Dependent Variable: ATTTotal

CSE vs ExpStudyL2Only

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.418 ^a	.175	.141	1.65984	.175	5.093	1	24	.033

a. Predictors: (Constant), ExpStudyL2Only

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.032	1	14.032	5.093	.033 ^b
	Residual	66.122	24	2.755		
	Total	80.154	25			

a. Dependent Variable: CSE

b. Predictors: (Constant), ExpStudyL2Only

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.289	2.281		3.195	.004
	ExpStudyL2Only	.228	.101	.418	2.257	.033

a. Dependent Variable: CSE

VoE vs ExpStudyL2Only

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.128 ^a	.016	-.025	2.57943	.016	.400	1	24	.533

a. Predictors: (Constant), ExpStudyL2Only

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.663	1	2.663	.400	.533 ^b
	Residual	159.683	24	6.653		
	Total	162.346	25			

a. Dependent Variable: VoE

b. Predictors: (Constant), ExpStudyL2Only

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.357	3.545		3.768	<.001
	ExpStudyL2Only	.099	.157	.128	.633	.533

a. Dependent Variable: VoE

ESI vs ExpStudyL2Only

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.336 ^a	.113	.076	2.56356	.113	3.062	1	24	.093

a. Predictors: (Constant), ExpStudyL2Only

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.122	1	20.122	3.062	.093 ^b
	Residual	157.724	24	6.572		
	Total	177.846	25			

a. Dependent Variable: ESI

b. Predictors: (Constant), ExpStudyL2Only

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.821	3.523		1.369	.184

GEO vs ExpStudyL2Only

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.150 ^a	.022	-.018	5.63449	.022	.549	1	24	.466

a. Predictors: (Constant), ExpStudyL2Only

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.445	1	17.445	.549	.466 ^b
	Residual	761.940	24	31.747		
	Total	779.385	25			

a. Dependent Variable: GEO

b. Predictors: (Constant), ExpStudyL2Only

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.527	7.743		6.009	<.001
	ExpStudyL2Only	-.254	.343	-.150	-.741	.466

a. Dependent Variable: GEO

ATTTotal vs ExpStudyL2Only

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.134 ^a	.018	-.023	8.59451	.018	.438	1	24	.514

a. Predictors: (Constant), ExpStudyL2Only

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.339	1	32.339	.438	.514 ^b
	Residual	1772.776	24	73.866		
	Total	1805.115	25			

a. Dependent Variable: ATTTotal

b. Predictors: (Constant), ExpStudyL2Only

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	71.995	11.811		6.095	<.001
	ExpStudyL2Only	.346	.523	.134	.662	.514

a. Dependent Variable: ATTTotal