Language Use and Ideologies of English among Future English Professionals: Qualitative questionnaire design.

Treball de Fi de Grau/ BA dissertation

Author: Antonina Maria Alomar Llompart

Supervisor: Dr. Maria Rosa Garrido Sardà

Departament de Filologia Anglesa i de Germanística
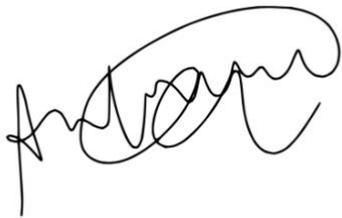
Grau d'Estudis Anglesos

June 2023

Statement of Intellectual Honesty

Your name: Antonina Maria Alomar Llompart

Title of Assignment: Language Use and Ideologies of English among Future English Professionals.

I declare that this is a totally original piece of work; all secondary sources have been correctly cited. I also understand that plagiarism is an unacceptable practise which will lead to the automatic failing of this assignment.

Signature and date:

Saturday, June 10, 2023.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

INDEX OF TABLES

Abstract

English as a global language has been predominantly taught and learned, focusing on mimicking English L1 speakers. However, in recent decades, the fields of World Englishes (WE) and English as a Lingua Franca (ELF) have centered on providing learners of English with culturally relevant models that attempt to challenge the dominance of British and American Standards. This thesis tries to investigate attitudes towards English varieties, ELF, and Standard English, as well as the reported language use in a multilingual setting. To accomplish this, a qualitative questionnaire has been developed and piloted. The participants of this research are third- and fourth-year English students at the Universitat Autònoma de Barcelona, who will become future English professionals. This study centers on the questionnaire design and explores potential improvements for future implementation, such as reducing its length.

Keywords: English varieties, English as Lingua Franca, World Englishes, qualitative questionnaire, questionnaire design, pilot test, language attitudes, university students.

1. Introduction

According to Melitz (2016), "there has never been in the past a language spoken more widely in the world than English is today" (Melitz, 2016, p.1). Siemund (2013) emphasizes that English is a highly diversified language with a multitude of varieties across the globe. English is also the most studied foreign language in the world (Llurda, 2020). Kachru (2006) claimed that most people learn English for practical rather than ideological reasons (Kachru, 2006, p.195). The first time I read Kachru's sentence, I realized I had never had an opinion on learning English as a Foreign Language in school. Throughout my educational journey, I had been repeatedly told the benefits of acquiring English skills for my future self. Besides, in Mallorca, English education mainly revolves around emulating English L1 speakers as accurately as possible. Consequently, my focus was primarily on attaining proficiency in English to effectively communicate with L1 English speakers. I aspired to sound and express myself as one, which created insecurities as I realized the unfeasibility of my goal.

In September 2022, I enrolled in an elective course called *Intercultural Communication*. This course sparked my interest in language ideologies, linguistic preferences, and attitudes toward the different English varieties. As a result, I started to question my perception of the different English dialects and reevaluate my understanding of what makes a "good English speaker". In addition, although I had been told about English as a Lingua Franca, it was not until then that I could grasp the significance of English as a communicative tool. Hence, it prompted me to reconsider my preconceived notions and delve deeper into the impact of English as a global language. I gradually realized that many of my colleagues, just like me, had never reflected upon the inherent meaning of English as a global language, nor had they considered the extent of their

exposure to specific varieties or lack thereof. It dawned on me that these factors may have shaped their perceptions of the diverse forms of English.

Motivated by my learning journey and a growing interest in my colleagues' views and attitudes toward English as a global language, I decided upon the following research questions for my bachelor's thesis:

(1) In which social domains do English Studies students report using the English language?

(2) What are the attitudes of English students towards different Englishes, such as English varieties and dialects, English as a Lingua Franca (ELF), and Standard English (SE)?

To address them, I have developed a qualitative questionnaire. However, within the scope of this thesis, the questionnaire has only undergone a pilot test and has not been fully implemented.

The theoretical framework for this project will be presented in Section 2, discussing the historical and sociopolitical factors that have led to the global dominance of English. I will critically examine nativespeakerism (NS) and World Englishes, along with a focus on English language ownership and identity among English users. Additionally, the field of English as a Lingua Franca (ELF) will be explained, followed by an exploration of the attitudes and usage among undergraduate students in Expanding Circle countries. The methodology used to design this questionnaire is introduced in Section 3, while Section 4 will delve into the questionnaire design itself. Section 5 will focus on future implementation and directions, addressing limitations and proposing

possible improvements for the initial questionnaire. Finally, the thesis will end with a brief conclusion (Section 6).

2. Theoretical Background

2.1. The Global Dominance of English: Historical and Sociopolitical Factors

English is the most studied foreign language in the world and is spoken in various domains, such as politics, science, and business (Bayyurt and Sifakis, 2017). The global spread of English has resulted in the emergence of different varieties representing various socio-cultural norms, political affiliations, and bilingual and multilingual identities, according to Dogancay and Hardman (2017, p.19). David Crystal (2003) claimed that any other language could have become the global language in which the world communicates. However, English had the socioeconomic conditions to succeed. He argued that the reasons that led to English dominance are the endorsement of the economic, military, political, and cultural power of the United States combined with the historical legacy of British colonialism.

The emergence of these different varieties of English has led to the establishment of the field of World Englishes (WEs). In 1985, Braj Kachru engaged in a public debate with the British linguist, Randolph Quirk over the legitimacy of English. While Quirk (1985) argued that there should be a single standardized form of English, based on British English, for all "non-native" users, Kachru advocated for the acceptance and recognition of multiple standards and varieties of English spoken worldwide, "it will be appropriate that native speakers of English abandon the attitude of linguistic chauvinism and replace it with an attitude of linguistic tolerance. […] The attitude towards [Outer and Expanding circle] varieties ought to be one of appreciation and understanding." (Kachru 1976, p.

236). Dragojevic (2017) defined language attitudes as evaluative reactions to different language varieties which reflect social categorization and solidarity. Standard varieties tend to be associated with dominant socioeconomic groups and are typically attributed more status than nonstandard ones. According to Padwick (2010), language attitudes are closely related to an individual's values and beliefs, affecting their choices across various domains, including academic and informal contexts (Padwick, 2010, p.16).

In his paper, Kachru (1985) proposed "The Three Circles of English" model, which classified the different varieties of English into three concentric circles based on their forms of spread, patterns of acquisition, and functional domains of use. According to this model, the Inner Circle (IC) consists of the countries where English is spoken as a first or habitual language (e.g. USA, UK, Australia). The Outer Circle (OC) includes countries where English was imposed as an official language during the colonial era by the British Empire (e.g. Nigeria, Kenya, India, Singapore). Finally, the Expanding Circle (EC) encompasses countries where English is primarily used for international and intercultural communication (e.g. Japan, China, Spain).

While Kachru's model has proven to be the most useful, it has also received some criticism. Al-Mutairi (2020) stated that it is "a primarily nation-based model which draws on specific historical events, and which correlates poorly with current sociolinguistic data" (Al-Mutairi, 2020, p.161). These shortcomings and drawbacks made other researchers suggest new models, such as Modiano (1999), who also presented a centripetal circle model in which the Inner Circle was not formed by English L1 speakers but by excellent English as an International Language (EIL) communicators.

Hence, thanks to Kachru's advocacy for the recognition and acceptance of multiple legitimate English varieties, the field of WEs was established as a discipline. However, despite scholarly acceptance of WEs, "the notion that the "best" model for learners of English remains in IC varieties" (Kirkpatrick, 2010, p.33).

2.2. Critical Perspective on Native-Speakerism and World Englishes

Lowe (2020) asserted that within the field of applied linguistics, and linguistics more broadly, the native speaker (NS) has often been considered a primary source of reliable linguistic data. Indeed, the term has regularly been employed as if it was an unquestionable fact of life, against which other speakers of the language can be reliably measured. According to Coulmas (1981), "There is no way of doing linguistics without taking into account the [NS], [NS] can be conceived of as a common reference point for all branches of linguistics" (Coulmas, 1981, p.1).

However, in recent years, the importance of being an NS of English has been vehemently questioned by sociolinguists. Schneider (2003) argued that the conventional belief, which asserts that only native speakers possess full command of the language and accurate intuitions about its structural properties, fails to fully capture the intricate dynamics of language use in various parts of the world, particularly in the OC contexts. As Schneider further emphasized, the prevailing reality is considerably more complex than the traditional perspective suggests (Schneider 2003, p.238).

The concept of a "native speaker" is, in fact, a social construct. Consequently, the categorization of individuals into NS and "non-native speakers" (NNS) is often intertwined with assumptions of proper standards, models, and norms of English, as well as with socially determined factors such as race, nationality, class, and self-identity. It

becomes apparent, then, that the way in which these labels are assigned is inexorably linked to a range of social, political, and historical interests (Buonfiglio 2010). For instance, the use of language tests and proficiency standards based on IC Englishes to determine eligibility for immigration and citizenship privileges reflects a history of exclusionary immigration policies and the prioritization of certain linguistic and cultural groups over others.

2.3. Identity and Ownership of English

Norton (1997) defined "identity" as individuals' understanding of their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future. Following West (1992 cited in Norton, 1997, p.410), Norton posited that identity is closely related to an individual's desire for recognition, affiliation, and security. West (1992) explained that identity cannot be separated from the distribution of material resources in society, suggesting that those individuals with access to a wide range of resources also have access to power and privilege. In multilingual environments, Vinyet (2022) highlighted the significance of power dynamics in the construction of identity, "the subject positioning, in terms of power, may be key to the identity construction process." (Vinyet, 2022, p.6),

Building on this understanding, Norton (2000) proposed a comprehensive theory of language learner identity that incorporates the language-learning context as an essential part of their identity formation. Central to her theory is the concept of "investment", introduced in Norton (1995), which suggests that language learning is motivated by the construction of identities. Norton's (1995) study aligns with Bourdieu's (1977) notion of cultural capital, as she believed that learners invest in second or foreign language learning

based on their understanding that they will acquire a wide range of symbolic and material resources. For instance, in employment and career advancement, knowing a foreign language can be an asset in the job market.

Thus, Norton (1997) stated that it may be beneficial to forgo the terms NS and NNS altogether when referring to English speakers. She argued that this dichotomy may impede success "particularly for those who speak a variety different from Standard English of [IC countries]" (Norton, 1997, p. 617) and are not considered NSs. Mufwene (2001) criticized the systematic use of these two terms, as they perpetuate an unhelpful division among speakers and reinforce the view that "only a minority of speakers around the world speak legitimate varieties, the rest speak illegitimate offspring of English" (Mufwene's, 2001, in Higgins, 2002, 619). Besides, Bourdieu (1977) stated that a sense of ownership over the English language is crucial for English users to consider themselves legitimate speakers. Therefore, a significant relationship exists between language insecurity, identity, and ownership of English.

2.4. English as a Lingua Franca

English as a Lingua Franca (ELF) refers to the use of the English language as a common means of communication for speakers of different first languages. ELF as a field of study began at the turn of the twenty-first century and rapidly developed into a full-fledged research area. Interest in this field started with a couple of seminal publications. Jenkins (2000) conducted an empirical study of phonology and related concepts of intelligibility and accommodation in international contexts where English was used. Her study aimed to identify the pronunciation of features that are most important for mutual intelligibility

among English speakers of ELF and to explore the strategies used by speakers to accommodate each other's linguistic differences.

Corpus research initially aimed to identify recurrent and systematic characteristics of ELF, as well as co-construction processes of a pragmatic nature, which was inspired by Jenkins's (2000) pioneering research on the phonology of English as an International Language (EIL). Jenkins (2000) aimed to identify intelligibility as the main objective and proposed a distinction between "core" and "non-core" phonological features. "Core" features affected intelligibility if pronounced differently, while "non-core" did not even if mispronounced. Therefore, the goal was to codify some form of "international English" as an alternative to Receive Pronunciation or General American Standards to offer learners a variety of English that would be closer to their needs.

Subsequently, Seidlhofer (2001) called for the closure of the conceptual gap between the traditional descriptions of varieties of English available within the traditional WE framework and the need to document the uses of ELF. Her work emphasized the importance of recognizing and studying ELF as a phenomenon that occurs when English is used as a common language among speakers with different first languages.

ELF shares similar concerns and ideological principles with WEs since the goal is to "decenter" British and General American Standards and legitimize "non-native" varieties. Scholars want to offer English learners around the world culturally relevant models. Seidlhofer (2011) defined ELF as "any use of English among speakers of different first languages from whom English is the communicative medium of choice, and often the only option" (Seidlhofer, 2011, p.7). ELF is used in diverse contexts, which can result in unpredictable and variable communication. Seidlhofer's definition differs from earlier ones (Firth, 1996; House, 1999) as it includes L1 English speakers who may use

ELF as an additional means of intercultural communication. Conceptualizations of ELF have also revolved around key notions such as variety, community, and language. Most scholars today agree that ELF is not a variety, nor a uniform and fixed mode of communication.

As Canagarajah (2007) stated, "because of the diversity at the heart of this communication medium, [ELF] is intersubjectively constructed in each specific context of interaction […]" (p. 925). Hence, Jenkins (2013) claimed that ELF is "an entirely new, communication-focused way of approaching the notion of 'language' that is far more relevant to twenty-first century uses of English (and probably other global languages) than traditional bounded-variety approaches and one that has far more in common with post-modern approaches to language." (Jenkins, 2013, p. 37).

The intrinsic fluidity and variability of ELF challenge traditional notions of linguistic "variety" and "community". As a result, scholars (Seidlhofer, 2011; Jenkins, et al. 2011) have adopted the concept of a "community of practice", a group of people who share a common interest and engage in collective learning and knowledge sharing, which is a more appropriate conceptualization of ELF communities. Hence, in ELF a community of practice represents a group of people who come together to communicate with other English users. This framework acknowledges the dynamic and boundary-crossing nature of ELF use, which goes beyond the confines of the nation-state and fixed notions of competence, community, and prescriptive language norms.

Tollefston (2007) argued that in language studies, the concept of ideology refers to the implicit, usually unconscious assumptions about language and language behavior that fundamentally determine how human beings interpret events. A critical approach to questions about intercultural communication is standard language ideology. Lippi Green

(2012) defined standard language ideology as the belief that there is a "correct" or "proper" form of a language that is superior to other forms of varieties. This ideology is often linked to native speakerism, which is the assumption that first-language speakers of a language are the ideal language users and models for language learning, and prescriptivism, which is the belief that there is a correct way to use language and that deviations from this norm are incorrect (Milroy and Milroy, 2012).

In formal and academic contexts, notably in English as a Foreign Language (EFL), standard language ideology often plays a significant role. In 2009, Jenkins addressed criticism of ELF. Jenkins (2009) argued that some scholars conflate ELF with EFL, treating any deviations from IC varieties in the speech of ELF users as deficiencies rather than legitimate variations in ELF. In other words, critics fail to recognize that differences among ELF users are not necessarily errors but can be considered valid ELF variants. Jenkins (2007) also noted a fundamental difference in paradigm between ELF and EFL, while ELF is part of Global Englishes, EFL belongs to the Foreign Languages paradigm, whereby languages are learned to communicate and identify with native speakers' communities.

2.5. Exploring Attitudes and Uses of English among Undergraduate Students

The emergence of English as a global language as a field of research has resulted in an upsurge of research articles aimed at investigating English learners' beliefs and perceptions of ELF. Therefore, it is crucial to not only explain ELF but also delve further into understanding how students perceive and use English. In this section, I will particularly focus on Calvo-Benzies (2017) and Erling (2002), which articles resemble what I am attempting to propose in this thesis.

Calvo-Benzies (2017) explores the use of English as a Lingua Franca (ELF) in English for Specific Purposes (ESP) contexts. The author aims to fill a gap in research on English foreign learners' attitudes toward native and non-native speakers' accents. This article describes two studies. The first consists of an analysis of audiovisual materials in ESP textbooks used in different university disciplines (Business, Tourism, and Law). In the second study, undergraduate Law and Tourism students at the Universitat de les Illes Balears were asked to evaluate the speech of non-native speakers from the materials former analyzed with a quantitative questionnaire. It also aimed to consider students' perspectives on the learning process, including their views on the teaching materials and use.

The analysis of teaching materials reveals that they often focus on native-speaker models, which may not reflect the reality of global English use. Calvo-Benzies argues that ESP courses should incorporate ELF materials and give learners more exposure to non-native accents and communication strategies. She suggests teacher training should also focus on ELF and non-native speaker models. In the second study, the author finds that Tourism students generally have positive attitudes toward non-native English speakers and are more concerned with effective communication than the speaker's accent. However, Law undergraduates do express a preference for native speakers or native-like accents, which Calvo-Benzies attributes to their exposure to media and advertising that promotes native speaker ideals. Overall, the article highlights the need for a shift in attitudes and teaching practices within English language education. It calls for an inclusive and diverse approach that aligns better with the realities of global communication and promotes intelligibility as the primary aim of language learning over native-like ideals.

In her 2002 thesis, Erling analyses the role of English in German academic communities and in particular the situation at the Freire Universität of Berlin. According to her, not only has English changed because of globalization, but the discourse about English and the ways to understand and analyze the language have changed as well. Erling explores the sociolinguistic dynamics of English students at the Freie Universität Berlin. The study aims to provide a comprehensive profile of these students, highlighting their attitudes, language use, and perceptions of English in the university classroom. She uses methods such as qualitative questionnaires, discourse analysis of ethnographic interviews with learners, and grammatical and stylistic analysis of students' essays and assignments to evaluate learners' perceptions of the role of English in their future careers and their attitudes towards different varieties of English.

The findings of the study reveal interesting insights into the students' linguistic and cultural identities, as well as their aspirations and expectations regarding their English language education. Hence, English seems to play an increasingly important role in German academic communities, driven by global, European, and national factors. However, learners are not generally sufficiently equipped with the skills to function in academic English. Thus, Erling suggests that English Language Teaching (ELT) needs to adapt to the increasing use of English as a global language by incorporating changes such as teaching ELF and increasing awareness of L2 varieties of English.

3. Methodology

I chose to design a qualitative questionnaire because, as stated in Codó (2008) it is "an efficient tool for gathering information on communities rapidly and systematically" (Codó, 2008, p.171). By incorporating open-ended questions, the questionnaire allows

participants to express their views in their own words and can uncover unanticipated themes and categories by the author. For example, one of the objectives of this questionnaire is to capture respondents' attitudes and insights into different English varieties (RQ2) through open-ended questions that explore their stances.

However, this questionnaire has not been fully implemented, it has just undergone a pilot test. This test serves as a trial run to identify any potential issues or areas of improvement before administering the questionnaire to the target participants. To facilitate participant engagement, I have developed the questionnaire with Google Forms, which allows informants flexibility to respond at their preferred time and place. Additionally, Google Forms offers various options for analysing the collected data, for instance, answers can be downloaded in Excel format.

My project targets English undergraduates, with a particular focus on third and fourth-year university undergraduates enrolled in the English Studies degree at UAB. This group is particularly interesting because they have spent the last three to four years immersing themselves in the English language and culture. Students have been exposed to instruction on Anglophone literature, history, culture, and linguistics which has contributed to their cultural and linguistic awareness of the global significance of the English language.

4. Qualitative Questionnaire design

Based on the literature review and previous studies (see section 2.4), I aimed to create a qualitative questionnaire to investigate the reported use of the English language by undergraduate students in different social domains (RQ1). In addition, the study sought to obtain a general picture of the attitudes and ideologies of English Studies students at the Universitat Autònoma de Barcelona (UAB) towards English varieties, English as a

Lingua Franca (ELF) and Standard English (RQ2). To be able to answer these questions, I decided to create a proposal of a qualitative questionnaire (see Appendix 1).

The questionnaire is designed to be completed within a time frame of approximately twenty to twenty-five minutes. It consists of twenty-seven open-ended questions, divided into six main sections. The first section, titled "Study Description", is further divided into three subsections: "Affiliation", "Study Description", and "Ethical Commitment". The first subsection, "Affiliation", includes my name, the name of my supervisor, and our contact information. This enables respondents to reach out to us if they have any questions or require further clarification about the questionnaire or the project. The second subsection, "Description", outlines the main objectives of the project, identifies the target audience, and provides an approximate duration of the questionnaire. The third subsection, "Ethical commitment", informs respondents about the voluntary nature of their participation, ensures data confidentially, and explains their option to withdraw from the study.

Section number two focuses on "Informed Consent". In this section, participants are required to accept the terms presented, thereby confirming that they have read and understood the information provided in the preceding section. They acknowledge that their participation is voluntary, they are assured of the confidentiality of their responses, and they indicate their consent for their answers to be used for research purposes.

Section three collects basic biographical information, such as age, year of degree, gender, and details about the informant's lifestyle. This includes whether they live with their family or independently and where they reside during the academic year. This section also provides valuable insights into informants' language backgrounds, including their home language(s), when they started learning English, and if they have ever lived

abroad. These questions are crucial for comprehending respondents' language learning biography and potential influences on their attitudes towards English.

For a better understanding of the data that would be obtained from sections four and five, I have grouped the questions according to their themes into two different tables, one for each section. The first table (Table 1) represents section four, which focuses on RQ1 (see above), "Reported Language Use", and includes questions ten to seventeen. I have classified these questions into four main groups, "Exposure", "Social Domains", "Register", and "ELF" based on the information being sought.

Table 1: Questions section 4 (10 to 17)

QUESTIONS SECTION 4
10. In which social situations and with whom do you use English? For example, with your friends on social media, in your job as a language teacher, at the university with your classmates, etc.
11. Which English varieties (e.g., RP, African American Vernacular, Indian English) have you been exposed to (orally and in writing)? Where have you encountered them?
12. Which different registers and regional varieties of English do you normally use? Can you specify in which social situations?
13. Can you think of a situation in your life in which it would be more appropriate to use a specific variety over another?
14. Which varieties of English do you think you consume more in your free time or on social media?
15. Which linguistic varieties or dialects of English do you wish you had greater exposure to during your English Studies degree?

16. Could you please explain a situation in which you had to communicate with someone whose L1 was not English? Could you characterize the variety of English you used in terms of accent, accommodation, lexicon, etc.

17. Do you find that the English you use with people whose L1 is not English differs from the English you use with people whose L1 is English? If so, in what ways does it differ?

Table 2: Classification of Questions Section 4

SECTION 4	THEMES	QUESTIONS
Reported Language Use	Social Domains	Q10
	Exposure	Q11, Q14, Q15
	Register	Q12, Q13
	ELF	Q16, Q17

Within the theme of "Social Domains" I have encompassed Q10, which investigates the connection between social situations and language practices among respondents. This question provides valuable insights into the influence of social factors on English language usage in a multilingual sociolinguistic context in Catalonia. It delves into the social situations and interpersonal contexts in which individuals use English, including interactions with friends, engagement on social media platforms, or communication with classmates at the university.

Furthermore, the theme of "Register" is highlighted by questions Q12 and Q13. Q12 delves into the informants' habitual use of various registers and dialects of English, seeking specification of the social situations in which these are employed. This contributes to understanding the social dynamics of language variety and register choice.

Q13 investigates informants' perceptions of appropriateness in English variety choice according to the different contexts. I, therefore, attempt to examine informants' understanding of when certain English varieties are more fitting in particular settings and formality levels, such as distinguishing between formal and informal contexts.

Under the theme of "Exposure", Q11, Q14, and Q15 form a cohesive framework for investigating the participants' exposure to different English dialects. Q11 aims to determine the varieties that participants have encountered orally and in writing and the sources of their exposure. For example, while reading books, traveling, or in language schools. Q14 specifically focuses on respondents' consumption of English varieties during their leisure time and on social media. Q15 asks which English dialects informants wish they had greater exposure to during their English Studies degree.

I have categorized the last two questions of this section into "ELF" since Q16 encourages respondents to reflect on situations where they communicated with individuals whose L1 is not English. This question directly relates to the informants' use of ELF as a means of communication. Q17 addresses potential differences in the participants' use of English with people whose L1 is not English and with L1 English speakers. This question aims to uncover any variations in language based on the interlocutor's comfort or empathy and can also be connected to ELF and EFL, as respondents may switch to a different variety or accommodate their English depending on who they are talking to.

Section five of the questionnaire focuses on "Language Attitudes" and is summarized in the third table (Table 3). This section covers questions eighteen to twenty-seven and addresses RQ2 (see above). I have classified the questions into five main groups: "Accent and Confidence", "Standard English", "Social Domains", "Variety

Preference" and "Accent and Identity". These categories provide a framework for understanding participants' attitudes toward different aspects of English language use and variation.

Table 3: Questions section 5 (18 to 27)

QUESTIONS SECTION 5
18. Can you briefly describe any experiences related to your English accent, both positive or negative, that affected your confidence or sense of security when speaking English? For example, have you ever felt self-conscious about or received negative feedback on your accent or compliments that have boosted your confidence in your English-speaking?
19. In your opinion, what are some factors that may contribute to English Studies students feeling confident or insecure about their English accent?
20. Do you think it is important to learn Standard English (be it RP or Gam) pronunciation? In which situations would you use Standard English?
21. How might using a specific variety impact the way your message is received by your audience? Think of an academic setting (e.g., essay at UAB), a professional setting (e.g., job interview), and a leisure setting (e.g., party with international students).
22. Please watch the following video. How would you describe the speaker's English? Which features do you find appealing or unappealing? (http://youtube.com/watch?v=4loKkne_nVg)
23. Please watch the following video. How would you describe the speaker's English? Which features do you find appealing or unappealing? (http://youtube.com/watch?v=sSYb5szTDkg).
24. Please watch the following video. How would you describe the narrator's English? Which features do you find appealing or unappealing? (http://youtube.com/watch?v=eNwyC8B5cmY).

| 25. Please watch the following video. How would you describe the speaker's English? Which features do you find appealing or unappealing? (http://youtube.com/watch?v=gChmX6ZPB7Q). |
| 26. After watching the videos do you prefer one variety over another, and if so, why do you think that is? |
| 27. Can you describe what you understand as a "good English speaker"? |

Table 4: Classification of Questions Section 5

SECTION 5	THEMES		QUESTIONS
Language Attitudes	Accent and confidence		Q18, Q19
	Standard English		Q20
	Social Domains		Q21
	Variety preference	Implicit	Q22, Q23, Q24, Q25
		Explicit	Q26
	Accent and ideology		Q27

Q18 and Q19 are encompassed in "Accent and confidence", and both explore the relationship between the respondent's perceived accent and the level of confidence or insecurity when speaking English. However, there are notable distinctions between the two questions. Q18 is anchored in the personal realm, urging respondents to briefly recount any encounters or instances that may have affected their confidence. This question also encourages them to reflect on feedback received, both positive and negative, that may have helped boost or undermine their confidence in their English-speaking abilities. On the other hand, Q19 adopts a broader perspective by shifting the focus to the collective experiences of English Studies students. By exploring this impersonal

dimension, Q19 allows for the evaluation of linguistic insecurity within the English Studies community and creates a space for those respondents who may prefer not to disclose in detail their personal experiences.

I have classified Q20 as "Standard English" because it reflects on the importance of learning SE (RP or GA) and the situations in which it would be appropriate or expected to use it. Q21 directly addresses how the perception of the audience in three specific social domains may shape the choice of one English variety or another. Thus, I classified this question into the "Social Domains".

The table's third theme, "Variety preference," is subdivided into two subthemes: "Implicit" and "Explicit". The subtheme "Implicit Variety Preference" encompasses Q22 to Q25, where respondents are instructed to watch four videos, one for each question. They are then asked to describe the dialect spoken in each video and express what features they find appealing or unappealing about the variety.

The selected videos align with Kachru's Three Circle Model. For Q22, I chose a video featuring Deepika Padukone, a prominent Bollywood actress who has a recognizable Indian accent, as an example of the Outer Circle variety. In Q23, a video of Manel Castells, a renowned academic and former Spanish Minister, who has a strong Spanish accent in English, is selected to represent an Expanding Circles variety. In contrast, Q24 and Q25 present Inner Circle Englishes. Q24 presents a speaker with a General American accent, while Q25 features a speaker with a Southern British accent close to RP.

On the other hand, Q26 asks participants to explicitly state which variety from the videos they prefer, which is why I have classified it into "Explicit Variety Preference". Lastly, I have categorized the last question, Q27, into "Accent and ideology" as it prompts

participants to describe their perception of a "good English speaker". By doing so, the question brings to light the ideologies associated with native-speakerism, language ownership, and the formation of an idealized speaker image, which can be influenced by factors such as gender, race, and class. Besides, this categorization acknowledges the potential impact accent has on people's perceptions and expectations of what counts as a legitimate speaker and who does not, even with the same linguistic skills.

Since this was just a pilot questionnaire, I included a final question (Q28) where I ask participants to provide feedback on the questionnaire and any suggestions that could enhance its clarity and effectiveness (see section 4). Section six thanks respondents for their participation.

5. Questionnaire implementation: Future Directions

The pilot study revealed several noteworthy findings that call for an evaluation of the questionnaire's effectiveness and consideration of potential improvements for future research. One salient observation is concerned with the low response rate, which suggests a possible lack of motivation among students to complete the questionnaire. For this reason, I suggest requesting participants to complete the questionnaire inside the classroom, as they would likely perceive the activity as a legitimate academic task rather than an imposition on their leisure time.

Furthermore, the feedback received from two respondents claiming that the questionnaire was "too long" pointed out the necessity for modifications in terms of its length. Additionally, I noticed some informants appeared to tire as they responded to the questionnaire. This was evidenced by their progressively shorter answers and instances of incomplete responses. It is essential to acknowledge that questionnaires should not be

excessively lengthy, as emphasized by Codó (2008), who postulated that comprehensive questionnaires could lead informants to answer randomly, thereby compromising the instrument's reliability (Codó, 2008, 172). Therefore, I deem that to ensure the future validity of the data collected, it is crucial to address the issue of the questionnaire length and its impact on participant engagement and response quality. For instance, Q13 and Q21 partially overlap in their focus. While Q21 focuses on audience perception in three specific social domains, Q13 adopts a broader perspective by delving into the notion of appropriateness. Initially, the intention was to ask similar questions, one before (Q13) and after (Q21) respondents had reflected on exposure, accent, and SE in more depth. However, a potential option to reduce the length of the questionnaire would involve eliminating one of the two questions.

One respondent provided constructive criticism by suggesting a potential alternation in the order of questions. Specifically, Q27 which investigates the informant's understanding of what a "good English speaker" is. The participant recommended asking this question twice, once before Q22 to Q25, in which respondents are requested to watch different videos, and after watching them. This modification could enable a comparative analysis of pre-and post-viewing attitudes, thereby facilitating a deeper understanding of the potential impact of variety exposure on participants' perceptions.

Moreover, it is important to consider the issue of speaker representation within the videos (Q22 to Q25). Only Q22 features a female speaker, while the remaining speakers are male. This lack of gender diversity could impact respondents' perceptions and limit the range of perspectives represented in the study. To address this matter and promote inclusivity, it would be a good idea to replace one video with a non-binary speaker or another female speaker. This adjustment would foster a more equitable

distribution and enhance participants' sense of representation and diversity within the research materials.

Concerning Q22 to Q25, where students are required to watch different videos, describe the speaker's English, and indicate the features they find more appealing or unappealing in each variety, I consider that the prompts for these questions could benefit from further refinement to elicit more explicit responses. Although the original intention was for students to express their preferences regarding language variety and provide justifications, only one respondent provided a detailed answer.

To address this limitation, I recommend rephrasing the questions and including a Likert scale that incorporates positive and negative attributes, such as educated-uneducated, strange–normal, appealing – unappealing. This would help informants rate their liking of the variety more specifically. Additionally, rather than simply asking participants to describe the speaker's English, which can lead to vagueness, I suggest replacing it with a compulsory open-ended complementary question. Hence, participants would be encouraged to elucidate the reasons behind their assessment.

Finally, I would also recommend complementing the questionnaire with interviews, which could provide a deeper understanding of the insights and perspectives of participants. As proposed by Codó (2008), questionnaires yield more comprehensive results when they are combined with other types of data collection instruments, such as participant observation, social interaction recordings, ethnographic notes, and interviews (Codó, 2008, p. 171).

6. Conclusions

In conclusion, the qualitative questionnaire discussed in this study can serve as a valuable tool to gather declarative data on language use and ideologies of English among future English professionals at the Universitat Autònoma de Barcelona and other universities in the EC. It can also shed light on the impact of accent exposure and the prevalence of native speaker ideology by exploring the language practices, attitudes, and self-perceptions of English Studies students.

The pilot test revealed valuable insights and identified areas that require further improvement. One significant finding was that the length of the questionnaire appeared to impact participants' level of engagement. Moreover, the low response rate indicated a need to boost respondents' motivation. One potential amelioration is to administer the questionnaire within the classroom setting instead of requesting individuals to complete it during their leisure time.

The findings from this questionnaire can contribute to addressing language insecurity and promoting a broader understanding of English as a global language at Universitat Autònoma de Barcelona. Besides, it can assist in catering to the linguistic needs and preferences of students and incorporating them into the classroom, fostering a more inclusive and diverse learning environment. Thus, I believe that this questionnaire may be of use for future studies in students' language opinions and reported language use.

References

Al-Mutairi, Mohammad. A. (2020). Kachru's Three Concentric Circles Model Of English Language: an Overview of Criticism & The Place of Kuwait in it. *English Language Teaching*, 13(1), 85-88.

Bayyurt, Yasemin., & Sifakis, Nicos. (2017). Foundations of Aa EI. Aware Teacher Education. in A. Matsuda (Ed.), *Preparing Teachers to Teach English as an International Language* (pp. 3-18). Bristol, Blue Ridge Summit: Multilingual Matters.

Bonfiglio, Thomas. P. (2010). *Mother Tongues and Nations: The Invention of the Native Speaker*. New York: De Gruyter Mouton.

Bourdieu, Pierre. (1977). The Economics of Linguistic Exchanges. *Social Science Information*, 16, 645–668.

Codó, Eva. (2008). Interviews And Questionnaires. In L. Wei & M. G. Moyer (Eds.), *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism* (pp. 158-176). Oxford, UK: Blackwell Publishing Ltd.

Coulmas, Florian. (Ed.). (1981). *A Festschrift for native speaker* (p.1). The Hague: Mouton Publishers.

Crystal, David. (2003). *English as a Global Language* (2nd Ed.). Cambridge University Press.

Dogancay-Aktuna, Seran., & Hardman, Joel. (2017). A Framework for Incorporating an English as an International Language Perspective into TESOL Teacher Education. In A. Matsuda (Ed.), *Preparing Teachers to Teach English as an International Language* (pp. 19-32). Blue Ridge Summit: Multilingual Matters.

Dragojevic, Marko. Language Attitudes. *Oxford Research Encyclopedia of Communication.* Retrieved 9 Jun. 2023, from https://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-437.

Erling, Elizabeth. (2002). English as the Language of the European Academic Community: Questions from The Freie Universität Berlin. Unpublished Conference Paper, September 2002, Freie Universität, Berlin.

Firth, Alan. (1996). The Discursive Accomplishment of Normality: On 'Lingua Franca' English and Conversation Analysis. Journal Of Pragmatics, 26, 237-259. Https://Doi.Org/10.1016/0378-2166(96)00014-8

House, Juliane. (1999). Misunderstanding in Intercultural Communication: Interactions in English as a Lingua Franca and the Myth of Mutual Intelligibility. In C. Gnutzmann (Ed.), *Teaching and Learning English as a Global Language* (pp. 73–89). Tübingen: Stauffenburg.

Jenkins, Jennifer. (2007). *English as a Lingua Franca: Attitude and Identity*. Oxford: Oxford University Press.

Jenkins, Jennifer. (2009). English as a Lingua Franca: Interpretations and Attitudes. *World Englishes*. 28, 200-207.

Jenkins, Jennifer. (2013). English as a Lingua Franca in the International University: The Politics of Academic English Language Policy (1st Ed.). Routledge. Https://Doi.Org/10.4324/9780203798157

Kachru, Braj. (1976). Models of English for the Third World: White Man's Linguistic Burden or Language Pragmatics? *TESOL Quarterly*, 10(2), 221-239.

Kachru, Braj. (1985). Standards, Codification and Sociolinguistic Realism: English Language in the Outer Circle. In R. Quirk and H. Widowson (Eds.), *English in the World: Teaching and Learning the Language and Literatures* (pp. 11-36). Cambridge: Cambridge University Press.

Kachru, Braj. (1986). *The Alchemy of English: The Spread, Functions And Models of Non-Native Englishes.* University Of Illinois Press.

Kachru, Braj. (2006). English: World Englishes. In K. Brown (Ed*.), Encyclopedia Of Language & Linguistics* (pp. 195-202). Elsevier.

Kirkpatrick, Andy. (2010). *The Routledge Handbook of World Englishes*. London: Routledge.

Lippi-Green, Rosina. (2012). *English with an Accent: Language, Ideology and Discrimination In The United States*. New York: Routledge.

Lowe, Robert. J. (2020). *Uncovering Ideology in English Language Teaching: Identifying the 'Native Speaker' Frame*. Springer Nature.

Llurda, Enric. (2020). Aprendre Anglès per a Parlar amb el Món: Reflexions al voltant de l'Ensenyament de l'Anglès com a Llengua Franca Global. *Caplletra: revista internacional de filologia*, *68*(18), 199-217.

Melitz, Jacques. (2016). English as a Global Language. In G. Hogan (Ed*.), The Palgrave Handbook of Economics and Language* (pp. 583-615). Palgrave Macmillan.

Modiano, Marko. (1999). International English in the Global Village. *English Today*, 15(2), 22-28.

Mufwene, Salikoko. (2001). New Englishes and norm-setting: How critical is the native speaker in linguistics? In E. Thumboo (Ed.), The three circles of English (pp. 133-142). Singapore: UniPress. In Higgins, C. (2003). "Ownership" of English in the Outer Circle: An Alternative to the NS-NNS Dichotomy. *TESOL* Quarterly, 37(4), 615–644. https://doi.org/10.2307/3588215

Norton, Bonnie. (1995). Social Identity, Investment, and Language Learning. *TESOL Quarterly*, 29(1), 9-31. Https://Doi.Org/10.2307/3587803

Norton, Bonnie. (1997). Language, Identity, and the Ownership of English. *TESOL Quarterly,* 31(3), 409-429.

Norton, Bonnie. (2000). *Identity and Language Learning: Gender, Ethnicity and Educational Change*. Harlow: Pearson Education.

Padwick, A. (2010). Attitudes towards English and varieties of English in globalizing India, Master of Arts Thesis- Euroculture, submitted to the University of Groningen.

Schneider, Edgar. W. (2003). The Dynamics of New Englishes: From Identity Construction to Dialect Birth. *Language*, 79(2), 233-281. Http://Www.Jstor.Org/Stable/4489419

Seidlhofer, Barbara. (2001). Closing A Conceptual Gap: The Case for a Description of English as a Lingua Franca. *International Journal of Applied Linguistics*, 11, 133-158. Https://Doi.Org/10.1111/1473-4192.00011

Seidlhofer, Barbara. (2011). *Understanding English as a Lingua Franca*. Oxford University Press.

Siemund, Peter. (2013). *Varieties of English: A Typological Approach*. Cambridge: Cambridge University Press. doi:10.1017/CBO9781139028240

Tollefson, James. W. 2007. *Ideology, Language Varieties, and ELT*. In International Handbook of English Language Teaching, edited by J. Cummins, and C. Davidson, 25–36. New York, USA: Springer.

Vinyet, Ivet. (2022). *Identities of Catalan Speakers of English: The Influence of the English as a Lingua Franca Paradigm*. Universitat Autònoma de Barcelona. Facultat de Filosofia i Lletres, Departament de Filologia Anglesa i de Germanística. Bellaterra. Universitat, Autònoma de Barcelona.

Appendix 1

LANGUAGE USE AND IDEOLOGIES OF ENGLISH AMONG FUTURE ENGLISH PROFESSIONALS.

Study description

Affiliation

TFG student: Antonina Maria Alomar Llompart, 4th-year student of BA in English Studies, Universitat Autònoma de Barcelona, antonina.alomar@uab.cat.

Supervisor: Dr. Maria Rosa Garrido, Departament de Filologia Anglesa i de Germanística, Universitat Autònoma

Description

The present research aims to explore the attitudes of English Studies students towards English varieties, English as a Lingua Franca (ELF) and, Standard English. The study also aims to investigate the students' reported use of the English language in different social domains.

This research project will draw on a questionnaire addressed to English Studies undergraduates, with a particular focus on third and fourth-year university undergraduates enrolled in the English Studies degree at Universitat Autònoma de Barcelona. This group is particularly interesting because they have spent the last three to four years immersing themselves in the English language and culture. Students have been exposed to instruction on Anglophone literature, history, culture, and linguistics which has contributed to their cultural and linguistic awareness of the English language's global significance.

This study has an estimated duration of four months (February-June 2023).

Ethical commitment

Participation in this research project is entirely voluntary, and those participating are free to discontinue their participation at any time.

We commit to preserving the anonymity of the participants in the final course project resulting from this research. Additionally, the data collected will be stored and treated confidentially. The main researcher will ask for informed consent from participants.

The participants who require further information about the study can contact either the TFG student or the supervisor (see details above).

This questionnaire will take 20 to 25 minutes to complete.

Informed consent

- If you agree to fill out this questionnaire, please check the statements below: (Please accept before moving on to the next page).
- I confirm that I have read and understood the provided information section.
- I understand that my participation is voluntary and that I am free to withdraw at any time, without being obliged to provide any explanation for it.
- I received assurance that all the information that could identify myself or other people will be made anonymous to the greatest extent possible, and that survey data will be used exclusively for academic purposes.
- I agree that my answers to this questionnaire can be transcribed and used within the scope of the project, including the final publication and presentation of the TFG project.

Biographical information

1. Age:
   o 20-22
   o 22-25
   o Over 25

2. Gender
   o Male
   o Female
   o Non-binary

3. Year of degree
- o   Third year
- o   Fourth year
- o   Fifth year
- o   Others:

4. Where do you live during the academic year?

5. Do you live with your family or independently?

6. Have you ever lived abroad for an extended period? Please indicate where you lived, for how long and for which purpose (Erasmus, au pair work, regular employment, etc.)?

7. If you are currently employed, could you indicate your job?

8. Which language(s) do you speak at home? You can indicate more than one.

9. If English is not your home language, when did you start learning it?
- o   Early childhood
- o   Primary school
- o   Secondary school
- o   Adulthood (over 18)

Reported Language Use

10. In which social situations and with whom do you use English? For example, with your friends on social media, in your job as a language teacher, at the university with your classmates, etc.

11. Which English varieties (e.g. RP, African American Vernacular, Indian English) have you been exposed to (orally and in writing)? Where have you encountered them?

12. Which different registers and regional varieties of English do you normally use? Can you specify in which social situations?

13. Can you think of a situation in your life in which it would be more appropriate to use a specific variety over another?

14. Which varieties of English do you think you consume more in your free time or on social media?

15. Which linguistic varieties or dialects of English do you wish you had greater exposure to during your English Studies degree?

16. Could you please explain a situation in which you had to communicate with someone whose L1 was not English? Could you characterize the variety of English you used in terms of accent, accommodation, lexicon, etc.

17. Do you find that the English you use with people whose L1 is not English differs from the English you use with people whose L1 is English? If so, in what ways does it differ?

Language attitudes

18. Can you briefly describe any experiences related to your English accent, both positive or negative, that affected your confidence or sense of security when speaking English? For example, have you ever felt self-conscious about or received negative feedback on your accent or compliments that have boosted your confidence in your English-speaking?

19. In your opinion, what are some factors that may contribute to English Studies students feeling confident or insecure about their English accent?

20. Do you think it is important to learn Standard English (be it RP or Gam) pronunciation? In which situations would you use Standard English?

21. How might using a specific variety impact the way your message is received by your audience? Think of an academic setting (e.g., essay at UAB), a professional setting (e.g., job interview), and a leisure setting (e.g., party with international students).

22. Please watch the following video. How would you describe the speaker's English? Which features do you find appealing or unappealing?

http://youtube.com/watch?v=4loKkne_nVg

23. Please watch the following video. How would you describe the speaker's English? Which features do you find appealing or unappealing?

http://youtube.com/watch?v=sSYb5szTDkg

24. Please watch the following video. How would you describe the narrator's English? Which features do you find appealing or unappealing?

http://youtube.com/watch?v=eNwyC8B5cmY

25. Please watch the following video. How would you describe the speaker's English? Which features do you find appealing or unappealing?

http://youtube.com/watch?v=gChmX6ZPB7Q

26. After watching the videos do you prefer one variety over another, and if so, why do you think that is?

27. Can you describe what you understand as a "good English speaker"?

<u>Thank you</u>

Thank you for participating in our pilot test. We greatly value your contribution and would like to express our appreciation.