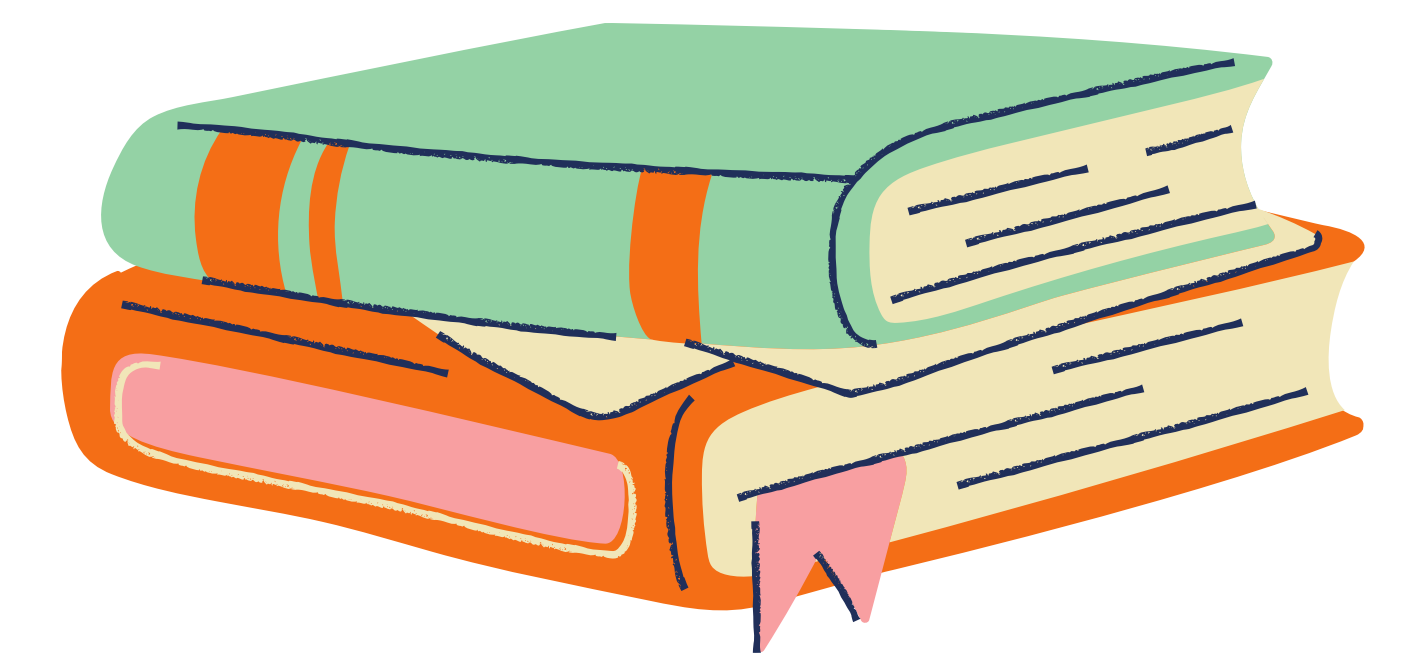


# LANGUAGE VARIETY AND ATTITUDES TOWARDS NON-STANDARDISED ENGLISH



## 1. INTRODUCTION

- Language Variety (Variation/Lect) is an area of sociolinguistics that studies the different forms of a language and how the language is influenced depending on specific criteria such as regional dialect, sociolect, ethnolect, idiolect, accent, age, etc.
- One example of lect can be seen when we see English described as Standardised (Formal/Educated) and Non-Standardised (Informal/Uneducated).
- Standard English is often viewed as being more favourable, and it suggested that linguistic prejudice towards Non-Standard English has developed because of this ideology.

## 2. ATTITUDES TOWARDS NON-STANDARDISED ENGLISH (RESEARCH)

### Linguistic Profiling and Linguistic Discrimination

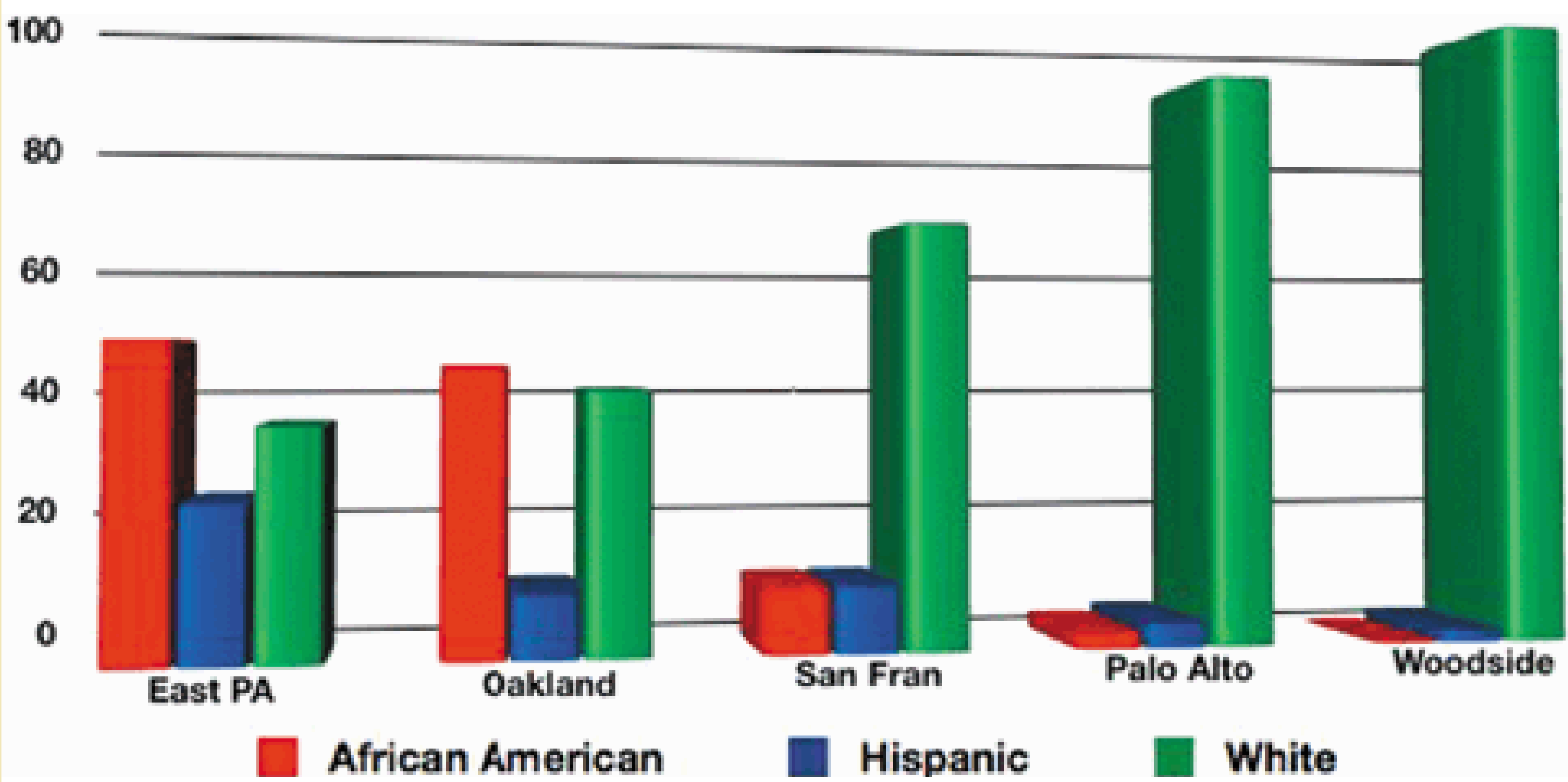
- John Baugh (Flores & Spotti, 2017) examined whether people are identified (profiled) by their characteristics, such as the dialect and accents that they use in conversation and whether they were subsequently treated discriminately because of them (he called this linguistic discrimination).
- He conducted a study where he would call rental agencies and use three different accents (Standard American, Chicano English and African American English) each time trying to rent the same property to assess linguistic discrimination. He would use the minority accents and then his Standard American accent in order to see if there was a pattern of rejection and then acceptance based on accent/dialect and noted the number of appointments offered to each.

### Attitudes towards accent in EFL teaching

- (Baratta & Halenko, 2022) researched attitudes towards regional British accents in the area of EFL teaching. The research focused on both the attitudes of the teachers and their students regarding regional accents.
- This study was conducted to ascertain attitudes towards teachers with regional accents in EFL teaching and to assess the importance of regional accents in EFL education.
- Baratta & Halenko conducted the research using a phenomenological approach, interviewing 20 predominantly "Northern" teachers with domestic and international experience and their students to understand their experiences and opinions of regional accents in education.

## 3. ANALYSIS/FINDINGS

- As seen from the graph, Baugh found that minority groups were being linguistically discriminated against, with Standardised American speakers being given more appointments. Baugh found "African Americans or Latinos were told that the apartment they were seeking was not available, Yet white callers" were told "the unit was available" (Flores & Spotti, 2017).
- Conversely, (Baratta & Halenko, 2022) found mixed results towards Non-Standard English. They found that some students experienced difficulties with their teacher's accents and dialects, and teachers often modified their accents, "facilitating language learning." They also found non-standard English had a positive impact on classroom motivation stating "the data clearly suggests their accents also proved an effective tool for captivating learner interest".



## 4. CONCLUSION

In conclusion, both studies highlighted an evident social and professional preference towards Standard English, which is often seen as the more correct and educated way of speaking English. In contrast, Non-Standard English is seen as informal/uneducated.

The findings highlighted how people could be viewed because of their Non-Standardised English.

However, there is some evidence that it can play a positive role in language learning by motivating students and providing them with a broader understanding of accents.

## 5. DISCUSSION

Is there a negative stigma concerning non-standardised English?

Have you ever experienced linguistic discrimination?

Should more variations of English be taught in classrooms?

## 6. REFERENCES

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