

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
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Some Implications and Applications of Sociolinguistics in Education: The Case of English Language Teaching in Algeria.

THESIS SUBMITTED FOR THE REQUIREMENT OF THE DEGREE OF DOCTORATE
ES-SCIENCES IN SOCIOLOGICAL SCIENCES

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2025- 2026

Dedication

To my beloved father

Your warm and firm tone always asking,

“How is your thesis going? What’s next for you? Are you taking care of yourself?”

They were never just questions

that was love wrapped in concern,

echoes of appreciation

positive affirmations

a steady reminder that someone believed

in me, my journey and my destination.

This work carries your spirit, your concern, and your belief in me.

For all the times you cared

I dedicate this to you

and only YOU.

Abstract

It is universally acknowledged that English is playing an increasingly dominant role all over the world, whether for economic, political, technological, educational, or entertaining reasons. Hence, learning English became primordial in order to thrive and survive the ups and downs of the work, study, business, and leisure sectors. Foreign students, seeking to enhance their English proficiency for academic or travel purposes, are increasingly enrolling in English classes. Therefore, the current trends in sociolinguistics and educational implications include the use of World Englishes, English as a lingua franca, or English as an international language. Many factors come into play when EFL instruction takes place, including the language, the instructor, the students, the pedagogy, and the setting. This investigation into English teaching in Algeria revealed that using a method of initially presenting the bigger picture and then zooming on a particular detail was a suitable strategy. We need to clarify the blurred lines and infinite questions surrounding the teaching of English variation in Algeria. In addition, we analyze the underlying causes of this avoidance in order to determine the most effective strategies for its implementation. The study highlights a selection of approved methods for teaching EFL adult learners English language variation, language awareness, and language attitude. We cite remarkable works that encourage the integration of language variation into students' curricula, scrutinizing the reasons and methods behind its use. The findings indicate that adult learners at Oran University exhibit a preference for American English over British English, although they lack knowledge regarding the linguistic distinctions between the two. In addition, other 'World Englishes' are highly stigmatized, and teacher training programs do not incorporate instruction on language variation awareness or attitudes, which students express curiosity about right from the start. From a holistic standpoint and considering the viewpoints of educators, the findings of this study offer significant understanding of the practical uses and consequences of sociolinguistic variation in the field of education.

Key words: attitude, English Language Teaching (ELF) sociolinguistics, language awareness, language variation, varieties.

Acknowledgements

This extraordinary journey, most of the time inspiring, occasionally overwhelming and terrifying, would not have been possible without the priceless presence, support, and heartfelt encouragement of so many remarkable souls, both seen and unseen, who stood beside me along the way. They need a genuine tribute to recognize their in-depth impact on me personally and professionally.

First and foremost, as always, I owe a great deal to my Professor **Abdelkader L. Benhattab**, whose direction, persistent encouragement, and sharp criticism helped to create this dissertation. It is such an honor to have the opportunity to study under your supervision. I have to admit that your intellectual generosity and consistent guidance have motivated me all through the process even before I started my writing journey, I mean during my magister' student era.

With deep respect and genuine appreciation, I extend my sincere gratitude to the esteemed **members of the jury: Prof. Ghania OUAHMICHE, Prof. Associate Nahed GHELLAMALLAH Prof. Mohamed DIB, Prof. Khaled BELARBI and Prof. Melouka ZIANI**. Thank you for granting your time, attention, and critical eye to this humble piece of research. It is an honour to have this humble work reviewed by such esteemed scholars, and I look forward to your constructive feedback and guidance.

I would like to express my sincere gratitude to **Professor Djazia Ferguani**, who also happens to be my director at work. Madam, your dedication, firmness, and strength have inspired me throughout my career. Thank you for being not only a mentor but a model of perseverance and intellectual ambition.

My sincere appreciation goes to **Dr. Saaid Younes**, whose generosity with his time, technical expertise, and unwavering support, especially in matters related to article publication proved to be a guiding light when I needed it most.

A warm thank you goes to the meticulous and ever-helpful **library staff**, of both the English Department and the Translation Institute at Oran University 1 and 2. I must say that your assistance made a real difference in facilitating the research and welcoming my presence when consulting all those treasures on the bookshelves shining in your allies.

Endless thanks to my cousin **Farouk**. I want to thank you for your tireless help with IT support, writing tools, and everything in between. Your helping hand made many tough tasks easier for me.

To my beloved **husband and our two precious boys**, thank you for your patience, sacrifices, and silent understanding. You have been my home, even when everything else felt uncertain.

I must not forget to pay tribute to everyone in my surrounding including my **siblings, friends, colleagues, and neighbours**—whose prayers, kind words, and cheering thoughts lifted my spirits in moments of doubt.

Lastly, I want to express a significant thank you to my precious **parents** for always encouraging me and loving me no matter what happens. Thank you for being there to push me harder while believing in my abilities. Sometimes a simple ‘you can do it’ was enough to rekindle the spark and remind me who and what you raised.

‘In the name of Allah I write for knowledge, benefit, and blessing.’

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List of abbreviations

ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
ELF	English as a Lingua Franca
L1	First Language / Mother Tongue
L2	Second Language
SLA	Second Language Acquisition
TESOL	Teaching English to Speakers of Other Languages
TEFL	Teaching English as a Foreign Language
ESP	English for Specific Purposes
TL	Target Language
MSA	Modern Standard Arabic
CA	Classical Arabic
SE	Standard English
NE	Non-Standard English
LMD	Licence- Master- Doctorat

Pronunciation Guide of English Alphabet Letters and Sounds (IPA)

Letter	IPA (Letter Name)	Common Sound (IPA)	Example Word
A / a	/ˈeɪ/	/æ/, /eɪ/	apple /ˈæpl/, age /eɪdʒ/
B / b	/ˈbi:/	/b/	bat /bæt/
C / c	/ˈsi:/	/k/, /s/	cat /kæt/, city /ˈsɪti/
D / d	/ˈdi:/	/d/	dog /dɒɡ/
E / e	/ˈi:/	/ɛ/, /i:/	end /ɛnd/, me /mi:/
F / f	/ˈɛf/	/f/	fan /fæn/
G / g	/ˈdʒi:/	/g/, /dʒ/	go /gəʊ/, gem /dʒɛm/
H / h	/ˈeɪtʃ/	/h/	hat /hæt/
I / i	/ˈaɪ/	/ɪ/, /aɪ/	it /ɪt/, ice /aɪs/
J / j	/ˈdʒeɪ/	/dʒ/	jam /dʒæm/
K / k	/ˈkeɪ/	/k/	kite /kaɪt/
L / l	/ˈɛl/	/l/	leg /lɛɡ/
M / m	/ˈɛm/	/m/	man /mæn/
N / n	/ˈɛn/	/n/	net /nɛt/
O / o	/ˈəʊ/	/ɒ/, /əʊ/	on /ɒn/, go /gəʊ/
P / p	/ˈpi:/	/p/	pen /pɛn/
Q / q	/ˈkju:/	/kw/	queen /kwi:n/
R / r	/ˈɑ:/ (UK), /ˈɑr/ (US)	/r/	red /rɛd/
S / s	/ˈɛs/	/s/, /z/	sit /sɪt/, rose /rəʊz/

T / t	/'ti:/	/t/	top /tɒp/
U / u	/'ju:/	/ʌ/, /ju:/, /u:/	up /ʌp/, use /ju:z/
V / v	/'vi:/	/v/	van /væn/
W / w	/'dʌbl ju:/	/w/	win /wɪn/
X / x	/'eks/	/ks/	box /bɒks/
Y / y	/'waɪ/	/j/, /aɪ/	yes /jes/, my /maɪ/
Z / z	/'zɛd/ (UK), /'zi:/ (US)	/z/	zoo /zu:/

General Introduction

General Introduction

The incorporation of sociolinguistics and language variation studies into educational institutions is certainly significant in the modern period that we are currently living in. To begin with, within the discipline of linguistics, sociolinguistics is a unique branch that has been the subject of discussion ever since the 1960s, and even before. In the past, linguists fought for the distinctiveness of sociolinguistics as an independent scientific field, while others argued for its nonexistence. Nevertheless, evidence demonstrated the very existence of sociolinguistics as well as its significance. In this regard, this field of study investigates the relationship between language and society, as well as the ways in which language is entangled within and out of its community of practice. In other words, Sociolinguistics is the study of the interaction between language and society, a field that has profoundly transformed linguistic theory and language education. As a result, in educational realm, it is now taught as a compulsory module at universities with both scientific and literary streams and has been the subject of numerous articles, case studies, surveys, books and handbooks. More specifically, sociolinguistics teaches us that language in general and English in particular are characterized by variation. It moves beyond the structural and formalist traditions of language study to examine how social structures-such as class, gender, ethnicity, age, and geography-influence language use (Holmes, 2013).

Furthermore, one of the central concerns of sociolinguistics is language variation, which refers to the ways in which a single language differs across regions (dialects), social groups (sociolects), and contexts (registers and styles). These variations are not random; they are socially patterned and contextually motivated (Labov, 1972). This is why, this examined structure need to be effectively taught to university students and incorporated into the teaching of English for advanced level' learners in Algeria.

It is well acknowledged that English varies from one country to another. Therefore, we differentiate between various forms of Englishes such as British, American, Australian, New Zealand, and South African English...etc. Nevertheless, we encounter a scenario in which English not only varies among various nations but even within the country where it is widely spoken. And these countries consist also of regional and social differences. In Boston, USA, for instance, people appropriate the language for different uses and in different ways; therefore there exist varieties of Black English, Hispanic English, East Cost English, Chinese

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English, etc. Thus, there is then a multiplicity of varieties and this makes describing English as any one thing a complex task. (Harmer, 2001:7)

In continuation, in the context of English language teaching, especially in global and multilingual environments, the recognition of variation is vital. The ownership of English is no longer restricted to native speakers from Britain or North America, as it has become a global lingua franca. Rather, there are several varieties of it, which are now known as World Englishes (Kachru, 1985), and each is influenced by regional sociocultural realities. From South African lexical choices to Singaporean pronunciation patterns, from Indian English to Nigerian English, the diversity of English calls into question the idea of a single "standard" English. Achieving real communicative competency for both instructors and students requires knowledge of this variation (Canale & Swain, 1980), particularly as English is used increasingly in cross-cultural, non-native encounters. Despite this reality, the education of language continues to adhere to prescriptive and monolithic principles in many circumstances, despite the fact that this worldwide trend is occurring. Learners are frequently instructed that there is a single acceptable way to speak or write English, which is typically modelled after British Received Pronunciation (RP) or General American English. However, they are not exposed to the rich and meaningful variety that actually exists in the English language. Not only do these behaviours restrict the linguistic awareness of learners, but they also make learners feel insecure about their language skills and develop unreasonable expectations. As a result, the incorporation of sociolinguistic awareness and language variety into teaching practices becomes not only a pedagogical imperative but also a social justice issue.

This raises critical questions such as: how should the teaching of this language be approached at the level of university? What type of diversity should teachers employ? Which option is the most appropriate? And upon which assumptions do we derive this urge to overestimate or overlook one type on the expense of another?

To contextualize, Algeria is a country that is characterized by its multilingual legacy and postcolonial heritage, which contributes to the country's linguistic complexity. Despite the fact that French continues to be the predominant language of teaching and administration due to the country's colonial inheritance, mostly Arabic and some Tamazight are the official languages of the organization. The importance of English as a language for scientific research, technological advancement, and worldwide communication has been steadily growing over the past several decades. This has its impact in Algeria too. The result of this is that English

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has been included into Algerian curriculum at a variety of educational levels, notably within university programs that are specifically devoted to English studies. Nevertheless, the teaching of English at Algerian institutions, on the other hand, continues to be based on conventional paradigms that place an emphasis on literary analysis, rigorous grammar instruction, and translation studies. There is a clear gap between the curriculum and the sociolinguistic reality of English use in the 21st century, despite the fact that students are expected to learn English as a tool for academic and communicative purposes. Although, the fact that sociolinguistics is occasionally considered a theoretical discipline, its practical implications, particularly with regard to variety, are rarely translated into actual classroom practice. As a consequence of this, students may eventually become excellent in standardised written English, but they will not be adequately prepared for genuine contact with a wide variety of English speakers from all over the world.

Therefore, the primary objective of this research project is to gather significant data and improve the understanding of the consequences and practical uses of sociolinguistics in the field of English Language Teaching (ELT), particularly in the context of higher education in Algeria. The present study examines the methodologies and remedies proposed by sociolinguists to tackle the obstacles encountered by English language instructors in higher education institutions. Hence, the focus of this study is to investigate the possible correlation between sociolinguistics and education, with a specific emphasis on the main challenges encountered by English language instructors in Algeria, their viewpoints on various English dialects, and the influence of these aspects on their instructional approaches and the general language acquisition process. The community of practice under investigation consists of the educators and learners at Oran University CEIL 1 (Centre d'Enseignement Intensif des Langues), which serves as the case study for this research. From a broader perspective, this study can greatly assist English language teachers in Algeria in improving their situation through fundamental methods guided by sociolinguistic principles.

To further contextualize, as teachers' reflections on most western studies, current and primal research questions are whether or not teaching using slang in the classroom is beneficial. English speakers in the inner circle know slang but the debate is about how to explain standard using slang and how far slang is tolerated in the classroom and even how it merges with Standard English. Apart from the struggle of bilingualism where English learners from minority communities with different mother tongues learn English in native countries or not,

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as foreign language learners and instructors the problem is completely different, learners have neither slang nor standard inputs. However, the importance of both is undeniable, as they play a crucial role in their respective domains, such as travel, business, and leisure, where the ability to communicate in local slang or dialect is ultimately essential, as well as for social gatherings and day-to-day encounters. At the same time, during seminars, conferences, or study presentations, people expect a certain level of formality, showcasing their academic skills in standard forms of speaking and writing. The burden is heavier on foreign language learners than on natives. As a consequence, the required task to master both standard and non-standard is exhaustive for language learners, who are generally and already overwhelmed with scattered minds and a busy schedule for final year school or university exams.

Drawing from personal experience, teaching young adults and adults at CEIL Oran 1 (Centre d'Enseignement Intensif des Langues), a university centre for intensive language teaching designed to assist university students in enhancing their proficiency in various languages (including Arabic, French, English, Spanish, Italian, Chinese, Turkish, Russian, and Tamazight), served as the initial spark for this research journey. In this context, the pre-intermediate and intermediate learners in these studied programmes, who had all received seven years of English study as a foreign language, often experienced considerable dissatisfaction and anxiety when interacting with fluent English speakers or when trying to use English in real-life work situations, or even to fill in legal administrative English files. Moreover, they often voiced discontent with their restricted ability to converse with native English speakers in regular situations. They openly admitted that their high school education did not provide them with the requisite information, and the knowledge they did gain turned out to be inadequate.

From these reflections emerged several important **research questions**:

- How do teachers and learners perceive and practice different varieties of English?
- Are current teaching materials and classroom approaches adapted to the sociolinguistic reality of English as a global language?
- And how can sociolinguistic awareness contribute to more inclusive and effective teaching practices in Algeria?

In essence, the following hypothesis can be noted: there is a conflicting misapplication of variation in sociolinguistics which is the heart matter of this research. Specifically, if learners

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don't study authentic daily native speech in its various forms, the communication flow will surely suffer. Hence, language teachers should not limit their focus solely to teaching Standard English. Therefore, it is crucial to introduce and assess foreign language learners to the awareness and attitude of English language variations.

Building upon this, the following research objectives serve as the basis for this study's methodology: The purpose of this study is first, to explore the degree to which sociolinguistic variation has been addressed in English language teaching programs at institutions in Algeria. Therefore, the objective of this study is to investigate the perspectives, attitudes, and practices of university professors in relation to language variations in English. Also, the goal is to examine how students respond to and engage with different varieties of English in the classroom. Additionally, the study aims to explore the potential and difficulties of incorporating sociolinguistic awareness into the teaching of English in Algerian classes. Since English is a worldwide multicultural language, it is important to propose pedagogical practices and curriculum adjustments that reflect this reality. Overall, the purpose of this study is to investigate the implications and applications of sociolinguistic knowledge, particularly language variation, in the context of the teaching of English at Algerian university. Through the use of both theoretical frameworks and empirical results, the purpose of this study is to address the gap that exists between the theoretical sociolinguistic insights and the practical requirements of language teaching. In the end, the objective is to make a contribution to a model of English Language Teaching (ELT) that is more accessible, successful, and socially relevant. Through this model, Algerian students will be prepared for authentic global communication and critical language variation awareness.

Structurally, there are four chapters that make up the current thesis. The paragraphs that follow provide a summary of this work in its whole and offer a concise description of the content that is included inside each chapter. To begin with, Chapter one, theoretical framework, which is about a literature review, synthesizes past and current research on sociolinguistics, language variation, its application, and its implications for English education in general and English as a foreign language in particular. The following pages in this chapter focus on initial unresolved debates, inconsistencies, and some critical questions relating to sociolinguistic variation in education. A typical literature review section is what to expect in the first part that summarizes the most relevant aspects of scientific research papers related to sociolinguistics and education, serving as the foundation for this dissertation.

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At first, language function and development in society is explained in reference to how Toddlers learn languages by copying their mother tongue. Authors like: Verhoeven (1998) stressed that children's intellectual progress relies on learning language as the social means of cognition as social contact shapes language form and function. According to Vygotsky (1978), higher cognitive processes come from social interactions and language is a system of signals that permit symbolic activities and intellectual accomplishment. Verhoeven (1998) praised the learning of many languages in early life to communicate in varied social circumstances. This section describes how language policies in multilingual societies are influenced by minority language quantity and importance, concentration in specific regions, linguistic progress, population, social and religious makeup, minority and majority attitudes, and educator and educational resource availability. In this first chapter, four distinct methods and programs are selected in order to compare and evaluate the most effective ones to meet our objectives. These include dialect awareness through the use of the video 'American Tongues'. The second method is known as contrastive analysis. Third, the video 'Do you speak English?' And lastly, the programme SKILLS (School Kids Investigating Language in Life and Society). Accordingly, most headings and sub-headings in this framework method are questions. These headings and sub-headings in the form of a question were intentionally designed to directly engage our readers' curiosity, ensuring a seamless and straightforward analysis. Ultimately, before delving deeper, the redundant and multiple queries that any student or researcher should address were the central focus of this part. As a recommendation, the conclusions in this section might be of a tremendous common thread for future research.

Following that, in the context of a broader research objective, chapter two explores, analyses and reviews the interrelations between sociolinguistics and education. Building upon the previous sections, this chapter delves into the deep international concerns of teachers and learners of English all over the world first, and then zooms into the English Language teaching obstacles and how to overcome them. Offering a carefully selected collection of academic articles, book reviews and summaries of successful implementations of sociolinguistic concepts into the language classroom, this chapter holistically helps researchers and doctoral candidates find insights onto current sociolinguistic educational issues to comprehend or carry further research on. This chapter explores the pedagogical implications of English variety in educational settings, particularly within English language teaching (ELT) and TESOL frameworks. It begins with theoretical foundations like Bax's approach and World Englishes, focusing on the Expanding Circle model, Standard English

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status, and the role of vernaculars, slang, and colloquialisms. The second section examines practical classroom realities, focusing on how language variation influences teaching methods, teacher training, learner perceptions, and assessment practices in multilingual settings. The chapter also explores variationist sociolinguistics, focusing on how language identity and circumstance impact speech patterns. The final section questions how English variants are portrayed in curricula, textbooks, and foreign classrooms, tying language variety to global trends in TESOL (Teaching English to Speakers of Other Languages). The chapter concludes by highlighting the opportunities and challenges of inclusive, context-sensitive English language instruction in both mainstream and underprivileged environments. Lastly, the future of the language classroom is pictured from different perspectives and locations offering futuristic predictions and recommendations for educators and researchers in the domain of English language variation awareness.

Subsequently, in the third chapter, the emphasis will transition from theoretical study to practical analysis. This part examines the manifestation of these sociolinguistic characteristics in actual educational practices, focusing specifically on English language instruction in Algeria. But first, an overview of the linguistic diversity of the Algerian situation is reviewed affording general issues related to the educational systems in Algeria and how English is presented and learnt in higher education institutions. This chapter examines the relationship between linguistic diversity and English language instruction in Algerian universities. It presents the nation's linguistic stratification and sociopolitical factors influencing identity, power, and language practices. The chapter also analyzes pedagogical traditions, institutional frameworks, and the fragility of educational reforms like the LMD system. Then, it critically examines English language teaching (ELT) in Algerian higher education, focusing on sociolinguistics, cultural material handling, and fear's influence on oral performance. It also highlights persistent difficulties in language instruction, such as students' impressions, institutional limitations, and the gap between policy goals and classroom reality. In the end, the chapter concludes by emphasizing the need for sociolinguistic awareness and fair practices in Algerian ELT, especially in light of ongoing learning constraints at the university level.

Finally, with all the fundamental conceptual clarity, the thesis turns to the practical examination in chapter four. In fact, the forthcoming chapter empirically investigates a fundamental question: How do educators and students navigate linguistic variety, and what

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are the educational ramifications of these interactions? The primary objectives of this chapter are to present, analyse, and discuss the sociolinguistic reality of English variation in Algeria, as the University of Oran 1 precisely at CEIL 1 as a study case. At this level, the research methodology is presented with questionnaire analysis and interpretation of the results as final comments to this work. By focusing on real classroom dynamics, teacher perspectives, and student experiences, this chapter sheds light on the pedagogical implications of English language variation and evaluates how current educational practices align or diverge from sociolinguistic principles in an Algerian higher education context. This chapter uses a triangulated approach to investigate language use, attitudes, and pedagogical practices related to English language variation within CEIL 1. The first questionnaire targets students, assessing their perceptions and awareness of English varieties in classroom and everyday contexts. The second questionnaire focuses on teachers' attitudes towards English variation and their influence on instructional choices. The third instrument is an evaluative questionnaire centered on the textbook *Interchange* (Fourth Edition), used across English levels at CEIL 1. Teachers are asked to assess the textbook's linguistic diversity and support for sociolinguistic awareness. The chapter also includes extracts and screenshots from these specific textbook units to illustrate how sociolinguistic variation is implicitly or explicitly embedded in this teaching material. These examples are critically analyzed to determine the textbook's adequacy in addressing English variation in global and Algerian contexts.

In conclusion, this thesis is a structured investigation into sociolinguistics in education, specifically English language variation teaching in Algerian universities. It transitions from the theoretical to the applied, and it moves from macro-level considerations to localised classroom realities. To summarise this general introduction, this thesis is a structured investigation. Each chapter, which builds upon the one that came before it, discusses the myriad of consequences that arise from being aware of language variety and having attitudes towards variation within the context of English language instruction in Algeria. Taking everything into consideration, they comprise an important and pertinent investigation that not only contributes to the existing body of academic research but also makes an effort to offer educators and policymakers notions that are applicable to real-world situations. Consequently, the subsequent chapters should not be interpreted as isolated units, but rather as interlinked parts of an extended intellectual journey.

Chapter One

Theoretical Framework

Chapter 1

Theoretical Framework

1.1 Introduction

In this chapter, we cite significant studies on the relationship between sociolinguistics and education, and vice versa. At first, Labov's writings and findings are central themes, obviously. In the next section, we examine debates for and against the implementation of language variation studies in education. We also list Wolfram's, Wheeler and Swords' studies. In this debate, we examine the review work of Reaser and Adgar, as well as Wolfram, as two case studies that advocate for the implementation of dialect awareness, contrastive analysis, and code switching in variety language learning. However, before proceeding, we will elucidate the crucial and pertinent terminology to establish a solid foundation and gain a comprehensive understanding of this research domain. The majority of the headings in the sections below represent questions that any linguist, scholar, or researcher would encounter. We employed a variety of graphs, charts, and tables in this research segment, considering the diverse learning styles, and to enhance the explanation and comprehension of each particular topic. Overall, we tried to clarify the general terminology that is relevant to our field of interest, i.e., sociolinguistics and language variation in relation to education.

1.2 Language Function and Development in Relation to Society

Language has always been a tool influenced by human and culture interaction. In addition, it has also been changing in response to social structures. Scholars like Vygotsky (1978), Halliday (1975, 1985), and Verhoeven (1998) highlight the connection between social context and language acquisition. This section will look at how societal institutions affect children's communication skills from an early age and how language evolves in response to these influences. In fact, Children pick up linguistic patterns through play, social interaction, and imitation—all of which are impacted by their surrounding environment. As a result, and in addition to being a cognitive process, language evolution reflects larger segments of identity, function, and diversity.

At an early age, toddlers begin to pick up signals that will help them learn different languages, depending on their social and intellectual surroundings. We don't call it the mother tongue randomly; rather, it's because the child learns his first language by mimicking the mother

tongue. Indeed, the mother tongue, with its variations and accents, is indeed the copied model of the child. Verhoeven (1998) spoke about the nature of the speech addressed to the child, which is characterised by modifications of the adult model, in particular at the level of paralinguistic features, syntactic features, and discourse features. Furthermore, he held the belief that by fostering a supportive communicative environment, children become aware of the social contexts that suit different styles and varieties.

According to him, this helps children develop communicative skills in a functional repertoire of different language varieties. He also mentioned the semantic contingency of adult speech as a critical factor. He claimed that semantically contingent utterances include expansions limited to the content of previous child utterances, semantic extensions that add new information to the topic, questions demanding clarification of the child's utterances, and answers to the child's questions. (Verhoeven, 1998)

When writing about the role of social interaction in determining language form and function, Halliday (1975, 1985) emphasised the part characterised by the theoretical framework known as Soviet Activity Theory (SAT). This theory (SAT) assumes that individuals acquire knowledge and skills by engaging in activities with more experienced members of the culture. For learning to be effective, the child's intellectual growth must be contingent on mastering language as the social means of thought. The basic principle of activity theory is that development takes place on the social level within a historical-cultural context. (Verhoeven, 1998)

Halliday relates the early stages of language development to limited functions. It is believed that a child's meaning potential increases as they learn to assume more social roles. We view three situational variables as the constraining factors of language development: (1) the social activity generating the topic; (2) the role relationships of the participants in terms of contact, affect, and status; and (3) the rhetorical modes they are adopting. As a result, the theory sheds light on the social determinants of variation in children's language development.

Vygotsky (1978) asserted that higher cognitive functions originate from social interactions and characterised language as a system of signs that enables symbolic activities, facilitating intellectual achievements. Intellectual development requires a youngster to consciously recognise and understand their mental processes. The responsibility of an adult is to optimise the development of a child's intrapsychological functioning. Vygotsky coined the term "zone

of proximal development" to refer to the gap between a person's current level of problem-solving ability and their prospective degree of development when guided by an adult.

Verhoeven (1998) highlighted the need of acquiring different language varieties during early childhood. According to Verhoeven, all children, even those who only speak one language, need to learn a wide range of language varieties in order to effectively communicate in various social contexts. Ultimately, he reached the determination that several factors, such as the quantity and significance of minority languages within the community, their concentration in specific regions, their linguistic progress, the social and religious makeup of the population, the attitudes of both minority and majority groups, and the accessibility of educators and educational resources, dictate language policies in societies with multiple languages. (Verhoeven, 1998)

In conclusion, infants' linguistic development is significantly influenced by the social environments in which they are engaged. Theories like Soviet Activity Theory and Vygotsky's Zone of Proximal Development underscore the essential function of adult direction and organised social contact in promoting language and cognitive development. Through these socially mediated processes, children learn both language structures and cultural as well as communication ability. The broader sociolinguistic environment, influenced by elements like educational accessibility and language policy, significantly determines the diversity and complexity of language types that children encounter and can acquire.

1.3 The Unified Sociolinguistic Theory

Labov is widely regarded as the pioneering researcher in the field of sociolinguistics. Nevertheless, the true pioneers of linguistics, who embarked on this journey prior to him, remain unfamiliar to the general public. Furthermore, De Camp (1967) asserts that the definition of sociolinguistics was inadequate during its early stages. He highlighted the advancements made in sociolinguistics during his era, specifically mentioning the pioneering surveys conducted by scholars such as Yakira A. Frank (1948) and Allan Forbes Hubbell (1950) on New York speech. He also mentioned his own study on San Francisco pronunciation (1953) and William Labov's study on social stratification in New York (1966). Le Page (1968) noted that studies of Black usage in Washington (Putnam and O'Hern, 1955) and Ruth Reichstein's 1960 study (also in Word) of 570 girls at three socially differentiated Parisian schools preceded Labov in relating phonological variation and change to social class

and social prestige in New York. She quantified the incidence of the variants of three phonological variables and correlated them with the type of school, the 'arrondissement', the middle-class or lower-class occupation of the parents, and whether they came originally from Paris or from the provinces. She was able to show the direction of phonological change as affected by the usage of working-class districts near the centre of Paris. In contrast to the commonly held belief that Labov's research was the first of its kind, these were really some of the earliest publications on variation and sociolinguistics.

It is now apparent that the method's sophistication has increased since then. De Camp compares and contrasts sociolinguistics from the 1940s to the 1960s, pointing out that although there have been improvements in empirical methods for data collecting and evaluation, 1960s sociolinguistic research were just as disconnected from linguistic theory. While general linguistics was rapidly becoming a legitimate scientific discipline, sociolinguistics, according to De Camp, was in its "pre-theoretical," "butterfly-collecting stage," where it lacked a coherent theory and was unsure of its place within linguistic theory. To address the question of whether a sociolinguistic theory is feasible, De Camp asserts that the outcome is contingent upon certain factors. De Camp objected to the idea of a third and independent theoretical discipline, separate from both linguistics and sociology. As an offshoot of sociological theory that incorporates linguistic social dimensions, he was also opposed to sociolinguistic theory. However, he did bring up the fact that empirical processes are helpful when dealing with data. Every sociolinguist, he said, should have a better grasp of experimental research design. But there won't be much that sociology can offer sociolinguistics until it formulates its own theory. He acknowledged that the current chances for advancing the sociolinguistic part of general linguistic theory are unprecedentedly attractive. The text is attributed to David De Camp and was published in 1967. Professor De Camp revealed clearly his uncertainty about borrowing concepts and methodologies from other disciplines and putting them into the linguistics discipline. He concluded by admitting that the opportunities to develop a sociolinguistic aspect of general linguistic theory have never before been so encouraging. (David De Camp, 1967)

Given the significance of sociolinguistics, De Camp no longer accepts aimless and isolated self-imposed word lists from the stimulating developments in general theoretical linguistics. De Camp acknowledged the pressing nature of issues like 'Negro' English, as he described it, and Spanish-English bilingualism.

ultimately, we conclude this section with a harsh yet instructive critical quotation. We felt compelled to include it because it was the first time, surprisingly, that a linguist was questioning the very existence of a theory of sociolinguistics. Undoubtedly, every linguist has experienced moments of doubt, especially after receiving negative criticism from individuals inquiring about our field of study.

“For every competent linguist who steps back or slows down in the search for the truth about the social nature of language, a charlatan steps forward with mouth full of glib answers, hand outstretched to grab the federal grant.” (De Camp, 1970:167)

Unconsciously, one has to agree with what De Camp was suggesting regarding the no existence of a sociolinguistic theory of its own but not its aimless and non practicality in empirical procedures.

Unconsciously, one must concur with De Camp's suggestion that there is no existing sociolinguistic theory, but not with its aimlessness and lack of practicality in empirical procedures. Nevertheless, one should acknowledge the predominant advancement in this field since that time respectively.

Every linguist in the after-discussion in the report of the round table meeting on linguistics and language studies expressed their shocked state of mind and how they found De Camps paper provoking. De Camp defended and addressed those who disagreed with his view of sociolinguistics as a ‘prescientific’ discipline, asserting that the progress sociolinguistics has made is both necessary and insufficient. He maintains that it is about time to guide further research with some sort of theory since they had enough data back then.

Labov, who was one of the participants, agreed with De Camps' assertion that the implicational scale of the theory is of major importance and that a purely descriptive approach not only fails to produce results but also complicates the sociolinguistic situation. However, he disagreed with De Camps, arguing that Labov and his team approach the theory in a different way. This is the reason why linguists engage in the speech community: to enhance the data that is accessible to linguistics and to refine theory in order to accommodate change and variation. Regarding this matter, De Camp concurred that there are frequently many instances of style shifts within a single sentence. De Camp identified himself as a

conservative in comparison to Labov, and he found it necessary to make more significant and transformative alterations. He refuted the existence of semantics and raised doubts about the factors that motivate us to pose a question instead of making a statement, or to employ an imperative rather than an interrogative. He claimed that although semantics has consistently been a subject of debate, it is not a tangible term in our language. According to him, the change in style is clearly influenced by external factors in the actual world, and it was not until the 1960s that they comprehended the mechanisms behind it.

De Camp concluded his two-year residency in Jamaica by delivering a presentation on "Social factors in Jamaican dialects" at the inaugural global conference on the study of creole languages. After coming back, Lepage (1998) saw that De Camp, like Bailey, became deeply involved in the Chomskyan revolution. De Camp analysed his large collection of Jamaican material and tried to organise the inherent social variety in it. That's it. According to Le Page, De Camp attempted to maintain the Chomskyan idea of a grammar while demonstrating how individuals might transition between different varieties of language.

In the end, is sociolinguistics an applied science or a theory? Is it a distinct field or a subfield of linguistics? In the 1960s, there was a debate between two parties regarding the existence and function of sociolinguistics. The majority of linguists defended its uniqueness as a scientific discipline, while a minority of linguists demonstrated its nonexistence. Subsequently, additional evidence and compelling indications verified the existence and significance of an independent scientific discipline known as "sociolinguistics," which conducted a comprehensive examination of the reciprocal influence and relationship between language and society. Sociolinguistics is now a mandatory module in universities, and scholars have published millions of reports, surveys, and books in this discipline, examining its interrelation with other scientific and literary streams.

1.4 Language and Stereotypes Interconnection in Sociolinguistic Theory

Researchers who challenged the fundamental assumptions regarding language variety and its social consequences significantly shaped the development of sociolinguistic theory. In 1998, R. B. Le Page, a key figure in sociolinguistic theory, worked to solve these issues. In his work, *The Evolution of a Sociolinguistic Theory of Language*, he critiqued the reductionist

view of language as static, highlighting the limitations of dialect geography and stereotypes. Le Page's work, incorporating urban dialectology, quantum theory, and fieldwork, posits language as a dynamic process influenced by identity, environment, and performance.

R. B. LE Page addressed the theoretical assumptions and stereotypes in his article on 'The Evolution of a Sociolinguistic Theory of Language'. When discussing the relationship between stereotypes and the language of science, Le Page (1998) emphasized that stereotypes are important parts of the data for researchers; however, basing much of the argument on stereotypes does not serve enough as the basis of scientific models. Chief among them is the stereotype of "variation" in "a language." He maintains that "languages don't do things; people do things; languages are abstractions from what people do." (Le Page, 1998)

He claimed that the move into urban dialectology was partly a product of concern about the educational disadvantages of urban working-class children (see, e.g., Bernstein, 1958; Dittmar, 1976) in Germany, Britain, and the US.

Le Page argues that dialect geography inherently had a fixed social structure, in which the ideal dialect speaker was expected to have little exposure to schooling. The isoglosses on the map, which indicated dialect regions, needed to be compared with preconceptions such as "southern dialect" or "Alemannic." These stereotypes were sometimes seen by outsiders as a single or a couple of distinct variables that constituted an entire, separate system. However, with closer examination, it becomes evident that isoglosses have the potential to converge and run parallel for a portion of their course before diverging once again. This observation demonstrates that "dialects" are not characterised by uniformity or distinctness. Le Page concluded that the extent to which social variables other than regional ones could be built into mapping was limited, but some surveys, including his own, attempted to label variants as, for example, "old-fashioned," "rare," or "uncommon". He proposed his own hypothesis that we are to some extent 'linguistic chameleons', depending on the identity we are trying to project in any particular context.

Le Page asserts that sociologists often condemn sociolinguistic work for its oversimplified image of the social systems that are used to analyse linguistic diversity. To elucidate this, he proposed the notion of entering a community as external observers rather than as members, similar to Labov's approach in New York or Trudgill's study in Norwich. According to him, being an insider poses the risk of actively striving to validate one's own beliefs and assumptions.

When Le Page (1998) talked about the observer's paradox, he compared sociolinguistics to quantum theory, which says that you can't watch very small particles or an interlocutor behave without changing their behavior. In 1968, Le Page talked about how his presence at the beginning of a girl's Anansi story affected it, comparing it to how she told the story normally. Le Page also talked about Labov's thesis, which explained sociolinguistic analysis in a principled way by using categories and fixed patterns (Labov, 1971b: 461).

According to Le Page (1998), one common criticism levelled against sociolinguistic research is that it simplifies social systems too much when attempting to understand language variety. Following in the footsteps of Labov in New York and Trudgill in Norwich, he suggests that academics should join communities as outside observers instead of participants. Assumptions and ideas can be confirmed when one is part of the inner circle. According to Le Page, who draws parallels between quantum theory and sociolinguistics, tiny particles or the behaviour of interlocutors can undergo changes without actually changing. The use of categories and fixed patterns in sociolinguistic analysis is explained by Labov's thesis, which he also analyses.

In conclusion, Le Page's critique urges sociolinguists to look beyond rigid stereotypes and regional boundaries, advocating for a more dynamic, context-sensitive approach to language variation—one that acknowledges the fluidity of identity, the role of the observer, and the intricate relationship between language and society. Ultimately, he invites us to see language not as a fixed code to be measured, but as a living mirror of our shifting human experience

1.5 Who Needs Sociolinguistics?

Since the 1960s, there has been a vast amount of work coming under the label “sociolinguistics” or “Sociology of language.” Regarding the significance of language, Labov revealed that it serves as both the object and the target of research on linguistic change and variation. He argues that he has always tried to address the major questions of linguistics that determine language structure. Nevertheless, Labov didn't neglect to mention the importance of the other branches of sociolinguistics, which he described as having primary concerns with social issues like language planning and the choice of orthography. (Revel: 2007) But to whom are sociolinguistics and language variation studies of great importance?

Sociolinguistic revelations have proven to be significantly helpful to domains like linguistics, sociology, psychology, and education. However, in order to play a supportive role, the sociolinguist needs the appropriate understanding of those other fields to situate their advice in a more studied way.

The current issue arises from the inevitable judgments made about assumptions and conditions in other disciplines. Adgar and Christian (2007) posed the following question regarding education: what are the guiding principles for designing sociolinguistic applications that could enhance their acceptance by educational stakeholders?

At first, the sociolinguist needs to dive into the very depths of the specific domain. Adgar and Christian (2007) suggest that meeting the needs identified by educators is a crucial tactic. Secondly, it is crucial to address the insiders' need for sociolinguistic knowledge. At last, they need to work on creating awareness about what the sociolinguists have already identified. To conclude, they made a call for solidarity. They stated that there is an urgent need for sociolinguists and educators at all levels, as well as professional organisations, to work together for the best of all.

Both sociolinguists and educators are major axes for the sociolinguistic application. The educators have to initiate the question, and the sociolinguists have to be ready with the answer. For a successful collaboration, educators need to adopt the corresponding pattern:

1. Acknowledge the importance and contributions of sociolinguistic studies.
2. Admit the lack of resources and feedback for their teaching methods.
3. Study and get ready for the application of sociolinguistic training in the classroom.

Using dialect awareness as an example, the developers sought to understand how the North Carolina Department of Public Instruction makes decisions about curriculum at the state level. They discovered that the key to state curriculum adoption was to get teachers to advocate for it. “Teachers need to argue that the topic of dialect is important to social studies, that they lack resources for teaching the required course on history and culture of North Carolina, and that the dialect awareness curriculum materials are usable and effective.” (J. Reaser, personal communication, June 16, 2006)

Major linguistic issues concerning language structure have been much aided by sociolinguistics. Still, it also tackles societal concerns, including language planning and

syntax. These results benefit various disciplines such as linguistics, sociology, psychology, and education. This implies that sociolinguists must comprehend other disciplines and collaborate effectively with them. Therefore, scholars urge unity between sociolinguists and teachers at all levels and professional organizations to increase awareness about sociolinguistic expertise. In the end, effective cooperation includes realizing the value of sociolinguistic research, owning the shortage of resources, and researching classroom sociolinguistic instruction.

1.6 Future Expectations of Sociolinguistics

In their analysis of the future of sociolinguistics, William Labov, Adger, and Christian highlight the importance of cooperation between educators and sociolinguists, emphasizing interdisciplinary partnerships, reflexivity, and realism to enhance linguistic variety in educational institutions.

Labov said that linguistics, including sociolinguistics and variationist sociolinguistics, is not a discipline that can accurately foresee the future. Concretely, he promotes the idea of letting the future unfold naturally. According to the skeptical linguist, cumulative answers to fundamental questions about the nature of language and the people who use it in studies of linguistic change and variation will determine its future.

At the end of their article, Adger and Christian (2007: 252) called for more collaboration built on goals and needs recognized by sociolinguists and educators in order to protect the gains made by integrating language variation into educational policy and practice. They acknowledged some constraints on the level of the recommended training for teachers that they described as no easy path due to the very limited time set aside for teachers' professional development who are already overloaded with responsibilities. Ultimately, they contributed with the suggestion of adding a fourth principle. They said that "the principles of sociolinguistic obligation to society remain as relevant today as they were offered, but a postscript is needed, which perhaps should be formulated as a fourth principle: sociolinguists with information to contribute must work with partners within the field of education who can help determine how best to represent that mission to others in the field and who can verify or correct their perceptions of what educators need to know." (253)

In sum, the future of sociolinguistics, as Labov suggests, lies not in prediction but in patient accumulation of insight. Meanwhile, Adger and Christian remind us that this progress

requires not only scholarly rigor but also active engagement with educators. Their proposed fourth principle affirms that the sociolinguistic mission is incomplete without dialogue, verification, and shared vision—where understanding language means understanding people, institutions, and the purposes that connect them.

1.7 Sociolinguistic Competence

This section presents definitions of linguistic and sociolinguistic competence. Through diverse perspectives, it outlines how language knowledge extends beyond grammar and vocabulary to the nuanced realm of social context, cultural norms, and stylistic adaptation. In fact, understanding how language functions in real-world settings requires both individual cognition and collective social awareness.

De Camp (1967) states that the establishment of the entire linear series of a hundred varieties based on the overlapping abilities of different speakers within the community, is an achievable possibility. He contends that this entire series represents the linguistic competence that sociolinguistic theory should account for. According to him, the fact that no one speaker has command of the entire range is merely an accident of performance. No one speaker knows all the words in Webster's third edition either, nor can he speak a trillion-word sentence. He suggests that linguistic competence can just as well be communal as individual. Context restricts what a speaker can say in a sentence, and it interprets his meaning.

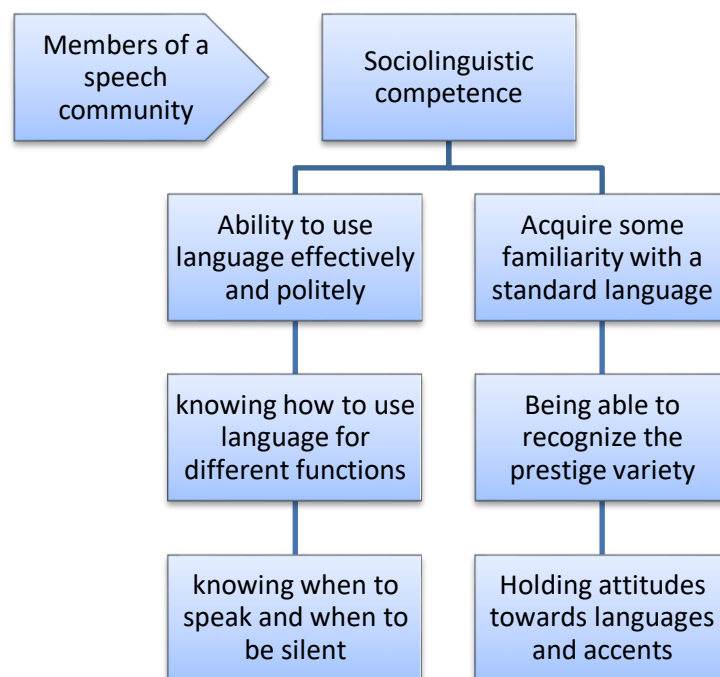


Figure 1 Sociolinguistic competence in Janet Holmes (2000:370-376)

Based on definitions gathered from various paragraphs, the author, Janet Holmes (2000), created a representative figure above. She stated that the ability to use language appropriately and knowing when and how to speak reflect the acquisition of sociolinguistic competence. People's attitudes towards variety are also part of their sociolinguistic competence. She noted that these attitudes do not reflect any intrinsic merits or deficiencies of the concerned linguistic varieties.

She also made the distinction between how monolingual and other communities learn sociolinguistic competence. In one part, she stated that monolingual communities learn to use the community language in a way that reflects one's membership in various overlapping social groups. In another part, when people from different social groups or cultures meet, their sociolinguistic norms may conflict. The result may be embarrassment or misunderstanding.” Finally, she described the process of acquiring sociolinguistic competence in another language as slow and difficult because it involves understanding social values as a first step. (372- 374)

From another perspective, Verhoeven (1998) explained that **sociolinguistic competence** refers to the knowledge of stylistic differences, usually called register variation. He explained that different types of situations may necessitate different types of language items, as well as different values and beliefs. He asserts that sociolinguistic competence necessitates the elaboration of various sources of knowledge, including person knowledge, which pertains to people's moods, states, preferences, and intentions; knowledge of social categories like age, sex, and status, which aids in adapting their linguistic behavior to the social context; and knowledge of how routines, such as telephone dialogues, organize events. Moreover, he argues that there is no agreement on the age level at which children learn to make some stylistic adjustments to varying contexts of language use. He referenced Piaget's concept of egocentric speech, a widely held belief that kindergarten-aged children lack the ability to apply sociocultural appropriateness rules, and that primary school is the only time they learn to differentiate speech registers. Verhoeven countered this by asserting that recent studies have demonstrated infants' ability to take turns, focus attention on objects of interest, and make demands without relying on grammatical structures. He also referred to the importance of social games and children's ability to acquire structured conversations at an early age.

Carter and Nunan (2001) suggested that students should sharpen their observational skills in order to understand the relationship between language and society and how it affects their communication. Moreover, students must understand that diverse speakers can speak the same language in different ways; additionally, these speakers alter their language (or style) based on the sociolinguistic identities they choose to express. They put forth that the students need critical awareness of social constructions, which normally should not be absent from their language textbooks (Carter and Nunan, 2001:104).

In summary, interaction, identity, and context all play a role in the ever-changing relationship between sociolinguistic competency, or language skill, and social intelligence. Not only does it help with knowing when, how, what, and to whom to speak, but it also encourages critical thinking and education that reflects society.

1.8 Importance of Language Variation Towards English Language Teaching

Language variation is important in language education because it contributes to cultural values via a variety of methods of employing language functions and other qualities such as vocabulary and pronunciation. This aspect of language teaching is what makes language variation so important. The ability to adjust oneself during encounters with people of other cultures is something that students need to be aware of in order to retain civility and avoid missing opportunities for conversation. It is recommended by Henry (2009) that language planners make a decision about which dialect should be standardised in order to establish more specific objectives for the process of language acquisition.

One way in which teachers may improve their grasp of language variation is by increasing their awareness of language variation. This awareness can give instructors with ideas for constructing instructional materials that are relevant to contemporary occurrences. According to Henry (2009), the objective of instructors at this level is to provide their students with the skills necessary to become effective English users who have a profound comprehension of how to use language in an acceptable manner within the context of a diverse range of language users and learners. In order to avoid misunderstandings, to maintain a pleasant demeanor, and to prepare students for their future academic and professional endeavors, teachers do this. In addition, he brought up the possibility that the development of a

curriculum, teaching materials, audiovisual aids, and methodologies that target linguistic variance might be beneficial in training students to be adaptable and to get along with English-speaking societies that have a broad range of diversity. On the other hand, he asserted that the production of instructional materials is contingent upon the establishment of instructional goals. It was his recommendation that educators give serious consideration to the resources that could be the most successful in introducing linguistic variety and improving their competency in its application. (Henry, 2009)

1.9 Sociolinguistics and Educational Practice

Sociolinguistic research often challenges disciplinary boundaries when applied to educational settings, but it is crucial for addressing linguistic misunderstandings. Interventions in education can be considered overreaching, but they are essential in settings where linguistic diversity has been overlooked or misinterpreted. Early American and British sociolinguistic studies focused on African American Vernacular English (AAVE) and its lack of formal schooling.

“Applying sociolinguistic research can be risky: venturing into other disciplines, uninvited, to correct their errors and address their needs can be viewed as presumptuous (and may well be!)”

(Adger and Christian, 2007: 251)

When conducting a literature review on sociolinguistics and education, we discovered that the initial focus of American and British studies was primarily on the language used at home versus in school, or the controversies surrounding AAVE (African American Vernacular English). This was evident in the various case studies of the working class in minority Black communities, and their efforts to overcome the 'language deficit' in schools. Here, we cite the most popular cases already studied and analyzed:

Studies question negative views about disadvantaged groups and look at their experiences, highlighting the benefits of linguistic diversity as strength instead of a problem, and stressing the importance of fairness in education.

1.10 The influence of Sociolinguistic Variation in Education

The ongoing discourse and study of the interaction between sociolinguistics and education continues to be a prominent topic of discussion and research. Our results highlight the link between linguistic variety in schools and its impact on education. Recently, Ebonics and bilingual education have emerged as the most prominent and debated topics in the area of study. African Americans communicate using a distinct linguistic form called 'Ebonics', which is developed from the English language.

Taking into account the important role that language plays in many aspects of schooling is the central point of focus when applying sociolinguistics in educational fields. But language itself is a problem with all its varieties: the mother tongue; first, second, and foreign languages. So, 'which variety to teach with? When and why?' is a question that hardworking sociolinguists are trying to answer. Since there are no monolingual schools and given the diaglossic and bilingual, and even multilingual societies, it's very challenging for schools and even universities to settle on one effective method of teaching. Hence, it's a difficult task to limit or frame the application of sociolinguistic insight. (Adgar and Christian, 2007:249)

Research on vernacular dialects, stigmatized in schools and other social domains, is particularly relevant. According to Adgar and Christian (2007:249), the reason for this constant stigmatization may be the decidedly middle-class values that schools have preserved as heritage and unquestioned tradition. To clarify this situation, they wrote about the concept of no privileged variety as follows:

"The message for educators has always been lodged in the sociolinguistic understanding that systematic variation is a natural and normal linguistic phenomenon, rather than evidence of language breakdown. From a scientific perspective, no dialect is better or worse than another, and social systems that routinely privilege some dialects as standard, as schools do, do so on the basis of tradition, not science." (Adgar and Christian, 2007:249)

- Based on their report, experts in the fields of sociolinguistics and education, including teachers, speech/language pathologists, and sociolinguists, concur that the impact of sociolinguistics is minimal. This is mainly due to the fact that certain educators and education researchers possess only a limited understanding of sociolinguistic principles. They claim that there was a delay in transferring the

curriculum from linguists to instructors because the teachers were not adequately prepared for those courses. Nevertheless, a recent trial proved to be successful as middle school instructors effectively implemented the curriculum with guidance from the creators. Reaser (2006) presented the following findings from his experiment, which included the use of sociolinguistic knowledge regarding dialects in the classroom:

- 98.4% of students had learned something surprising about dialects and would change the way they think about language.
- 87.6% thought that the information that they had studied was important.

Adger and Christian (2007: 250) attempted to provide an explanation for why some application attempts may have a more significant impact and in what manner. They mentioned two sociolinguistic programs that had achieved moderate success: the 'Dialect Awareness Curriculum' and 'the Contrastive Analysis Approach' for teaching Standard English. These programs were partially included into the school curriculum. To investigate the sociocultural aspects that may influence the effect of sociolinguistic research in the field of education, the authors conducted a contrastive study of two contemporary applications. The similarities and differences between these applications are indicated in table 1.

As far as the 'Dialect Awareness' curriculum is concerned, these lessons were intended for middle or high school classes, with a video-based lesson on the sociolinguistic documentary 'American Tongues' produced and directed by Alvarez and Kolker in 1987. The film examines, in a fun way, the various American English dialects and accents. After viewing the film, discussing it, and writing about it, students engage in a lesson or a series of lessons on the naturalness of variation. They listen to recordings of representative speech samples of regional, class, and ethnic varieties. They learn that SE is not monolithic by hearing SE speakers in different regions; ultimately, they learn that there are standard and vernacular varieties within each region. (Adger and Christian, 2007: 246)

Dialect awareness is an instructional approach that teaches basic sociolinguistic concepts to students with the purpose of increasing awareness of language variation and improving language attitudes. This Dialect Awareness approach has been well received and successful in North Carolina communities where Wolfram and colleagues have extensively worked on it.

Dialect awareness instruction may use the Contrastive Analysis method to compare and contrast language features. Both lessons are designed to demonstrate that dialects are patterned. Contrastive Analysis “involves drawing students’ attention to similarities and differences between AAVE (African American Vernacular English) and Standard English”. In addition, teachers can have students contrast language varieties so they can “learn the detailed differences between the two, thereby ‘limiting’ AAVE intrusion into their SE usage” (Wheeler and Swords, 2006:474)

	<i>Dialect Awareness Curriculum</i>	<i>Contrastive Analysis Approach to teaching Standard English</i>
<i>Developers</i>	<i>Walt Wolfram his students and colleagues</i>	<i>Rebecca S. Wheeler and Rachel swords</i>
<i>Curriculum Content</i>	<i>Videotape based lesson composed of 5 lessons that introduce the fundamental sociolinguistic concepts (differences with regional, social, and age groups). Using American Tongues documentary.</i>	<i>Worksheets with activities to contrast between sentences in matter of grammar, pronunciation and vocabulary in Standard English and other English varieties. (NCTE published the material to be used in the classroom)</i>
<i>Designed to</i>	<i>Fourth grade up to high school</i>	<i>High school</i>
<i>Specific classes</i>	<i>At first, English language Arts. Later, developers modified the curriculum to fit the standard of social studies classes.</i>	<i>Standard English instruction program fits well the traditional English language Arts curriculum.</i>
<i>Training or coaching</i>	<i>Training for teachers with pilot testing for the material plus teacher’s manuals for guidance.</i>	<i>Has limited influence with a smaller number of teacher. After a book was released, ‘Code-switching: Teaching Standard English in Urban Classrooms by Wheeler & Swords in 2006. Supplemental materials were</i>

		produced so that more teachers can use linguistically informed techniques to teach Standard English among minority-dialect speakers (Wheeler & Swords, 2006).
<i>Similarities In relation to challenges and limitations</i>	<ul style="list-style-type: none"> • Both use sociolinguistic variation studies to update teaching and learning language prejudice. • Both involve introducing findings from scientific study of language variation to students and teachers to fight the conception of the superiority of Standard English. • Both confront the related challenges of the lack of substantial language training for teachers and students' limited knowledge about language structure by providing substantial introductory information for them. 	

Table 1 Contrastive Analyses between Dialect Awareness Curriculum and the Contrastive Analysis approach in teaching Standard English. (Adger and Christian, 2007)

Kenneth Lindblom (2005), the editor of the article 'Teaching English in the World', called for a change by requesting teachers to use a successfully proven method for teaching Standard English, which harnesses the insights of fifty years of linguistic research (p. 112). As a way of teaching Standard English with reference to dialect, Lindblom (2005) advocated the 'Code-switching and Contrastive Analysis' methods as productive tools for a better teaching of Standard English. He said that using the contrastive analysis technique is a helpful way for ESL students to notice the grammatical differences between formal and informal speech. Then, students can code-switch between language varieties. He defined code-switching in this context as 'the choice of the appropriate language according to the time, place, audience, and communicative purpose'. Given the fact that students will need to literally code-switch between Standard English and everyday English, they obviously need to know how and when to do it and effectively differentiate between the two. He concluded that students add Standard English to their linguistic toolboxes through contrastive analysis and code-switching. (110)

As a summary, sociolinguistics and education are closely linked, with linguistic diversity in schools significantly impacting education. Ebonics and bilingual education are debated due to African Americans' distinct linguistic forms. Experts agree that sociolinguistics' impact is

minimal due to limited understanding and inadequate teaching preparation. Successful trials have shown the importance of sociolinguistic knowledge in classrooms, such as Adger and Christian's 'Dialect Awareness Curriculum' and Lindblom's Contrastive Analysis Approach for teaching Standard English with dialect reference.

1.11 ‘Code-Switching’ and ‘Contrastive Analysis’ Enhancing Classroom Learning

This section explores Wheeler and Swords' approach to teaching Standard English involves contrastive analysis, challenging deficit perspectives and stigmatizing vernacular dialects. They advocate for code-switching pedagogy, empowering students to navigate language varieties based on context, purpose, and audience, while respecting home languages.

Wheeler and Swords (2004) acknowledged how English teachers routinely equate standard English with “grammar,” as if other language varieties and styles lack grammar, the systematic and rule-governed backbone of language (471). Yet, the child who speaks in a vernacular dialect is not making language errors; instead, she or he is speaking correctly in the language of the home speech community. Teachers can help learners to Codeswitch—choose the language variety *appropriate* to the time, place, audience, and communicative purpose. They acknowledged that teachers’ expectations and perspectives on dialects, cultures, and the vernacular do slow down children’s learning. They first set boundaries between formal and informal settings so that students understand that they can be informal at home, on the street, in the mall, and with their friends. But they also have to be formal at work, school, and church (Wheeler and Swords, 2006:22).

When learners ignore or forget plurality (-s), possession (‘s), and tense endings (-s and -ed), teachers often view this kind of writing as error-filled. Believing that the student has left off the plural marker, the apostrophes ‘-s,’ and ‘-ed,’ teachers will respond, “That’s not how you do it!” This approach seeks to eradicate the child’s home language. She included two figure charts (see figures 1 and 2) for formal and informal patterns of plural possessive rules instead of sanctioning or forbidding the use of informal ‘ain’t’. (Wheeler and Swords, 2004:473)

Plural Patterns	
Formal I have two dogs Taylor likes cats All the boys... How to show “more than one” ‘-s’	Informal I have two dog Taylor likes cat All the boy... number words Other words In the paragraph In the sentence

Figure 1.2. Discovering the rules for plural patterns across language varieties

Directions: write three more informal and three more Formal sentences that include possessive patterns. Then answer the questions below.

Possessive Patterns	
Informal English <u>Taylor cat</u> is black. <u>The boy coat</u> is torn. <u>A giraffe neck</u> is long. Did you see the <u>teacher pen</u> ? _____ _____ _____	Formal English Taylor’s cat is black. The boy’s coat is torn. A giraffe’s neck is long Did you see the teacher’s pen? _____ _____ _____

What is the rule for using possessive patterns in Informal English?

What is the rule for using possessive patterns in Formal English?

Figure 1.3. Discovering the rules for possessive patterns across language varieties.

Rachael Swords adopted the method of contrasting vernacular to standard when teaching her students over the traditional mistake correction whenever her students fail to express themselves with standard English, i.e., correct grammar. She made a powerful comparison between language and clothes. She clarified to her students that, just as individuals alter their attire from formal to casual based on the environment, language also adapts to different situations. Students also understand that just as one tool doesn't suit all jobs, one language style doesn't suit all communication tasks. Indeed, a well-stocked linguistic toolbox offers a diverse range of language forms to the mature speaker and writer. Furthermore, she elaborated on her own Southern accent and how she would choose an appropriate variety to suit both home and classroom settings. Therefore, she would adopt a less formal tone when conversing

with her family, while maintaining a more formal tone when interacting with colleagues at work. The key point that she wanted to convey was that different language patterns are appropriate to different contexts.

Rachael Swords confessed that, like other scholars (see Baugh, 1999; Cumming, 1997; Rickford, 1998; Schierloh, 1991; Taylor, 1991; Wheeler, 2001), they used a classroom technique called *contrastive analysis* to support children in learning how to code switch between informal and formal language patterns. This method helped students exercise their analytic eye. The teacher and all students, black, white, Asian, Native American, and Hispanic alike, engaged in critical thinking as they discovered and analyzed the patterns of diverse language varieties. Contrastive analysis techniques also provide students with tangible assistance in interpreting standardized test questions. She explained that students come to understand that when the test asks whether a sentence is “correct” or “incorrect,” it is asking for the patterns of the mainstream written language. This advantage helps students know how to choose the formal English patterns on test questions. (477)

As Rachel Swords has demonstrated, David, her African American student, showed an increased conscious command of standard English and the ability to code switch when he wrote “Spy Mouse and the Broken Globe,” a story in which Spy Mouse spoke informally (“I won’t do nothin’ to you”), while David’s author’s note used only formal English patterns because, unlike the mouse, he knows standard forms better (479).

Today, many linguists are still debating which action is appropriate to overcome linguistic barriers. Apparently, Rachel has taken suitable action. She rejuvenated her students. While their commitment and fun learning were the main focus, the test results were also revealing. After just one year of using a contrastive approach, her black and white children performed equally well and reached their target, reflecting the success of this technique.

In sum, Wheeler and Swords’ contrastive approach demonstrates that recognizing vernacular dialects’ grammatical logic and fostering code-switching skills improves linguistic competence, builds student confidence, and fosters critical thinking. This approach creates equitable learning spaces, allowing all students, regardless of background, to succeed academically and express themselves authentically. Rachel Swords used contrastive analysis to teach students about language adaptation and how different language patterns are appropriate for different contexts. She compared vernacular to standard English and used a

classroom technique to help students understand that different language styles don't suit all jobs. This method helped students understand that a well-stocked linguistic toolbox offers a diverse range of language forms, and improved their ability to code switch between informal and formal language.

1.12 Can SKILLS Program Promote Sociolinguistic Justice in Schools?

Modern sociolinguistics emphasizes the importance of fairness in education, with researchers like Ludo Verhoeven and Mary Bucholtz et al. highlighting the need for sociolinguistic awareness in classroom experiences and curriculum. This approach empowers students from marginalized language communities, ensuring linguistic variety is a basis for academic and social opportunities. In the *Handbook of Sociolinguistics*, Ludo Verhoeven (1998) wrote about the issue of equity in educational experience. He also discussed the ways in which classroom experiences contributed to equality in school learning processes.

Mary Bucholtz et al. (2014) agreed that it is crucial to design curriculum and teacher training programmes that are guided by sociolinguistics in the field of education. They claimed that these programmes are beneficial in guaranteeing equal possibilities for students who speak politically marginalised linguistic variants in educational settings, further education institutions, and professional paths, just like their counterparts who speak standard English. The authors put out and shown a series of possible objectives for individuals striving for sociolinguistic equity via research conducted in California and an extensive educational programme aimed at monitoring young people from diverse linguistic, ethnic, and economic backgrounds. (Bucholtz, Mary et al., 2014) In their article, Bucholtz et al. demonstrated an exceptional collaboration between them that other linguists might wish to adapt for use in their own local context. The authors described a

The School Kids Investigating Language in Life and Society (SKILLS) programme is a community-based initiative that aims to benefit all participants by integrating sociocultural linguistic research, graduate training, undergraduate service learning, community engagement, and academic outreach. The programme specifically targets underserved students in Santa Barbara County. (Bucholtz, Mary et al., 2014: 145)

Further, the authors recommended that sociocultural linguists have the ability to greatly improve sociolinguistic fairness for both their students and speakers of minority languages. The authors also see SKILLS as the optimal form that aligns with their experience in generating academic knowledge. SKILLS aims to address the linguistic expertise needed for sociolinguistic justice. It collaborates with educators and, more importantly, their students. These students utilise their sociolinguistic knowledge to investigate language and culture within their own communities. They also engage in discussions about language power and racism (Bucholtz, Mary et al., 2014: 149).

The SKILLS course is comprised of a 20-week curriculum that focuses on inquiry-based learning and incorporates advanced technology. The curriculum is organised into four parts, with each unit concluding with a final personal research project. Each unit in the course emphasises a particular phase of linguistic development, gradually transitioning from a narrow to a broad understanding of language use. This includes examining language in interpersonal relationships, language within the household, language within the local community, and language on a global scale. The authors noted that while SKILLS was originally designed for high school students, they have modified the programme to accommodate a broader variety of age groups. The programme combined language analysis with academic abilities via interactive, discovery-oriented mini-lectures, exercises, and debates. Additionally, it included the practical examination of authentic data that had personal relevance for the individuals. They simultaneously disseminated their results to their community members via a symposium held at the University of California campus, as well as by publishing them on the SKILLS website. (Bucholtz, Mary et al., 2014: 150)

The linguists portrayed two examples of the application of SKILLS. At the start of the program, Marcial Martínez, a student researcher, presented the first video, in which he showed three of the ten slang terms he had gathered. They concurred that this action effectively disseminated significant linguistic and cultural insights of a unique educational nature. The collected slang terms are then analysed and uploaded into an online dictionary belonging to the SKILLS programme website with details about the meaning and pronunciation of each.

In their study, Bucholtz et al. (2014) designated the second component of the SKILLS curriculum as a subsequent exhibition, with a specific emphasis on language used within the home context. This course familiarised students with concepts such as linguistic identity,

bilingualism, and language shift difficulties. It also provided a comprehensive understanding of the historical framework of linguistic and racial politics in the United States. Students are required to do an oral interview that specifically focuses on linguistic matters in order to showcase the language experiences of their parents, grandparents, and other family members. After finishing the study, students compile a final report that incorporates family photographs and an audio excerpt from the first interview. This report may be accessed on the multimedia portal of the SKILLS programme.

Bucholtz et al. (2014) praised such endeavours and said that this project allows students to develop their ability to move among multiple linguistic varieties, registers, and communicative genres (Bucholtz, Mary et al., 2014: 151).

In general, linguists propose that the SKILLS programme, with its scholarly and pedagogical approach, empowers learners, regardless of whether they are English language learners or English monolinguals, bilingual or undergoing language shift, and academically high-achieving or not, to produce unique contributions to sociocultural linguistic research. **Finally**, Bucholtz et al. (2014) introduced the SKILLS program as framework that combines academic research, community engagement, and student empowerment in order to promote educational reform and prepare students for sociocultural transition.

1.13 Verbal Deprivation and Language Deficit

Several sociolinguists specialising in minority languages have rejected the notion of African American Vernacular English (AAVE) and other similar varieties being inferior due to their lack of social status. William Labov, a prominent American scholar who has developed significant methodologies in the field of sociolinguistics, sought to challenge the idea that minority groups experience language scarcity (Mesthrie et al., 2000:355).

Labov (1979) argues that the concept of 'verbal deprivation' is a myth in educational psychology, which is characteristic of baseless ideas that quickly gain popularity in our education system. In previous decades, linguists have been as responsible as others for endorsing intellectual trends that have negatively impacted both educators and children. However, the belief in verbal deprivation is especially perilous as it shifts focus away from actual flaws in our educational system to imagined flaws in the child. Furthermore, as we will

observe, it inevitably leads those who support this belief to the notion of genetic inferiority in African American children, which was initially intended to be avoided. He revealed that Operation Headstart and other intervention programmes essentially depend on the 'deficit hypothesis', which suggests that preschool surroundings might provide the necessary language stimulation that a kid has been deprived of. Labov's research in the literature indicates a strong association between the low academic achievement of children from disadvantaged neighbourhoods and their social level. Additionally, he noted that ethnic groups who are separated also exhibit worse performance compared to others, including among Indians, Mexican-Americans, and Negro youngsters. Nevertheless, it was widely seen that scholastic underachievement was a common trait among children from both the working-class and lower-class backgrounds. Labov examined the literature from 1967-1968 and found that the reason why ghetto children struggle is because they cannot effectively communicate with their families at home and do not have access to cultural activities and outings, such as going to a museum, which are preferred by middle-class children. During that period, there was a prevailing idea that children from lower-class African American backgrounds were devoid of any kind of language.

The most compelling aspect of his argument was on a showing that the lack of a verb, often referred to as 'copula' in African American Vernacular English (AAVE), in several cases when Standard English required it, was not attributable to any disparities in reasoning (or absence thereof, as posited by deficit theorists). Upon careful examination, it was discovered that it closely adhered to the conventional principles of English. In his publication 'The logic of non-standard English' (1969b), he conducted a comparison between sentences in Standard American English (SAE) and African American Vernacular English (AAVE). He specifically observed situations in which the omission of the 'copula' (including forms like *is* and *are*) is common in AAVE. He discovered that, wherever Standard American English allows for the shortening of words, African American Vernacular English allows for the omission of words. SAE, or Standard American English, does not allow contraction, but AAVE, or African American Vernacular English, permits deletion. Therefore, the significant similarities between the two languages regarding contraction and deletion contexts indicate that they are governed by the same logic. According to him, variations in the language structure between different social dialects do not indicate a difference in cognitive abilities (Mesthrie et al., 2000:355).

1.14 Labov's Insights About Non-Standard English

Labov's demonstration of the reasoning behind the omission of the word 'be' refuted the notion that the black youngster was incapable of speech or linguistically disadvantaged. Nevertheless, many students continue to have difficulties in reconciling the linguistic differences between the dialects spoken in their neighbourhoods and the standard variety required at school. Teacher-student communication, which is governed by authority, regulation, and control, plays a crucial role in determining student outcomes. Bernstein's research tackles these concerns and maybe provides an alternative practical implementation compared to that of deficit theorists. According to Trudgill (1975:69–70), the issue is probably not with the youngster who comes from a working-class or minority background, but rather with the school's expectations. Trudgill proposes that schools should possess the capacity to adjust and accommodate the requirements of children. When seen from this perspective, Bernstein's concepts imply that the educational system should be the focus of reform, rather than the kid. The reference is taken from Mesthrie et al. (2000) on page 356.

In an interview with an 8-year-old black child, Labov demonstrated that even Clarence Robins, a skilled Negro interviewer who grew up in Harlem and is well-acquainted with the neighbourhood, struggled to overcome the prevailing social constraints. He likened this situation to the failure of public school tests, where black children often appear as monosyllabic, inept, ignorant, and bumbling.

Labov emphasises that Clarence Robins, who has knowledge about the neighbourhood, Leon's actions, and the subjects that Leon is inclined to talk about, has a superior capacity to extract speech from the youngster compared to the instructor. He depicts the unbalanced and unequal interaction between an adult and a kid as unnecessarily asymmetrical. He emphasised that the social context strongly influences linguistic conduct, and that in order to understand a kid's abilities, an adult must establish a suitable social connection with the child. Unfortunately, this is a skill that many instructors lack.

Labov observed that individuals from the middle class who engage in verbal deprivation often resort to temporising, qualifying, and diluting their arguments with extraneous details. He attributed this behaviour to sociolinguistic elements that are not beyond their control. In an effort to bolster his thesis, he juxtaposes two speakers who address almost identical subjects

of belief. Labov documented the language of a representative speaker of nonstandard African American Vernacular English (AAVE). The grammar he uses exhibits a significant prevalence of distinct NNE forms, which are indicative of the NNE culture.

NNE GRAMMAR	EXAMPLE
▪ negative inversion	[don't nobody know . . .]
▪ negative concord	[you ain't goin' to no heaven]
▪ invariant be	[when they be sayin' . . .]
▪ dummy it for SE there	[it ain't no heaven . . .]
▪ optional copula deletion	[if you're good . . . if you bad . . .]
▪ full forms of auxiliaries	[I have seen ...]

Table 2 Example of speech of NNE from Labov (1979) in the Logic of Nonstandard English

In his conclusion, Labov disproved the prevailing notion that the nonstandard vernacular is inadequate for dealing with abstract or hypothetical inquiries. Instead, he demonstrated that individuals from the NNE community derive immense satisfaction from employing their cleverness and reasoning abilities even in the most unlikely and demanding scenarios.

Clarence Robins conducted an interview with a well-educated African American man from the upper-middle-class as part of his study of adults in Central Harlem. Labov argues that the perception of his being a skilled speaker is only a learned response to the use of complex language often associated with the middle class. He said that those who use these stylistic techniques are often linked to education and intellect. Labov challenged the tendency of people to associate intellect with educated individuals. He inferred that a precise deduction would indicate that speaker two has a higher level of education compared to the first speaker. There is no evidence to indicate that he should possess greater levels of rationality, logic, or intelligence.

Labov has attempted to elucidate the genesis of the idea that lower-class Negro children lack verbal communication skills. The above examples may contribute to explaining the associated misconception that middle-class language is inherently more suitable for addressing abstract, logically intricate, and hypothetical inquiries.

The sociolinguist asserts that the most effective approach to comprehending children's language abilities is to examine them within their cultural milieu. Labov said that the

frequency of grammatically correct phrases varies depending on individuals' social status and linguistic patterns. Informal speech has the greatest proportion of grammatically correct sentences, with those from the working-class using a larger quantity of such phrases compared to those from the middle-class.

Regarding Bernstein's characterization of 'elaborated code' as a refined and intricate method of organising speech, creating diversity in structure, and considering the interlocutor's understanding, Nevertheless, in his effort to illustrate the genuine differences between middle-class and working-class speakers, Charles M. extensively uses a wide range of 'I believe' expressions, the passive voice, modals and auxiliaries, first-person pronouns, and unusual vocabulary. These gadgets often obscure the advantageous impacts of schooling on language use. Once we comprehend the extent to which middle-class style is influenced by trends and how much it truly aids us in effectively conveying our thoughts, we will have performed a valuable act for ourselves. Consequently, we will be able to determine the specific grammatical principles that should be taught to individuals who do not adhere to standard language norms during their early education. In this same article, Labov devoted a section to grammar and described languages like Russian, Hungarian, and Arabic as foreign, but he noted that they are not, by that same token, illogical. According to him, in the case of nonstandard Negro English, linguists are not dealing with such a grammatical difference but rather with a low-level rule that carries contraction one step farther to delete single consonants representing the verbs *is*, *have*, or *will*. According to Labov, Cohen, Robins, and Lewis (1968, section 3.4),

Labov's paper states that the omission of 'the', 'is', or 'are' in nonstandard Negro English is not due to unpredictable or irrational behaviour. Instead, it adheres to the same consistent principles as contractions in Standard English. The word "They mine" is an abbreviated version of the phrase "They're mine", which is a contraction of "They are mine". Labov suggests that while teaching a youngster Standard English, the focus is on instructing them to generate slightly distinct variations of the language they already possess.

Finally, Labov's study reveals nonstandard variants of African American Vernacular English speakers possess grammatical rules and cognitive abilities, challenging preconceived notions about their linguistic competency. He recommends a paradigm change that results in more fair and culturally sensitive teaching.

1.15 Kachru's Concept of Language Deficit

Kachru (1991) emphasised the contributions of earlier researchers like Williams (1970) and Phillipson and Skutnabb-Kangas (1986), who examined the notion of "deficit linguistics" in connection to language learners who have difficulties with the vocabulary, syntax, and phonology of a language. In addition, he emphasised the use of "deficit" in the organisation of discourse and style techniques, together with inadequate expertise in code manipulation (as shown in Bernstein's 1964 work and subsequent publications). He also mentioned that Quirk's stance was analogous to "deficit linguistics" in terms of context. Quirk advocates for providing young people in poor nations with the esteemed standard language variety as a means to provide more chances for them. Nevertheless, he presumed that Quirk's (1985) apprehension had a noteworthy impact on the worldwide consequences of research and the instruction of English (207).

Kachru (1991) asserted that, despite their perceived homogeneity, 'natives' occasionally exhibit surprising variations. In the English-speaking world, where in some quarters the very word 'standard' makes hackles rise, there are likely to be equally striking differences among the 'natives'. Non-natives, as a negatively defined category, are likely to exhibit significantly more variation. A differently selected group of research subjects might well have produced a very different result. (p.209)

In addition, Kachru recognised the emergence of a substantial corpus of literature, presenting arguments both in favour and against this subject, throughout the last two or three decades. The user commended Labov's 1972 research on Black English, seeing it as a compelling rebuttal to the deficit stance.

Kachru (1991) argued that what is often referred to as "deficit linguistics" in one setting often becomes a question of "difference," rooted in essential sociolinguistic considerations of identity, creativity, and linguistic and cultural interaction. Given these findings, he formulated the following inquiries:

Can sociolinguistic realities be negated? Can we apply international codification to a language with over seven hundred million users worldwide? For this second question, he declared that, for a positive answer, the search is still going on for a pragmatic proposal for codification (p. 221).

According to Kachru (1991), the process of establishing English as the standard language is mostly influenced by social, educational, and attitudinal factors, unless dictionaries and language guides are officially approved. He posits that the inadequacy of the deficit approach arises not alone from its dependence on various misconceptions, but also from its fundamental presumptions about the individuals and purposes for whom English is used.

Kachru explains that in Quirk's ESL and EFL countries, the first assumption is that people essentially learn English to interact with native speakers of the language. In reality, English has become the essential medium for interaction among its non-native users with different linguistic and cultural backgrounds. For example, Indians interact with Nigerians using culturally significant and effective strategies like politeness, persuasion, and social functions such as greetings and small talk adapted from their language to English by maintaining content, style, tone, and context.

The second assumption is that the objective of studying English is to transmit British or American ideals, sometimes referred to as Judeo-Christian traditions. Nevertheless, the linguist demonstrated that English serves as a significant medium for transmitting local customs and cultural values among culturally and linguistically diverse areas known as the Outer Circle. In addition, he discussed many specific linguistic advancements that were impacted by local cultural and geopolitical factors, leading to their dissemination.

The third assumption is that the international non-native but institutionalised varieties, as Quirk et al. observed in 1972 and again in 1985, are "varieties of English in their own right rather than stages on the way to more native-like English." According to Kachru, this is a sociolinguistically correct position (see Sridhar and Sridhar, 1986; see also Lowenberg and Sridhar, eds., 1985).

Lastly, he partially agreed with the fourth assumption regarding the role of native English speakers in global English education, policymaking, and language transmission. These individuals play an integral part in these roles as teachers, academic administrators, and material developers. The complexities of English in a global setting, meanwhile, were not lost on him. Accordingly, he, too, urged a "paradigm shift." Everything held in high regard by language experts and educators is now part of the paradigm shift. His next three ideas were the "speech community" of English, the "ideal speaker-hearer" of English, and the "native speaker" of English (Kachru, 1985: 219-220).

Teachers and learners should possess a thorough understanding of the linguistic rationale or cause behind students' challenges and errors in acquiring a second or foreign language. Robert Lado (1957), an expert in English as a Second Language (ESL) and the author of *Linguistics across Cultures*, elucidated the notion of 'language transfer'. This refers to the phenomenon where the linguistic patterns of an individual's native language, such as pronunciation, word ends, and grammar, influence their speech and writing in a second language. Kenneth Lindblom (2005) concurred with Robert Lado's reasoning and effectively demonstrated it using a personal anecdote. He described an occurrence in which he eavesdropped on a discussion at a Chinese fast food restaurant. A customer: "Ma'am, could I please have two forks, two plates, and two napkins?" The Chinese owner responded, "Yes, sir, I would like two forks, two plates, and two napkins."

He asserts that the provided example has resemblances to Chinese grammar. The woman's English discussion with her client resembled the grammatical pattern of Chinese, which expresses plurality via numerical words and sentence context. He further clarified that language transfer also occurs when an individual is acquiring the ability to speak or write in a secondary dialect. Hence, when an African American student articulates, "I possess a pair of canines and a pair of felines," we may discern the transfer of communal linguistic structure into scholarly discourse. The source for this information is a book written by Kenneth Lindblom in 2005, specifically on pages 109-110.

Bakley (2017) examined the advantages and significance of using a descriptive method in English language education for Japanese students. This technique caters to their aspiration of comprehending the comprehensive knowledge that native English speakers possess about their own language in all its manifestations. According to the linguist, there is no linguistic justification to choose one specific variation over another, since all variants of a language are equally valid. He clarified that every variety had a comprehensive set of regulations and a complete vocabulary that may represent any intricate idea. In his study, he noted that Japanese high schools have an irresistible preference for teaching Standard English dialects to second-language English learners due to their closeness to written English and the prestigious social status this variety has acquired. (2017:89)

In the end, Kachru criticizes deficit linguistics and calls for a paradigm shift in English teaching. He advocates for a pluralistic, context-dependent approach, valuing localized English varieties and challenging native norms. Kachru, along with others, believes language variance reflects identity, culture, and communication needs, and requires a teaching strategy that recognizes individuality as a strength rather than a flaw.

1.16 Disadvantages in the Language Classroom

Differences between classroom language and home/ community language and culture tradition are one of the most widely cited explanations for classroom-related language difficulties experienced by pupils. Mesthries et al. cited two studies: Susan Philip (1972, 1983) and Shirley B. Heath (1983) that offered explanations for home/ school language differences that are tightly focused around differences between the home and school cultures.

	Susan Philip (1972, 1983)	Shirley B. Heath (1983) ‘ways with words’
Location	India	Rural South Carolina
Goal	Study differences between speech and silence at homes and school	Study language use in classroom versus home/community
Target	Indian homes and public schools on the Warm Springs reservation	Local elementary school children from Middle-class white, working-class white, and working-class Black communities
Findings	Following the traditions, speaking is an adult privilege, and children are not allowed to speak at homes but only listen to acquire the information. However, at schools, a child silence signals failure. Thus the students` success is seriously short-changed by those conflicts.	Middle-class white children are accustomed to teacher talk features like question asking and revoicing due to their parents' frequent reading and discussion of stories together. Working-class white students often struggle to understand question-centered language due to one-sided readings from their parents at home. Working-class Black children, who lack story time with their parents, are

		encouraged to think and speak for themselves in public settings, but teachers have identified unresolved conflicts with their excessive talk and outspokenness.
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Table 3 Differences between classroom language/ home community language and cultural tradition in two case studies (Mesthrie et al. , 2000: 351- 352)

At the end, the research presented above by Susan Philip and Shirley B. Heath shows that language use both at home and in the classroom is much influenced by cultural customs. Their findings reveal that children's home socializing practices might go against linguistic norms in classrooms, leading to misunderstanding and injustice in educational assessment. By highlighting these variations, both writers suggest a more culturally sensitive method of instruction. This strategy would respect children's own "ways with words" and aim to bridge rather than widen the communication gap between their homes and the classroom.

1.17 The Logic Behind Non-Standard English

Labov conducted a thorough analysis of two techniques, namely the 'verbally' and 'culturally' labelled ones, in his article. Using sociolinguistic research, he attempted to elucidate that speech deprivation is really a fallacy. In the introduction of his work, Labov highlighted the contrast between the conventional perception of nonstandard English often held by public school instructors and several significant facts about language and dialects that are recognised by sociolinguists. He emphasised that teaching children conventional forms of language also promotes logical thinking. In contrast, nonstandard English is seen as an illogical style of speech, which is believed to contribute to low educational achievement and reflect cognitive disorders expressed via language. However, he stressed that linguists have been attempting to demonstrate that variations in language are determined by social agreements made via ongoing historical processes that constantly change the social status of different dialect varieties. He said that the educational programmes suggested were based on social and linguistic misinterpretations of the facts. He said that educational psychologists have attempted to ascertain the specific disadvantage or impairment experienced by children attending schools in impoverished urban areas.

According to Labov, the deficit theory is characterised as 'verbal deprivation'. It suggests that

African American children living in disadvantaged urban areas lack exposure to sufficient verbal stimulation. Consequently, they have limited exposure to well-structured language, which leads to a deficiency in their ability to express themselves verbally. These children struggle to form complete sentences, lack knowledge of basic vocabulary, struggle with conceptual understanding, and have difficulty conveying logical thoughts. Labov argues that linguists should develop a more appropriate understanding of the connection between standard and nonstandard dialects.

1.17.1 Logical Reasoning Manifesting in Non-Standard English

Labov disagreed with the theoretical argument that nonstandard Negro English is incapable of conveying rational reasoning.

Teachers in schools sometimes label the double negative, commonly referred to as negative concord, as nonsensical. Individuals often criticise a youngster for uttering an irrational assertion, sometimes without being aware of it.

Labov argues that, in contrast to the views of Bereiter and Engelmann, the variation in dialect, along with other distinctions between standard and nonstandard forms, mostly pertains to the superficial structure of language and does not impact the fundamental logic of sentences.

Labov presented a concise summary of the distinctions between the two dialects in the table below. Constructing the same truth value table for both languages would provide no challenge.

	SE	NSE
Positive	He knows something.	He know something.
Negative	He doesn't know anything	He don't know nothing.
Double negative	He doesn't know nothing.	He don't know nothing.

Table 4 Labov (1979), the Logic of nonstandard English (p.23)

Labov affirms that the vernacular does not hinder the progress of logical thinking. This is because the logical structure of Standard English is indistinguishable from that of any other English dialect, according to every test available to us. He asserts that any lack of logic is in the methodology of the verbal deprivation theorists, rather than in the cognitive capabilities of the children in question.

In his study, Labov has attempted to demonstrate the erroneous nature of the claims put out by Deutsch, Bereiter, and Engelmann. These prepositions, such as the lower-class child's linguistic reaction to a formal and scary circumstance, are used to illustrate his limited verbal ability or verbal deficiency.

He dismissed the linguistic deprivation hypothesis as a mistake since it wrongly attributes a child's scholastic failure to their psychological shortcomings.

We see the variations in grammatical structure across different social classes and ethnic groups as indicative of disparities in their ability to engage in logical analysis.

Labov referenced previous ideas that linked instructing a kid to mimic the formal speech patterns used by middle-class educators with the promotion of rational cognition.

Labov highlighted the significant and harmful effects of the verbal deprivation hypothesis, which he categorised into two main areas: (1) theoretical prejudice and (2) the repercussions of failure.

He acknowledged that the teacher's demeanour towards the kid is a crucial determinant of their achievement or lack thereof. Labov conducted an observation of the stigmatised language used by African American youngsters in their daily lives. This language was viewed as lacking logic and devoid of any linguistic structure.

1.17.2 Logic Used Among Peers

Labov documented that Whiteman and Deutsch proposed the deprivation theory, which suggests that a kid experiencing a sense of inferiority due to academic failure may respond by withdrawing or displaying hostility, seeking satisfaction from other sources, such as their peer group.

In contrast to these notions, which he described as a 'lack of understanding of teenagers', Labov revealed in his study conducted in South Central Harlem that he actually found the contrary to be true: youngsters who experience rejection from their classmates are more inclined to do very well in school. From a linguistic perspective, he asserted that the peer group has a far stronger impact than the family. In addition, he highlighted the influence of peer group dynamics inside the institution. Around the same age, or around nine or ten, the vernacular peer group starts to have a bigger effect. The school works with kids who have created their own groups, offering incentives and adopting different value systems from the school, instead of focusing on lone individuals. Currently, he asserts that these shortcomings are attributed to his domestic surroundings. When a kid fails in school to a significant extent, it is customary to attribute it to their personal shortcomings. However, when the failure becomes widespread, it becomes imperative to examine the societal and cultural barriers to learning, as well as the school's incapacity to adapt to the prevailing social circumstances.

Operation Headstart¹ is designed to repair the child, rather than the school; to the extent that it is based upon this inverted logic, it is bound to fail.

Labov identified the second domain in which the verbal deprivation theory was significantly detrimental to the educational system as the resulting outcomes and the subsequent response to this failure. He said that in the event of Operation Headstart's failure, the analyses they would get would not originate from the same educational psychologists who devised this programme. The responsibility for the lack of progress does not rest with the facts, theory, or techniques, but rather with the pupils who have not taken advantage of the chances provided to them. If Negro youngsters do not show the expected improvement as predicted by the deprivation hypothesis, it will serve as more evidence of the huge difference in their cognitive abilities compared to those of civilised, middle-class individuals.

Jensen maintains that Deutsch, Whiteman, Katz, and Bereiter, the proponents of verbal deprivation theory with whom he has been affiliated, have had several chances to substantiate their claims, but have finally been unsuccessful. The general conclusion of Arthur Jensen's 1969 paper published in the Harvard Educational Review was that racism, or the belief in the genetic inferiority of Black people, is a valid viewpoint in light of the available evidence, as "the preponderance of the evidence is... less consistent with a strictly environmental hypothesis than with the genetic hypothesis."

1.17.3 The Linguistic View on Variation and Classroom Discourse

Labov's work on language variation and educational equity challenges misconceptions about nonstandard dialects. He advocates for recognizing nonstandard Negro English as a rule-governed system, advocating for a paradigm shift in language teaching practices. Labov rejects deprivation theory and genetically determined failure hypotheses, promoting a respectful understanding of students' native dialects.

In fact, Labov said that nonstandard dialects are seen by linguists as highly organised systems, rather than being seen as collections of mistakes resulting from the inability of their speakers

¹ **Operation Head Start** was an experimental program by the [United States Air Force](#) during the [Cold War](#) where [Strategic Air Command](#) bombers were launched from [Loring Air Force Base](#) and loitered off of the coast of western [Greenland](#) and eastern [Canada](#). It was operational from mid-September to mid-December 1958. (Wikipedia: https://en.wikipedia.org/wiki/Operation_Head_Start)

to learn Standard English. Linguists do not classify the NNE as a rudimentary language, nor do they hold the belief that the speech of the working class lacks logical reasoning. Linguists unanimously criticise Bereiter's perspective that the vernacular may be ignored. They also unanimously reject the verbal deprivation hypothesis and its misunderstanding of the essence of language.

Linguists specialising in nonstandard Negro English acknowledge it as a distinct linguistic system, closely linked to Standard English, although distinguished from neighbouring white dialects by some enduring and systematic variations.

Labov acknowledges that William Stewart was the first to see the importance of studying Negro English as a unified language. We all agree with this perspective.

In his conference, Labov recognised that linguists should concur that instructors must possess extensive understanding of nonstandard Negro English as a communicative system.

Linguists refer to NNE as a 'system' to indicate that it distinguishes itself from other dialects by consistent and regulated patterns, allowing for several methods of expressing the same logical meaning. When referring to it as a 'separate sub-system,' they are indicating that there are unique sets of rules that work together in various combinations to maintain the differences seen in other dialects.

However, the grammatical traits in question do not serve as the primary indicators of the logical framework. They are optional ways of contrasting, foregrounding, emphasizing, or deleting elements of the underlying sentence. Labov also asserts that teacher must approach the teaching of the standard through certain knowledge of the child's own system. For that he invoked the use of methods used in 'teaching English as a foreign language' and it should be applied in all English classes. With this being said he also declared that he do not state that NNE is a foreign language, but he wanted to underline the importance of studying the native dialect as a coherent system for communication.

Labov concluded his article by asserting that there was no basis for attributing poor educational performance to the grammatical and phonological characteristics of a very nonstandard dialect of English. Nevertheless, he emphasized during the discussions which followed his communication on the importance of teaching Standard English to these children in order to have access to the scientific literature and to become full members of the community, he said that: "There is nobody on this panel or in this room, I am sure, who would advise that a child speaking a nonstandard dialect should not be given every opportunity to learn the standard dialect".

In his communication, Labov made it clear in details and stood against two harmful theories set by Bereiter and Engelmann who advocated the deprivation theory from one hand and Jensen's theory that explains failure due to the genetically determined behavior.

At the end of the paper, the editors included the discussions that followed the communication. In the next sections, we are going to summarize some of the most topic related questions and answers. In fact, there were some interventions of other linguists and researchers who shared Labov's point of view against Bereiter's deficit theory and they expressed it out loud.

Raven I. McDavid, a scholar from the University of Chicago, provided insights on the significance of instructors in bolstering this notion: "I think stupidity, sadism, and other such vices in the classroom are not the peculiar property of any group of teachers in dealing with any group of students. I think there is just too damn much ignorance among the classroom teachers on all levels."

Labov replied back by saying that the verbal deficit theory shouldn't be underestimated. He sadly acknowledged how the approach is well worked out and how it has a lot of ingenious ideas, where one can see what a powerful impact this has upon people who are looking for something concrete to do. Labov and his proponents concede that their prolonged and fruitless endeavours to underscore the significance of regional dialects derive from a multifaceted educational system. Generally speaking, the attendees acknowledged well the importance of knowing the student's native language in teaching him a foreign language or a standard variety of his own language, but they had been wondering about its practical application in the classroom.

Based on this concept, Labov recommended reading about William Stewart's research. He suggested that it may be practical to introduce the child to reading with texts that contain a certain amount of vernacular structure—partly for cultural reasons, partly for structural reasons. The surprising thing is that the nonstandard speaker has incorporated a great deal more of Standard English syntax than one would imagine. As an illustration, Labov presented results from his repetition tests where he gave 14-year-old boys sentences containing the conditional 'if' and the sentence came back without "if". He reported that this shows that the listener failed the test, but he perfectly understood the sentence's logic. Here is an example.

Labov: I asked Alvin if he knew how to play basketball.

Listener: I asked Alvin, did he know how to play basketball.

He reported that the listener employed the southern colloquial form by using 'question' instead of 'if'. He added that a speaker who operates in this way has an asymmetrical system of both standard and nonstandard forms but produces only by a nonstandard route. (p. 43)

In the section above, we saw how Labov meticulously defends nonstandard dialects, exposing deficit theories and promoting linguistic diversity in education. He presents a transformative vision of language education based on scientific understanding and social justice. He views NNE as a structured communicative system and advocates for students' existing linguistic strengths. Ultimately, Labov's dialogue with fellow scholars reminds us that true educational success demands not the eradication of linguistic difference, but its recognition, respect, and intelligent integration into the learning process.

1.18 Elaborated and Restricted Codes Function in Communication

Bernstein acknowledges that educational experiences in the classroom elicit distinct responses from students with varying socioeconomic origins. He elucidates these disparities by emphasising the intimate correlations between language acquisition and social integration. According to him, the speaker's position within the social system is strongly associated with language. Through acquiring a language that is pertinent to their social status, individuals gain knowledge of the expectations and limitations that govern conduct within that particular social position. Bernstein identified two distinct types of language that might develop, referred to as confined and elaborated codes (see to figure 1).

Bernstein's work has elicited varying and contrasting reactions. Indeed, Bernstein's research was associated with the 'deficit theory' in the United States, which postulated that the low scholastic achievement of minority and working-class students was caused by their linguistic deficits. These youngsters were said to have had "verbal deprivation." Consequently, compensatory education was developed with the aim of instructing language to youngsters who were thought to lack any language skills (e.g., Bereiter and Engelmann 1966). However, Bernstein refutes the claim that this was a legitimate understanding of his work (see to J.R. Edwards 1979a:33, 44). Sociolinguists express their criticism against Bernstein for the dearth of instances seen in his literature and characterise his work as clichéd. The case for compensatory education in the USA has a racial undertone. (Mesthrie et al., 2000: 353–354)

In his paper 'the Logic of Nonstandard English' (1979), Labov wrote about the term 'code' which is central in Bernstein's description of the differences between working-class and

middle-class styles of speech. The restrictions and elaborations of speech observed are labelled as 'codes' to indicate the principles governing selection from the range of possible English sentences. Labov criticised that no rules or detailed description of the operation of such codes are provided as yet, so that this central concept remains to be specified. (p. 36)

Elaborated Code	<p>Closely associated with opportunities open to middle class people.</p> <p>An orientation which provides its speakers with precise, highly creative and richly expressive linguistic descriptions.</p> <p>Its speakers have access to a wide range of syntactic and semantic alternatives.</p> <p>Option used in imaginative and unpredictable fashions</p> <p>Explicit and expressive</p> <p>Ability to organize experience conceptually.</p> <p>Favoured complex sentences and large vocabulary</p> <p>Factors favouring the use of elaborated code: less authoritarian middle class families. Parents stressed talking about things rather than doing them silently.</p>
Restricted Code	<p>Associated with the working class and other marginalized groups with Little access to opportunities in society</p> <p>Provides it speakers with more limited range of linguistic options.</p> <p>Leave commentary without elaboration or unsaid</p> <p>Uses minimal linguistic resources: short sentences, repetition of major linking words (and, then, so, next), infrequent adjectives and adverbs.</p> <p>Speakers seek confirmation for their statements (you see, you know)</p> <p>Factors favouring the use of restricted code: solidarity within working class groups, shared understandings, fixed role relationships between people and the authority of parents</p>

Table 5 Elaborated and Restricted Code by Basil Bernstein in (Mesthrie et al., 2000: 352-353)

1.19 Native Speakerism

Scholars such as Kiczkowiak (2017), Jenkins (2015), Seidlhofer (2011), and Widdowson (2003) have argued that there is a deep divergence between the current use of English and its classroom instruction. Globally, people use English as an international communication tool. English users and English teachers are not native English speakers, and they do not use the same linguistic forms. (Henry, 2009)

Kiczkowiak (2017) asserted that educating students about native SPEAKERISM could empower them to make informed decisions about their preferred teaching locations and teachers, potentially aiding in the recruitment of ELT teachers. He also concluded that teachers can certainly bring about positive change and clarify discourse about native speakerism by debating and discussing it with students.

According to Kiczkowiak (2017), the majority of scholars (Matsuda, 2002, 2012; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013) think that teaching methods and EFL or ESL materials have promoted an anglocentric model of English, often with Standard British and American English as the only acceptable norms. Kiczkowiak (2017) asserted that we cannot a priori consider 'native speaker norms' as the only appropriate teaching models and learning goals. Since students should also be prepared to deal with English outside of the classroom, Kiczkowiak (2017) argued that the majority of students will probably use English to communicate mostly with other 'non-native speakers' in international and multicultural settings, and rarely with 'native speakers'.

Finally, he cited Widdowson (1994), who noted that all users, whether "native" or "non-native," must own English for it to continue as an international language.

Mark Kiczkowiak (2017) conducted a study about NATIVE SPEAKRISM with a group of eight Spanish students during the 2016 Innovate ELT conference in Barcelona. He suggested five activities for classroom discussions, aimed at enhancing students' understanding of native speakers and objectively addressing their preconceived notions and attitudes towards non-native teachers.

He found that at the beginning, many associated the image of a 'native speaker' with someone from Britain. His proposed activities gave the participants the opportunity to challenge each other and argue whether 'native speakers' make better teachers or not. He recommended a

combination of designing and carrying out more ELF-oriented teacher training and development programmes for in-service and pre-service teachers, as suggested by many researchers.

1.20 Labov's Legacy in Sociolinguistics

1.20.1 Labov's Influence on Scholars

Massive steps for understanding how and why language varies and how changes spread over time and space started with mere observations of different pronunciations of the same word. Labov's innovative methodology facilitated a scientific investigation into the relationship between the nuances of language and our social world and identities.

To explain why we included this section, it's important to note that during the process of gathering these literature review references, I found it extremely compelling to delve deeper into Labov's life, contributions, methodology, and other details. As a result, I couldn't resist the urge to write at least a small tribute to this important scholar and award-winning linguist. I believe it's the least we can do towards the achievement of the founder of sociolinguistics.

Jack Chambers (2016) wrote in the online Annual Review of Linguistics about William Labov's works, methodology, and contributions, and recorded some of his colleagues' personal experiences.

Below are a curated collection of the most compelling and topic related quotes:

- To begin, the author's own words are cited, in which they commend Labov's accomplishment and impact on society:

- *"Labov's research design is a sociolinguistic tour de force, and it got talked about not only in classrooms but in cafeterias and common rooms. It became a kind of teaser for recruiting linguists to sociolinguistics."* (Chambers 2016)
- Michael B. Kac, a Professor of Philosophy at the University of Minnesota in Minneapolis, was "present at the creation," as he put it when Labov asked for his assistance with the work of social stratification in New York City.

“It is not often that one gets a chance to see a whole new field in the making, but that’s what I was given. Bill Labov was inventing quantitative social dialectology, and I was watching him do it. (Kac 1997 in Chambers 2016).

1. Roger W. Shuy, Research Professor of Linguistics and Emeritus at Georgetown University, is a pioneer and leading figure in forensic linguistics.

“Bill Labov is a missionary of linguistics both to the academic community and to the general public. His studies opened the door to the education of vernacular speaking children in the schools, and once again my colleagues and I followed his lead, first at the Center for Applied Linguistics and then at Georgetown University, where we initiated a doctoral program in sociolinguistics that produced many linguists studying language variation and spreading it all over the world.” (Chambers 2016)

In a public conference, Labov made one of his most striking declarations, as reported by Seabrook in The New Yorker Issue in 2005.

“The city’s dialect is much more indicative of one’s social status than of one’s neighborhood. Although no one wants to admit this,’ he added, because we’re supposed to live in a classless society.”

Walt Wolfram, the Professor and Director of the North Carolina Language and Life Project at North Carolina State University, acknowledged the significant influence of Labov’s 1969 article, "The logic of Nonstandard English," on students and linguists.

“His action at the time demonstrated to me and others that the study of language in society could indeed make a difference and was completely relevant to everyday issues of language subordination and inequality. Bill has taught us that academicians could be elite researchers and scholars while using research data naturally to address fundamental issues of social justice and equality. For me, it showed that there were ways of doing linguistics in academe that intersected with the more meaningful life. And that realization, modeled throughout Bill’s career, has made all the difference in my own.”

It is clear from retracing William Labov’s legacy that his contributions extends beyond scholarly research, as he established sociolinguistics as a scientific field and demonstrated how language study can change social systems. His work has had a lasting impact on social

consciousness and education reform, healing divisions, exposing secret facts, and promoting a fair and equal society, as evidenced by his contemporaries' testimonials.

1.20.2 'The Atlas of North American English'

While exploring the internet, individuals may discover a very beneficial and captivating interactive digital edition of the North American English atlas. Labov, Ash, and Boberg, together with other linguists, worked in 2006 to introduce a meticulously developed and validated programme in Germany. This undertaking would, in my view, greatly benefit university teachers and students by providing a wider range of options. In 2008, Labov was awarded his second Leonard Bloomfield LSA in recognition of his accomplishment with the Atlas.

The software has four primary elements. Attached is a screenshot of the original homepage. The website was created with initial functionalities to help users get acquainted with the software's many choices and buttons. This module provides an overview of the program's use and the necessary system specifications. The program's beginning concepts element is divided into two parts: the study of dialects and the study of sound, which is primarily based on the written volume. The first part presents a comprehensive introduction to dialectology and elucidates the procedure for conducting dialect surveys. They listed many dialect geography projects conducted in Germany, North America, the UK, and other areas. The second portion of the study conducted a comprehensive examination of speech using contemporary research methodologies, demonstrating a meticulous understanding of auditory categorizations of speech sounds, acoustic sound waves, and the experimental methodologies employed in this domain. The sound wave information was shown in three forms: the waveform view, the frequency spectrum, and the sound spectrogram. The spectrogram is a crucial method for analysing the auditory properties of speech. It accurately presents the formant structure of spoken sounds. The audio examples provide a concise elucidation of each part, using cases to facilitate the user's comprehension of the essence of each approach. The team acknowledges that the frequency spectrum captures the linear sequence of acoustic information, whereas the spectrogram is the preferred method in acoustic phonetics because it includes almost all the spectral data needed for speech analysis. Here, we provide additional visual representations utilizing the related figures.

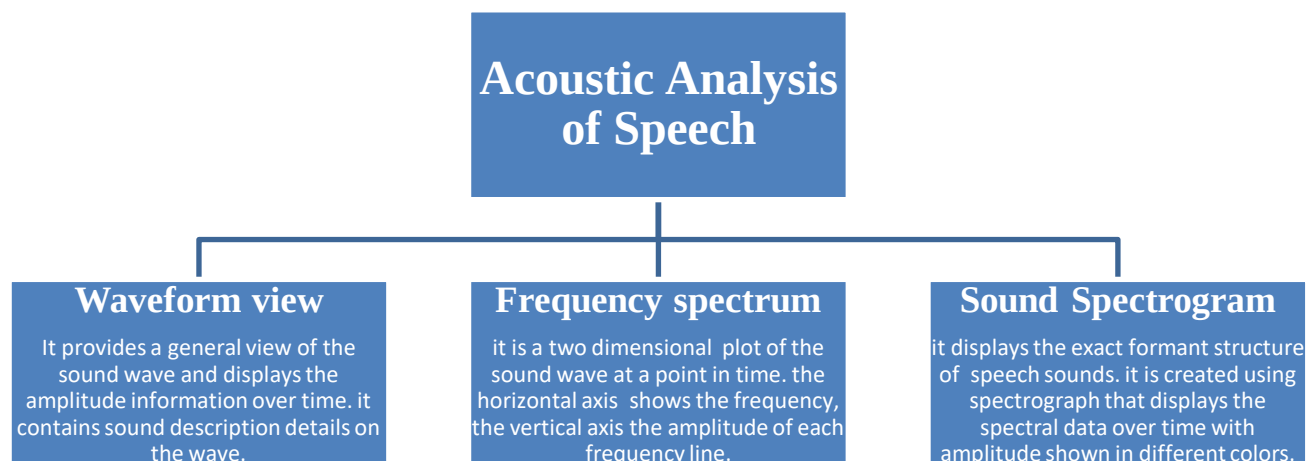


Figure 2 The Atlas of North American English
<http://www.atlas.moutoncontent.com/secure/generalmodules/anae/unit0022/genunstart.html>

In the atlas section, one can examine regional dialects of NAE presented originally in the written volume on the basis of several interactive maps which are exemplified by various types of audio material ranging from a set of selected words to complex passages of free conversation. Cross continental word comparison is the most wonderful part of this map in which you can compare utterances from a set of selected words through the map. In fact, you can examine the distribution of the most characteristic defining criteria and special mapping features for dialects likes: New England, New York City and the Mid Atlantic States, the North, the Midland, the South, the West and Canada. Finally, the last section of the analysis of audio data is an estimated 180 sound samples presented for those who are interested in studying speech analysis. There`s an extract of audio passage of a short conversation that should be played and listened to before transcribing it orthographically as a first task. Next, you`re invited to type your comment on those aspects which exhibits aspects of this variety`s phonology. This kind of data analysis questionnaire is then submitted via email in order to be taken into further considerations.

Now this is what we can call a great contribution to knowledge. I believe that the team did valuable job in the advance of the study of variation and change thanks to the advance of technology. It was a wise endeavor from Labov to invest in the world of multimedia and software programming. I think this was his intentions and goal from the beginning of his

journey. He reached the top of creation with this Atlas that represent the harvest of years of hardworking research, surveys, teaching and publications in the domain. We should be grateful for his colossal contribution which indeed does honorably deserve a worthy award. Scholars should follow his lead and bring something new and master the contemporary tools and technological devices for the sake of research and eventually to simplify and apply the research on written on paper into work field. Our concerns go to education and hence we bear in mind how to apply such research using the appropriate materials in the classroom for more effective teaching and learning experiences.

1.20.3 Analyzing Social Stratification in New York City

Labov's doctoral thesis, *The Social Stratification of English in New York City* (again under Weinreich) was published in 1966. Labov had studied research methods at the Bureau of Social Research in New York; and while a graduate student, he had taken part in sociolinguistics meetings organized respectively by Gumperz, Ferguson, and Bright. When Labov started his linguistic analysis he found it necessary to extend the study of linguistic structure to include continuous social and stylistic variation, and unconscious subjective reaction to the variables concerned. Labov chose the Lower East Side of New York for his intensive study which he described as an area that exemplifies the complexity of New York City with all its variability and apparent inconsistencies.

According to LePage (1998), "Labov's "stratified random sample" of New York speakers took account of their "ethnic origin" (New Yorkers, Italians, Jews, Blacks) and their assignation to a social class: Upper Middle, Lower Middle, Upper and Lower Working Class, on the basis of income, level of education, and occupation. Labov introduced the variable of style into his analysis, recording formal and informal speech, reading aloud from a text, and reading a series of minimal word-pairs, to cover the range from least to most relaxed speech, a procedure we later followed in our Belize studies (Le Page and Tabouret-Keller, 1985)."

According to Chambers (2006), for many linguists the initiation into a socially realistic approach to language in the community was revealed through the publication of William Labov's PhD dissertation, *'The Social Stratification of English in New York City'* in 1966 at Columbia University.

The main focus of the New York City study was to generate the patterns of social and stylistic stratification that started the quantitative study of linguistic change and variation.

In his study, Labov used a great number of diagrams. According to him, the diagrams speak eloquently of the main theme. He said that the speech community is a highly structured object. After reading his biography, it's no wonder that these statements are fairly honest from someone who's past and background was around and about numbers and figures in scientific experiments. Indeed, as a prior industrial chemist (1949-60), he just introduced that systematic mind and scientific measurement to his new passion, language.

The university professor advocated the truth about sociolinguistic variables and their complex conditioning social facts. He approved that we cannot easily speak any way we choose. (p.130) He described Variability as an integral part of the linguistic system, and no less a part of the behavior of the city. (3)

In his work, Labov reversed the attitude of some of his predecessors like Frank, Hubbell, and Bronstein, native New Yorkers, who viewed variation, mainly 'r' pronunciation, as deviations from the structure of speech which had to be eliminated or disregarded for a systematic presentation of linguistic patterns. As opposed to them, he conceived variation as an integral part of the structure of New York City speech. (p.346)

Meanwhile, he acknowledged the challenging task that he had to endure when starting his investigation. In the opening chapters, he presented the problem of accounting for large-scale variation in the speech of New Yorkers. He found that inconsistencies and oscillations ranged over a large part of the phonology, to such an extent that it was difficult to construct a coherent system for the speech of most individuals.

The social stratification of New York City is considered as a structure in two dimensions: the social differentiation, and social evaluation of such differences.

1.20.4 Where is the Field of Sociolinguistics Headed Next?

William Labov's landmark study *The Social Stratification of English in New York City* (SSENYC) revolutionized sociolinguistic research by revealing the relationship between language variation, style, and social class. Labov's methodology transformed linguistic observation into a theory-driven research, revealing structural patterns and social significance. His work challenged earlier linguistic theories that treated style and class as separate dimensions. His insights continue to shape the field and inform our understanding of linguistic inequality.

Labov listed his own Social stratification review of thirty-seven studies that followed SSENYC (social stratification of English in New York City) and emphasized the methods and

findings that are special to each study. He found that, there is a “significant social stratification of language variables which is found in all but one study. This result pushed him to raise the question, what next? What does a sociolinguistic investigation of a new variable in a new city add to our understanding of language? To pursue this question, he noted that the common thread was not the existence of social stratification, but rather the pattern of combined and independent stylistic and social stratification. At the end, Labov prefers to adjust more accurately the title of SSENYC into what he called The Stylistic and Social Stratification of English in New York City.

He reported that the pattern was unexpected; until 1966 the general understanding was that “functional varieties” that differentiate styles were different variables from the features that defined “cultural levels” (Kenyon 1948). The combined pattern and the variations within it have consequences for our understanding of the speech community, and for education and social policy as well.

Labov noticed a big Consensus between all studies. To demonstrate more we show his following examples:

The pattern of social and stylistic stratification for (ing) shows that all social classes are different in their use of this variable, and this differentiation repeats at each stylistic level. But it shows equally well that all social classes are the same, in following the same pattern of style shifting. There is a consensus that the /in/ variant is most appropriate for casual speech, and least appropriate for formal styles. Labov reported that even Weinberg (1974) and Cedergren (1973) find that this holds equally true for the deletion of /s/ in Argentina and Panama.

Labov suggested that if there were no stylistic stratification, there would have been a strict social stratification that divides social groups precisely by their language use. He pointed that Social mobility would then require abandoning one’s home vernacular and adopting a new form of speech. He declared that no such case has been found in his study, but there were situations where style shifts are much stronger than social differences.

He concluded that all such studies of social stratification are relevant to the goal of reducing social inequality. He said that since most of the studies of social stratification reviewed in his study have incorporated a wide range of stylistic contexts within the interview, it is possible to make such rigid stratification from the New York City pattern.

Labov mentioned Meechan and Foley (1994) notion of the adoption of standard language forms as they serve as avenues to social mobility by linguists and how they oppose them when they operate as barriers to mobility. They said that unrealistic linguistic shibboleths,

which do not reflect actual speech patterns, are likely to operate as social barriers. If the standard is defined as the usage of educated speakers, a democratic society demands that anyone should be able to acquire the standard by listening to that form of speech, in the mass media or in personal contact. The various studies of social and stylistic stratification show that all sociolinguistic variables do not operate in this way. Matsuda's study of the deletion of the object marker in Japanese indicates that it varies only slightly across social classes, with a gradual and moderate shift to more deletion in casual speech. (p.397 -399)

In The second half of chapter two of his book stratification (2006), Labov presented a solution to the definition of five linguistic variables. Throughout the book he argued the central idea that the linguistic variable is an aspect of linguistic structure rather than the absence of it. (p.18)

The five phonological variables that Labov studied and classified are:

Labov analyzed the occurrence of three vowel variants and two consonant alternations in their situational context and correlated them with social patterns according to the age, sex, and social class of the speakers.

- 1) (r). The first of these is the presence or absence of final and pre-consonantal /r/ in words such as *car* or *card*, *bare* or *bared*, *beer* or *beard*, *bore* or *bored*, *Saturday*, *November*, *fire* or *fired*, *flower* or *flowered*, (but not the /r/ in *red*, in *Cary* or *merry*, or *four o'clock*).

In chambers words, the study simply involved approaching shoppers and asking, "Excuse me, where are the women's shoes?" and then recording the reply, "Fourth floor." But the stores where the question was asked, Saks Fifth Avenue, Macy's, and S.Klein, were frequented by socially stratified shoppers, and their replies contained two instances of (r), the variable changing rapidly at the time along class lines.

Seabrook mentions that when conducting his interview at Saks Fifth Avenue, Labov found that customers on the upper floors, where the goods were more expensive, were far less likely to drop their 'r's than those on the lower floors, and that the floorwalkers almost never dropped theirs, while the cashiers sometimes did, and the stock boys always did. 'It didn't matter which part of New York they were from,' he said. (Seabrook 2005)

- 2) (æh). The height of the vowel in *bad*, *bag*, *ask*, *pass*, *cash*, *dance*, forms the next variable. The class of words that was utilized for the index is a sub-group of the

general class of words that occur with the low front vowel /æ/ in most other dialects of American English. Of this larger class, we will consider only words in which the /æh/ or /æ/ vowel occurs in the last syllable, plus any words derived from these by the addition of a suffix.¹³ If we now classify this group by the following consonants, we obtain the sub-groups listed in Table 2.1.

- 3) (oh). The third variable is the mid-back rounded vowel heard in *caught*, *talk*, *awed*, *dog*, *off*, *lost*, *all*, sometimes known as “long open o” and symbolized phonetically as [ɔ:]. The word class which is measured by the index may be defined as those words which are reported with the phoneme /oh/ in the Linguistic Atlas data for New York City.¹⁶
- 4) And 5) (th) and (dh). These two variables are the initial consonants of *thing* and *then*; they are well known as variables throughout most of the United States. These consonants do not of course show any close relation to the vowel system; they were incorporated in his study as a pair of correlated variables which are not involved in any of the processes of structural change which affect the first three variables (see Table 2.4).

In summary, Labov's analysis of sociolinguistic research after SSENYC reveals that linguistic variation is not just categorized by social class but also influenced by stylistic decisions. His nuanced viewpoint suggests that all social groups display variation but share stylistic tendencies, advocating for a dynamic, context-sensitive approach. His work transformed the study of language in its social context, with educational and policy implications, emphasizing the importance of understanding linguistic variation in addressing social stratification.

1.20.5 Challenges in Stylistic Variation

According to the comments found in Labov's previous studies, the pronunciation of (r-1) is a common characteristic of young college students. The predominance of (r-1) in mass media is pattern that can be quickly grasped from a few hours of listening to radio or television.

He admits that it was difficult to step forward his analysis in large scale variation produced by changing context. He concluded that the pattern of social variation may be just as highly determined as the stylistic pattern. He said that: “Until we have a means of holding an individual's speech at a constant and comparable point along the axis of stylistic variation, we cannot compare his or her use of (r) with anyone else's.” (p.38)

The problem of social variation is to reduce our general impression of the social significance of (r) to an exact statement of social distribution (and eventually, social evaluation). We will want to compare groups and individuals through the exact use of the index for (r), and the other indexes as well.

Labov noted that in situations where the linguist is simply an anonymous observer, we can observe linguistic behavior without the biasing effect of conscious attention to speech, which is characteristic of the linguistic interview.

Once again, he emphasized more on the importance of social axis along the stylistic axis for the better outcome for one's study through anonymous and casual data gathering. He criticized the formal procedures of interview and wrote that they are ways of suspicion that the linguist is creating the language that he is studying.

Yet the anonymous and casual speech exchange is usually the most uncontrolled type of observation: we cannot hope to learn very much from such random jottings unless the variation along the social axis, and the stylistic axis, is tightly controlled.

In the course of his exploration of New York City speech, Labov developed a method of using casual and anonymous observations in a systematic manner. He decided to use this method to test a general hypothesis about the social variation of (r): that given any groups of New York speakers who are ranked on a scale of social stratification, these groups will be ranked in the same order by their differential use of (r). Using such method alongside the formal interview on the Lower increased his confidence in the general application of the methods and indexes. In Chapter 3, he reported the confirmation of the hypothesis in a study of New York City department stores.

As a criticism to Labov's contributions, he was accused by not providing much help to the field of language teaching, as he was preoccupied with language change rather than language acquisition. Some have claimed that although Labov's approach was objective, he couldn't help being subjective, at least in the explanations that he gave to his findings. However, his work done on the logic of Nonstandard English is the best rebuttal to such claims.

1.20.6 Educational Failure

William Labov investigates the cognitive disadvantage associated with nonstandard dialect speakers in the educational system. He compares nonstandard varieties in various contexts and analyzes syntactic complexity, language evolution, and the use of complex literary syntax in teaching methods. Labov's findings suggest reconsidering language proficiency assessment

methods and improving educational systems to accommodate students from diverse linguistic backgrounds.

In fact, in an attempt to analyse and explain why the first steps in the educational system are failing, Labov raised the following question: “What is the ‘cognitive disadvantage’ that accumulates to speakers of a nonstandard dialect?” He proposed to consider some other nonstandard dialects in various parts of the world like Parisian argot in France, nonstandard Hindi or Marathi, in India. He asserted that “these language forms represent somewhat more advanced stages in the evolution of the language as far as internal syntactic and phonological developments are concerned. They have usually added rules to the original grammars. There are also pidgins used as contact languages, in which it may be difficult to express certain complex ideas; when these languages become Creoles and develop into fully-fledged, still nonstandard, vernaculars, they develop their own new syntactic devices. We have to know more about this process.” (p. 41-42)

In general, he maintained that it is due to the complicated syntax of literary language that many colloquial speakers lack the ability to follow it. Moreover, he questioned the functionality of the complex syntax which proliferates in high school in the writing of middle-class children. For this purpose, he declared that before we instruct working-class children in the details of the elaborated, highly educated syntax, we have to be very clear in our minds about how much of this is functional and contributes to the precision of thought. Finally, he focused once again that much of the issue may be purely stylistic. He calls it a status symbol which may impress people, but does not advance the processes of analysis and generalization that we want to teach. (p. 42)

In conclusion, the study of cognitive disadvantage by Labov challenges the notion that nonstandard dialects inherently impede intellectual development. He challenges simple deficiency ideas by highlighting the underlying complexity and natural growth of vernacular languages worldwide. He urges educators to reassess the true objectives of language instruction by condemning complex literary syntax as a potential status symbol instead of a practical instrument. To ensure that all students, irrespective of linguistic background, can achieve their full intellectual potential, Labov's perspective advocates for an educational approach that emphasizes clarity, accessibility, and authentic cognitive engagement rather than stylistic embellishment.

1.21 Conclusion

In an attempt to answer students, researchers and teachers' questions this chapter has been structured in a manner that follows a pattern of logic and order of relevance from theoretical viewpoints of wider concepts in the field of sociolinguistics since its breakthrough. This was done to ensure that the individuals who were looking for answers would have a concise and precise understanding of the subject matter by providing in-depth reasoning and explanation. Ultimately, to cover all learning styles, graphics and tables make half of the sections easy to read for summaries, comparison and some definitions of the most prominent scientific research questions related to sociolinguistics.

In this chapter, we saw that Language is a product of human connection, influenced by culture, social structures, and environments. It is not just about words and grammar; it is deeply connected to the social world. From our earliest years, we absorb language through interaction, often imitating our mother tongue. Sociolinguistics emerged to explore these connections, helping us understand how language reflects and shapes social realities. This thesis builds on this foundation to examine these relationships more closely. The chapter covered important topics like the relationship between language and society, the possibility (or impossibility) of a unified sociolinguistic theory, and the impact of stereotypes on language perception. It also explored how sociolinguistic principles influence educational practices, highlighting key concepts such as language variation, and linguistic disadvantage in the classroom. Through questions such as “Can sociolinguistic theory accommodate diversity?” and “What does Labov’s work teach us about educational inequality?”, the chapter set the stage for understanding how language reflects deeper social structures and tensions. By tracing theoretical perspectives from sociolinguists to more applied classroom contexts, this chapter laid the foundations for examining how these ideas take shape in real-world language teaching—especially within the complex realities of English language education in multilingual societies like Algeria, which is the core objective of the following chapter.

Chapter Two

English Variation in Education

Chapter 2 English Variation in Education

2.1. Introduction

This global spread of English and its emerging dominant roles have brought challenges in the zeal teaching and learning of English, questioning the legitimacy of teaching native varieties of English. The following section discusses the controversies that the concept of world Englishes has brought in sociolinguistics and English pedagogy.

The chapter discusses the importance of incorporating linguistic variety into English language instruction (ELT) using Bax (2002) and Kachru's World Englishes framework. It advocates for incorporating global variants like Indian, Singaporean, and Australian English. The chapter also discusses language ownership, non-native educators, and the impact of standardization on learners' identity and self-worth. Scholars like Bex, Bloomfield, Wolfram, Verhoeven, and Bieswanger challenge misconceptions about language purity and advocate for inclusive, sociolinguistically-informed pedagogy. Ultimately, the chapter seeks to reevaluate English Language Teaching techniques to align with the contemporary multilingual and global context of English.

2.2. Bax's Perspective on Teaching Language Variation

In the book 'Issues of English', Stephen Bax authored an article titled 'Variation in English: Looking at the Language from the Outside'. In this article, he advocated for the establishment of a new professional dialogue between TEFL and 'school' English teachers, with the aim of promoting shared issues that educationalists are addressing in the context of English's globalization. In his chapter, Bax (2002) examined the ways in which speakers of English vary their language in particular and for what purposes. Initially, Bax concurred with Cheshire and Edwards' (1993) long-standing advocacy for British English teachers and pupils to gain a deeper understanding of the sociolinguistic dimension of English. This includes understanding how English varies within speech communities, how it transcends town and country boundaries, and how it extends beyond Britain to encompass its global dimension. (Bax, 2002:120)

In addition, he mentioned his predecessor Edwards, who carried out a thorough examination of societal and educational perspectives on the English language. He observed that several educators had biased and often unfavourable opinions on certain language types and the individuals who spoke them, emphasizing the obstructive influence of these beliefs on a child's first achievements.

In his chapter, Bax attempted to delineate subjects that a teacher without the requisite expertise may tackle, empowering their pupils to effectively harness their awareness and abilities in linguistic diversity. He explained that students are not receiving references on how to deal with linguistic variation, such as different accents, dialects, non-standard forms of language, differences relating to age, gender, race, and so on. As a result, some students may become relatively unaware of how language varies across different places and times, making them less equipped to handle such differences when they arise.

He argued that while the National Curriculum acknowledges the existence of linguistic variation, it doesn't provide English teachers with much guidance on how to study it effectively, what learning outcomes to aim for, how to advance this study through the various year groups, and other issues. According to Bax, the first step in accepting variation and effectively responding to it in everyday life is to be aware of how much and in what ways it occurs. This implies that schools must explicitly and deliberately expose pupils to a wide variety of English types, both oral and written, from different periods and places. This should include spoken and written texts, modern and old, British and non-British, from a range of voices and writers. (Bax, 2002:123)

In the next step, teachers should cover the full range of variation in pronunciation, grammar, and vocabulary by pointing out illustrative examples. Bax asserts that early attention to the issue of language variation can effectively combat prejudice. In fact, young children can grasp the concept of language variation quite easily because they encounter and notice it in their own peer group, on television, and elsewhere. The teacher can use those real cases to make the point that different people use language in different ways, and then to get across the idea that young people's words differs from older people's, women's differs from men's, old books have different language from newer books, and so on. Students can follow up this explicit emphasis on variation with small projects that explore 'old-fashioned' and 'new' words, among other areas they observe. Consistent application of this variation awareness

throughout the child's schooling can gradually foster a sense of language variation, its widespread nature, and its importance. (Bax, 2002:124)

Bax also highlighted the importance of teaching language variation to pupils in order to turn the theoretical understanding into practical skills to adjust their language to suit their purpose. He proposed to use Holmes' (1992) case studies, which are short examples for pupils, to illustrate how variation can bring about various functions. He proposed that those chosen examples can generate an interesting discussion of how the language we choose reflects our closeness to the listener, our social status relative to the listener, or the formality of the context. (Bax, 2002:125)

Bax referred to the four important determinants: gender, age, social class, and race, which affect our language choice. He also proposed to use the same case studies written by Holmes (1992) as examples or scenarios as an introduction to teach variation in words, phrases, structure, and pronunciation. These examples can lead to role plays and short dramas for younger children. Moreover, he recommended additional works by Tannen (1994) and Coates (1993), which offer cartoons and comics suitable for adaptation for older children.

From another perspective, Bax recommended the use of old films, old news clips, and literature of various kinds to examine historical variation and show how vocabulary and grammar changed over time. Finally, he advised teachers to use their own pupils' examples as a reference to case studies. He applauded the proposed work project, which aimed to engage children as participants in gathering language data and analyzing it with immense motivation.

As global viewpoint, he suggested that students should encounter a variety of nonstandard British dialects and English varieties, such as Australian and American English. For this, he referred to the familiar English used in the media, but he also acknowledged that students will increasingly need to handle other Englishes, such as Indian English and Singaporean English, as Kachru coined them in 1992. Having mentioned this, he acknowledged that he was not advocating for the inclusion of these English varieties in an already packed curriculum. But his idea was that pupils should simply be exposed to other varieties of English outside of Britain in order to be aware of their existence and be able to respond to them appropriately. Overall, he recommended not only preparing projects for pupils on how different speakers use language and how language has changed historically, but also projects on current and recent change, which can offer a motivating way of raising awareness of variation. (Bax, 2002:127)

Practically speaking, he presented some basic examples of pronunciation variation, such as the 'yod insertion' or 'yod deletion' proposed by Bauer (1994), which illustrate how parents and young children pronounce the word 'issue' as 'is-y-oo' and 'is-hoo', respectively. After introducing the example, pupils should be given some background information and guidance. He suggested setting up a mini-research project to find out what kind of speakers say 'sootable' and which say 's-yoo -table' and in which contexts. He also advised doing school surveys on slang words to see which words are used in which age groups, which by boys and which by girls; while others could look at television and newspaper language. (Bax, 2002:128)

He concluded that without explicit instructions in the National Curriculum on how to arrange and manage societal and educational processes, the teacher must develop their own vision. He stressed the need of creating a supplementary, unspoken curriculum to tackle linguistic diversity throughout a student's academic journey, highlighting this matter as a vital element of the English curriculum as a whole. Occasionally, the matter of variety will be directly addressed, but more frequently it is kept in the background and only brought up when relevant.

2.3. World Englishes Evolving in Today's World

The coining and promotion of the term "world Englishes" is directly connected to Braj Kachru, Yamuna Kachru, who had an enormous influence on such work, and also Larry Smith, who has adopted a world Englishes approach to research and teaching in this field. In order to organise English varieties into major types, a number of classifications of world Englishes have been offered with regard to the wide range of variations of English. In fact, Kachru et al. (2006, p. xvii) noted that "there is indeed greater emphasis today than in the past on capturing the expanding fusions and hybridization of linguistic forms and the unprecedented variations in global functions of world Englishes."

According to Kachru (1992), there are three major circles of English in the world: the inner circle, the outer circle, and the expanding circle. According to Kachru's Three Circles of English (1992), the inner circle has historically set the norms for the English language, the

outer circle extends these norms, and the expanding circle often relies on the norms set by native speakers in the inner circle. (Wolfram, 2014:17)

Bolton (2009) pointed out that Kachru's circles model was intended to represent (1) the types of spread of English worldwide, (2) the patterns of acquisition, and (3) the functional domains in which English is used internationally. He wrote that the inner Circle of the model referred to those societies where English was the "primary language," i.e., the USA, the UK, Canada, Australia, and New Zealand. We conceived the Outer Circle to represent postcolonial Anglophonic contexts, a numerically large and diverse speech community that includes African and Asian societies like Nigeria, Zambia, India, and Singapore. He described some common shared characteristics, such as the degree of official recognition of English in these societies. At the functional level, Kachru (1985) stated that English has a large functional range in the different social, educational, administrative, and literary domains acquired by an increasing number of users from different social levels. As a result, these institutionalized varieties exhibited significant variation within themselves. (Kachru, 1985:13)

2.4. What Does the 'Expanding Circle' Represent in English Variation?

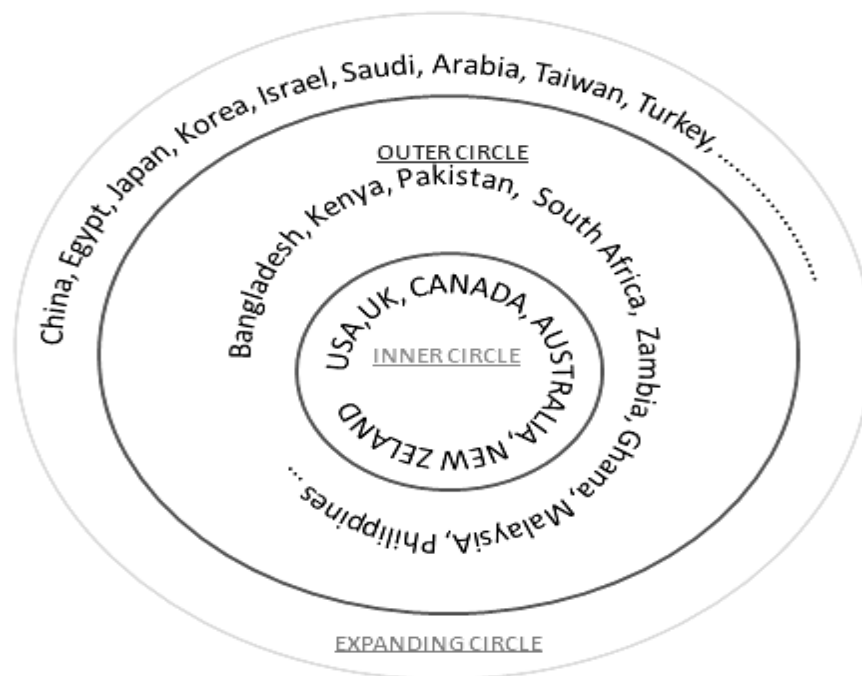


Figure 1 Kachru's three circles of English (adapted from Ferit Kilickaya 2009)

Schneider (2007) argues that the global spread of English was the result of five distinct stages. English conventions directly influence this dissemination. Initially, English becomes a prevalent language in a location where it was previously absent during the Foundation phase. The linguistic behaviour of speakers in this stage, which is categorised as colonialism, is not homogeneous and they come from a variety of geographical origins. At present, the English language standards are not rigorously defined and are adaptable. Secondly, during the exnormative stabilisation period, communities attain political stability under foreign hegemony, primarily the British Empire, with emigrants establishing the primary norms for use. Consequently, the Nativization phase is characterised by a transition towards autonomy within a nation, which leads to the emergence of distinctive language usages and structures. This transition is cultural, linguistic, and political in nature. Separating the region's language variation from its linguistic foundations and nation of emigration is a critical component of this phase. The nascent nation subsequently establishes its own linguistic norms in the Endonormative stabilisation phase, rather than adhering to foreign standards. Ultimately, the Differentiation phase is characterised by internal diversity, which results in the independent development of new dialects that typically diverge substantially from the language evolution that is taking place in the site of origin. Each phase of this cycle is shaped by a special mix of history, culture, politics, and changing standards that align with how languages change. Particularly in Western industrialised cultures, these situations observe a robust correlation between language and national identity (Wolfram, 2014:17–18). Wolfram states that Schneider's trajectory demonstrates the evolution of English language standards and linguistic variety in numerous global locations, from their origins in the British Isles to their present state. This development regards English dialects as geographical and cultural manifestations of variation within a specific nation or state. He stated that "standards for English usage are frequently confined and established inside the nation-state, although language diversity is dynamic and ongoing." (ibid., p. 18)

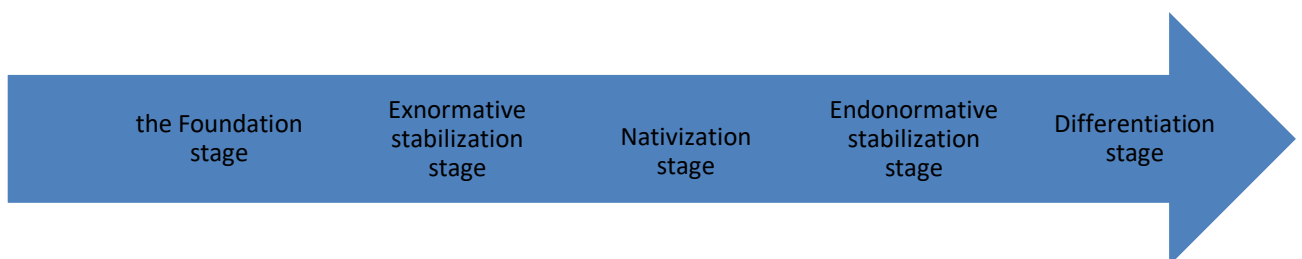


Figure 2 Scheneider stages of English spread (2007)

Bolton (2009) concluded that a small number of publishing houses based in the UK and USA largely control limited academic publishing and textbook publishing in both applied linguistics and English language teaching, posing a delicate problem. These publishing houses rely on a relatively small number of experts for their knowledge and professionalism. According to him, both UK and US approaches seem to have a combined body of shared practices, professionalism, and theory. However, and prior to this, the development of applied linguistics in these two societies emerged from distinct socio-political experiences. In fact, he brought up the example of Britain, where the discipline of applied linguistics flourished in the 1960s and 1970s due to the recruitment of a substantial number of English language experts for diverse educational initiatives aimed at decolonizing Commonwealth societies. In recent decades, colleges and universities in the USA have primarily relied on immigrant education and ESL programs for applied linguistics and TESOL.

In his conclusion, he also acknowledged the challenges facing Western practitioners who were trying to develop an unbiased, or at least politically neutral, applied linguistics at the level of theory as well as pedagogic principles. In this context, he mentioned how difficult it is to ignore the imbalance between the developed and developing worlds in many of the contexts of English language teaching today. According to Bolton, English language teachers in many of the outer- and expanding-circle contexts face difficulties in terms of conditions, facilities, and resources. Finally, Bolton revealed that few academics from societies like the US and UK have found their voices in journals like *English Today* and *World Englishes*, as well as in book production.

From a linguistic perspective, Bolton expressed skepticism about the imminent resolution of this complex global English problem. In Bolton's words, he emphasized the importance of balancing or "re-centering" world Englishes through apparent academic and publication homogenization in both theoretical and pedagogical work.

2.5. World Englishes and Education

World Englishes teaching debates lead to related issues in the teaching and learning in the EFL world. The question of which English to teach in the expanding Circle, remains a recurring topic. Kilickaya (2009) demonstrated that teaching American English is the solution to the issue, using the example of teaching Turkish students how to use English effectively in a USA-based educational institution. However, if the goal is to foster cross-cultural communication, we should teach British English to equip students with the ability to comprehend and tolerate a wide range of accents and varieties. Kilickaya emphasised that studying cross-cultural communication strategies should be the primary focus. He also invited teachers to develop a greater tolerance for differences and adjust their expectations according to the settings. He concludes that teachers should be informed about the varieties and given opportunities to collaborate with teachers in all three rings. Kilickaya concluded by asserting that publishers worldwide can achieve the application of English varieties by incorporating World Englishes and ELF perspectives into their books, materials, and, crucially, in their language testing and assessment practices. (Kilickaya, 2009: 37)

Indeed, in broader American society, all children need to command mainstream American English, the language variety often required in formal settings. However, the issue of who learns what language is deeply political and rooted in the social and cultural structure of society (Wolfram & Schilling-Estes, 1998; Nieto, 2000).

The following segments provide a summary of three 'World Englishes' (WEs) models, a crucial term in this study, detailing their emergence, identification, acceptance status, and the pedagogical implications they carry. And then we close the debate with a short section that discusses who really owns English.

Scholars in the field generally use the term 'World Englishes' (WEs) to refer to all varieties of English connected to a specific geographic location and culture, regardless of native or non-native settings or how and where they have evolved from. Scholars use three models to discuss the emergence and identification of WEs. The first model is Quirk's ENL, ESL, and EFL, which corresponds to the second model, Kachru's concentric circles, and the third model, also known as the socio-geographic model.

At first, ENL, ESL, and EFL distinguish speakers of English according to their sociolinguistic and political relationship with the language. Therefore, ENL, also known as English as a Native Language, encompasses varieties spoken in regions where English has historically served as the mother tongue or native language, such as England, Ireland, Canada, the USA, Wales, among others. ESL or

English as a Second Language refers to non-native varieties of English resulting from British colonization. Those varieties emerged through the education system, either as a result of the phonological influences of local languages on English or perhaps as a result of non-native students' difficulties adapting to the phonology of English. Nigeria, Ghana, Cameroon, Kenya, Singapore, India, Pakistan, and other countries fall into this second category. Finally, EFL (English as a

Globalization and the emergence of English as an international language have led to the use of the acronym "Foreign Language" for non-native varieties. As Jenkins (2003) holds, EFL "is the English of those for whom the language serves no purposes within their own countries." (p. 13-14). Brazil, China, Japan, South Korea, Senegal, Germany, etc. belong to this category. (Belibi, 2013)

The third model, called the **socio-geographic model**, tries to find differences among varieties of English from three angles: geography, ethnicity, and level of education. As far as geography is concerned, emphasis constantly shifts from national denominations such as Cameroon English, Indian English, Chinese English, etc. to much larger groupings and vice versa, depending on whether or not indigenous varieties are accepted by scholars as local standards. Then, it is common to hear of West African English, East Asian English, as well as African English or Asian English. We have also used ethnicity to distinguish the linguistic features of several non-native varieties of English. h. Tamil and Malay Englishes in Sri Lanka; Igbo, Yoruba, and Hausa Englishes in Nigeria; and Francophone vs. Anglophone varieties in Cameroon are good examples of ethnic varieties. The advantage of the ethnic perspective is that it accounts for particularities in usage that are only specific to certain ethnic groups.

Finally, **the level of education** is important in the process of identifying varieties of English, given that most ESL territories claim rights to English in local contexts. Then, it becomes

imperative to distinguish between educated and uneducated English, though the practical line between who is educated and who is not remains blurred. (Belibi, 2013:173)

From another perspective, the standardisation of non-native varieties in their contexts of use poses a chain of problems in the English Language Teaching (ELT) profession at two distinct levels: acceptance and pedagogy.

Under the scope of acceptability problems, the following question has divided applied linguists over the past three decades: Are both native speakers and non-native speakers in favour of using local varieties of English as standards?

Prator (1968) contended that we cannot and should not accept non-native varieties of English as local standards. Quirk (1990) echoed him, stressing that English is only one language and should remain a monolith. Therefore, any effort at standardising a local variety is uninvited. Prator and Quirk's arguments are based on the idea that using local varieties as standards is a threat to the existence of English as one language because English might end up breaking into a number of mutually unintelligible dialects. However, WEs scholars are opposed to standard language ideologies because they attempt to control, own, and teach English according to native-speaker rules. Kachru and his followers promoted an understanding of English use in multilingual contexts. They claim that it is impractical or impossible to enforce native-speaker norms in non-native settings. (Belibi, 2013:175)

The controversy eventually became a battlefield between the two poles. Quirk (1990), for example, mocked the liberal tendencies of norm-developing Englishes in handling standards and referred to Kachru's position as "liberation linguistics." Responding to Quirk, Kachru (1991) criticised Standard English ideology on the grounds that it fails to consider the teaching and learning of English in relation to the ecological and socio-political factors related to the language's current spread and use. Conclusively, he referred to Quirk's position as "deficit linguistics." (Belibi, 2013:175)

Controversy has raised awareness of English usage in non-native settings among TESOL professionals, leading to a "cross-Atlantic disagreement" in 1991 and making it a concern for a much larger audience. Jenkins reported that since 1991, TESOL Quarterly, a main journal in applied linguistics, has published articles that approach teaching language from a WEs perspective (Jenkins, 2006).

It is important to note that a third pole in this debate has recently gained attention, likely due to its attempt to bridge the gap between 'monocentric' and 'pluralist' scholars. This position is known as English as an International Language (EIL) or English as a Lingua Franca (ELF). (Belibi, 2013:175)

Finally, Kirkpatrick (2006:79) holds that the ELF model is preferable to both native speakers' centrist and Outer Circle pluralist models. The difference between the two, according to him, is that native and nativized varieties of English must, as a basis, reflect the speakers' cultural norms in a flexible way.

However, the main critique of the EIL/ELF model is that it directly approximates native speakers' prescriptivism, which imposes an innovative but rather restrictive model on learners. Both Jenkins and Seidlhofer strongly rejected accusations of prescriptivism on the grounds that their approach places emphasis on descriptive methods. Hence, Jenkins (2006) stated that her main goal in ELF is not to impose a standard and unique pronunciation model on speakers, but rather to describe and clarify English pronunciation to maintain intelligibility, while Seidlhofer focused on the lexicology and grammar of English for international use. (Belibi, 2013:176)

The aforementioned controversy suggests that determining which model to apply to the current realities of language spread and use is a daunting task. However, evidence showed that the controversy reaches far beyond the realms of economics and politics. Indeed, other scholars contend that there are economic reasons behind the fight to maintain a native variety of English as the norm in the classroom. They argue that native speakers struggle to control the ELT business by supplying teachers and pedagogic materials to the rest of the world. If non-native varieties became local standards in Asia and Africa, the TESOL industry based in England and the USA would suffer significant financial losses due to the lack of native-speaker teachers and pedagogic materials. Currently, non-native English speakers in the language classroom pose numerous pedagogical challenges, regardless of their acceptance. (Belibi, 2013:176).

Scholars in applied linguistics in their majority acknowledge the polymorphous nature of English, but the idea of teaching non-native varieties of English is still a major point of division and frustration. The debate began as a linguistic controversy between monocentrists and pluralists in the 1980s, and swiftly progressed to concerns about the ownership of English

(refer to Widdowson 1994), the position of non-native teachers in the ELT market, and, ultimately, the challenges faced by non-native teachers in their teaching roles. (Belibi, 2013:176-177).

Seidlhofer (2005) discussed one of the main arguments against Standard English pedagogy and wrote that Standard English is not an easy-to-define language variety; therefore, teaching it is not very pragmatic. She argues that there is no need to insist on Standard English as the only option for all purposes since the number of speakers and its domain of use are very limited.

From a scientific perspective, there is no proof that learners will replicate the same standard's language variety that they have learned. Factors such as the influence of learners' background languages and their inability to accurately reproduce certain sounds or language items, among others, can significantly undermine standard language teaching. (Belibi, 2013:177).

Second, it is not possible to teach and learn English through texts or course materials that present a foreign language culture that is sometimes totally alien to both teachers and students. According to Cunningsworth (1985), "cultural gaps pose problems to learners of English."

Particularly in areas with significant social, political, or religious disparities, English plays a crucial role. It appears unrealistic to teach monolithic Standard English, but it is also not feasible to implement a pluralist teaching methodology. According to Pennycook (2008), the major weakness of the pluralist model is its lack of a useful stance on global English teaching. This is due to its focus on describing varieties rather than pedagogy, and on Outer Circle Englishes rather than global or expanding Englishes. According to Jenkins (2006), the WEs framework remains more in the form of theory than practice. Moreover, Seidlhofer (2005:170) posits that WEs and ELF scholars' advocacy for pluralism is characterised by an absolute compliance with the norms of native- speakers. (Belibi, 2013:177).

Trudgill (2008) asserts that English is historically the language of its native speakers, as it "stems from them" and "resides in them." Jenkins, a centrist linguist, disagrees with his view, arguing that both native and non-native speakers continue to believe in native speaker ownership of English. However, Crystal (2000:5) asserted that "nobody 'owns' English now". He also noted that a language that has become widely spoken no longer belongs exclusively to

any of its constituent communities, a fact that monolingual English speakers often overlook. He further adds that all English first-, second-, and foreign-language speakers around the world have rights to the language.

On the ELT market, there is a debate among applied linguists about the native vs. non-native teacher distinction. However, for both native and non-native speakers, the native teacher is still the better option. Jenkins (2000) argues that non-native teachers are better prepared to teach in non-native settings than native teachers because they passed through the same route of acquisition. (Belibi, 2013:178).

Designing up-to-date course resources that take into account the authentic culture and linguistics of local contexts is the biggest challenge when implementing pluralist English language pedagogy. According to Simo Bobda (1997:226), there is an increasing trend in textbooks that reflect the non-native speaker's cultural and sociolinguistic environment. He also believes that such textbooks significantly improve learning and pedagogy.

To sum up, the debate is still going on between purist linguists, who show the idea that there is a need for non-native teachers to use centrist models in teaching, and pluralist linguists, who still place emphasis on the need for diversity, though there is no clear plan on how to put this into action. In 2013, Belibi concluded that the only obvious idea from this debate seems that the native teacher is more vested to teach in his context while the non-native teacher is equipped to teach in non-native settings.' (p.178)

2.6. The Role of 'Standard English' in a World of Linguistic Variety

In his chapter on the concept of diversity and 'Standard English', Tony Bex (1996: 8) identifies three misconceptions about the English language. One reason for not speaking like Hamlet is because we are no longer Elizabethans. The second perplexity is noteworthy since it often infiltrates talks about norms. Broadly speaking, it may be seen as the omission of elements that are suitable for written language but not for spoken language. The third ambiguity is far less apparent. Prince Charles deliberately selected Shakespeare as his inspiration, seeing him as the preeminent writer in the English language. However, the distinct characteristics of the book as a work of literature are disregarded. It is assumed that the model chosen, namely Hamlet's soliloquy, is suitable for all situations and is considered

an indicator for evaluating alternative uses. However, this is perplexing for two additional reasons. He finds it unclear and unsuitable to use Shakespeare's style, for instance, when composing a message for the milkman. However, even if it were possible, considering that Shakespeare is widely regarded as the preeminent writer in English, it is unrealistic to attain his level of excellence.

The American Association of University Supervisors, Coordinators, and Directors of Foreign Language Programmes (AAUSC) series, volume N13, *Issues in Programme Direction*, examines the applications of sociolinguistic scholarship to the teaching and learning of foreign languages in American higher education.

Robert W. Train (2002) wrote, "The standard defines variation and is also defined by variation." (p.7). He also explains that the goal of standardisation is not to eliminate variability but to institutionalise a set of evaluative and affective stances towards practices of variation in opposition to a standardised language and its attendant culture. He argued that these perceptions or misperceptions of variability are operative on the level of individual and collective beliefs, motivations, and attitudes, as well as on a policy level that influences political and educational decisions about language.

Last but not least, Wolfram & Schilling-Estes (1998) suggest that there are multiple standards, including formal Standard English used by mainstream writers, grammar manuals, and reference books, regional Standard English relating to the official dialect in a specific area, and informal Standard English, characterized by a lack of social stigmatized features.

According to Wheeler and Swords (2004), although language structure always varies to some extent, the public's attitudes towards language also exhibit diversity. People often categorise Standard English as "good," while they generally label nonstandard English as "bad." Social considerations, rather than linguistic evidence, influence these ideas. As a result, people view the linguistic variation associated with middle-class, well-educated, native speakers of the area as the norm (Wolfram & Schilling-Estes, 1998, p. 284). Individuals see this particular kind as commendable because they believe that its speakers deserve acclaim. However, this evaluation has nothing to do with the inherent structural excellence of what is commonly known as "standard" English.

Verhoeven (1998) said that Trudgill (1979) has emphasized the ineffectiveness of prioritizing the standard language in education, since it is very likely to be unsuccessful and might result in a decline in self-esteem and self-assurance among speakers of nonstandard varieties.

2.7. Learners and Teachers' Perception of Standard Accents

J. Wells (1982) referred to Giles et al. (1974) about why a standard accent enjoys its position of prestige and wrote that it is inherently the most pleasing and beautiful variety of pronunciation. They label this view as the 'inherent value' hypothesis, in contrast to the 'imposed norm' hypothesis, which maintains that the prestige of a standard accent is essentially a cultural accident. (Wells, 1982:35)

J. C. Wells (1982) insisted on repeating two points when discussing the standard accent. First, society adopts the standard accent as the norm, reflecting the implicit attitude the community holds towards its speakers. At one time and place, people may prize particular phonetic characteristics as standard, but stigmatize them as non-standard at another. (Wells, 1982:34)

Multiple standard accents in English expose some of the inherent value hypothesis's absurdities. American culture readily perceives a non-rhotic pronunciation (dropping one's) as slovenly or ugly, especially in regions of the United States where black individuals are the only ones using such an accent. In England, people would never entertain such a claim, as they consider non-rhotic pronunciation to be the norm and view non-prevocalic [r] as rustic or even comical. In one place, [stɑ:t] and [nɔ:rə] are prized, [stɑ:t] and [nɔ:ə] stigmatised; in another place, it is the other way around. In Britain, a glottal stop is considered an ugly and lazy sound. (Wells, 1982:35)

To conclude this section, we have chosen the following quote from the sociolinguist Walt Wolfram's documentary, *American Tongues*, which encapsulates all the conflicting viewpoints regarding standards and attitudes, as well as their actuality and outcomes:

‘Let’s face it. There are certain consequences for not speaking a standard dialect. For example, people may make fun of you. Or you may have certain limitations in terms of the job market. So, if you don’t want to deal with the negatives, it may be very helpful to learn a standard dialect for certain situations. It may not be fair, but that’s the way it is.’

To teach the student the essence of Wolfram quotation is the very hopeful aspiration of this study. EFL learners need to know the reason why they are learning the standard and non standard at first in order to keep tracking their purpose with a clear vision of the learning path.

2.8.Vernacular Used in the Classroom

According to Labov, vernacular is one's natural style, whose grammar and phonetics are mastered at an early age via the influence of peer groups. It may be modified in some way during various stages of one's life, under the influence of more public-oriented interaction, such as in educational settings, media language, and the influence of other social groups. Labov argues that vernacular can be studied since the vernacular itself is not devoid of variation; it may involve inherent variation, that is, alternate forms belonging to the same system. The rules governing variation in the vernacular appear to be more regular than those operating in formal styles acquired in the post-adolescent years. (Mesthrie et al., 2000: 80–81)

Holmes introduced the debates surrounding the use of vernacular dialects in schools and the perception of children who use these forms as linguistically deprived or deficient (1992: 357). She illustrated the case of Moira Lewis in the English-speaking community of Ann Arbour and how Afro-American mothers took the local elementary school to court when the teacher labelled Moira's Afro-American classmates as 'learning disabled'. Eventually, they won the case, and the school was required to provide a program for Moira and her friends, giving them a better chance of educational success. The judge expressed the view that the main barriers to the children's progress took the form of an unconscious negative attitude held by the teachers towards children who spoke black English." (358-359)

Holmes also highlighted the drawbacks of the traditional educational approach, referring to it as the failure of the middle class school system. She asserted that all members of a community need to be able to understand the standard dialect. If they choose to do so, everyone should have the option of producing it. In school, most people acquire control of the standard variety, at least for written purposes. Those who do not do so may suffer the educational implications of negative attitudes towards vernacular speech varieties. In one of her chapters, she discussed the erroneous foundations for the widespread negative judgments that label as educational failures many children who speak vernacular varieties or who use language in ways that deviate from the approved norms of middle-class schools. (Holmes, 2000: 376)

Finally, from a linguistic point of view, we can judge that ‘the public holds vernaculars in low regard and typically views its speakers with disregard. The judgement of badness is sociopolitical and has nothing to do with any structural inadequacy of vernacular dialects.’ (Wheeler and Swords, 2004: 474)

2.9. The Role of Slang and Colloquialisms in Teaching Foreign Languages

The impact of the media on learners worldwide and their exposure to diverse English styles and varieties is undeniable. The issue revolves around whether or not and how to include these varieties in the EFL classroom.

Although slang and colloquialisms are generally associated with spoken rather than written language, there have been recent exceptions.

Šamo et al. (2013) conducted a study about EFL teaching in Croatia at the university level. The study was based on the following hypotheses: 1) participants will score better on American English AE reading tasks; 2) they will be more familiar with AE slang and colloquialisms; and 3) they will perceive that they use them more frequently in AE. (Šamo et al., 2013: 133)

The researchers were able to confirm these hypotheses through a questionnaire and cloze tests, which indicated that AE variety prevails in Croatia, but students generally lack knowledge of slang and colloquial expressions, particularly in British English. They clarified that the participant's age could potentially contribute to the low score, referencing Charkova's 2007 study, which revealed that in a productive knowledge task, the younger participants (aged 16–17) contributed significantly more slang terms than the university students (aged 22–25). (133) However, Šamo et al. (2013) also explained that the lower scores are likely to have resulted from the fact that the participants were not so explicitly taught those expressions and varieties. Finally, they pleaded for the need to reconsider the role of such a specific vocabulary segment in EFL teaching, particularly because of its growing importance in popular media and young people's urban culture these days.

2.10. The Impact of Language Change on Teaching Practices

In his book *Varieties of English*, Brook (1984) revealed in his chapter on language change that it is important to consider time and other variables when studying the constantly evolving language. In fact, changing pronunciation is a long process that may happen over years, with an increase in the number of speakers who will slowly adopt the new linguistic feature. Second, he claimed that when studying language change, it is necessary to isolate the variables, such as regional and class dialect, when comparing the two. (Brook, 1984:162)

Brook also recognized the influence of mass communication media such as newspapers, cinema, radio, and television, which promote uniformity. According to him, the writing press does not affect pronunciation, but all four mass media shape the grammar and lexis.

On the other hand, in his writing about popular education, he noted that it is unusual for dialect to serve as a deliberate medium of instruction. This is because there is no deliberate attempt to 'correct' the dialect speech of schoolchildren, and many schoolteachers themselves speak a regional dialect without realizing it. He explained that Standard English owes much to the public schools since the effect of the various rising influences was to remove the extreme forms of dialect without necessarily increasing the number of speakers of Standard English. (163)

In his paper, Brook referred to Daniel Jones, who wrote the '*Pronouncing Dictionary of English*'. Brook demonstrated that the pronunciations recorded by Jones typically occur in the households of Southern English individuals who received their education from public schools. He found that the vocabulary of upper-class English was easier to acquire than its pronunciation, and class indicators like *serviette* and *napkin*, *toilet*, and *lavatory* cease to have any significance as features of class dialect. (163)

The author also discussed the use of fashionable words, which can become a craze. He said that vogue words enjoy a short period of fame and are not necessarily new words. However, they can be words that have remained in the language for centuries, normally understood but not used frequently. After gaining popularity, the vogue word disappears as careful speakers begin to disregard it as an overused term. (164)

2.11. Language Variation in Teaching Practices

2.11.1. How are Languages Taught in Multilingual Contexts?

According to Leonard Bloomfield, the purpose of foreign language instruction is the need of the latter study in commerce and the desirability of promptly utilizing foreign inventions in science and industry. Bloomfield distinguished between European and American approaches to foreign language teaching. He showed that the Europeans school studies include not only instruction in foreign languages but also a suitable introduction to the life, culture, and ideals of the foreign nations. Bloomfield criticized the antiquated outer circumstances like pupils late age at which they begin the study, the small number of class hours and the reliance on home assignments which he consider of little use to the language instruction. He admits the difficulty and challenging task of explaining to the student the morphology and syntax of any language since the facts of a language are complex. Explaining to the student the morphology and syntax of a language requires a long time even if the teachers were linguistically trained.

According to Bloomfield (1993: 2), "Language is not a process of logical reference to a conscious set of rules; the process of understanding, speaking, and writing is everywhere an associative one. Real language-teaching consists, therefore, of building up in the pupil those associative habits which constitutes the language to be learned."

With regard to the appropriate age for learning a foreign language, Bloomfield believes that foreign language teaching is best accomplished with the learners who is between ten and twelve years of age. He pointed out that if the study is begun earlier, the student will be accumulating experience with less effort until a facility might be acquired even with less practice. In contrast, he argued how older learners show a growing disinclination to go through the constant practice by which alone success is attainable. He explained that older students who have never before studied a language tend to practise in conscious and logical grouping of facts; and don't accept the repetition of what is already understood. Older learners also tend to feel superior to the simple content of the lesson and get bored with the simplicity of the content of elementary texts, whereas at the age of ten or twelve, the pupil is attracted by the novelty of what he learns, and enjoys the growing power of expression in a new medium and the playing of being something strange. He emphasized on the importance of acquiring a habit of foreign language study at a younger age where students find no difficulty on going to other languages even more mature since they know from experience the importance of the process and its advantages.

Bloomfield blames the outspoken teachers and their equipments, who though seem to be qualified, but fail in delivering through the practices that form in the pupil the necessary associative habits for a successful study. In Bloomfield's view, the complete teacher should be qualified with the mastery of the language in addition to the linguistic and pedagogic knowledge of how to impart the English language. For Bloomfield language teaching can be successful through in –depth knowledge of the foreign language with some training in the necessary linguistic and pedagogical principles, enhanced by experience in practice classes under supervision.

Bloomfield claims that the first step in a foreign language instruction is to train the pupil to articulate the foreign sounds correctly and without hesitation. In his view, the instruction must begin with the elements of phonetics as applied to the pupil's native language and by contrast to the foreign one. Description alone won't help the pupil, therefore he must practice the foreign articulations until they become automatic. When learning pronunciation for the overgrown pupils; Bloomfield noted that they would look for a resemblance of some foreign sounds, and interpret them into the nearest corresponding native articulations.

In his article 'About Foreign Language Teaching', Bloomfield (1993) noted the value of acquiring foreign languages for communities that he qualified as a 'need' for many nationalities. He compares the educational system of the United States to "hothouse growth which is neither wisely planted nor well tended... which produced no sensible results." Then, he blames the educationists and professors for not giving the appropriate training and direction to teacher. He described teaching as a craft and an art that varies according to the teacher, student and subject.

Bloomfield acknowledged the difficulty for foreign language learner to speak exactly like native speakers. A standard dialect is one dialect among others, the preferred one, which is used when speakers from different part of the country have occasions to speak to each other, which is understood in all parts of the area. Furthermore, he denies the fact of speaking 'incorrectly' in any given native dialect.

2.11.2. Teachers' Responsibilities in Language Education

Early debates of 1970 revolved around Ideas about how to improve schools in general and language instruction (native or foreign) in particular, as Peter S. Rosenbaum puts it paying teachers as much as you can and getting only the best, master teachers on television, new equipment, better classroom techniques based upon linguistic or psychological research won't be enough for successful teaching experience. So, is the teacher the only secret behind a notable language teaching and learning experience? Despite the problem of having good human, linguistic and pedagogical skills, the teacher is and will always be the core of debates when analyzing the reasons behind success or failure of learners.

Holmes (1992) showed the split in point of view between sociolinguists regarding the role of language teachers towards pupils' vernacular forms. The first group of sociolinguists suggested that the **teacher's task** is to provide children with the means to challenge the attitudes which discriminate against their speech forms. They argue that schools should empower children and give them the confidence to assert the validity of their language and the skills needed to expose the insubstantial nature of the criticism since there is no basis for these negative attitudes. However, the second group argues that the standard dialect is necessary for social advancement and for communicating effectively with a wider audience, at least in writing. They claim that it is essential to use standard forms in order to be taken seriously in many social contexts, spoken and written (Holmes, 1992:360).

While teachers may use visual aids and other resources to help them present new information to students, **teacher talk** is a primary means of classroom instruction. Also important are the many forms of written language which can be found in the classroom ranging from writing on the board to library books and other resource materials. Mesthrie et al. (2000) argued that language is heavily regulated in the classroom because it is so important to teaching and learning activities. They asserted that teachers are the primary speakers in the classroom, and teacher talk is almost always the primary language register in use. Moreover, they described teacher talk as lengthy and having complex constructions, while student talk is composed of smaller and more topically focused phrases and, in some instances, only single-word replies. Besides being the primary speaker in classroom conversations, teachers also maintain tight control over the conversation -- even when they are not speaking. According to them, teachers determine the topics for discussion in classroom conversations and they control each student's 'right to speak' on those topics. They also regulate the amount of time each speaker can spend in discussion (Mesthrie et al., 2000:348).

Generally speaking, teachers are facing some obstacles regarding culture in the language classroom. Hinkel Criticized teachers who are from non English countries and seem to lack cultural and pragmatic paradigm of face to face interactions, who generally fail in delivering the knowledge because their students will find problem to have direct contact with members of different communities around them. The other remaining problematic is the lack of teachers' awareness to language variation, it is assumed so because of the limitation of resources and applied research on language variation which is not popular enough among colleagues (Hinkel, 1999: 134).

According to Pendl and Timm (2014), in Germany there are a number of criteria and pitfalls for hiring TESOL teachers: only 2-year limited contracts and often no full position. They mentioned how an English teacher has to be like a 'Swiss army knife': course designer, programmer, didactics expert, linguist, etc. "Who is the better English for Special Purpose teacher: the subject expert or the language expert?" is the unresolved question which keeps on revolving at universities that are looking for a teacher as a representative of the subject to teach with a relevant degree (Pendl and Timm, 2014 :215)

As far as language variation teaching is concerned, Carter and Nunan (2001) said that the element of communicative competence needs to be explicitly addressed in the language classroom. In fact, they said that students want to learn when the English they have acquired is overly formal, is slang, or associates them with a particular social class or community. In this context, they called upon language teachers to make conscious decisions concerning which varieties of English and which language strategies to use in the language classroom. Indeed, these language students might want to be aware that their pitch will be a **sociolinguistic marker**, even if they decide that they feel physically or psychologically more comfortable speaking slightly higher or lower than their native-speaking counterparts (Carter and Nunan, 2001:104). Having argued about their role in the language classroom, we should also emphasize on their right and how educational institutions are responsible for their professional development and how to support them along the career path through training. This latter is discussed below.

2.11.3. Teacher Training Programs Addressing Language Variation

In his article, Verhoeven (1998) concluded by calling for a sociolinguistic study of language education in order to produce guidelines for teacher training. He showed that in the context of teacher-training programs, language should not be defined from an economic or technological point of view. Instead, the social context of language should be emphasized, taking into account sociocultural aspects of development and the concerns of different communities and individuals. (Verhoeven, 1998)

At the beginning of his paper, Bieswanger (2008) acknowledged the undeniable role of teachers for the teaching of varieties in the classroom. Two university programs were reviewed in his article: the first one, the program at the Catholic University of Eichstätt, and the second one is the program at the Johann- Wolfgang-Goethe University Frankfurt. He compared between the two and found similarities concerning practical language skills, usually taught by native-speakers with either a British or an American background, and basic linguistics classes. In addition, he referred to seminars on varieties of English offered by the departments of English linguistics at both universities. These seminars are on regular basis, but only a small number of students attend them. As a conclusion, Bieswanger (2008) claimed that there is a lack of appropriate training and the resulting linguistic insecurity of teachers with respect to varieties may be responsible for the way in which many teachers treat varieties other than Standard British English as deviations. He added that teachers hesitate to include varieties of English in ELT because it implies acceptance of a more complex pattern of language use, which makes straightforward right vs. wrong answers in the grading of exams rather problematic. At last, he asserted that because varieties usually do not play a major role in important exams, they are frequently considered unimportant by teachers (Bieswanger, 2008:42) Speaking about testing, results revealed a significant failure when learning a second or foreign language. Does that reveal a deficit of the test system or the language variety itself?

According to Quirk (1990), it is necessary for native instructors to provide assistance and for non-native teachers to maintain regular contact with the original language in order to preserve language and teaching standards in non-native environments. Guerra (2016:374) argues that this perspective fails to consider the functional appropriateness of language in sociolinguistic settings that differ from the Inner Circle.

2.11.4. Teaching Language Variation as a Challenge for Educators

Teaching variation becomes problematic for language instructors when they fail to distinguish between professionalism and ignorance. Intensive knowledge about language variation awareness, language attitude, and the pedagogical aspects of language variation in classes are essential steps to follow, respectively, if professionals want to cross that thin line.

In his work, Bieswanger (2008) recognised the indisputable significance of instructors in instructing a diverse range of courses inside the classroom. The article assessed two university programs: the program at the Catholic University of Eichstätt and the program at the Johann-Wolfgang-Goethe University Frankfurt. He conducted a comparison between the two and identified parallels in terms of practical language abilities, often taught by native speakers with either a British or American background, as well as fundamental linguistics courses. Furthermore, he mentioned attending seminars on different types of English that were provided by the English linguistics departments at both campuses. These lectures are held regularly, however, they have a low student turnout. Ultimately, Bieswanger (2008) argued that a lack of sufficient preparation, together with the resulting linguistic uneasiness of instructors towards other forms of language, may explain why many teachers see departures from Standard British English as undesirable. He said that instructors are reluctant to use different forms of English in English Language Teaching (ELT) since it entails accepting a more intricate language usage pattern, which complicates the process of marking exams with clear-cut right and incorrect responses. Ultimately, he said that variations are often deemed insignificant by professors due to their infrequent significance in crucial examinations. (Bieswanger, 2008:42)

2.11.5. Adults Learn Differently Foreign Languages

Fries (1993) began his article by highlighting the challenges of learning a foreign language as an adult, unless one possesses a natural aptitude for it. However, he went on to list a few exceptions, citing adults who were able to learn a language 'perfectly' within a few weeks. For instance, officers in the American army have successfully completed courses to learn Chinese, Arabic, and Italian in just a few months.

According to Fries, mastery of a language implies the ability to use or comprehend every word in the native language, a feat that is unattainable. He recognised that there will always be areas of experience where native speakers of the language will not be familiar with unusual terms employed by those who work in that particular field.

Later on, he referred to the unconscious process of mastering sound systems and word order at an early stage of learning. Children's vocabulary is limited due to their limited experience. The more they experience, the more their vocabulary grows. Unlike children, he maintained that knowledge of new words and new meanings for adults keeps increasing as we grow older, and we are often very conscious of this growth and change. He emphasized that mastering vocabulary is just one aspect of mastering the language. According to Charles Fries' conclusion, neglecting the sound system and structural devices during language learning is an unconscious habit that develops during childhood.

In order to achieve a degree of mastery of a foreign language in less than three months, Fries set up some conditions. First, learners need to master the sound system—to understand the stream of speech, hear the distinctive sound features, and approximate their production. The second step involves mastering the arrangement features that make up the language's structure. According to Fries, a person is considered to have learned a foreign language when they have mastered the sound system within a limited vocabulary and developed automatic habits with the structural devices. According to Fries, most adults can achieve this level of foreign language mastery within approximately three months, using a scientific approach and carefully selected and organized materials. These two conditions lay the correct foundation upon which increasing vocabulary will come with ease. (Fries, 1993:52-53)

Fries constantly emphasised the importance of not being impatient when learning a foreign language, which is the trap that most adults fall into when they start their learning journey. He explained that in the foreign language institute's classes, they encountered students with no English at all and others with some fluency in vocabulary but no basic control of either the sound system or the structure. According to Charles Fries, accuracy of sound, rhythm, intonation, structural forms, and arrangement within a limited range of expression must come first and become habit before the student is ready to expand his vocabulary. But the problem is that the adults are unwilling or incapable of starting again at the fundamentals of the language and building up new habits within a limited vocabulary.

According to Fries, the “accuracy” of speech acquired by adults should be based upon a realistic description of the actual language used by native speakers in carrying on their affairs—the exact reproduction of all parts of whole utterances as they appear in the normal conversation of native speakers. One of the most effective techniques for adults to learn a foreign language is to mimic native speakers repeatedly until they regain their childhood flexibility of making unusual sounds. This imitation must also extend to the target native speaker's tone, gestures, facial expressions, and complete manner of speaking. Fries warns about the danger of using translation and word equivalents between the learner's native language and the foreign language, which seem to save time at first but cause delays in the long run and may, if continued, even set up such habits and confusions as to prevent any real control of the new language.

Fries advocated the use of ‘an oral approach’ characterised by basic drills and repeated repetitions of patterns produced by native speakers. This 'oral approach' primarily focuses on learning a language as a set of spoken symbols, making it unnecessary to learn the old spelling of a language. The author emphasized the unrestricted use of living voice, mechanical records, sound films, manuals, text books, written notes, and written exercises in this approach.

In addition, he considers production and recognition of speech as two complementary aspects, but practically never equal. The number of words we can recognize exceeds the number of words we can actually use in speech or even in writing. As a matter of fact, practice in production is one of the best means of developing recognition. He used an example to demonstrate the different vowel pronunciations in words such as leak, lick, lack, lake, lock, luck, and look. Conversely, learners engage in attentive listening to ensure precise hearing, a skill that can prove beneficial in the process of producing words. (Fries, 1993:57)

Finally, he concluded that any adult can learn a foreign language if he has sound guidance, appropriate equipment, and methodical cooperation. The most competent materials are those based on a scientific description of the target language, carefully compared with a similar description of the learner's native language.

2.11.6. Testing Systems Fail to Address Linguistic Deficits

Sociolinguists found evidence on the level of educational testing that demonstrated working-class children were not linguistically deficient or limited to a 'restricted code', as Holmes (2000) pointed out. Deep down, the problem was the formality or unfamiliarity of the testing conditions that misled those children. One of the testing problems was the test interviewer, whom she called the 'stranger', "who asked questions with Standard English about facts they already knew. She cited a good example of a middle-class child who would answer easily with the same Standard English as if he was responding to a friend of his parent, which was not the case of the working-class child who would respond monosyllabically, saying as little as possible, and escaping with relief after the test interview was over.

Furthermore, she verified that the analysis of test question responses revealed that factually correct answers using vernacular forms received incorrect markings due to their inconsistency with the marking schedule's format. Once again, evidence from sociolinguists was valuable in demonstrating that the children's language was linguistically systematic, well-structured, and not inadequate or deficient. (Holmes, 1992:362)

Janet Holmes revealed explicitly that the structural differences between standard and vernacular varieties are the reasons for inaccurate assessments of children's educational potential. Differences between groups in their perceptions of the appropriate ways of talking in a variety of contexts may also lead to inaccurate evaluations of children's abilities. The evidence and information on social basis and attitudes towards variety, which explain why children from lower socio-economic groups and minority cultural backgrounds often fail in middle-class classrooms, clearly demonstrate the important role of applied sociolinguistics in education." (Holmes, 1992:366)

2.12. Variationist Sociolinguistics and Empirical Studies

2.12.1. Variationist Sociolinguistics

Revel (2007) discussed his history in the field of sociolinguistics in an interview with Labov, the pioneer of variationist sociolinguistics. Upon his initial entry into linguistics, he believed it to be scientifically oriented. However, upon conducting interviews and recording people, he

discovered a significant amount of variation in everyday speech, an aspect that the standard theory was ill-prepared to address. He added that the study of variation provided clear answers to many unresolved problems.

Richard Cameron (2009) reviewed the book "sociolinguistic variation: theories, methods, and applications" and identified two general approaches within variationist sociolinguistics: analysis as a discovery technique and analysis as a quantitative test of theory. In either case, the sociolinguistic variable is the key linguistic object. The two approaches are not mutually exclusive.

According to him, the definition of variable may best be "two or more ways of saying or accomplishing the same thing." Furthermore, he noted that variationist sociolinguistics is concerned with the statistical study of speakers' selections. Variationists recognise that achieving descriptive adequacy is a profound challenge. Moreover, the field is distinguished by its reliance on recorded speech, its incorporation of social factors into analysis, and its use of stochastic generalisations in theory building.

For more reliability, there must be a double check in all scientific domains. Sociolinguistic studies and case studies play a crucial role in sharing and exposing reality, but we still question and wonder to what extent these studies have an influence. Put it this way: A speaker may be using a particular variant unconsciously, but will they alter, resist, or continue to use it as before, or in accordance with the research findings? Eventually, scholars will need to conduct the same study with the same population, using that particular already studied variant to compare the differences. Then, scholars must validate the research by revisiting the studied community to document any observations or potential changes, which is an impractical task given that the participants have grown and changed over time. In the end, the results will vary due to the unpredictable and ever-changing nature of the global environment.

2.12.2. What Methods are Used in Variationist Sociolinguistic Research?

John Wells (1982) would be astonished, or probably very pleased, with the new technological advances in data collection. During the In the 1980s, Wells documented the challenging and unsettling nature of data collection, particularly prior to Labov's introduction of gramophones in dialectology fieldwork, which involved interviewing elderly men from small villages. We

asked students to answer questions that sought the exact name, vocabulary, and pronunciation of some selected words. Compared to a face-to-face questionnaire, the results of this technique were poor and insignificant. It appears that Wells's 1982 wish has been granted and effectively implemented. Today, with the advent of new technology that allows for the recording, analysis, and editing of videos to examine visual cues such as lip, tongue, and mouth movements associated with each sound, linguistic researchers are greatly aided.

Adger and Christian (2007) presented a set of principles that highlight the researcher's social obligation, with the aim of improving and articulating a rationale for applying sociolinguistic research.

- (1) The principle of Error Correction: “a scientist who becomes aware of a widespread idea or social practice with important consequences that is invalidated by his own data is obligated to bring this error to the attention of the widest possible audience.” (Labov, 1982:172)
- (2) The principle of the debt incurred: “An investigator who has obtained linguistic data from members of a speech community has an obligation to use the knowledge based on that data for the benefit of the community, when it has need for it” (Labov, 1982:173)
- (3) The principle of linguistic gratuity: investigators who have obtained linguistic from members of speech community should actively pursue positive ways in which they can return linguistic favors to the community (Wolfram 1993:227)

Basic methods in variationist studies

1. Identify linguistic features that vary in a community (e.g. *-in* and *-ing*).
2. Gather data from the community by selecting suitable sample of people.
3. Conduct an interview involving informal continuous speech as well as more formal dimensions of language use like reading out a passage aloud.
4. Analyse the data, noting the frequency of each relevant linguistic feature.
5. Select relevant social units like age, sex, social class.
6. Ascertain significant correlations between the social groups and particular speech.

Figure 1. Basic methods in variationist studies (Mesthrie et al., 2000: 76)

Based on these six principles, the following paragraphs elaborate, analyse, and eventually illustrate those methods under study.

2.12.3. Principles and Methods in Variationist Sociolinguistics: two Cases Studies

2.12.3.1. What did Fischer discover about children in New York?

Research revealed that the widely held belief among students that Labov was the first to initiate sociolinguistic variationist studies in the 1960s was incorrect. In 1958, John Fischer initiated a social study on the use of '-in versus -ing' (as in 'fishin vs. fishing) in a village in New England. Rather than dismissing this variation or considering it as free variation unworthy of linguistic studies, Fischer tried to find correlations between the use of the specific characteristics of the children or the speech situation. He discovered for the first time that 'the choice between the -ing and -in variants appears to be related to the speaker's sex, class, personality (aggressive/cooperative), and mood (tense/relaxed), to the formality of the conversation, and to the specific verb spoken.' As a result, Fischer foreshadowed much of the concerns about urban dialectology. He wrote in his observations (1958: 52) that "people adopt a variant not because it is easier to pronounce (which it most frequently is, but not always), but because it expresses how they feel about their relative status versus other conversant." (Mesthrie et al., 2000:75-76)

Labov took some of Fisher's concerns further, creating an elaborate book of work on understanding language in its social context. His book 'Sociolinguistic Patterns' (1972a) is a fundamental work in the respective field.

2.12.3.2. What Did the 'Martha's Vineyard' Study Reveal About Sociolinguistic Identity?

LePage introduced Labov, noting that the former industrial chemist was Weinreich's student at Columbia University when he wrote his MA thesis, "The social motivation of a sound change," which appeared in Word in 1963. He collected data in the summer resort of Martha's Vineyard, which he used to demonstrate the linguistic acts of identity made by those who wished to distinguish themselves as island natives from summer visitors and commuters.

In 1963, Labov conducted a study on the New England coast island of Martha's Vineyard (read the article in the appendix). A small number of Native Americans and a larger number of descendants of English and Portuguese stock inhabit the island, which attracts summer tourists. Labov chose to study variation in the diphthongs [aɪ] and [aʊ]. (Mesthrie et al., 2000:78-79) Labov found that the pronunciation of certain vowel sounds was subtly changing from the standard American pronunciations and noted that locals had a tendency to pronounce these diphthongs with a more central point, more like [əɪ, əʊ].(Gardiner, 2008)

There was a move from the standard American norms that emerged, particularly in the younger speakers of this bracket between the ages of 31 and 45, towards a pronunciation associated with the fishermen. According to Labov, the attitude of its inhabitants is a significant factor to consider when discussing the cause of these pronunciation differences in Martha's Vineyard. He noted that young men who sought to identify themselves as native Vineyarders heavily used this type of centralised pronunciation.

The fishermen, in particular, were antipathetic to summer visitors' presence, believing it broke their traditional way of island life. This, in turn, encouraged the Vineyarders to establish a somewhat non-standard dialect and retain their **social identity**. The tight-knit community subconsciously ensured that they created a linguistic unity, which in turn caused other Vineyarders to adhere to a similar style of pronunciation. For these Vineyarders, the new pronunciation was an innovation.

As more and more people began to speak in unison, the innovation progressively became the norm for island residents and developed into a dialect. Therefore, there seems to be enough evidence to state that generations, occupations, or social groups might be a big factor in language use as a sociolinguistic consideration. **(Gardiner, 2008)**

Labov gained substantial experience from his M.V. study, which was for the fulfillment of his M.A., but when he submitted his Ph.D., Labov extended his territory and studied New York City with a much more elaborated style.

2.13. TESOL and Global English Education

2.13.1. Language Variation in TESOL

Since the 1960s, Walt Wolfram has authored or co-authored several books and articles on variation in American English. He was brilliant in the study of urban African American English and has always supported the legitimacy of African American English as a systematic language system. Wolfram and Schilling-Estes (2006) and Adger et al. (2007) have argued that there are three important reasons for incorporating dialect awareness programs into a curriculum: humanistic, scientific, and utilitarian. Wolfram solicited the application of this same rationale to ESOL (English speakers of other languages) programs.

At first, when tackling the *humanistic* reason, the American sociolinguist explains how dialect awareness programs can help teachers and students understand similarities and differences in human behaviour. He said that they also offer an opportunity to see how language reflects and helps shape different historical, social, and cultural developments. Wolfram adds to his argument that when students understand language differences, including those reflected in varieties of world Englishes, there is a significant manifestation of cultural and historical differences. Simultaneously, the scholar emphasizes the importance of the scientific rationale for examining dialect differences related to the nature of intellectual inquiry, which allows us to explain how language works. He said, “In examining dialect differences, students can hypothesise about the patterning of language features and then check these hypotheses by

Reasons for incorporating dialect awareness programs into curriculum

Humanistic “Understanding language differences, including those reflected in varieties of world Englishes, is a significant manifestation of cultural and historical differences.”

Scientific “hypothesizing about and then testing language patterns is quite within the grasp even of younger students—and this is what both first and second language learners do as an intuitive process.”

Utilitarian “Information about local, everyday norms versus idealized prescriptive forms of instructional English is as relevant to ESOL speakers as it is to native speakers.”

Figure 1. From the work of (Wolfram and Schilling-Estes 2006; Adger et al. 2007)

carefully studying and describing a set of data on people's actual usage patterns. Wolfram confirmed that both first- and second-language learners can use the hypothesising process. The hypothesising process is a scientific inquiry that involves looking at data, coming up with hypotheses about data that explain all the data, and then confirming or rejecting hypotheses about language patterns. Finally, there is also a *utilitarian* reason for studying language variation in English. He came to the conclusion that students learn about dialects when they acquire language skills in English that are sensitive to community norms. He quotes, "An understanding of some of the local norms, as opposed to the invariant, monolithic model, offers a kind of sociolinguistic realism that can only enhance students' English skills." For instance, systematic exposure to vernacular varieties could aid students in understanding these varieties during their regular interactions with these speakers. He also stated that it could provide an introduction to the concept of bidialectalism in English, which students could then apply to their local context.

Chambers (2016) provided a summary of Labov's methodology, which can be presented in three-step figures. (See below), where he first set the variants according to the corresponding variables, then distinguished between their different contexts. Finally, he was able to draw conclusions about language change. This latter concept is known as the apparent-time hypothesis, which Labov's predecessors had outlawed in principle.

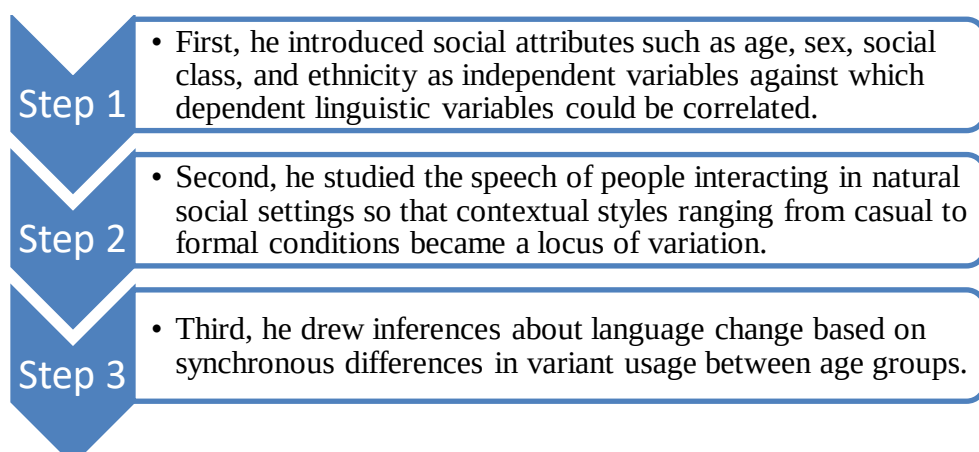


Figure 3. Labov Methodology in three steps from (Labov 1972a, pp. xiv, 21–22; Chambers 2009, pp. 198–200)

According to Labov, there are two approaches to social variation in language. Regardless of the chosen method to describe social groups, there exist two distinct approaches for describing social variation in language: on the one hand, we can consider various sections of the population and determine the values of the linguistic variables for each group. In this way, we can determine what kind of speech a person would be apt to hear if he associated with college-trained professionals, and what kind of speech he would hear if he worked all his life among longshoremen. The alternate approach is to chart the overall distribution of the variables themselves and then ask for certain values of each variable: what are the social characteristics of the people who talk this way? This is equivalent to looking for the social significance of a speech pattern as we first hear it; when we meet a New Yorker for the first time, what can we infer about him from the way he talks? Thus, the first approach will describe the type of speech we can expect from a given group of New Yorkers, and the second will tell us what group membership we can expect from a person who talks in a certain manner. Both approaches will assist in pinpointing the specific social factor or combination of factors that most closely correlates with linguistic behavior. However, the first approach, through social groups, seems more fundamental and more closely tied to the genesis of linguistic differentiation. (Labov, 2006: 130-131)

2.13.2. More Varieties of English Implement in ELT

Having discussed the importance of including varieties of English in ELT for linguistic and pedagogical demands, Bieswanger (2008) suggested some necessary steps in the right direction for the implementation of more varieties in ELT. Firstly, he encouraged curriculum designers to incorporate both native and non-native English varieties into the classroom and allocate more time for ELT sessions. As a second crucial step, the researcher advocated for curriculum-based English Language Teaching (ELT) from an early age, introducing the English language to primary schools across all states in Germany. The linguist emphasized teacher training as the third essential step for a successful implementation of more varieties in ELT. He advocated for teachers to receive up-to-date information on variety-related issues in the English language. He recommended a mandatory variety-related training for perspective English teachers at universities.

Bieswanger Markus (2008) concluded that varieties of English are still not adequately represented in current ELT. He demonstrated that, considering the primary goal of language

learning, which is to enable learners to communicate effectively in a variety of situations, there is no alternative but to increase the representation of English varieties in ELT. In his conclusion, Bieswanger emphasized the importance of exposing students to a wide range of English varieties, fostering an understanding of linguistic diversity, and educating them on the subtle differences between them. Furthermore, he called for a massive collaboration among all teachers, textbook authors, curriculum designers, foreign language education researchers, applied linguists, sociolinguists, and other ELT-related experts to make good use of the growing body of systematic linguistic descriptions of varieties of English and work together to produce material that helps learners of English learn about varieties and variation.

Finally, he proposed a variation program that provides learners with a meaningful English language education, preparing them for the sociolinguistic reality and the challenges of everyday life in a globalized world, while also equipping teachers with the necessary tools to assist their students in achieving this goal. Bieswanger (2008) reproached the German educational system for sticking to the curriculum-free approach, particularly in primary and secondary school.

2.13.3. Implications of Language Variation for Current Pedagogical Frameworks

The rise of English as a Lingua Franca (ELF) has prompted a re-evaluation of traditional language teaching methods, emphasizing the need for pedagogies that acknowledge the fluid, intercultural, and non-native-dominated nature of English use. In light of this, Cogo and Dewey (2012) listed the following implications for teachers in ELF for current pedagogical practices:

- Stop focusing solely on native English and integrate global English diversity into the curriculum.
- To express politeness, avoid problematic grammar forms such as prepositions and past tense.
- Don't mind 'errors' by considering the sociolinguistic facets of the teaching/learning settings.

- favour effective communication over proper grammatical and lexical usage, regardless of using or not native accents.
- Help learners accommodate various interlocutors and encourage good intercultural communication. (2012: 169-183)

According to Seidlhofer (2011), from an ELF perspective, English teaching would take into account some key steps. First, he stressed that following ENL norms is not necessary for communication. Instead, he said that teachers should set reasonable goals that meet the needs of most ELF users and then focus on the language's communicative function, judging forms based on how well they work instead of how closely they resemble native English models. He concluded that the choice of which language to teach in ELF should remain a local decision. (Seidlhofer, 2011: 196-198)

Similarly, following that year, Wen (2012) made some initial efforts in proposing a pedagogical framework for an ELF-informed approach to the teaching of English (2012: 373). Her framework has two dimensions, one relating to views about what language is and the other to views about teaching it. Within each dimension, Wen explained that English is analysed and taught linguistically, culturally, and pragmatically. According to Wen's framework, learners would not be expected to merely reproduce what they were taught but to 'use it as a means for developing successful communication strategies related to their own cultural reality'.

<i>View about language</i>		<i>View about teaching</i>	
Three components		What is to be taught	What is to be achieved
Linguistic → skills		Native varieties	
		Non-native varieties →	Effective communication
		Localized features	
Cultural → competence		Target lang. Cultures	
		Non-native cultures →	Intercultural
		Learners' own culture	
Pragmatic → communicative		Universal com. rules	Abilities to generate appropriate
		Target lang. com. rules →	
Communicative		Rules of other non-natives	rules and strategies

A pedagogical framework for an ELF-informed approach to the teaching of English (Wen, 2012: 373).

Finally, the argument suggests that using ELF necessitates a new kind of cultural awareness. As Baker (2012: 65) points out, cultural awareness is traditionally concerned with developing an understanding of differences between cultures. However, it is not the case for the Expanding Circle, given the variety and heterogeneity of English used in such settings. Baker argues that it is unrealistic to expect an English learner to possess a comprehensive understanding of all cultural contexts. Thus, he proposed the following ‘components’ as necessary requirements for intercultural communication awareness:

- Develop culturally based frames of reference, forms, and communicative practices that are relevant to both specific cultures and emergent intercultural communication.
- Begin intercultural communication beyond cultural stereotypes or generalizations.

- Enhance your ability to discuss sociocultural differences by using grounded communication modes and frames of reference that are based on an understanding of culture in intercultural communication. (2012: 66)
- It is possible to raise cultural and intercultural awareness in an English language classroom, as discussed above from Baker's perspective. Many popular textbooks for foreign language learners are increasingly adopting and applying this cultural and intercultural awareness. Sections named 'social English' or 'intercultural communication' can be found if you flip pages of the majority of British or American edition textbooks.
- Geeslin and Long (2014) explored some examples of research on sociolinguistic variation. They demonstrated variation across levels of grammar to illustrate the concept. They wrote about variation in sound systems, verbal morphology, subject expression, complement strategies, and word choice. They also highlighted the common methods of elicitation and analysis used in contemporary sociolinguistics research.
- They defined sociolinguistic variation as “the choices a speaker makes when selecting the forms necessary to convey a message that is appropriate in a given context.” (Geeslin and Long, 2014:27). The book that Geeslin and Long wrote is helpful for English language teachers and students who show interest in sociolinguistic variation. In addition to providing simplified explanations of various concepts with comprehensive knowledge coverage, the authors incorporated several illustrations as case studies and concluded each chapter with a section titled 'comprehension and application'. The questions in this section assess the students' understanding of the material they've read, and they also provide tasks to complete, allowing them to delve deeper into the section they've studied and apply it to real-world situations. Here is a randomly selected part from Section 1 entitled 'introduction to sociolinguistic variation.'

Application

“You have read that the final –ing is sometimes reduced in English. Tomorrow take note of every word that you hear that ends in –ing and write down whether the person produced the –g on the end or not. Also, take note of what part of speech the word was and if you think the word is common. You should also write down the speaker’s sex, age, estimated socioeconomic level, as well as the situation in which and to whom he or she is speaking. At the end of the day, see if you notice any patterns in your data.” (Geeslin and Long, 2014:47)

In the language competition, English-speaking countries such as the USA, parts of Canada, Australia/New Zealand, Great Britain, and Ireland are winners. In order not to be at a disadvantage, some Nordic countries in Europe or countries whose languages are not widely spoken decided to offer many courses and even degrees in English for foreign students who want to study or work in these host countries.

When institutions decide to implement or increase the number of courses or degrees taught in English, a convincing added value should be present right from the beginning to teachers, students, administration, and even parents in a wider scope. Students need answers to questions in their heads, such as, Why should I study English in Algeria? Why do I need to take additional hours on English? Which English is most suitable for my field of study? According to Pendl and Timm's (2014) perspective, students derive added value from acquiring proficiency in foreign languages, which they perceive as an advantage. Regardless of whether students are studying or working abroad, they acknowledged that immersion in another culture provides the best conditions for learning a foreign language, as it seamlessly integrates into daily life. They also referred to the competitive side, where the candidate with a better knowledge of English will automatically get the job, but for the global market, it has become an absolute MUST. For the economy, skilled people who know how to function well in a multicultural team are the best.

2.13.4. English Varieties Addressed in Current ELT practices

English as a Lingua Franca (ELF) is gaining importance, challenging traditional language teaching methods and necessitating pedagogical approaches that consider the diverse, dynamic, and intercultural aspects of global English usage. On the basis of this, Bieswanger Markus (2008) presented an analysis of German secondary school ELT curriculum and some selected German university programs. He began his paper by answering the question about the importance of different types of English in ELT. Bieswanger blames the English education system for the reported failure of years of English learning in secondary school, which is evident during the initial interactions with foreigners and native speakers. This system goes against the principle that schools should equip students to successfully navigate life beyond school. According to the Centre for Applied Linguistics 2006, English is currently considered a skill that enables individuals to deal with the demands and challenges of everyday life in a globalised world. In this connection, Bieswanger emphasised that communicative competence has been the main aim of ELT since the 1970s, and during that period the situation of English has changed. In his view, the vast majority of native speakers do not speak the varieties labelled as 'British English' or 'American English' taught in schools. The linguist views the Received Pronunciation (RP) as a commonly taught variety, yet only a small proportion of native speakers can speak it. In this context, Crystal (2002:20) mentioned how RP was never an important accent outside England in places like Wales, Scotland, or Ireland. He showed that less than two percent of people in England spoke actual RP. However, regardless of this situation, the linguistic landscape had changed dramatically by the end of the 20th century. McArthur (2001: 1) discussed the controversy and concluded that there are other Standard Englishes that are asserting themselves, such as Australian SE, Canada SE, and Philippines SE. He advocated for a comprehensive set of new or changing attitudes and parameters, which should lead to a rethinking of educational policies in ELT and a strengthened role for variety in the classroom. Therefore, he suggested three relevant developments in this context, citing the works of Hughes, Trudgill, and Watt (2005), Hickey (2004), Kortmann and Schneider (2004), Jenkins (2005), and Seidlhofer (2005b), respectively. The first is evident in the media's shifting language policies, especially in the UK, where there appears to be a growing acceptance of regional and social varieties, as evidenced by the BBC's hiring of non-RP-speaking announcers, and linguists' growing interest in these varieties.

The systematic linguistic description of these varieties, like Australian English, New Zealand English, South African English, and Indian English, which have emerged from the stigmatized zone, reflects and likely fosters their growing self-confidence and independence.

The third is that, due to the globalization of English, there is growing contact between English learners and native speakers. This leads to an increased use of ELF and has led some scholars to argue in favor of abandoning the native-speaker standard altogether.

Bieswanger (2008) identified the attention to varieties in ELT separately for the various levels of linguistic analysis, i.e., grammar, pronunciation, and vocabulary. From the perspective of communicative competence, it is generally believed that English varieties differ least at the grammar level (Trudgill and Hannah 2002: 18; Jenkins 2003:74), suggesting that the English language classroom does not need to extensively address the grammatical differences between these varieties, especially at the beginning and intermediate stages.

The situation is reversed when it comes to pronunciation. From an early age, learners should receive broad receptive training and encounter as many accents as possible, progressing from the most common to the least frequently used pronunciation varieties (Görlach 1999: 18). From an early age, learners should also receive broad receptive training and encounter various varieties at the lexical level, enabling them to comprehend speakers from diverse geographical and social backgrounds and to heighten their awareness of the significant variation in English language use (Bieswanger, 2008:34).

2.13.5. English in International Classrooms

‘Those enthusiastically working on creating international classrooms taught in English are often confronted with criticism since colleagues fear for the cultural identity of the institution. In our experience sensitivity towards internationalization aspects should be the key issue, and while English as a language of instruction can improve the situation to a certain extent, it cannot be the only strategy. Dissatisfaction leads to a bad reputation very rapidly—which is one thing no institution can afford nowadays.’

(Pendl and Timm, 2014:213)

‘Teaching languages, and especially teaching English on a university level, is more and more labor-market driven.’ (Pendl and Timm, 2014:216)

In response to Pendl and Timm's (2014) declaration that the number of people using English as a second language has surpassed that of native tongues, linguists have pointed out that speakers consistently incorporate their own communicative norms and styles into the harmonic development of the English language, particularly during conferences and university settings. They asserted that this further complicates the language in numerous ways, leading to an increase in its variety. (Pendl and Timm, 2014:217)

‘[...]We have to monitor the recent and valuable developments carefully—with a mixture of responsibility, awareness and a positive attitude regarding the future of a global, multilingual system of higher education with English as the *lingua academia*.’ (Pendl and Timm, 2014:217)

The number of people learning English has in recent years risen rapidly. This, in part, reflects changes in public policy, such as lowering the age at which English is taught in schools. Like L2, the EFL category spans a wide range of competence, from barely functional in basic communication to near native fluency. The primary difference between a fluent EFL speaker and an L2 speaker hinges on the extent to which the speaker incorporates English into their community, country, or family, thereby forming part of their identity repertoire. By definition, there is no local model of English in the EFL world, though speakers' English accents and patterns of error may reflect characteristics of their first language. (Graddol, 2000:11)

2.13.6. How Are Varieties of English Represented in Curricula and Teaching Materials?

In terms of demands concerning varieties of English, Bieswanger (2008) analyzed newly introduced curricula for ELT at two types of secondary schools in the German state of Bavaria. His year by year curriculum and textbooks analysis yield to the following interesting results: no inclusion of variation at the starting years except exercises focusing on the language use of regional varieties of British or American English and other features of listening activities to distinguish between Indian, British, Canadian or Australian English at

an advanced school years. He described those few inclusions as good steps to the right direction of raising awareness and introducing students to distinct varieties of English.

Bieswanger (2008) blamed in addition to the textbooks, the insufficient weekly lessons of English in the ELT school schedule. He asserted that the lack of a sufficient lesson time was a key factor contributing to a weak representation of varieties in the textbooks and, as is presumed, a fairly limited consideration of varieties in day-to-day teaching, despite some ambitious demands in the curriculum.

2.13.7. Language Variation Activities Used in TESOL Classrooms

Wolfram provided concrete, illustrative examples and demonstrated the major themes that language variation activities might cover. He explained that those activities were aimed at examining language stereotypes and prejudice to specific exercises for examining language patterns exhibited in regional and/or socioethnic varieties that ESOL learners may confront in ordinary interactions.

Bullock (2006) defines linguistic profiling as the use of vocal hints to identify a person's presumed ethnic or social clan, followed by discrimination based on this perceived ethnic or social status. This can happen in employment, housing, access to services, and criminal convictions. He estimated that there were 6,000–15,000 cases of linguistic profiling per day related to housing in the United States and 2–4 million cases a year.

Wolfram referred to one of the exercises introduced by Reaser and Wolfram (2007), in which students confront the issue of language prejudice by having them view the one-minute ad on linguistic profiling and housing discrimination prepared by the National Fair Housing Alliance, U.S. Department of Housing and Urban Development, and Leadership Conference on Civil Rights Education (Ad Council 2003). This video is available on Youtube. After watching the video, students are required to answer the following questions to facilitate further discussions on language prejudice and linguistic inequality:

Video Exercise: Examining Language Prejudice

During phone conversations, it is often possible to tell a number of things about a person based on the characteristics of their voice. You will see a 1-min commercial produced by the U.S. Department of Housing and Urban Development (HUD) at

<http://youtube.com/watch?v=zup2qlFuCDc>.

The purpose of this commercial is to raise awareness of how discrimination can occur over the phone. As you watch the video, think of answers to the following:

1. How common do you think it is for people to be discriminated against on the phone?
2. How strong are people's prejudices about language?
3. How do these attitudes apply to speakers of English as a second language?
4. Why do you think people have such strong prejudices about language?

Subsequently, Reaser (2006) requested students to complete a pre- and post-dialect curriculum survey questionnaire, aiming to identify the most significant changes in attitudes towards language differences.

Furthermore, Wolfram (2014) proposed using public media venues as essentially representative speech samples of regional, class, and ethnic differences. According to his perspective, students should initially listen to both standard and vernacular speakers from various parts of the world, including the British Isles and the United States. Then, they can compare these varieties with each other to appreciate the reality of diverse regional spoken standards. All of this should lead to an examination of differences at various levels of language organization, including phonetics and phonology, morphology, syntax, lexis, and discourse.

In his research on the emergence of Hispanic varieties of English in rural and urban North Carolina, Wolfram demonstrated the early adoption of lexical forms such as the plural *y'all*. *Y'all have a nice day*, quotative *like* in *So she's like, "What do you think I'm doing?"* Additionally, in urban areas, the adoption of grammatical forms such as habitual *is* is common. *Sometimes they sometimes act weird* (Kohn and Franz 2009; Wolfram et al. 2011) to

understand the early emergence of dialect traits in ESOL. Finally, he came to the conclusion that an increasing number of substantial video productions can serve as an entertaining introduction to English dialects, while also exposing some of the social value of language differences.

Wolfram proposed presenting some regional lexical items and names as a starting point for examining dialect diversity.

Finally, he acknowledged that the current development of the Internet and social media has also resulted in the proliferation of readily available and user-friendly material on the topic of language variation. According to him, the issue is not a lack of data, research, or discussion about language variation. Instead, he confirmed that the interpretation, translation, and application of this knowledge into the practical preparation of TESOL instructors and curricular materials for ESOL students are what seem to be the challenges. He also insisted that both instructors and students have much to gain from a theoretical and practical understanding of language variation. He believes that students who are able to understand and adapt their English to the community and diverse groups they interact with in their daily lives are the ultimate beneficiaries. (Wolfram, 2014: 29)

2.14. The Documentary ‘Do You Speak American?’

In the documentary 'Do you Speak English?', Dennis Preston, a professor of English and linguistics at Michigan State University, is characterized as a linguist who examines our deeply held beliefs about the correctness or incorrectness of American speech:

“There's a kind of American linguistic insecurity that is very, very old. After all, we didn't invent English. Before us, there were the English who had a hold of it. And so there is a kind of lingering **American insecurity** that, well, maybe with English we don't do the very best thing. On the other hand, there's American populism and a desire not to be stuffy, not to be too correct.”

The documentary reporter described Americans as ambivalent about language. He said that the Americans might think that New York and Southern accents were bad English, but at the same time they would find them charming.

In his contribution to the documentary, William Labov discussed the pronunciation of T and R variations, relating it to a person's level of carelessness. He stated that the less careful and casual a person is in their speech, the more likely they are to stick to their own dialect..

He demonstrated how, up until World War II, the pronunciation of the letter T in Boston followed the British pattern, but after the war, people growing up in New York City and other cities adopted the opposite pronunciation. Labov said that Americans love to hear British patterns, but it wasn't right for them.

In fact, Labov believed that Philadelphia, more than any other city, shaped American speech because it was the only one to pronounce its Rs and that R sound, which typified American English as it migrated westward.

In the documentary, Barbara Johnstone, a professor of rhetoric and linguistics at Carnegie Mellon University, was interviewed by the reporter in a street scene. They stopped at a store that sells printed Pittsburghese words on t-shirts, and she began to describe Pittsburgh's unique language. She described a distinctive speech pattern unique to that region of Pennsylvania, characterized by the use of ancient Scottish-Irish words still audible in Belfast. In fact, they came across the word 'Yins', which she defined as the plural form of the pronoun 'you', but pronounced with a final /z/.

According to Dennis Preston in the documentary, regions such as Ohio, Michigan, Northern Indiana, Wisconsin, and Pennsylvania share a significant consensus on what constitutes 'normal English'. Preston believes that Midland is the epicenter of correct American English speech.

The website <https://www.pbs.org/> features a section titled 'Sez who?', authored by Michael Adams, a professor at Carolina State University. He is the author of *Slayer Slang: A Buffy the Vampire Slayer Lexicon* (Oxford University Press, 2003). He wrote that short-lived terms and tendencies are often significant in their time and can influence the course of American English; however, once they disappear, we may not see the connections between them and what follows them. Some items of slayer slang, however, steadily intrude on everyday speech and may be here to stay, not only as slang but as standard American English.

2.14.1. Language Awareness Among Non-linguists

In their article, Reaser and Adger (2007) outlined the process of developing curricular materials on the pedagogical and practical considerations to accompany the video documentary, *'Do You Speak American?'* Indeed, they proposed key choices for creating educational materials based on scientific language knowledge, enabling teachers with minimal or no formal linguistics training to utilize the DYSA materials.

Labov (1982) and Wolfram (1993) advocated long ago for linguists to make language information available and accessible to the general public, citing the 'principle of debt incurred' and 'principle of linguistic gratuity', respectively. Because of this, they also acknowledged the difficulty of writing and preparing video materials for general audiences, as stated by Hall (2002).

In 2005, Reaser et al. developed curricular materials for using the documentary *Do You Speak American?* High school, college, and teacher education settings utilised DYSA. They defined DYSA as a sociolinguistic travelog featuring narrator Robert MacNeil and a Lehrer production, which interviews a number of sociolinguists and others interested in language use in various communities. The producers expanded DYSA's educational potential by developing a rich set of online resources (www.pbs.org/speak), accessible through the web-enabled DVD version of the program.

In 2002, states began to prioritize language diversity, leading to the introduction of DYSA and its subsequent influence on many states' standards. Those standards specify that students should 'develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles' (NCTE/IRA 1996:3). *However, they admitted that the scarcity of materials threatened this implementation. They also lamented the fact that few teachers have the time or knowledge to develop learning activities and to generate or adopt language information sources.* Thus, the Centre for Applied Linguistics (CAL) welcomed the prospect of developing materials that would make a commercial product on language more useful for educational purposes. For CAL, the challenge was to develop a rich curriculum using the program and materials from the DYSA web site, complemented by pedagogical resources that we would write. (Reaser and Adger, 2007: 156)

2.14.2. Considerations Involved in Creating the DYSA Curriculum

Regrettably, the two researchers identified two significant challenges in the development: DYSA is first and foremost the target audience of this program, which was initially developed for an audience of viewers who are generally interested in language. Second, the program's nature and purpose were not intended for the purpose of teaching and learning about the sociolinguistic situation in the USA. Moreover, they concluded that the length of the video documentary (3 hours) is quite long for an educational setting presentation.

When Reaser and Adger asked a high school English teacher in North Carolina to show the program to her junior and senior English classes, they gathered valuable information. Reaser and Adger interpret the students' responses to the video as follows:

- All of the respondents found the program appealing, but they concurred that it was not the kind of video typically shown at school.
- The teachers suggested that they would use parts of the film with certain classes (generally, juniors and seniors in advanced classes) if additional materials were available to expand their understanding. (Reaser and Adger, 2007:157)

After selecting video vignettes and organising them into thematic units, Reaser and Adger (2007) started rounding out the curriculum by developing lessons and activities to support the DYSA program. As an example, they suggested creating a lesson including attention to *r* dropping that could have a number of parts addressing different learning goals: (Reaser and Adger, 2009:158)

- the basic linguistic constraints that govern *r* lessness, such as preceding and following phonetic environments;
- the more complex linguistic constraints that govern *r* dropping, such as whether the 'r' is stressed syllabic, stressed nuclear, or unstressed;
- the social factors (e.g. socioeconomic status, gender, ethnicity) that correspond to rates of *r* dropping;
- the regional distribution of *r* dropping;

- the history of *r* dropping in English and American dialects;
- the role of *r* dropping as a linguistic marker (i.e. how it patterns with style shifting)

In one section of the article, the linguists presented a detailed description of the DYSA program as a guide to all users. The linguists developed the intended content to create transparent units, empowering teachers with authority over the subject matter. To meet teachers' expectations, they included additional information not supplied by the film. They recommended that similar projects identify the vocabulary to incorporate into the glossary early in the development of the DYSA curriculum. They also asserted that it helps to keep technical terms consistent across the curriculum, and it discourages using synonyms or near synonyms for technical terms that might confuse users—a key consideration in creating user-friendly resources. Finally, it helps to make the text more succinct because there is no need to explain or provide examples of a term for each use. (Reaser and Adger, 2007:163)

To conclude, Reaser and Adger (2007) encouraged other researchers to step outside the academic setting to help educate young people about the nature of language variation.

2.15.Challenges of Globalization in Integrating Language Variation in TESOL

Wolfram (2014) concluded that the admission of increasing variation in English on a theoretical level seems to have insufficient effect on pedagogical programs in English as Second or Other Language (ESOL), where most instructional materials continue to pay less attention to the infinite diversity in the English language.

According to Wolfram (2014), English language diversity in ESOL results from two conditions. Firstly, there is a discrepancy between the variety of English presented in most TESOL materials and the English language norms found in most localized everyday contexts. He argued that there is no such thing as a dialect-neutral variety in TESOL material. Furthermore, he declared that the community context of ESOL exposes ESOL students to at least two types of English, and usually more—the idealised norm that is the basis of their formal instruction and the everyday varieties of English used by the local community of speakers.

Wolfram admitted that the second condition affecting TESOL instruction is the adoption of formal English instruction models. Practically speaking, Wolfram (2014) acknowledged that a given language community only uses localised versions of English. He asserted that in the past, the British standard was the normative instructional model. Aside from that, standard forms of American English, Australian English, and South African English are the norm in their respective countries.

From another perspective, he illustrated how North American English model status is still secondary to the British model in places like Saudi Arabia or Kuwait. He concluded that language variation is becoming more prominent and complex. He confessed that the theoretical admission of increasing variation in English appears to have a limited effect on pedagogical programs in TESOL, where most instructional materials continue to ignore English language diversity.

In his paper, Wolfram (2014) argued for the integration of language variation into both teacher training and student materials. He also offered a rationale and some representative, illustrative activities that should be considered for inclusion.

In Wolfram's view, there is a lack of language variation in teacher training and pedagogical materials for students, which he attributed to some explicit assumptions. Wolfram asserted that English language variation was irrelevant to TESOL given the degree of pedagogical challenge confronting ESOL learners. He showed how two people living in the same community under the same circumstances and studying in the same school could have different language use and choose to speak differently. He presented the differences in speech between two adolescent siblings: the boy with a *mucho*, who uses a Southern vernacular, and his sister, who is more aligned with mainstream American institutional values. Here, the author refers to Strevens' (1982) demonstration, which identified two manifestations of English language variation among ESOL speakers. He claimed there was the social manifestation of English as communities developed localized forms of English. Second, there is the manifestation of the individual, whose command and use of English is "a mixture both of conformity to one or more LFEs [localized forms of English] and at the same time the consequence of specific features of his personal identity" (p. 23).

Wolfram insisted on maintaining ideologies about regional and local dialect forms and symbolic affiliation through language in examining the emergence of ESOL at any stage of

language acquisition. In this context, he showed how sometimes Hispanic English emerges in different locales in North Carolina as a vernacular alternative associated with a particular socioethnic or regional group that is in conflict with mainstream norms.

From Wolfram's perspective, language patterning is no less important for ESOL speakers than it is for native speakers of English, and language learners have a right to know the truth about patterning in language variation. Indeed, he referred to his previous work in 2006 with Schilling-Estes, in which they found that native English speakers who may view their vernacular-speaking peers as linguistically deficient in the use of English are like ESOL speakers who are also subject to prejudices and stereotypes about language differences.

Wolfram asserted that studying dialects formally and informally provided an abundance of information for examining the innate and changing nature of language. He emphasized the study of dialect to gain a better understanding of language variation.

He demonstrated that when examining dialect differences, students can hypothesize about the patterning of language features and then check these hypotheses by carefully studying and describing a set of data on people's actual usage patterns. This rationale for studying dialects is what he called a type of scientific inquiry that involves the observation of data, the formulation of hypotheses about data, and the process of confirming or rejecting hypotheses about language patterns. As an intuitive process, he argued that hypothesising about and then testing language patterns is quite within the grasp of younger students of both first and second language learners.

2.15.1. What Lessons Can be Learned From English language Teaching in Cameroon?

In his paper, Patrick R. Belibi (2013) revisited some of the key debates in the domain of English language teaching in Cameroon and recommended a teaching approach that takes into account the needs of preserving intelligibility with native speakers and emphasising Cameroon English identity because it reflects the ecological, linguistic, and sociocultural realities of its country. In his section on the English teacher dilemma in Cameroon, Patrick R. Belibi discussed the concern among educators and parents that accepting non-standard English features could lead to students confusing formal and informal elements in academic writing. Since the result is that language testing is based only on Standard British English, the

principle that standard language pedagogy is selected over AmE constantly. There are few teachers who recognize and accept the limited use of American English features in writing tasks, while the majority opt for Standard British English only. However, artistic and literature classes encourage the use of non-English words and "deviant" structures in writing and speaking to describe postcolonial or African concepts or ideas that lack one-word equivalencies in Standard English. (Belibi, 2013:181)

He suggested using texts by African authors to teach English as a way out of the TESOL dilemma. Then, it becomes feasible to use literary texts to avoid controversies in TESOL pedagogy. He advocated that using literary texts by African authors constitutes a rich repertoire of language patterns that reflect the various ways in which English is used by communities depending on variables such as region, gender, social class, level of education, and ethnicity. The model outlined in this work suggests that teachers use literary texts as sources of input to introduce students to non-native varieties of English. ESL students in Cameroon begin studying literature in middle school and could largely benefit from the diversity imposed by the study of the linguistic and semantic features of local and regional varieties of English. However, this model does not require that traditional English language instruction be stopped. Rather, it suggests that standard grammar instruction be backed up by the study of non-standard language features that abound in the literary texts produced by Cameroonian and other non-native English writers. Since one of the main concerns of World English literature remains the question of identity, it is important that this sense of identity be transmitted to English language learners in non-native settings. Pedagogy-wise, this work provides classroom tips for teachers:

- Use texts (short stories, poems, and songs; excerpts from books or newspaper articles; and dialogue) written/sung by Cameroonian and/or other African authors/artists.
- Make students read those texts aloud and have them compare spelling, grammar, and pronunciation between the New English under study and SBE.
- Allow students to use the local variety of English in classroom discussions.
- Engage students in activities such as translating CamE literary texts into SBE and vice versa, as well as role-playing authentic CamE texts.
- Finally, encourage students to use features of everyday language in creative writing tasks.

This model could be successful insofar as it attempts to address both needs of intelligibility with other varieties of English and the construction and consolidation of a Cameroonian identity in the use of English. (Belibi, 2013:182)

2.16. The Future of English Language Teaching for EFL Speakers

The future of English language teaching for EFL learners is being reshaped not only by global linguistic shifts but also by technological innovation and sociopolitical change, urging educators to reconsider traditional paradigms in light of evolving communicative realities and learner identities in a connected, multilingual worlds.

First, L1 English speakers will soon form a minority. Second, the increase in people learning English as a foreign language will level out at some point. A 'leakage' of EFL speakers to L2 status may expedite this demographic necessity. The key question is, at what point will the numbers of learners decline? (Graddol, 2000:65)

So, how can we integrate the teaching of English into a more ethical framework? What social responsibilities go along with promoting and teaching English? There is a growing concern about endangered languages but very little debate about the management of large languages, of which English is the largest. (Graddol, 2000:63)

In the future, we will need a more sensitive approach that acknowledges that English is not a universal solution for social, economic, and political issues, and that we must adapt teaching methods, materials, and educational policies to the local context. The world is becoming more aware of the fate of endangered languages and more anxious about the long-term impact of English on world cultures, national institutions, and local ways of life. Perhaps a combination of circumstances, such as shifting public values, changing economic priorities, and regional political expediency, could lead to a serious reversal for British ELT providers at some point in the future. (Graddol, 2000:63)

2.17. Conclusion

This chapter traces back the value of sociolinguistics in education. Initially, some fundamental examples of programs and curriculum were displayed to highlight their process and explain its significance and drawbacks in internal settings where English learning is predominant for learners and teachers. Some of these programs might be helpful to apply their instructions in ELT classrooms in Algeria. This needs teacher awareness and willingness to program and plan such implementations and recommendations in order to thrive with the English variation lessons. Crucially, this chapter has demonstrated that educational outcomes are inextricably linked to sociolinguistic awareness. Ignoring the linguistic repertoires of learners is not only a pedagogical oversight—it is a perpetuation of systemic exclusion. However, globalization poses challenges to integrating language variation in TESOL, as most instructional materials continue to ignore the infinite diversity in the English language. Linguists emphasise the importance of studying dialects to understand language variation and hypothesize about language patterns. There is a call for action designed to all international curriculum designers to incorporate both native and non-native English varieties into the classroom, allocate more time for ELT sessions, and advocate for curriculum-based ELT, especially from an early age. Teacher training is also crucial, with mandatory variety-related training for perspective English teachers at universities. All sociolinguists emphasize the need to expose students to a wide range of English varieties, foster understanding of linguistic diversity, and educate them on subtle differences. They all recommend collaboration among teachers, textbook authors, curriculum designers, and other ELT-related experts to produce material that helps learners learn about varieties and variation. The future of English language teaching for EFL speakers is uncertain, as L1 English speakers may form a minority and the number of learners may decline. To address social, economic, and political issues, a more sensitive approach is needed, adapted to local contexts and addressing the long-term impact of English on world cultures and national institutions

Chapter Three

Implications for English Language Teaching in Algerian Universities

Chapter 3**Implications for English Language Teaching in Algerian Universities****3.2. Introduction**

Language is never static, and neither should the manner in which we discuss it. After extensive exploration of the complex realm of sociolinguistics, all scholars reached an apparently straightforward yet significant conclusion: we should speak of varieties of English, rather than merely "the English language" or "dialects." However, this theoretical clarity encountered instant opposition in the classroom. My students, confronted with the diversity of Englishes, automatically evaluated, contrasted, and even prioritised them. Their responses, imbued with perplexity and intrigue, ignited within me a profound scholarly curiosity—a recognition that this commonplace educational instance could provide the foundation for a significant study investigation. The difficulty of instructing linguistic variety, especially inside Algerian classrooms, prompts critical enquiries regarding curriculum development, educator training, and students' ideas of legitimacy and prestige in language usage. This chapter derives its essence from the pedagogical tension present.

3.3.Linguistic Diversity in Algeria

English has become the “lingua franca” with all its positive and negative implications in academic contexts like teaching, learning, presenting, publishing, etc. Algeria is not an exception to this global phenomenon. This chapter aims to delve deeper into the realities of the English language in Algerian territories. Therefore, we carefully choose reviews and summaries that shed light on the pedagogical challenges of English as a foreign language in Algerian schools and universities. Our aim is to inform both local and foreign readers about the critical situation, and potentially direct other researchers in the same field towards additional solutions or suggestions.

3.4. Language and its history in Algeria

It is impossible to overestimate the significance of language history when trying to create a cohesive and developed society. The interaction of numerous civilisations, conquests, and resistance over millennia has created the intricate tapestry that is the Algerian language. With an eye towards the contributions Arabic, Berber (Tamazight), and French make to social and cultural discourse, this study explores the various facets of Algeria's linguistic diversity. This work examines historical processes, sociolinguistic dynamics, language policy, and educational outcomes, among other topics. One can better understand more general issues of identity, authority, and postwar reconstruction by being aware of Algeria's linguistic diversity. Algeria's linguistic diversity is a complicated tapestry that is closely related to political systems, histories, identities, and power dynamics. The existence of multiple languages is just one of the issues being discussed; rather, it is a dynamic field that involves cultural affirmation, opposition, negotiation, and conflict. We ought to tackle it methodically and critically, balancing the sociolinguistic subtleties with the historical background. Algeria's linguistic diversity not only facilitates communication but also captures the nation's complex history, cultural identity, and political conflicts. It embodies these attributes as well. Algeria's multilingualism, which is characterised by the significant influence of French, presents both opportunities and challenges, despite the fact that Arabic and Tamazight are the official languages of the nation. This essay looks into the origins of Algeria's linguistic structure and assesses its social effects.

Algeria's history is a crossroads of civilisations, aided by the Phoenician, Roman, Arab, Ottoman, and French civilisations. The original Berber languages, sometimes known as Tamazight, are followed by other languages. Arabic was introduced to the nation in the seventh century along with Islam, but the French language was imposed throughout the colonial era (1830- 1962), with long lasting consequences.

3.5.Language Stratification in Algeria

The current state of Algerian language perfectly reflects both diglossia and triglossia. Arabic used in political contexts, religious discourses, and educational settings falls into two categories: classical Arabic and modern Standard Arabic (MSA). The informal language used in everyday conversation is Algerian Arabic, also referred to as Darja. Word borrowings and regional variations make it stand out. Despite being defined and institutionalized, Tamazight remains problematic. French is the de facto language spoken, and it is primarily used in scientific fields, administrative papers and higher education settings. Code-switching and hybridity are produced by this stratification, particularly in urban settings where speakers frequently switch between multiple codes during a single conversation. Code-switching in Algeria has been thoroughly studied by Professor Benhattab, especially in the context of Algerian Berber-speaking minorities. According to him, Code-switching is a deliberate stylistic and communicative strategy that reflects cultural and social nuances, highlighting its significance in communication. In his study focusing on M'zab minorities in Oran, Benhattab notes: 'these groups use code switching as a strategy to show conversational elements such as emphasis, changes in turn takings and others.' In fact, Code-switching is used by Berber-speaking communities in Algeria for various purposes, including clarification, quotation, humor, register shifting, solidarity, identity marking, and softening criticism or taboo avoidance. It allows for rephrasing, explaining points, quoting speech, adding humor or irony, moving to a language associated with higher prestige, creating a sense of in-group connection, and reducing the impact of sensitive statements or taboo words. **In essence**, the word the term "others" serves as a sophisticated conversational tool, enabling speakers to navigate meaning, emotion, social roles, and power dynamics in real-time discourse.

Algeria initiated the Arabisation movement after independence to decolonize French and assert its national identity. French continued in some businesses, but Tamazight speakers were pushed out. The 2016 official acceptance of Tamazight marked a positive shift towards linguistic inclusivity, but French remains a symbol of privilege and elitism to access global networks.

3.6. Differences in Identities, Power, and Linguistic Practices

Algerians use language as a weapon for dominance as well as a means of self-identification. French is a language that can be used to show one's socioeconomic standing, while Arabic and Tamazight are linked to cultural and religious identities. Even though they help foster local allegiance, regional variations of Darja and Tamazight are occasionally stigmatized in official contexts.

One of the most prominent examples of the challenges associated with linguistic diversity is the Algerian educational system. Despite the fact that MSA is frequently required when studying school subjects, children will speak Darja at home and also study French in scientific classes. Those who are excluded noticeably become disinterested in academic subjects as a result of this confusion. Despite the fact that teachers frequently translate words and expression to overcome this language barrier, official curricular do not sufficiently address this reality.

There are benefits and drawbacks to Algeria's wide variety of languages. To fully realise its promise, policymakers must move beyond symbolic awareness and towards substantive inclusion, particularly in the field of education. Multilingualism should be viewed as a fantastic tool for the development of cognitive and cultural skills rather than a drawback. Future gatherings must find a balance between honouring history, maintaining national cohesion, and promoting global integration.

3.7.English Language Teaching in Algeria

As key concepts in the Algerian ELT context, three pivotal axes can play a role in shaping the tendency to choose one variety over the rest: dialectal and register variation, speech community and identity and sociolinguistic competence. First, Algerian learners often encounter different English varieties, including British, American, and other global Englishes. However, classroom instructions focus on British English as the ideal standard (Benrabah, 2014). Mostly used textbooks and manuals are from the British literature. In the libraries, the focus again is on the British materials: teachers and students find easy access to the British variety than the rest.

Then, the sociocultural background of Algerian learners is responsible in shaping their linguistic selections. Studies show that many students associate English with globalization and social mobility, triggering their motivation and linguistic preferences (Bouhadiba, 2018)

Lastly, the power of communicative competence is undeniable for this case. Canale and Swain (1980) emphasize that sociolinguistic competence embraces the ability to use adaptively the language in various settings. However, Algerian university curricula often prioritize grammatical accuracy over pragmatic and sociolinguistic competence. This is limiting constraints for students who generally fail during real-world communication (Miliani, 2003)

In the end, Algerian ELT language variation is shaped by both linguistic and socio-educational factors, including exposure to English varieties, the sociocultural status of English, and limited emphasis on sociolinguistic competence in curricula. While British English dominates instructional materials, this restricts students' understanding of English as a global language. As scholars above argue, the neglect of sociolinguistic competence limits learners' communicative effectiveness.

3.8.Schooling and Pedagogy in Algerian Education

In the inaugural volume of the *Mediterranean Journal of Educational Studies*, Pr. Miliani penned a paper detailing Algeria's post-independence development phase. Similar to other colonized nations, Algeria endeavored to enhance its educational system, yet encountered numerous obstacles. For the Algerian case, the linguist first referred to historical invaders such as the Vandals (429–535), the Ottomans (1554–1830), the Spanish (1504–1792), and the French (1830–1962). He then discussed how Algeria is a melting pot for civilizations such as Berber, Phoenician, Carthaginian, Roman, Byzantine, Arabic-Muslim, Turkish, Spanish, and French. Next, he stated another threat that Algeria could not fight it back as successfully as the previous invaders. This attack was invisible because it constituted foreign educational ideas and theories applied to Algerian context. In his paper, Miliani (1996) studied the circulation of certain European educational ideas or theories and their application in the school system. He defined the role of school as providing, through training, a better ability to read and write, as well as a healthier life. He evaluated the impact of these ideas on the system, their role in improving the educational structures, and the possible attribution of failure in the implementation of foreign thoughts and practices (Miliani, 1996:1-2).

Pr. Miliani (1996) identified two periods linked with educational philosophies that spread through the Algerian educational system from independence until the mid-90's. During the first period (1962-1970), Algeria faced limitations and experienced a "mimicry phase" where 'emancipation was not possible'. This was primarily due to a shortage of teachers and expertise, as well as the absence of infrastructure such as schools. At that time, the only university in Algeria was the University of Algiers. During that period, the Algerian educational system was a carbon copy of the French policy of centralism and secularism. He acknowledged that 'the know-how of foreign expatriates' perfectly handled all sorts of problems. Finally, he blamed the technocrats of that era for their failure to initiate debates about the philosophy of education, which would have informed the policymakers of the time. However, he alleged that it was impossible because of the tight control of the political authorities over educational matters and changes in the school system (Miliani, 1996:3-4).

During the second period (1971-1995), which Miliani referred to as the 'era of inconsistencies', he reported that Algeria became more independent as it began to develop its own unique vision and strategy in education and pedagogy. The government carefully planned some educational reforms based on imported theories. However, he asserted that the government overlooked the actual issues. He assumed that this failure was due to unrealistic objectives and insufficient means. Political and educational authorities adopted a socialist approach at that time. In fact, they provided equal opportunities for free schooling, scholarships to the majority of pupils, and nominal fees. They also brought about a change in philosophy by adopting the polytechnical curriculum theory for the first nine years of schooling. In 1978, they introduced these fundamental principles of socialist education (see Miliani, 1996: 6).

In terms of higher education, Miliani briefly referred to the few transformations of faculties into institutions in 1971 to satisfy the demands of modernism. However, three critical issues hindered the complete realization of this paradigm shift from a selective and competitive school system to a school for all: firstly, the failure to Arabize all curricula; secondly, the Algerianization of the teaching staff; and thirdly, the lack of democratization in education. Pedagogy, didactics, and human resources did not support this shift. As a result, school drop-outs and unemployment increased because of the anti-establishment attitude of the young (p. 7).

In a conclusion to his paper, Miliani (1996) asserted that there were two obstacles against effective schooling: the first was the monolithic approach, and the second and most critical one was the circulation of foreign and alien ideas without considering its effect on the Algerian social and cultural behaviour (p. 11).

3.9.A Critical Look at the LMD System as a Reform in Algeria

Educational reform is often framed as a solution to stagnation in pedagogy, curriculum design, and institutional efficiency. However, in contexts marked by systemic mismanagement and socio-political fragmentation, reform can become a performative gesture rather than a transformative force. In the Algerian context, Professor Miliani (2010) offers a piercing critique of the state of education, particularly focusing on the failure of the Licence-Master-Doctorat (LMD) system and the broader challenges afflicting the nation's educational landscape. This essay argues that the LMD reform in Algeria has failed not due to its conceptual foundation, but because of a convergence of bureaucratic confusion, poor implementation, and a disconnect between reform ideals and classroom realities.

One of the foundational concerns highlighted by Miliani (2010) is the alarming decline in linguistic proficiency among the newer generations of Algerian students. Comparing them to his own generation, he argues that students today suffer from *semilinguism*—a weakened command of both Arabic and French, the two dominant languages in the Algerian education system. This linguistic instability undermines learners' academic performance and reflects deeper flaws in curriculum design and implementation.

Moreover, Miliani draws attention to the confusion surrounding curriculum reform, especially in the transition between the primary and tertiary levels. The unclear articulation between educational cycles results in pedagogical disorientation for teachers and students alike. He criticizes the failure to align the LMD structure with the competencies supposedly developed during earlier stages of education. Such curricular incoherence obstructs the development of a coherent academic trajectory, leaving learners ill-prepared for higher education's demands.

Another major factor contributing to the failure of educational reform, according to Miliani, lies in institutional mismanagement. He highlights the administrative burden faced by the ministries of National Education and Higher Education in handling the massive student population—over 8.5 million pupils in the pre-university cycle and more than 1.3 million in

higher education. The strain of merely managing these numbers leaves little room for innovation, reform monitoring, or quality control.

Time management within the educational system further illustrates the disconnect between planning and execution. Miliani critiques the illogical scheduling practice of placing science subjects in the morning and social sciences and languages in the afternoon—an arrangement that disadvantages language learning by allocating it less cognitively productive time slots.

Although the LMD reform was intended to modernize Algerian higher education and align it with global standards, Miliani (2010) contends that its implementation was flawed from the outset. He attributes its failure not to the reform itself, but to the interplay of ill-intentioned opposition, an uninformed public, and inadequately trained reform advocates. Rather than fostering pedagogical innovation, the reform became entangled in bureaucratic inertia and ideological contestation.

Interestingly, Miliani interprets the LMD reform as an expression of democratic engagement in the workplace—an opportunity for stakeholders to participate in shaping educational policy. Yet, this vision clashed with a top-down application of reform, often devoid of grassroots consultation or adequate preparation. As a result, the reform, though novel and potentially transformative, remained superficial in its impact.

The Algerian experience with the LMD reform, as dissected by Professor Miliani, underscores a broader truth: that reform without systemic alignment, informed implementation, and contextual sensitivity is destined to falter. The failures of the LMD system cannot be attributed solely to theoretical flaws, but rather to the realities of mismanagement, linguistic deterioration, and curricular disjunction. For educational reform to be meaningful in Algeria, it must move beyond political declarations and address the foundational issues that continue to cripple the country's learning environments.

3.10. Teaching Sociolinguistics in Algeria

Various scholars, among them the late Professor Bouamrane, emphasized the connection between English language education and sociolinguistics, contrasting the lack of sociolinguistic theoretical courses in North Africa. In Algeria and Morocco, it was important for linguists to emphasize the importance of considering other English variants and sub-

varieties, such as American and other Englishes, rather than just British Standard English. Bouamrane argued that teaching only standard vocabulary, accents, and structures was impractical, as native and non-native speakers of English know and employ non-standard variants in literature.

In 1995, Bouamrane presented a paper to English teachers in North Africa, highlighting the significance and connection between English language instruction and sociolinguistics. He revealed that, back then, the majority of universities and university centres did not offer any theoretical or practical courses in sociolinguistics. He also made a comparison between this similar state of non-inclusion of sociolinguistics and the university levels in Morocco, where Saib had been advocating for it since 1991. Bouamrane described the Algerian teacher's approach as a prescriptive one, whereby teachers act as censors, prescribing corrections, modifications, and other additional attempts. He emphasized the need to consider other English varieties and sub-varieties, instead of solely concentrating on the British Standard English with an RP (Received Pronunciation) accent. According to Bouamerane, Bowen (1963:248) emphasizes that a student accustomed to formal language may struggle in authentically informal situations.

He presented the four main dimensions of linguistic variability: variation in space, class, style, and time, and explained their implications for ELT in Algeria. Initially, he focused on the variation in space and questioned the necessity of exclusively teaching British English. He suggested that teachers should introduce their students to American English and even other Englishes, as stated by him, "for utilitarian and cultural reasons, and because world Englishes provide a challenging opportunity to relate three academic areas: language, literature, and methodology." (Kachru, 1992:9) Secondly, when discussing variation according to class and style, Bouamerane found it unrealistic and unreasonable to teach only standard, formal, and prestigious vocabularies, accents, and structures when the majority of natives and non-native speakers of English know and use only non-standard varieties, even in literature. Finally, addressing variation over time, Bouamerane emphasized that students should understand that the English vocabulary has undergone changes over time, with certain words and structures becoming archaic and others becoming literary. Therefore, one should steer clear of them in contemporary and non-literary situations.

As a conclusion to his article, the sociolinguist highlighted the importance of providing multiple standards for legitimate variation of English and presented these in the context of situations varied enough to develop the kinds of adaptability that the student must achieve. Presently, Bouamrane's assumptions seem to be well grounded and somehow well applied, as far as university level is concerned. With the introduction of American and British literature and civilisation alongside African literature, we can say that his target was perfectly aligned.

3.11. Anxiety in Oral Speaking Classes in Algeria

A journey of uncertainty, self-doubt, and vulnerability characterises the emotional side of learning a foreign language, which is just as important as the intellectual side. The spoken word serves as both a tool and a test in oral expression classes, making this especially true.

In her article published in 2013 in the *Arabic World English Journal*, Asma Melouah examined the anxiety experienced in a foreign language-speaking environment by first-year LMD students of English at the University of Blida. She found that fear of interaction, fear of perception of others, low self-confidence, and low self-esteem are prominent factors for anxiety in the oral classroom. Given the detrimental effects of anxiety on students, she suggested that teachers identify students who exhibit high levels of anxiety and establish a safe and supportive environment to facilitate English practice in a stimulating environment. She outlined several implications that educators should consider in order to effectively assist their students in overcoming their anxiety and creating a positive learning environment. The following ideas were suggested in her article: Making students more comfortable in speaking in the classroom by creating a pleasant atmosphere; allowing students to move around the class while working with groups by incorporating games and role plays; getting rid of competition and perfectionism; correcting mistakes indirectly while students are speaking to avoid embarrassment moments; and instead giving them positive and encouraging feedback to increase their self-confidence in oral activities.

Melouah's study highlights the importance of fostering fluency in language learning amidst anxiety. Her recommended strategies include indirect error correction and creating a calm learning environment. Teachers can help students overcome fear and speak up without self-consciousness, transforming the classroom from a place of criticism to one that fosters learning.

3.12. Teaching EFL Students about Culture

Foreign language instruction is never a neutral activity. There are unseen barriers, such as those of culture, ethics, and ideology, that educators and their pupils must negotiate with varying degrees of inquiry and prudence. One of the most delicate and contentious parts of teaching English as a foreign language (EFL) is including cultural elements, particularly in environments like Algeria or Morocco. Cultural material can conflict with local values, which can cause stress for teachers who are tasked with both linguistic instruction and cultural mediation (Adasooou, Britten, & Fahsi, 1990). Similarly, rather than imposing a uniform norm, Backley's (2017) research on English language instruction in Japan shows that teachers must take a descriptive approach to language variety, honouring the diversity of native dialects. Educators face a personal and professional struggle within this complicated landscape as they continually reevaluate what is culturally acceptable and what is linguistically effective.

Adaskou, Britten, and Fahsi (1990) believe that culture in the EFL classroom is not only a problem for learners but also for teachers. They argue, for instance, that a textbook containing lessons on “dating” is socially and religiously inappropriate in Morocco. They hold that “many Moroccan teachers of English are uncomfortable in the role of presenters of alien cultures with which they may not identify and which they perhaps have not themselves experienced” (p. 8).

When studying the educational system of English teaching in Japan, Backley Phillip (2017) advocated for a **descriptive approach** to language learning at the University of Japan so that Japanese students might appreciate the nature and the extent of the variation that exists among native speakers of English. He gave an interesting example of how a native of Norwich would not use the -s for the third person singular in the present tense, such as "she sings," because it perfectly adheres to the grammatical rules of the Norwegian native dialect.

We have observed that a significant number of EFL teachers frequently post on various websites and social media networks, expressing their concerns about the importance of teaching the native culture of the foreign language. But by culture, we don't mean restricted teaching of holiday significance and popular food. Culture is more than that. As educators, there's no doubt that it's our job to stimulate the intellectual development of the learner. To truly engage students, teachers should implement methods that are both culturally and linguistically responsive and appropriate. On the other hand, we must examine the cultural

assumptions and stereotypes that we bring into the classroom. As foreign language teachers in Algeria, we often avoid teaching about culture due to personal or sometimes religious factors. However, we have observed that some teachers tend to avoid discussing or bringing up certain topics and vocabulary associated with Western societies. In fact, these communities have different social lives, thoughts, habits, and traditions. The teacher's role here is to embrace this culture and transmit his knowledge in the most objective way. But we can't teach what we don't know. Therefore, if a teacher harbors antipathy towards a foreign culture, they will undoubtedly refrain from teaching it, regardless of their knowledge or disregard for its advantages. Conversely, I believe an overly extroverted foreign language instructor wouldn't significantly benefit his students if he solely focused on praising and discussing the cultural aspects, especially when they eventually face language and grammar tests.

As an illustration, I couldn't help but notice that topics such as conversations in a pub between a boyfriend and girlfriend, including alcohol consumption, tattoos, swearing, and so on, often spark controversial debates and create an uncomfortable and awkward atmosphere among language teachers and learners. From a personal experience, I've tested a couple of times two different small groups of my students with a video about a dating contest following the *Interchange Fourth Edition* textbook for B1 CERF level. The results at the end of the course, which was about how to use adjectives to describe personality traits, showed that the few shy and introverted students remained that way, avoiding the topic, and that the majority was more excited about watching the video with enthusiasm and laughter.

Going further, in the same textbook, there's a part in the first unit in the reading section that discussed the difference between falling in love and having a crush on someone. Perplex and undecided, I asked a colleague how they would teach such topics. She confidently responded that it's crucial to avoid these topics, as the groups consist of adults who might feel uncomfortable, and their primary goal is to learn the language, not to engage in such discussions. On the other hand, she said she would have had a challenging time controlling the group once we presented such personal and 'inconvenient' topics. Unfortunately, that's what I did, but I deeply regret it now. I omitted that part from the lesson plan and replaced it with another text, but to my surprise, a week later, a student asked me in the classroom what it means to have a crush on someone. I tried to be brief in my answer, but then I gave her a copy of the text I had printed earlier, which I couldn't give to my student. After some deep thinking, I realised that the girl who asked was a 22-year-old young woman around her, and I thought

that maybe this was the reason. It is at this age that adolescents are curious about love and emotions. Indeed, when I first began teaching at CEIL, the majority of my students were adults and parents who were not open to discussing topics such as love, generational transitions, and even parenting. At first, that was my biggest challenge; my task was to monitor such mixed groups at the same time.

Speaking about accent, I remember playing an audio in the classroom from the textbook 'Real Speaking' series in which different speakers from different nationalities speak English in their own accent. I observed my students' astonishment as they began to question the situation, claiming they didn't understand. I had to stop the audio and explain once again that the accent was not a problem since you'll encounter different people speaking differently in international English. Following a syllable with cross-cultural themes, we had to practice Indian Arabic, French, and Korean accents of English, which was inconvenient for some students.

Teaching culture in the EFL classroom is a paradox as it requires acknowledging the world it inhabits. Language teachers must adapt, assess, and self-reflect to navigate awkward lessons, foreign accents, and students' curiosity. The goal should be to equip students with linguistic tools and critical awareness to navigate global communication with sensitivity and confidence. Through these tensions, teaching becomes transformative, where discomfort gives way to dialogue and silence is replaced by meaningful expression.

3.13. Sociolinguistics and Foreign Language Learning

Systemic fragmentation, ideological legacies, and the challenge of balancing linguistic accuracy with cultural authenticity are challenges that Algeria's foreign language teaching faces. Cultural awareness, rethinking lesson plans, and new educational practices are all things that scholars stress as being crucial. Language lessons and students' preparedness for college have been undermined by the "Arabisation" program, which has widened the gap between various academic levels and fields of study. A more inclusive, context-aware, and effective model of foreign language instruction can be achieved by integrating sociolinguistic variance in the classroom and addressing linguistic complexity, both of which are pedagogical necessities.

After years of sociolinguistic research and publications, we have concluded that the term variation should be employed instead of English language or dialect. Whenever I presented this doctrine in my lecture, my pupils began to interrogate the distinctions and commend one

type over the other. At that point, I saw this as a compelling study topic to ascertain the remedy and effectively address the issue. I could identify pragmatic solutions to this issue that would help my students and be disseminated among my colleagues. In the sociolinguistics of foreign-language classrooms, Blyth (2002) mentioned the development of the Standards for Foreign Language Learning (FLL). He referred to the combination of linguistic and cultural skills as the foundation for proficiency in a FLL, as well as the need to reconsider issues such as the length of language study sequences, standards-based assessment, and teacher development (Phillips 1999).

As a conclusion to her study of *An Overview on the Factors Entailing Students Failure in Learning Foreign Languages at the University of Biskra*, Rezig (2011) showed that the teaching of foreign languages in Algeria still needs much time and effort to obtain a homogenous system where the higher education requirements and curriculum are taken into consideration since the primary school. Another language researcher has once again pointed the finger at the "Arabisation" strategy, blaming it for the significant disparity between primary, secondary, and university education in preparing students for their careers. This issue extends not only to foreign language departments but also to all scientific and technical fields, such as medicine, architecture, and electrical engineering, where foreign language instruction is mandatory.

3.14. Perception and Preference: Unpacking Learning Obstacles at Oran University

Research on Algerian EFL students by Ghlamallah emphasises early exposure, classroom environment, and language ability. She says teacher restrictions and curricular neglect cause pronunciation to be a bottleneck. Students' sociolinguistic reality, such as preference for British rather American English, emphasize the importance of context-sensitive instruction. Ghlamallah supports early intervention in phonological training, phonetic labs, and certified teachers in fundamental courses. Her work demands empirical reality-based systematic reform grounded in student voices.

In her experiment at the English department in Oran, Ghlamallah (2017) found the male informants have a preference for American English whereas females would favour studying British English. On an explanatory level to the consistency towards a single variety, she explained that most informants do not need to complicate the task of revising their lessons, so

this is why they would rather opt for one choice. In her case, the majority of students who were studying English at home chose the British English variety.

Regarding the attitude of students towards English, she found a striking contradiction between males and females regarding the relationship between motivation and revision at home. She claimed that male participants were more motivated to study English than females. Female students, on the other hand, got a higher score when investigating whether they do their homework and prepare for exams at home. That's when she concluded that there is no correlation between studying hard, preparing at home, and being motivated to learn the target language. She said, 'A learner may study not because they feel motivated but simply because they deem it necessary.' (243)

Moreover, she found that, apart from the majority's love for the language, more than half of the participants thought that English is a difficult language. Then, she divided those participants into three groups based on their difficulties. In her results, she clarified that writing and speaking were the most difficult skills for her informants. She added that speaking was more difficult than writing, even though the subjects had the average mark. Next, she noted that students link their awareness of difficulties to their grades, which is not at all an indicator in this case. Among the learning difficulties that she listed besides skills was the students' strategies and situations in the learning setting. In fact, she listed the following in a decreasing order of importance of obstacles that hinder the smooth learning process: expressing themselves, understanding, an unfavorable learning difficulty, besides concentration, and students' strategies and situations in the learning setting. The environment, organizing ideas, exam revision, concentration, and time management were also listed in decreasing order of importance.

In her interpretations of the results, Ghlamallah also found that students faced difficulties in pronunciation, and she wrote about the following phonetic features: new/long words, vowels, stress, intonation, consonant, and silent letters. Furthermore, she reported that most of the informants felt responsible for their learning difficulties, and they justified their answers with reference to their lack of involvement and commitment. Meanwhile, there is a small percentage of students who blamed their teachers and considered them careless, unethical, and incompetent. She revealed that although both teachers and learners should share responsibility for learners' difficulties in language learning, She compared the responses of those who do

not study at home and don't blame their teachers, which was a high percentage, versus those who do not study but throw the blame on their educators, which was a very low percentage. Taking into account gender as a variable, her interpreted results suggested a significant rate of male students who feel responsible for their difficulties than females. Whereas, a quite small rate of female informants believed that such responsibility should be shared.

Finally, she concluded with some suggestions to overcome those learning difficulties, which were proposed by the learners themselves. According to the participants, reading is a critical and basic learning skill. She reported how they put forth the following six useful strategies in order to improve their level and conquer the linguistic difficulties: increase competition skills, acquire learning strategies, talk to native speakers, TV, and songs, create study peer groups, and use new technology.

Ghلامallah conducted a study on English speech production in another section, examining students' crosslinguistic influence practices and testing their pronunciation while reading a poem. In addition to highlighting the apparent differences between the informants' speaking and reading skills, she outlined the following key findings: The students read in French, disregarding stress, intonation, and linking sound patterns in the alphabet letters. They also struggled to articulate sounds in British English and RP.

In another section devoted to educational implications, the linguist wrote about the importance of phonetics and phonology teaching for an effective impact on foreign accents and intelligibility. Among the teaching implications, she initially included the fact that teachers corrected only grammar and vocabulary but not pronunciation. Secondly, she denoted that because of a lack of native-like proficiency, teachers themselves cannot provide the right pronunciation. Thirdly, she blamed teachers for not granting enough importance to phonetics and phonology. Finally, she suggested that qualified teachers prioritize instructing advanced students, while part-time teachers, who appear to acquire distorted pronunciation from an early age, handle first-year classes. As far as the learning implications are concerned, Ghلامallah confirmed that apart from learners' lack of knowledge about English sounds and considering how difficult English is since its spelling and writing system doesn't much its pronunciation, learners are facing obstacles while learning the language. In addition, she illustrated that in orthography, spelling a word incorrectly is the result of learning a deviated pronunciation. Moreover, she mentioned that the assumption that a mispronunciation would

not affect communication and intelligibility is another factor for not granting much importance to correct pronunciation. Finally, she argued that learners were not sufficiently exposed to phonetic/phonemic rules during middle and high school, and due to a lack of pronunciation activities since the early learning stages, students find difficulties later on at the university level (321).

To conclude, Ghlamallah's research at Oran's English department explores students' challenges in mastering English, conflicts between study habits and motivation, and gendered preferences for language diversity. The study uses a multifaceted approach to connect superficial linguistic challenges with systemic deficiencies in phonological education. It highlights educational deficiencies in instructor preparedness, pronunciation, and study techniques, providing insights into the social, psychological, and pedagogical aspects of second language acquisition in Algeria. This research is crucial for effective educators in Algerian universities. She suggested some educational solutions and proposed to focus on developing auditory discrimination abilities as a primary goal since speaking a complete Algerian accent-free English is nearly impossible to achieve. According to her, enhancing learners' perception and production in the target language is a must to avoid misunderstandings, whether speaking with a RP, British, or American accent. Like all other researchers, Ghlamallah highlighted the following solution: teachers must provide positive feedback when correcting students' pronunciation. Then, highly qualified teachers should consider teaching first-year courses at universities. Moreover, learners should be introduced through class activities to the frequently encountered transgressions in pronunciation that they do not realise and compare its phonetic rules with Arabic and French ones. She also suggested teaching new words in relation to transcription, stress, and syllables at an early learning stage to reduce crosslinguistic influence. She greatly emphasised the importance of a phonetic laboratory and adapted equipment to enable students to compare their speech patterns with native utterances. (323- 324)

3.15. The factors that Contributed to the Failure of English in Algeria

The process of learning English as a second language in Algeria is a complex matter that is impacted by a variety of elements, including social, psychological, and institutional aspects. The pronunciation of French and Arabic, the delayed introduction of English (before the new reforms), and the attitudes of society are included among the challenges. Congestion in the classroom, psychological hurdles, and teachers who lack adequate training are all factors that contribute to these problems. In his 2016 article, Al-Sohbani Yehia outlines regional challenges such as non-specialist training and cultural disinterest in the English language. Because of these problems, there is a pressing requirement for educational pragmatism that specifically address the structural aspects of language acquisition.

Based on her personal experience, Iddou-Derraz Naima (2009) studied the reasons behind unsuccessful English in Algeria, and she cited the critical age (13) where pupils are introduced to English, which is a major factor that determines their failure. In fact, she noted that such delay and the small contact with English make learners much influenced by their mother tongue or by French in Algeria. She added that this influence is revealed at different linguistic levels and mainly pronunciation, where learners find difficulty in articulating some sounds like native speakers. In addition to this, she mentioned the importance of motivation and a positive attitude for an effective language learning experience. Indeed, she pointed out the influence of parents on the attitudes of their children towards a language. In the case of the Algerians, the linguist found a bad influence where parents tend to transmit negative attitudes towards pupils towards what she called ‘the language of the enemy’. As a social factor and another kind of attitude that was reported by the linguist is the negative attitude some students hold against part-time teachers. She revealed that some students drop the learning context due to inexperienced and incompetent (vacataires) part-time teachers at university. From a pedagogical factor, she said that the problem arises when students sometimes confuse the grammatical structure of Arabic with that of English and when they translate in their minds what they want to say from their native language into the target language. As a psychological factor, the linguist insisted on anxiety as a barrier to a positive learning process. In the end of her article, Iddou also referred to the following deficiencies:

- The large number of learners in class and the long hours imposed on the teachers make them tired and less attentive.
- A shortage of English postgraduate teachers.

- Absence of teacher training in some universities.
- Lack of audiovisual materials, books, computers, etc.
- Objectives of programs that do not correspond to the learners' needs.

In comparison of the reasons behind the difficulty of teaching English within the Arab worlds, we noted striking similarities. According to a recent investigation conducted in the Arab world and a comparable study involving Yameni high school students, Al-Sohbani Yehia (2016) discovered that the reasons for the students' weaknesses in public high school are essentially the same as those in Algeria generally.

- The teaching of English by non-specialists.
- The students' negative attitudes and lack of motivation towards learning the English language were solely focused on passing the exam, resulting in a lack of hard work.
- The inappropriate pedagogy, which focusses merely on memorising vocabulary and grammar
- There is no support from family or school regarding the importance of English. The school and family who do not encourage, follow-up, and educate learners regarding the importance of English is one of the reasons that affect students' performance most heavily, followed by 34.78% of the participants who state that society does not accept English because it is not commonly used.
- Overcrowded classrooms lead to ineffective teaching and passive students. (45-46)

Based on his findings, Al-Sohbani Yehia (2016) recommended considering teachers as the primary factor that significantly influences the success or failure of Yemeni English language learners. The Ministry of Education, on behalf of society and government, can accomplish this by primarily appointing English language specialists who receive continuous in-service training, follow-up, and encouragement. Moreover, he advocated for a campaign aimed at raising awareness of the importance of the English language and the role of English teachers among learners, their families, and society at large. (p.47)

In Algeria and throughout the Arab world, learning English poses challenging and related issues. These include social resistance, delayed exposure to English, inappropriate teaching methods, and institutional flaws like overcrowded classrooms and underqualified staff. Both scholars emphasise the necessity of teachers in addition to comprehensive reforms that address curriculum development, teacher preparation, public attitudes, and resource

allocation. Through a multifaceted effort, English education must be transformed from a challenge to an opportunity.

3.16. ELT in Algeria: Between Aspirations and Realities

In recent years, Algeria's linguistic landscape has undergone tremendous transformation, with English becoming a more preferred language in socioeconomic and educational situations. The goal to diminish French historical dominance and integrate into the global economy is reflected in this change. However, there are obstacles to teaching English, including pedagogical impediments, inconsistent policies, and a lack of resources. In an effort to stay up with international linguistic trends, the Algerian government has implemented English as a language in elementary schools. Following a successful pilot program, children in the third and fourth grades now receive two 45-minute English classes per week.

However, there are other barriers to the actual implementation of English language instruction, such as insufficient training curricula, a teacher shortage, and a misalignment between academic goals and industry demands. Algeria's linguistic diversity may be endangered by linguistic imperialism brought on by the increasing emphasis on English, which may marginalise regional tongues and customs. To make sure that the promotion of English does not endanger Algeria's rich linguistic legacy, language policy should be carefully addressed.

Effective English language acquisition is made more difficult by the educational system's exam-centric nature, which prioritises memorisation over communicative competency and limits students' ability to use the language in everyday contexts. Additionally, the shift to English-medium instruction in higher education raises concerns about students' and teachers' readiness.

Algeria's effort to incorporate English into its curriculum reflects a broader objective to expand its linguistic repertoire and become more fully involved in the global economy. A balanced approach that preserves Algeria's linguistic variety and promotes English language proficiency is necessary to navigate these complexities.

3.17. Language Awareness and Sociolinguistic Equity in Algerian ELT Classrooms

The traditional dependence on uniform English standards is increasingly being questioned as Algeria's English language teaching (ELT) environment continues to change dramatically. Unfortunately, pedagogical approaches that are firmly based on the benefits of "Standard English" have disregarded the multilingual identities and experiences of Algerian students. This article's goal is to make the case for a paradigm change in English language teaching (ELT) in Algerian academic institutions. Sociolinguistic reflexivity, curriculum decentralisation, significant pedagogical awareness, fair resource distribution, and multilingual comprehension would all be part of this change.

The process of escaping the oppressive grip of standardisation is the first challenge. Since Algeria has traditionally placed a strong emphasis on traits that are similar to those of native speakers, students whose native languages include Arabic, Tamazight, and French have been subtly excluded from the English teaching process. From another perspective, it suggests that local language variations are more about challenges than benefits. According to García and Wei (2014), it is crucial to remember that in a multilingual setting like Algeria, students' prior language proficiency should be seen as an asset rather than a weakness. By acknowledging and integrating the full range of students' linguistic experiences through the development of a plurilingual awareness, educators can promote cultural authenticity and linguistic confidence within the framework of the learning process.

Hence, the curriculum must be updated to reflect this ideological change. The current program, which is more or less uniform, is inadequate in terms of the social, geographic, and educational environment that is appropriate for students. Given the wide range of sociolinguistic backgrounds of the students enrolled in the program, a flexible and decentralised curriculum is essential. To achieve this, more courses could be added to the curriculum, such as English for Specific Purposes (ESP), multicultural communication, or global Englishes. These modifications will help students bridge the gap between academic content and real-world application by better preparing them to meet both local communicative demands and global language criteria (Benrabah, 2007).

It is also very important to change the courses that are used to prepare teachers. To advance beyond methodological proficiency, English as a foreign language (ELT) teachers must possess sociolinguistic literacy. In classroom discussions, this entails having a knowledgeable understanding of language variety, identity, and power dynamics. Specialised modules on inclusive classroom dynamics, code-switching, and dialectal sensitivity ought to be included in training programs (Canagarajah, 1999). Both pre-service and in-service teachers should have access to these modules as part of their training. Teachers can evaluate their own beliefs about student participation, authority, and language appropriateness by engaging in reflective practice. Therefore, reflexivity can be used as an educational strategy to promote development.

However, the development of even the most inventive pedagogies depends on a foundation of equitable access. The vast disparities in facilities and resources, especially between urban centres and rural outposts, have a significant influence on learning outcomes across Algerian institutions. Targeted legislative actions are required to address this disparity by guaranteeing that all institutions have access to contemporary resources, including digital platforms, consistent internet connectivity, and functional language laboratories. Additionally, enhancing classroom instruction and providing more comprehensive and diverse exposure to the language through extracurricular activities like peer mentoring, English clubs, and immersion events promotes student autonomy.

Above all, we must reconsider how identity and motivation relate to language acquisition. Language acquisition is not only a cognitive process; it is also intricately linked to the social identities of learners (Norton, 2000). Instead of focusing solely on practical goals, English instruction should aim to incorporate students' personal stories and goals. Students can assert English as a legitimate part of their linguistic identity and make learning more relevant and meaningful by incorporating local themes—such as migration, youth culture, or postcolonial identity—into writing and speaking assignments.

In the end, what is required is a critical sociolinguistic education that not only teaches language forms but also challenges the sociopolitical goals of language itself. Students can be prepared to assess their own language position in local and global contexts by looking at issues like language hierarchy, the illusion of linguistic purity, and the politics of

standardisation (Pennycook, 2001). This comprehension enables students to use English to express and assert rather than to copy, transforming the classroom from a place of absorption to one of agency.

Prescriptive rules governing English language instruction in Algerian colleges must give way to a more inclusive, critical, and socially conscious pedagogy. This calls for a complete reorganisation of the ways in which language, identity, power, and pedagogy interact. Without embracing Algeria's linguistic diversity and fostering the development of both teachers and students, the ELT industry cannot truly transform.

3.18. Conclusion

This chapter explores Algeria's linguistic variety, emphasising the significance of Arabic, Berber (Tamazight), and French in social and cultural discourse. The nation's multilingualism, shaped by French, offers both advantages and obstacles. Algerian Arabic, also known as Darja, is the informal language used in everyday conversation, while Tamazight is problematic. French is the *de facto* language spoken in scientific fields, administrative papers, and higher education settings. The chapter addresses the difficulties of instructing English as a foreign language in Algerian educational institutions. The diverse language population in Algeria is a significant challenge in the country's educational system, as students often struggle to understand and use different languages. The Algerian ELT language variation is influenced by dialectal and register variation, speech community and identity, and sociolinguistic competence. The chapter emphasizes the need for systemic alignment, informed implementation, and contextual sensitivity in educational reform. Educators must adjust, evaluate, and introspect to manage challenging teachings, unfamiliar accents, and student interest, providing them with linguistic resources and critical awareness to engage in global communication with sensitivity and assurance.

The educational system's exam-centric approach to English language acquisition hinders effective learning and limits students' everyday language use. The shift to English-medium instruction in higher education raises concerns about readiness. Algeria's goal is to expand its linguistic repertoire and become more involved in the global economy, requiring a balanced approach to promote English proficiency.

In order to create an English Language Teaching (ELT) sector that is genuinely transformational, Algerian institutions need to make the shift from prescriptive norms to a pedagogy that is more inclusive, critical, and socially conscious. This would allow them to

embrace Algeria's linguistic variety and nurture the growth of both teachers and students. Algeria's English language education faces challenges due to social, psychological, and institutional factors. These include societal views, postponed introduction, pronunciation, insufficient teacher training, psychological barriers, and classroom overcrowding. Similar issues exist across the Arab world. The Ministry of Education should appoint English language specialists and enhance awareness of English's importance. The government's use of English in primary schools has altered Algeria's linguistic landscape, but pedagogical obstacles, conflicting policies, and insufficient resources remain as unresolved issues in all institutional levels. A comprehensive approach is needed to preserve Algeria's linguistic diversity while enhancing English competence. Nevertheless, Algeria's English Language Teaching environment needs transformation to incorporate sociolinguistic reflexivity, curricular decentralization, pedagogical awareness, fair resource allocation, and multilingual understanding. This includes increasing the variety of courses and ensuring equitable access to resources. As a recommendation, an inclusive, critical, and socially conscious pedagogy should replace restrictive norms in current Algerian institutions.

Chapter Four

**Sociolinguistic Patterns and
Language Attitudes from pedagogical
perspective in CEIL**

Chapter Four Sociolinguistic Patterns and Language Attitudes from pedagogical perspective in CEIL

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Sociolinguistic Patterns and Language Attitudes from pedagogical perspective in CEIL

4. 1 . Introduction

This fourth practical chapter presents the analysis and interpretation of three distinct yet interconnected questionnaires, each addressing key aspects of English language variation and pedagogical practices within CEIL 1 at the University of Oran.

The **first questionnaire** focused on teachers' perspectives, exploring their classroom strategies with particular attention to their handling of linguistic variation in English. The **second questionnaire** targeted students, capturing their knowledge, practices, attitudes, and awareness regarding English language variation, approached through a broad sociolinguistic lens. Finally, the **third questionnaire** served as a follow-up tool, administered to teachers after an in-depth evaluation of the *Interchange* textbook used in CEIL classrooms, in order to gather deeper insights into their critical engagement with its content and representations of language. A list of **extracts** from the textbook is provided to exemplify the sociolinguistic instances utilised in this inquiry, including substantial evidence from the lessons and exercises in both written and spoken forms.

In the following section, we attempt to display statistics and graphs to illustrate the results of the data gathered through the teachers and students questionnaire. In fact, we proposed two slightly different questionnaires that were distributed to seven English language teachers in CEIL 1 all living in Oran and three (03) classes of different CEFR¹ levels. First, there are three permanent teachers of English preparing for their doctorate degree, and the rest are part-time (vacataire) holding a master's degree or license from the English department of Oran University. Second, the selected classes were mainly A2, B1, and B2 levels. You'll notice that the majority of informants had a B level. Such selection was done on purpose in order not to be trapped with students unable to read or answer the questions properly as expected with beginner's level.

¹Common European Framework of Reference for Languages is a guideline used to describe achievements of learners of foreign languages across [Europe](#) and, increasingly, in other countries. It was put together by the [Council of Europe](#) as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of learning, teaching and assessing which applies to all [languages in Europe](#). The six reference levels (A1- A2- B1- B2- C1- C2) are becoming widely accepted as the European standard for grading an individual's [language proficiency](#). From Wikipedia website

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From a theoretical standpoint, it's likely that beginners won't notice the differences in English language, nor would they be interested in learning about it at this stage. Consequently, as a limitation to this study, answering this latter issue would be perfect for further investigations.

Together, these instruments offer a comprehensive view of the sociolinguistic dynamics at play in the English language learning environment at CEIL 1, shedding light on both pedagogical orientations and learners' linguistic consciousness.

4. 2 . Sample Description: The informants

4. 3 Teachers and Students' Characteristics

In one part, we questioned seven (07) CEIL 1 English teachers, all of whom live in Oran. The majority is made up of five (05) vacant teachers and only two (02) permanent teachers. The minimum and maximum ages of these teachers, along with additional details, are as follows:

- Two (02) teachers between 26 - 30 years old
- Five (05) teachers between 34 - 40 years old

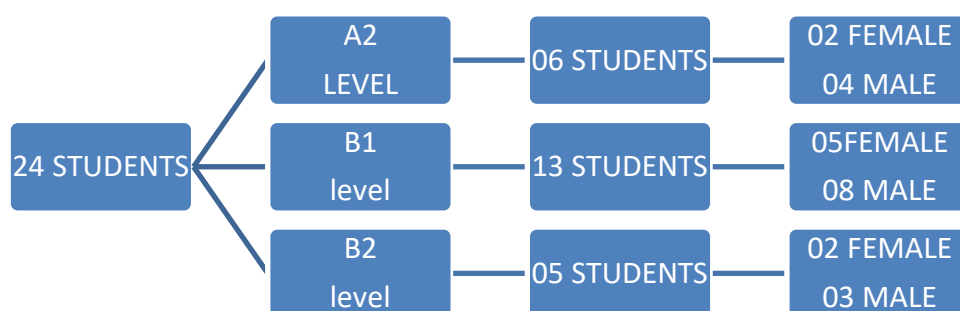
(01) One teacher with English license Degree from Oran English Department

(03) Three teachers with Master Degree

(03) Three teachers preparing for Doctorate Degree in English and one of them in Translation Department

In another part, we also questioned 24 students of different ages and levels of CEFR enrolled in CEIL 1 to study their learning habits, knowledge, and attitudes towards English language variation. Examine the following charts for more clarifications about the participants:

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CEFR LEVEL	AGE
A2	25 - 37 years old
B1	18 – 50 years old
B2	24 - 68 years old

Table 1 Students age, gender and level classification

4. 4 . Research Instrument: The Questionnaire

1. Rate the following teacher qualities in order of importance (1-6)
 - They can control the class
 - They know their students
 - They prepare well
 - They are very entertaining
 - They give interesting classes
 - They know their subjects

Our questionnaire is modelled on a survey that was carried out by a research team at the University of Jyväskylä in Finland in 2007. The survey was part of research aimed at examining the meanings and functions of English in Finnish society. The team was part of the Centre of Excellence for Variation, Contacts, and Change in English, which is run by the universities of Helsinki and Jyväskylä. The reason behind selecting this kind of questionnaire as the basis and profound inspiration for this research is because of the good reputation of the Finnish educational system in addition to the university's originality in teacher training

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performance programs in the field of variation. Furthermore, the questionnaire's questions were objective and closely aligned with the core research of the current study. Nevertheless, there were some questions introduced into the last part of the teachers' questionnaire that were based upon our personal observations in the field. Indeed, through the various qualitative research questions, we attempted to investigate language use and attitude towards English language teaching with adults in CEIL 1 from both teacher and student perspectives. The questions were organised in groups of similarly related questions and were listed following each other under the same sections. In the upcoming pages, a script presents a comparison between the responses of teachers and students, taking into account the subsequent questions. This is followed by potential explanations of various fallacies related to the teaching of English language variety:

4. 5 Results of the Questionnaire Survey: Statistical Analysis

Six out of the seven teachers agreed that presenting interesting classes and careful preparation were good qualities for a good teacher. And only one of them chose subject knowledge as a good quality.

Likewise, the students' responses were similar to those of their teachers. In fact, 33% initially chose to teach interesting classes. Then, in second place and with a tight score, the students said that qualified teachers are those who know their subject and their students as well.

Nowadays, thanks to the internet and multimedia, we can entertain and teach. Why not show Ernest Hemingway photos while speaking about him or reading his book? That would serve all learning styles. Find recordings of his voice or other audiobooks, if possible, to enhance listening activities. Interestingly, the majority of teachers avoid using multimedia even when it is necessary. Teachers blame the administration for not providing the necessary and appropriate material and devices to prepare multimedia-based lessons. Secondly, they aren't being trained in that domain in order to prepare and teach with new technologies. Most likely, the age factor is a hindrance to such implementation because old-generation teachers don't have the time or passion to learn how to use new devices like mini data shows, high speakers, microphones, and so on. In addition to the cost of these technologies, teachers won't be able to afford to pay for supplies instead of going to university. Entertainment in the classroom does not mean involving only multimedia and internet-based lessons. In fact, language teachers have a toolkit full of board games, cards, jokes, role plays, and many more if they wish to use it and find the time to prepare and plan for its application in the classroom with adults who seem to lose interest if the lesson is boring. Language teachers should think of themselves as hosts of an entertainment show for adults. However, rather than basing the entire lesson on entertainment, educators should occasionally incorporate games and plays to align with their pedagogical approach. The interchange textbook series serves as a great model to emulate, featuring numerous video programs, additional activities, and engaging online exercises.

1. According to you, who should do most of the talking in the classroom?

- ☐ The teacher
- ☐ The students
- ☐ Both

Four (04) teachers at CEIL 1 believe that their classes should be primarily teacher-centered. Only two (02) of them commented that both teachers and student should participate in the talking part.

Similarly to the small previous percentage, the analysis of the students' responses shows an equal agreement over a half teacher talk and a half student talk. The student-centered method is widely emphasized. This contrasts the traditional methods. The teacher provides supports when needed but allows students to negotiate meaning, self-correct, and learn from each other.

2. Who is responsible for better English learning?

- | | |
|--------------------------------------|--|
| ☐ The student | ☐ The institution |
| ☐ The teacher | ☐ The ministry of education |
| ☐ The parents | ☐ Not sure |

Four teachers agreed on the same answer, i.e., that it is the student's responsibility to achieve a better English learning experience, while the remaining three (03) teachers think that it is primarily the teacher's responsibility.

Even from the student questionnaire, the responses indicated a strong preference (37%) for the learner to lead in ensuring a better English learning experience, followed by teachers (33%). Nevertheless, some students place the responsibility on the ministry of education (25%), as well as the responsible institution (17%).

This question should be analysed within the context of language policy discussions. Teachers and policymakers may need to consider that not only taught styles (such as standard varieties) can be a daunting social hurdle, but also styles of instruction may become a stake in local social struggle. (Jaspers, 2010:177)

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Furthermore, Kachru pointed out the difference between what he called "visible language planning," which refers to the organized hard work to invent language policies by recognized agencies, and "invisible language planning," which refers to the efforts of generally unorganized, non-governmental agencies for learning and using a language. He claims that the invisible pulls seem to be more powerful than the visible ones. He asserts that the attitudes of parents towards a language, the media's influence, the influence of peers, and public demands partially initiate invisible language policies. As an additional dimension of invisible language policies, Kachru included the role of creative writers in shaping language policy through literature. However, linguists observed a discrepancy between the rhetoric surrounding language policies and the practical implementation of these policies (Karu: 1986b).

3. What positive qualities do successful learners share?

- | | |
|--|---|
| ☐ Goal oriented | ☐ Constantly exposed to English via media and internet |
| ☐ Dedicated | ☐ Use a variety of resources of different English. |
| ☐ Patient | ☐ Other. Write it, please. |
| ☐ Responsible | |
| ☐ Confident | |
| ☐ Self study | |
| ☐ Motivated | |
| ☐ Practice all the time | |

Students believe that all the qualities listed above contribute to being a successful learner. They were ranked in order of importance in accordance with the participants' responses as follows:

1. Motivated	58%	<u>most important</u>
2. Constantly exposed to English via media and internet	42%	
3. Practice all time	37%	
4. Use a variety of resources of different Englishes	37%	
5. Self study	25%	
6. Patient	25%	
7. Goal oriented	21%	
8. Confident	12%	
9. Responsible	08%	<u>least important</u>

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First, the score shows that a successful student is highly motivated. To solve the issue of motivation among learners, let's explain what motivation is. Mark Manson (2016: 154–155) asserts that motivation serves as both the catalyst for action and its outcome. He said that motivation is not only a three-part chain (emotional inspiration → motivation → desirable action), but an endless circle:

Inspiration→ motivation→ action→ inspiration→ motivation→ action→ Etc.

The bestselling author suggested a principle, which he called the 'do something principle'. Basically, he explained that in order to motivate yourself and start making a change in your life, you have to actually do something or anything—and then harness the reaction to that action (Manson, 2016: 155). Mark assured us that adhering to the 'do something' principle will assist us in surmounting procrastination, embracing new values, and disregarding our thoughts about failure. This approach views any outcome as progress, propelling us forward, and views inspiration as a reward rather than a prerequisite. (Manson, 2016:156)

Second, regular exposure to English is also beneficial. In fact, a 2013 survey on language competence found that media exposure to foreign languages influences speakers' knowledge in those languages. Nowadays, various media at learners' disposal can provide a positive environment for the facilitation of language learning because they are perfectly available. Exposure to the English language in the speaker's environment can incite unintentional acquisition of the English vocabulary, even in speakers who have never learned English in a formal setting. (Mihaljević Djigunović, Cergol, and Li, 2006: 114)

4. What`s special about teaching adults? Tick the corresponding sentences

- | | |
|--|---|
| ☐ They find it difficult to learn English. | ☐ They are nervous when they are called to the board or to speak in front of the class. |
| ☐ They want to learn more about the grammar. | ☐ They surprise you when you get them to write about personal matters or poems for instance. |
| ☐ They want to learn pronunciation and how to speak fluently. | ☐ They are more interested in the audio or video based lessons. |
| ☐ They are reluctant when practicing an activity with games. | |

The majority of the selected teachers believe that their adult learners want to learn more about pronunciation and in-depth grammar. Additionally, they experience nervousness when called upon to speak in front of the class or to the board. Moreover, only two (02) teachers said that adult learners are more interested in the audio- or video-based lessons.

5. How would you describe your English learning experience?

- | | |
|--|--|
| ☐ I find it difficult to learn English. | ☐ I get nervous when I`m called to the board or to speak in front of the class. |
| ☐ I want to learn more about the grammar. | ☐ I like to write about personal matters or poems for instance. |
| ☐ I want to learn pronunciation and how to speak fluently. | ☐ I am more interested in the audio or video based lessons. |
| ☐ I don`t like to participate in role play group activities or games. | |

As predicted, it was just a very small percentage of students (04%) who found English difficult to learn. The same small percentage (04%) confessed their love for writing in journals or poetry. But the higher score shows that adult learners are more interested in pronunciation (39%) and grammar (20%). Nevertheless, some of the informants (08%) still favour audio- and video-based lessons. This matches quite well with their` previous results and shows to what extent CEIL1 teachers know their students.

6. Do you inform your students about upcoming western events and present the description of culture and traditional festivities like Eastern, Charismas, Thanksgiving, Halloween and other festivities and how they are celebrated?

- | | |
|------------------------------------|---------------------------------|
| ☐ Always | ☐ Rarely |
| ☐ Sometimes | ☐ Never |

Only two (02) teachers admitted that they always inform their students about western events, their traditions, and how they celebrate some of their festivals. The remaining five (05) teachers confessed that they sometimes present the cultural side of western lives if it is in the

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program or if some of their students deliberately ask about a particular event and its meaning. Teachers actually share what they know about these festivals, including their dates and celebration methods. At this level, it is crucial to emphasize the importance of not only introducing culture, but also studying it in EFL classes. Our adult learners seem slightly familiar with western events due to what the media presents through songs, movies, or even when they visit the target community. However, the historical and descriptive parts of such celebrations are ambiguous to our learners, and they pique their curiosity even more. This is why we noticed how curious they always seem when events like Halloween, Thanksgiving, or Christmas are mentioned in a reading passage. As a result, the teacher uses his limited knowledge to briefly explain the preplanned and prepared grammar lesson, which is his primary focus. A language teacher doesn't teach merely grammar and vocabulary. As a messenger, a perfect language teacher should open windows and doors to other frontiers, other communities, and their daily lives. We recommend that we educate our students about the forthcoming events in Western society, along with our national and religious festivals, and the reasons and methods behind their celebration. We propose noting down on a yearly calendar all the corresponding dates of western and national festivals in order to prepare a minimum of a half-hour presentation, which can then be supplemented with activities or quizzes to enhance understanding of the cultural topic and ensure it remains engaging for foreign students. At this stage, we cannot overstate the importance of the lesson planning process, which includes determining which lesson to start with, why, and how. As a result, our students won't experience abrupt cultural shock. And from another side, they would be prepared to speak and explain openly and easily about their own culture and tradition in assembly gatherings or when having conversations with native speakers of English.

7. Where do you stand in this debate?

- ☐ Teaching vernacular English is important.
- ☐ Teaching Standard English is more important.
- ☐ Teaching involves both Standard and vernacular English

A similar question to the above one was formed as follow in the students' questionnaire:

8. What is most important to learn?

- ☐ Standard English
- ☐ Vernacular English
- ☐ Both
- ☐ Other

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According to our analysis, teaching Standard English is the top priority of CEIL 1 teachers (72%). Similarly, learners are most interested in Standard English (54%). In addition, the data analysis shows a comparable score for learning both Standard English and vernacular from the students' perspective (42%).

We cannot deny the necessity of Standard language knowledge in formal settings and career moves. We also cannot exclude vernacular language knowledge from the discussion. There is a special form to address everyone. Even a prestige language is used to communicate with God, using his names. Knowledge of such codes is the mechanism for communication.

Tests like IELTS or TEFL are standard. Therefore, most students study or prepare for these tests to improve their language skills. On the other hand, students aim to acquire the everyday language they hear in movies and songs, in order to comprehend the dialect used in daily conversations. However, their primary concern is to achieve a high level of English proficiency for their national or international careers.

Quirk (1990) cited two main implications for foreign language teaching. In the first place, he emphasized the need for native teacher support, and secondly, the need for non-native teachers to be continually in touch with the native language. He found it unnecessary to discuss the implications of trying to institutionalize non-native varieties of any language, given that natives hold completely different values and beliefs. He instead focused on a more general issue of ambiguous attitudes towards standards. He noted some teachers' beliefs that the notion of correct or incorrect use of language was an offense to personal liberty. According to Quirk, the reasons why teachers are not focussing on Standard English and not criticising a student's mediocre usage are mostly idealistic, humanitarian, democratic, and highly reputable reasons that honourably motivated student teachers. In addition, Quirk exposed the two dichotomies of undervaluing Standard English and overvaluing regional, social, and ethnic varieties. For the first dichotomy, it conveyed the belief that all forms of English were equally valuable, thereby promoting an excessive sense of personal liberation. In contrast, the second educational philosophy posed a barrier to students' current social and ethnic backgrounds, hindering their educational advancement, professional opportunities, and social and geographical mobility. (Quirk, 1990: 19-20)

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Similarly, Kahru refers in his article to Kennedy, who saw the question of standards as "fundamentally an attitudinal and especially an aesthetic one" (p. 7). Kachru also acknowledged Crystal's comment that standards are a crucial sociolinguistic aspect. He argued that any discussion about standards quickly transitions from being a linguistic discussion to an issue of social identity. (Kachru, 1991:212)

9. Which one is most important? Write in numbers from 1 the most important to 4 the least important

Formal Spoken English ☐

Informal spoken English ☐

Formal Written English ☐

Informal written English ☐

Two (02) of the selected teachers did not answer this one. Ignoring the reasons, given that we gave them the questionnaire to fill out freely at home and we had no further interaction with them, makes it difficult for us to speculate on the reasons behind such a decline. Nevertheless, we assume that the teachers' lack of knowledge about variation is the reason for not answering this question. Alternatively, it's possible that these teachers don't prioritize both formal and informal English instruction in their lessons. On the other hand, we calculated that 60% of the remaining teachers chose to teach formal speaking first, followed by 40% who chose to teach formal writing first. This result goes hand in hand with what our analysis revealed earlier, i.e., teachers of English in CEIL1 are more inclined towards Standard English, and they prefer teaching in formal speaking and writing mainly.

Regarding the students' responses, we estimate that 92% of them chose formal speaking and writing as the most important variety to learn, while only 8% of the participants considered informal speaking and writing to be central.

We can infer that the teachers of CEIL 1 understand and are making an effort to meet the needs of their students, who appear to be more interested in SE within its formal context. We couldn't overlook the fact that the majority of our participants were either students or workers who had enrolled in CEIL 1 classes to enhance their reading, writing, and report-writing skills

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for both their university studies and their respective jobs. Please refer to the related student's question, "Why do you want to study English?" for further details.

In conclusion, Quirk advocates for the use of Standard English in foreign English language teaching, citing it as an institutional duty. He asserts that most foreign ministries of education, the media, and the majority of foreign students—as well as their parents—assume Standard English as the sole policy. Regarding the functionality of the two dichotomies, Quirk posited that merely exposing students to the "varieties of English language" in their environment could not fulfill the teacher's role. He added that students come to learn an entirely unfamiliar language, so there can be no question of the teacher rejecting the notion of correct or incorrect use of English. He claimed that all foreign teachers and students know that their proficiency in Standard English will ultimately increase their freedom and career prospects. (Quirk, 1990: 19-20)

According to Guerra (2016:376-377), there is a misconception that AmE is a substandard variety, which is usually a deviation of the British norms. He said that his students believe that the use of 'wanna', 'gonna', or 'ain't' is associated with AmE. He concluded that there appears to be some confusion between the concepts of geographical variety and register (informal and formal language). In CEIL1 classes, people perceive American English as informal.

Without an introduction, how would the students know the difference? Again, the teacher and the textbook should take full responsibility for addressing this confusion from the outset and continuously assessing it throughout the learning stages. The textbook Headway, fourth edition, introduces elementary students to formal and informal writing through a 'thank you' email, highlighting the importance of teaching formal/informal speaking and writing. We display the two models opposite each other, allowing students to compare the format, expressions, vocabulary, and writing style. Additionally, the Headway method appears to incorporate a section on 'Everyday English' at the conclusion of each unit. This section elucidates the varying pronunciations of English, and through exercises, it highlights the distinctions between formal and informal speaking.

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10. If some of your student didn't understand a particular classroom activity or instructions, what would you do?

☐ Translate it into French, Arabic or Algerian Arabic.

☐ Let their peers explain it to them.

☐ Explain it in English again but slowly this time.

☐ Ignore it

We formulated the same question differently to accommodate the unique learning styles of the students:

Students' question: You understand better when your teacher....

☐ Translate words into French or Arabic or Algerian Arabic

☐ You translate the word in your own English dictionary

☐ You look for the meaning in an English-English dictionary

☐ You ask your classmates about its meaning

When CEIL 1 teachers encounter difficulties with a particular word or activity instructions, 71% of them attempt to explain it again, but at a slower pace, while still using English. In cases of student confusion, 29% would translate the word or activity instruction.

When we posed the same question to the students in a different way, 50% of our participants admitted that they learned better when their language teacher translated the question into Arabic or French. 25% of the students acknowledged that they would research words or concepts using English dictionaries or online resources such as Wikipedia or Google search. Equally interpreted, 17% of our informants would translate words or concepts into Arabic as a strategy for better understanding on their own, while also avoiding disturbing the teacher. Only 8% of students would seek guidance from their peers on how or what to do during an activity or when using words.

11. Which English you consider yourself teaching?

☐ British English ☐ American English ☐ Other, **write about it:**

The score for the question about the English language used by CEIL teachers reveals that six out of seven female teachers admitted to using American English during their instruction. However, the only male teacher claimed to use the British English variety.

It appears that our language choices as teachers in the classroom reflect our identity, evoking strong beliefs and attitudes about us. All around the world, EFL teachers can express or show all varieties in one act or presentation. Despite the professional and pedagogical norms of "appropriate teaching," the temptation to favor one English variety over others is irresistible, no matter how hard we fight against it. How can teachers teach students positive attitudes towards English varieties when they themselves need urgent pedagogical and psycholinguistic guidance to start with?

Kirkpatrick (2007) advocated for a common agreement between World Englishes (WEs) and English as Lingua Franca (ELF) in language teaching. According to Kirkpatrick, English as Lingua Franca (ELF) operates at local, national, and international levels. The more local the use, the greater the variation in English lingua franca, and the more international the use, the less the variation in use. He explained that ELF functions as a symbol of local identity and allows a great use of codeswitching and nativised language features. However, for intelligibility and smooth communication flow, speakers needed to avoid consciously using localized forms and expressions of English in international communications (Kirkpatrick, 2007).

In her B.A. about the language variation in Argentinean EFL teachers, Laura Bozzani (2009) deduced that the younger an EFL teacher is, the higher the possibility to use American terms at least when it comes to the written medium. The young age of the majority of the selected teachers in our study could confirm this. She discovered that the teachers primarily use American and British English, with a preference for the former. She hypothesized that the significant impact of American English, stemming from the mass media, technology, and the film, music, and publishing industries, could explain this preference. However, she pointed out that teachers with a more traditional background appear less inclined to utilize AE,

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potentially due to a more conformist mindset or limited exposure to technological advancements. Comparably, Bozzani's interpretation matches very well with the findings of this related topic. Therefore, we can conclude that older teachers tend to use less American English, and vice versa.

Answering this question is tricky since it involves attitudes towards languages, and in sociolinguistics, there is no such notion of best language or variety. In addition, if we have to integrate the subjective side, it is when we have that particular variety or accent that we start using the specific community language features. Therefore, whenever we discuss language variation, language attitude must always be present. Therefore, the teaching of language variation should inherently incorporate language attitude to provide a fundamental understanding of the subject.

12. Which English are your students more interested in?

☐ British English ☐ American English ☐ Other, **write about it:**

According to teachers, CEIL students are more interested in American English with a score of 57% than British English (43%). The male teacher commented that his students think that the American accent is informal and that the British accent is more formal because they do not get to learn it or hear it through movies and songs; this confirms the fallacy of considering American English as informal, as stated earlier by Guerra (2016). These statistics clearly demonstrate the students' and even the teacher's lack of awareness of English language variation.

Similarly, as a confirmation of results, we asked the same question to CEIL students. The results do not align well with the assumptions made by the teachers earlier.

Understanding and explaining this issue from a teaching and learning perspective requires answering the following questions: Is British English the only correct model or variety of English? Who determines this? Is it the textbook, the teacher, or society? Consequently, SUNG (2013) noted that this monolithic and lingua-centred belief, which has no linguistic grounds, does not serve learners' needs.

13. Which English are you most interested in? (from students questionnaire)

☐ British English ☐ American English ☐ Other, write about it:

54% of the students said they were interested in British English, whereas 38% said they were interested in American English. The remaining 8% picked both.

In 1999, Gnutzmann (1999) predicted that BrE and AmE will continue to be the theoretical models in ELT. But he urged the students not to conform to these standards.

We conclude that teachers are adhering to an imposed program against their will, mistakenly believing that their students are interested in American English, when, in reality, their initial intention is to study British English. This is why it would be beneficial to introduce a questionnaire at the beginning of each level, ensuring that the teacher's lessons align with the students' expectations and orientations. The question that arises from this issue is whether the students know the difference between the American variety and their favourite one, the British variety.

Research indicates that we expect students to maintain consistency in one variety. However, a significant number of learners mix both varieties. The goal of consistency typically leads to teachers punishing students for using both varieties when writing. However, many times teachers consider those different spellings, vocabulary, or syntactic structures wrong due to their own lack of knowledge of the features of AmE and BrE. (Guerra, 2016)

Although Sung (2013) notes that there is less variability in written English as far as ELF is concerned because the written language is more stable than the spoken language, mixing varieties should be considered a valid feature of ELF.

Regarding the consistent use of a single variety, university module teachers provided clear and cautious instructions, particularly when it comes to written essays. Excellent students of English are those who can differentiate between the two varieties and know how to avoid mixing them. Despite not providing a lesson or module to distinguish between the two varieties, university teachers at that time did not tolerate mixing them.

During my time as a student studying English in middle and high school, our teachers failed to clarify the distinctions between British and American English. For example, they did not

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inform us that the term "lift" is British and "elevator" is American. They would rather label the activity as learning and expanding the English vocabulary and synonyms. That concept of one English language is only helpful at beginner's levels. Adults and advanced learners need to distinguish between different English dialects, whether they are speaking or listening to British, American, or other English varieties. Applying a single English method to adults seems unreasonable, given that they already possess a basic understanding of various English dialects through their business or leisure interactions, interactions with native speakers, and exposure to mass media and online transactions.

From my students' perspective, when I presented the topic of the differences between British and American English, I noticed an unusual level of interest from them, as if they were studying something different or more detailed in linguistics. Despite being students in different fields, they came to CEIL to study English for utilitarian purposes. They demonstrated their curiosity by asking further questions and attempting to understand the process through which they learned the word. However, not all of them were aware of the distinction between British and American English, as they had been taught in school that the two words could be synonyms. This is from vocabulary parts. When it comes to phonetics and pronunciation, it gets a bit harder for them, and, frankly, even for the language teacher. Switching between accents can either be an innate competency or an acquired skill that requires constant reinforcement to effectively present to students. The challenge lies in how to teach it. Showing the difference in vocal speech or phonetic transcription is simple to do. The hardest task is figuring out how to simplify, explain, and evaluate it with learners. Firstly, it is crucial to prepare the teacher, the administration, the material, the lesson and activity plan, and the assessment appropriately.

14. Do you know the difference between American English and British English?

☐ Yes ☐ no ☐ I don't know

If we are to analyse whether CEIL1 students can differentiate between American and British English, we can deduce that 55% of them claimed being aware of the difference. Furthermore, 29% of the students admitted to knowing the difference, albeit with significant limitations. The difference between the two varieties is unknown to 16% of students.

Until we further investigate the difference through a test or quiz, we cannot take the above results for granted. Given the importance of this matter, we should conduct a practical assessment of this question's reliability using variation quiz sheets. Following the American method of the textbook series, Interchange 3rd edition, which is packed with various variation activities, the students were inadvertently studying language variation.

Guerra (2016) talked about the importance of knowing the differences between the two most popular models used in ELT: AmE and BrE. He emphasised that it is vital that language users produce and understand both varieties. Otherwise, the communication flow would undoubtedly be limited. He also addressed a common misconception about English, which asserts that learners cannot distinguish between the two variants until they reach a relatively high level of proficiency. He suggested teaching such vocabulary, grammatical, or pronunciation differences in the initial stages. He said that “many of the differences are found in basic vocabulary (e.g., cinema/movies, football/soccer), spelling (e.g., colour/color, grey/gray) and grammar (e.g., use of simple past and present Perfect). The differences between AmE and BrE can be introduced as soon as the first lesson, such as the alphabet (e.g., ‘z’, /zi/, or /zɛd/).” (Guerra, 2016)

15. Why do you want to study English?

- ☐ I want to study or work abroad
- ☐ I need it in my studies here in Algeria
- ☐ I need it at my work place
- ☐ I want to travel and I need it to communicate with foreigners
- ☐ I love it

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To understand why some students chose to study English, we put forth the following proposal: A score of 62% of CEIL students want to enrol in English classes in order to acquire knowledge that permits them to communicate with foreigners when they travel abroad. Then, 41% of them confessed their love of the English language, claiming that this was the only reason for studying it. Next, 33% of working adults studying English in CEIL admitted the importance of this language at their workplace, which is why they seem somehow obliged to learn it, even at an advanced age for career advancement. As far as the actual students are concerned, they admitted explicitly their need to learn English due to its indispensable usage in their university studies, with a score of 29%. Additionally, 16% of the students expressed their desire to study or work abroad, motivating them to enhance their linguistic, cultural, and business English skills.

16. In your opinion, what country should English belong to?

- | | |
|---|---|
| ☐ Native areas (USA, UK, Ireland, Canada, Australia, New Zealand) | ☐ Areas of English as foreign language (China, Japan, Poland, Vietnam) |
| ☐ Previous English colonies (India, Singapore, Malaysia, South Africa) | ☐ All areas listed above |

Three CEIL teachers claim that English belongs to Native areas like the UK, USA, Ireland, Australia, and New Zealand. The remaining votes yielded an equal score, with two out of the seven teachers finding the question confusing and choosing not to answer it. However, only a single doctorate-holding teacher examined all the previously mentioned areas and expressed the belief that English is no longer exclusive to any particular country. This reaction suggests that a teacher's awareness of language variation increases with their level of study and educational degree.

As far as the students are concerned, the majority (82%) think that English belongs to native areas. But only 12% of the participants are convinced that English should belong to all countries listed above. We found that 6% of the students didn't know the real source or didn't want to answer the question.

Kachru (1985) set the distinction between the users of what he termed "the outer circle" (ESL) of English and "the expanding circle" (EFL). Additionally, Quirk settled for a dichotomy between the native speakers vs. the non-native (L2) speakers (Kachru, 1991:211).

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However, the delicate debate over English ownership remains unresolved. In 1990, Quirk revealed that his colleague, who was working in Kenya at the time, had sent him a letter detailing the "heated debate in Kenya over the very existence of 'East African English' or whether the local variety is just the result of the increasing failure of the education system." (Quirk, 1990: 22)

Speaking about the status of Indian English, Quirk reported an incident in which Mrs. Indira Gandhi, the late Indian prime minister, returned rather angry from an international conference because she encountered difficulties understanding her fellow Indian delegate. As a result, she asked her Ministry of Education to take action to improve English standards. According to Quirk, within India itself, the status of Indian English is difficult to establish among the few organizations using the term officially. He added that it's only the Indian Academy of Literature that applies Indian English in a purely ethno-political sense to literary work in English written by ethnic Indians. He then referred to the local variety of English used by Indian teachers and described it as a deviation from Standard English. Nevertheless, he confessed that there was a tremendous temptation to avoid negativity when addressing the situation in sociolinguistic terms. He also illustrated the case of Philippines teachers who felt that there was no reason for them to correct their student's English if it appeared comprehensible to other Filipinos.

He considered this act as bad advice since Filipinos, like Indians, Nigerians, and Malaysians, are learning English not just to speak with their own country folk but to link themselves with the wider English-using community throughout the world. He argued that it was 'neither liberal nor liberating to permit learners to settle for lower standards than the best, and it is a travesty of liberalism to tolerate low standards, which will lock the least fortunate into the least rewarding carriers.' (Quirk, 1990: 22)

He clarified that the issue in nations such as India and the Philippines differed from that in countries like Spain and Japan, where there is minimal or no presence of localized English in streets, offices, or markets. Therefore, the teaching implications also differed, as Kingman Reports' application of liberation linguistics, which emphasizes 'exposure to varieties of English language', was centered around teaching Standard English. (Quirk, 1990: 22)

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Guerra (2016) discussed the fallacy that the English language belongs to the English people. According to him, if we consider English as the world's lingua franca, the concept of ownership has a very narrow definition. He acknowledged that the ownership of English is a unique situation compared to other languages. He compared it to Italians, who cannot belong to any other language but their own, or Germans, who can only belong to their own language. Guerra (2016) asserts that one should use English with both native and non-native speakers, irrespective of their origin and first language. (377)

17. In your opinion, native English speaker is a person who ...

- ☐ Was born and grew up in the US
- ☐ Was born in the UK
- ☐ Was born and grew up in countries where English is the primary language of the majority
- ☐ Speaks English as his native language

In this question, there was an equal score between the UK and USA. In fact, 14% of CEIL teachers believe that a native speaker is born and grew up in the UK. Additionally, 14% of the teachers selected the same scenario for the USA. According to 43% of the participant teachers, a native speaker speaks English as his native language. Furthermore, 29% of the participating teachers asserted that a native speaker is a person who was born and raised in countries where English is the primary language of the majority. To recall, the teacher who initially selected English as a world language in the previous question remained consistent in her response, ultimately stating that a native speaker is someone who was born and raised in countries where English is the primary language of the majority.

The students' questionnaire yielded the following results:

A native speaker is a person who was born and raised in a country where English is the primary language for the majority (38%), and the same percentage (38%) believes that a native speaker should speak English as his native language. Next in the ranking was the UK, the country from which native speakers originate (16%), followed by the USA in second place (8%).

In this situation, we should focus on the teachers' responsibility to establish boundaries and provide clear explanations about the issue to their students. Medgyes (1999:186) called upon

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teachers to include “familiarity with other native and non-native varieties and tolerance towards non-standard norms” in their classes. Similarly, Jenkins (2006: 169) called attention not to overrate the concept of “native-speakerist” element in ELT materials and advocated the benefits of incorporating more non-mother tongue speakers in ELT textbooks. According to Chong (2016), native speakers are generally not understood because they speak quickly; they use a lot of idiomatic expressions along with some sense of humor and irony; and they often require their listeners to infer from what is being said. According to him, we should refer to a skilled speaker of Standard English to pass the barrier of miscommunication instead of considering the native speaker problematic.

Notably, the 3rd edition of the Interchange series features a significant amount of audio featuring various accents, which are incorporated into listening activities. These activities feature various personalities from around the world speaking English with their unique accents and tongues. Eventually, the textbook presented different voices, and the teachers tolerated this variation. However, the issue resurfaces due to the students' negative attitude towards this variation and their learning experiences through it. Some of the students sighed, mocked, or frowned as signs of not understanding when hearing the Mexican or Japanese speaker in English extracts during listening activities, and they asked to hit the repeat button multiple times in order to understand some key words to answer the listening questions activity.

18. English is spoken in a different way in different countries. Which of the following language variety appeals to you the most? Circle only one option.

1 British English

2 American English

3 Australian English

4 Irish English

5 Canadian English

6 Indian English

7 Finnish English

8 Other, what? _____

9 No opinion

19. Which of the above ways of speaking English appeals to you the least? Mark down the number of the option.

Language attitudes closely correlated with questions 20 and 21. It was an attempt to reveal which variety appeals the most or least to our informants. Both teachers and students had the

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same question. The results show a tight equal score between American (43%) and British (43%) English. Nevertheless, 14% of CEIL 1 teachers selected both.

Comparing the results of the students' responses, we found that British English has a greater popularity among the CEIL 1 participants (65%), while American English came in second place with 35% of the votes. Only one student didn't answer.

How can we explain the tendency to select one variety over the other? These stereotypes and clichés about better English are subjective. Why do we exhibit a positive attitude towards a particular variety from the very beginning or from a distant point? This issue is socially related and more psychologically debated, given that we are discussing attitudes.

Kachru (1987) asserts that policies regarding world Englishes must take into account the complex matrix of identities and uses, in light of the realities of multilingual societies. In an earlier paper, Kachru (1987) outlined the following unarticulated and "invisible" factors for expanding the functions of English in the Outer Circle, which he believes primarily depend on:

The Outer Circle users exhibit an emotional attachment to English. This attachment is evident in the responses to questions posed to creative writers in English, who either write exclusively in English or in both English and their "mother tongues." (Kachru, 1991: 214-215)

When asked which variety appeals the least to CEIL1 teachers, four of them selected Indian English. One picked Finnish, and another teacher believed that Canadian English is most unappealing. Yet, one teacher didn't share their attitude in this questionnaire.

62% of the students expressed no opinion on this particular question. The reason why they avoid answering this question is probably due to their inability to understand the question or they truly don't have any less favoured variety. Indian and Finnish English were the two varieties that appealed the least to 14% of the students, just like their teacher's choice. Next, the students appear to be uninterested in or attracted to Irish, Canadian, and Australian, with only 4%.

As a wake-up call, teachers need to teach attitudes towards variety before teaching notions about different dialects, in order to eliminate prejudices and stereotypes. Applying the

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philosophy of 'teaching' attitudes remains challenging, as individuals should first cultivate positivity before the community can nurture it.

Kachru admitted that the institutionalisation of a language in language policies is attitudinal to some degree. In a broader sense, it involves acknowledging the linguistic processes, understanding the history of the language in a particular region, and determining the functional allocation of a variety. He asserts that we must view all these aspects holistically. He referred to the message in the Indian Constitution, which considers English as an "associate" official language. Kachru also cited Chinua Achebe, a Nigerian writer, who considers English as part of Africa's linguistic repertoire from a social, cultural, and linguistic perspective. On its functional basis, the claim that Indian English should be considered an Indian language (cf. Kachru 1989) acknowledges several sociolinguistic realities. Kachru emphasizes the importance of considering these realities when discussing language policies in these countries. (kachru, 1991:213)

Zoghbor (2018) explored three contentious attitude issues associated with intelligibility. First, she claimed that attitude does not necessarily act on a subconscious level. She asserted that targeting specific aspects can influence attitude. She recommended that language classrooms should systematically address attitude-related aspects.

Second, she stated that non-Native speakers are not necessarily more tolerant of NNS varieties than Native speakers. This suggests that aspiration towards native speaking accent(s) may influence the perceptions of NNS listeners towards their NNS counterparts and, to a large extent, tolerance towards their own ethnic group. She cited Fayer and Krasinski's (1987) study as an illustration, which revealed that Spanish listeners, theoretically classified as native speakers, showed less tolerance towards non-native English speech than British listeners. Similarly, she cited the study of Ingram and Nguyen (1997), who reported that Arab and Japanese listeners demonstrated significantly greater difficulty understanding the utterances of Vietnamese speakers than did Native speakers.

Third, according to the researcher, intelligibility is not always reciprocal; if speaker A can understand speaker B, this does not entail that speaker A's speech is equally simple for speaker B to understand.

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Therefore, she made the following strong, irrefutable claim: teaching and learning pronunciation should focus on two aspects simultaneously: (1) exposing learners to several NNS varieties in class while developing a tolerant attitude towards NNS varieties, and (2) increasing learners' potential to be intelligible by focusing on their phonology while improving their accommodation skills.

Finally, as foreign language teachers facing the same issues related to native and non-native varieties and accents, we should open our Arab learners' eyes and minds to properly address the lingering concerns about attitudes and distinctions between English language varieties.

20. In your opinion which variety of English should teachers use?

☐ America ☐ British ☐ Irish ☐ Canadian ☐ Australian ☐ New Zealand

According to the graphs, 43% of CEIL teachers selected both American and British. Students in CEIL 1 reported a similar score, favoring only British English as their preferred teaching variety.

When we asked the students the same question, they reported the following results:

More than half the students (54%) wanted their teachers to use both American and British English. 29% of the participants selected British only, while 16% of the students picked American variety only.

The consistent reality of this survey is that among all English varieties, there is room for only one predominant variety, the British, and a small corner for the American variety. Ironically, the phrase 'Americian Corner' conjures up images of this location. It's not surprising that this American institution has earned such a moniker, as it has recently garnered significant praise from students, teachers, and their offspring. Personal confessions from the students and the growing number of attendees confirmed this impression. Long ago, Quirk saw it right from the beginning, and the situation of English in Algeria confirms his vision. According to Quirk (1990), in native varieties such as American English, Australian English, British English, New Zealand English, South African English, New England English, Yorkshire English, and so on, there is a distinction between non-institutionalised varieties and those varieties that are institutionalised in the sense of being fully described and with defined standards observed by

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the state institutions. He asserts that there are two institutionalized varieties: American English and British English, while one or two others, particularly Australian English, have more informal standards. However, most native varieties are not institutionalized, and although they exhibit notable stability compared to non-native varieties, they bear a slight resemblance to these in terms of their socioeconomic status. This means that the characteristics that identify an individual as a speaker of Yorkshire English or New York English tend to diminish as one moves up the socioeconomic scale. (Quirk, 1990: 18)

21. According to you, your students want to speak English as...

- | | |
|---|--|
| ☐ Native speakers | ☐ Foreign speakers with accents |
| ☐ Recognizable and understandable language | ☐ I don't know |

According to CEIL 1 teachers, 72% of their students want to speak English as a recognisable and understandable language. 14% of the teachers think that their students want to speak like native speakers. Only one teacher avoided answering this question.

Regarding the student responses, we observed that 45% expressed a desire to speak like native speakers. 33% are convinced that they should only speak a recognizable and understandable language. 16% of participants feel at ease using their own accent as foreign speakers of English. The rest 14% didn't care to answer or didn't want to give a clear clue, probably showing some confusion from their side.

According to the students' views, the main key of communication, intelligibility, is either confused or completely ignored, regardless of whether the speaker is native or not. Rather than dealing with the concept of native speakers, teachers and students should consider the idea of a competent speaker whose accent is intelligible even though it does not follow native norms. (Guerra, 2016)

22. Do you think it is easy to get rid of your accent?

☐ Yes ☐ No

72% of the teachers in CEIL admitted that it is hard to get rid of your accent, yet 28% of them disagree.

Unlike teachers, CEIL1 students don't think that it is challenging to get rid of your accent. In fact, 61% of students indicated yes, while 39% indicated no, and only one student expressed uncertainty about the answer.

This can be explained by the fact that most students aspire to sound like native speakers, but lack the necessary skills (more details can be found in the interpretation of the following two questions). Holmes (1992: 359) said that sociolinguists have pointed out that attempts to alter people's speech without their full cooperation are fruitless. She added that motivation and free choice are crucial factors for successfully teaching standard dialect.

23. When you speak English you have to get rid of your accent?

☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree

The purpose of the following question is to evaluate the previous one. In fact, 44% of the participant teachers strongly agree that when they speak they have to get rid of their accent. Additionally, 28% agree on this topic. However, 28% strongly disagree about getting rid of their accent when speaking English.

When we asked the students the same question, 17% strongly agreed on the topic. Furthermore, 64% of the participants expressed the belief that they should eliminate their accent when speaking English. Conversely, 13% strongly disagree, with 6% of the students expressing a strong reluctance to alter their accent in order to speak English. Two students didn't answer.

Noticeably, both teachers and students use a certain type of English with their own regional accents. For example, we frequently came across some students from Oran who cannot pronounce (th) /θ/ in Arabic the sound /ث/ but instead as /t/, so 'thank you' would be pronounced as /t.nk ju:/. What should be done in such a situation? Should teachers correct

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themselves, and hence their students' mispronunciation, again if it is considered an error in the first place?

24. Why would you like to speak like a native speaker?

- | | |
|--|--|
| ☐ To have a native like accent | ☐ To make others easily understand you |
| ☐ To hide identity | ☐ To make me feel more confident |
| ☐ To be accepted by native speakers | ☐ Other, please specify |
| ☐ To have a good salary | |
| ☐ To get other`s admiration         | <input type="checkbox"/> I don`t wish to sound or speak like a |
| ☐ To get other`s respect | native speaker |

This third question is also a continuation of the previous series of questions about accent. Again this question was imperative to confirm the consistency and reliability of our findings. Surprisingly, 57% of the teachers wish to speak like a native speaker in order to feel more confident. One teacher wishes to speak like natives in order to make others understand you. One teacher wishes to be like a native speaker this is why he wanted to have a native like accent. Only one teacher was very consistent, and didn't wish to sound or speak like native.

Similarly, the student filled the same question and a high score of student 54% who want to speak like a native, wish for mutual understanding in the first place. Second, and like their teachers, the students wish to sound more like natives because they feel some confidence by doing so. Next, 33% of the participants seem to be attracted by the native accent and this is the reason why they wish to speak like natives, they sound unique, lovely and real, according to them. Meanwhile, 8% of them seek acceptance and another 8% are in quest for other's admiration when they try to speak like natives. Only 4% of the participant referred to having a good salary as the reason behind their wish to speak like natives. This is surely because they are not students but worker who needed an improved level in English in order to pursue the upgrading of their administrative and career like files. Only one didn't answer this accent related question.

On the issue of the native English speaker, Quirk (1990:23) commented that in places like Madrid or Tokyo, administrations were hiring teachers just because they were accidentally born in Leeds or Los Angeles, ineptly with minimal teacher training and little specialized

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education. Quirk questioned the standard norms and absorbed linguistic philosophies of those native speakers. Quirk also speculated that those native English speakers might also be into the principle that any English is as good as any other. (ibid)

My first piece of advice to my student in this case is not to be hard on themselves when it comes to imitating native speakers because even native speakers cannot write in an excellent academic English. Even English researchers, who would produce excellent paper lack public speaking skills and would fail their presentation if they do not take enhanced oral speaking' lessons. As it is said, 'practice make progress'. And this is the key to keep on working on the weak points no speaker is perfect and masters perfectly at 100% all language skills. My second advice is to have more self confidence. The issue is not about miscommunication but a sense of inferiority and low self confidence in regard to native like speakers. Again this should be gained with extensive practice and a highly disciplined mind to set an effective learning routine.

4. 6 Analysis of the pedagogical issues related to English language variation

25. Are your students interested or curious about language variation?

☐ Yes ☐ No ☐ I don't know

A similar question was proposed in the students' questionnaire:

26. Are you interested or curious about learning the different kinds of English?

☐ Yes ☐ no ☐ I don't know

Statistics show 60% of the CEIL 1 teachers do not know if their students are interested or curious about language variation. Only 2 teachers confirmed that their students show some interest in the topic under investigation.

On the other hand, a striking majority of students (84%) appear to be interested in learning different types of English. Only 8% did not show any interest in learning English variation. Eventually, 8% confessed not knowing if they wanted to learn about any differences in the English language.

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When teaching English language variation and in order to avoid the feeling of teaching students what common fallacies consider mistakes or a form of incorrect English variety, Guerra (2016) insists that ‘it is important to distinguish practice in productive skills (usually norm-orientated) and practice in receptive skills, which would be the focus of activities centred on non-native cultures and varieties.’ (378)

27. Did you study language variation during your university degree?

☐ Yes ☐ No

We asked the teachers if they had any language variation module studied during their university degree and 71% responded affirmative.

Again we asked the same question in a different way for students:

28. Have you ever been introduced to English language variation during your classes?

☐ Yes ☐ no ☐ I don't know

According to the students' questionnaire, 54% of the participants acknowledged learning about English language variation in their classes. We should have explicitly explained the meaning of 'English language variation' before asking questions about it on the questionnaire sheets. However, we assume that 29% of those who selected the option, unsure of their exposure to variation, failed to understand the concept's meaning. Finally, the minority (17%) who selected not being introduced to English variation was recorded in this score.

29. How helpful were those variation lessons?

- ☐ Very helpful! I always try to apply what I learnt into the classroom.
- ☐ I'm not sure! I've got the knowledge but I don't know how to apply it.
- ☐ Not helpful at all

Three (03) of the teachers who participated in this questionnaire admitted that the language variation lessons that they had were very helpful to them. One teacher expressed uncertainty about the usefulness of the acquired knowledge. Exceptionally, one teacher declared that those language variation lessons were useless. This could be explained by the fact that

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teachers were not well-prepared to teach language variation, despite having a solid understanding of the English language variation module. However, what was lacking were the pedagogical instructions related to this topic. This is why learning how to teach English language variation is essential for CEIL 1 teachers.

30. Do you integrate parts of language variation into your lessons?

☐ Yes ☐ No

According to the score, 40% of the teachers claimed they incorporated some language variation into their lessons. Conversely, 60% of CEIL teachers never included elements of language variation in their instruction.

For this question, we need to ask another one considering how free, willing, and competent teachers are in the domain of curriculum or lesson planning to cover all parts of variation and attitudes towards it. We should also inquire about the open-mindedness and tolerant nature of students, as well as their readiness to embrace and eventually learn English.

Guerra (2016) implicitly questioned the teachers' willingness to incorporate language varieties and cultures into their lesson plan. According to him, if the instructors want to, there is always the possibility, room, and time to include native varieties and cultural materials other than the British and American.

31. What kind of English language variation did you present to your student?

☐ Phonological Variation	☐ Language change	
☐ Semantic variation	☐ Other,	specify:
☐ Syntactic variation		
☐ Stylistic variation		

Phonological variation accounted for the largest share of teacher selection (75%). Semantic variation came in second, scoring a mere 25%. Of the remaining proposed variations, none were selected.

For this question, we cannot analyse how CEIL1 teachers are teaching parts of variation without analysing the used textbook. Fortunately, we are able to evaluate the textbook

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Interchange, as it serves as the sole and primary source for their lessons. The section that discusses the language variation in the textbook Interchange provides answers and interpretations to this question. Please refer to the section in the dissertation that discusses the linguistic evaluation of the textbook Interchange.

32. Have you ever attended workshops, seminars or conferences on the English language variation?

Yes ☐ no ☐

The majority of the questioned teachers revealed that they have never attended workshops, seminars, or conferences on the English language variation. In their comments, the majority claimed that they didn't have the opportunity for such professional development in this field. However, one teacher admitted that this was not her area of expertise, and her busy schedule did not allow for it.

For this issue, two entities have to bear the blame: academics and instructors. Quirk (1990) criticized the improper use of English varieties, prompting academic linguists from Britain or America, who, in his view, lacked extensive experience in teaching foreign languages overseas, to reassess the contentious issue of presenting the original British or American educational context in an unclear manner when exported to countries such as Japan with minimal adaptation. He also claimed that there is a need for an international language, and that English is the best candidate at the time. He urged everyone to take on a specific responsibility and even advocated for the dismantling of outdated educational theories. (Quirk, 1990:24)

From this perspective, Brown (2002) also provided guidance on teacher education programs, emphasizing the importance of incorporating social and functional variations in English into their curricula and courses. According to Brown (2002), teacher preparation programs should produce graduates who can effectively teach in diverse socio-political and linguo-cultural contexts across all three world circles.

Currently, there is an urgent need to form a union among teachers and organize associations of instructors to establish a solid foundation for a functional teacher training program in the learning and teaching of language variations. As an illustration, access to conferences like

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“Breaking Routines in Foreign Language Teaching” would be a vital step towards new teaching and learning methods.

4.7 . A Sociolinguistic Exploration of Language Attitudes and Preferences in CEIL classrooms

4.7. 1. Teacher qualities and pedagogical priorities

In the beginning of this questionnaire, two questions were aimed to understand the qualities of a good teacher in Algerian adult education. Participants were asked to rank six essential attributes, including class control and subject knowledge. Six out of seven teachers prioritized preparation and the ability to give interesting classes, placing these as the basis of pedagogical effectiveness. This aligns with constructivist ideas about how to teach, especially Vygotsky's sociocultural theory, which stresses that learning is social and mediated. The relative undervaluing of subject knowledge might need to be looked at more closely. From the students' point of view, 33% said that interesting lessons were the most important thing about good teachers, which shows that engagement is still a big part of their learning. But unlike their teachers, students thought it was just as important for teachers to know their field as it was for teachers to know their students, which tied for second place in terms of preference. This tripartite appreciation—engagement, subject mastery, and relational understanding—illuminates a more comprehensive perspective on teacher ability.

In summary, the findings highlight a common educational philosophy focused on engagement, relevance, and preparation. However, they also expose a possible underestimation of complete subject knowledge, which could be addressed through ongoing professional development, mentorship, and institutional assistance. The challenge remains: how is it possible for educators to coordinate passion with precision, empathy with expertise, and innovation with intellectual depth? The solution may reside in recognizing the multifaceted identity of the teacher, as a performer and a scholar, a planner and a listener, and inspiration.

From pedagogical perspective, the study explores the tension between traditional didactic approaches and contemporary communicative pedagogies in Algeria's adult education institutions. Teachers at CEIL 1 primarily opted for a teacher-centered model, while students advocated for a more student-centered model. This discrepancy raises questions about

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whether CEIL classrooms truly prepare learners to be active communicators or reinforce passive absorption. Modern language teaching frameworks like Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) strongly advocate for increased student talk time (STT), encouraging learners to negotiate meaning, take risks, and co-construct understanding.

The results also reveal insights into belief systems and accountability perceptions. Teachers considered the student to be primarily responsible, while three believed that the teacher should carry that burden. Students, on the other hand, chose the learner, 33% pointed to the teacher, and notable minorities cited the ministry (25%) and institutions (17%). These results reflect a growing recognition of learner autonomy, a key concept in second language acquisition (SLA) literature.

However, the data also hints at a diffusion of responsibility, particularly among students who look to macro-structures such as the Ministry of Education or the institution. Although policy and curriculum frameworks influence learning chances, excessive dependence on external entities may hinder the cultivation of human agency. The nearly equal emphasis placed on teachers by students indicates a relational learning model in which progress is collaboratively developed. The teacher is not merely a facilitator or a knowledge provider, but also a motivational leader.

These findings highlight the significance of fostering collective ownership in language acquisition. Language acquisition is neither an individual pursuit nor an authoritative directive; it is a collaborative engagement. Educators must equip students with strategies, while students must embrace the challenge of dedication. Institutions and ministries must provide sufficient support systems, training programs, and infrastructure. In conclusion, while individual learning is a solitary endeavour, it is not possible for others to acquire knowledge on your behalf.

In conclusion, this two-pronged investigation of classroom dynamics and learning accountability depicts a transitional educational culture that leans both towards innovation and tradition. The primary difficulty is to synchronise teaching methodologies with student expectations and policy objectives. In Algeria's contemporary adult education framework, especially within CEIL institutions, the forthcoming challenge is not merely methodological reform but a cultural transformation towards co-agency—a pedagogical approach that emphasizes shared voice, responsibility, and action.

4.7. 2. Classroom Talk Time: Who Should Do the Talking?

The findings indicate a nuanced but important conflict between conventional instructional methods and modern communicative teaching strategies. When enquired about who should dominate classroom discourse, four out of seven educators at CEIL 1 favoured a teacher-centered approach, whereas just two supported collaborative engagement between students and teachers. The prevalence of teacher speak time indicates a residual impact from grammar-translation and audiolingual methodologies, wherein the teacher serves as the primary authority and disseminator of knowledge (Richards & Rodgers, 2014).

The students' comments indicate a transition towards equilibrium, with numerous individuals supporting a more student-centered approach that allows for shared dialogue between both parties. This divergence between educator beliefs and student preferences prompts a pedagogical inquiry: do CEIL classes genuinely equip learners to be active communicators, or do they only reinforce passive absorption?

Contemporary language education paradigms, like Communicative Language education (CLT) and Task-Based Language Teaching (TBLT), emphatically promote enhanced student talk time (STT), urging learners to negotiate meaning, embrace risks, and collaboratively develop understanding (Ellis, 2003). Swain's (1985) Output Hypothesis asserts that language production—speaking, rather than only listening—is crucial for the development of linguistic competence. When learners are afforded the opportunity to articulate, revise, and contemplate, profound internalization transpires.

The teachers who lean toward teacher-centeredness may be influenced by several factors: pressure to "cover the syllabus," large classroom sizes, or lack of training in interactive techniques. In contrast, in CEIL environment, such factors are partially inexistent since each level has its studied hourly distributions to fulfill and the teachers has total control over the small group under his responsibility. Hence, balancing control and flexibility, authority and autonomy, is an art that teachers must refine continually.

The study reveals that successful English learners are active, immersed, and motivated. Motivation is the main attribute, representing 58% of the overall responses. This underscores the significance of intrinsic motivation in second language acquisition (SLA). Students at CEIL recognise that language acquisition is a marathon and that without drive, progress stagnates.

Daily exposure to English through media and the internet is the second most esteemed

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characteristic, indicating the move from formal instruction to ambient learning contexts. In this contemporary digital era, learners are not limited to traditional classroom education but engage with English through numerous platforms, including podcasts, YouTube channels, online learning and communities, and social media. This choice highlights the significance of intelligible input and the possible advantages of informal learning environments.

Engaging in practice and utilising diverse resources (37% of students) are action-oriented characteristics, signifying intentional practice and linguistic variety. Effective learners do not merely study English; they submerge themselves in it through interactions, journaling, online discussions, and practical activities. This practical involvement fosters fluency, precision, and self-confidence. Indeed, exposure to different Englishes aids learners in realising that English is not uniform but a global lingua franca characterised by various rules and accents. In addition, self-study and patience, which constitute 25% of students, are regarded as autonomy coupled with perseverance, necessitating self-regulation, discipline, and the ability to maintain focus without external motivation. Patience exemplifies emotional intelligence and enables learners to endure the silence preceding the melody. The study concludes that proficient CEIL English learners are engaged, absorbed, and driven. Nonetheless, it suggests a necessity for enhanced internally conscious awareness, acknowledging that success entails not merely more effort, but rather strategic, clear, and resilient execution. As educators, we must teach the learning process rather than just the information, and foster the essential virtues—patience, responsibility, and confidence—that often go unrecognised yet profoundly influence outcomes.

4.7. 3. Standard, Vernacular, and the In-Between: Learner and Teacher Perceptions of English Language Variation

A wide variety of experiences, feelings, and cognitive preferences were found in the study of adult language learners at CEIL¹. Just 4% of all respondents said that learning English was a major challenge, which may indicate that some people are facing particular contextual, affective, or cognitive obstacles. Just a small portion said they preferred writing, especially creative or personal writing like poetry or journaling. In order for adult learners to project themselves as capable and articulate people in academic and professional contexts, the majority of students sought to improve their pronunciation (39%) and expand their grammatical knowledge (20%)

Just 8% of respondents said they preferred audio-visual resources, which is consistent with the larger multimodal learning trend. Nonetheless, a large number of students objected to role-playing or group exercises, suggesting a more generalised fear of public performance and exposure. These results demonstrate how desire and discomfort interact in adult education, with students frequently feeling exposed to failure, humiliation, or misunderstanding. Learner-centred pedagogies that acknowledge emotional and cognitive needs, safe spaces for expression, and differentiated instruction should be the main priorities of language instructors.

From a cultural viewpoint, cultural awareness is a crucial aspect of language education, yet only two teachers consistently incorporate discussions on Western cultural events and celebrations in their lessons. The remaining five teachers admit to only occasionally integrating cultural elements, often due to curriculum content or student curiosity. This reticence is problematic, as culture and language are interwoven, and a student who understands a term like Thanksgiving without understanding its historical significance misses a significant part of what language means in context. The data suggests a gap in prioritization of cultural learning in language programs. Learners are often intrigued by cultural content, signaling engagement and openness to explore unfamiliar terms. However, teachers often respond with brief explanations due to time and resources constraints. To address this, a yearly calendar of major Western and local festivities could be prepared, aligned with simple, structured in-class presentations. This would demystify cultural practices and prevent learners from encountering cultural references in isolation. This practice would enrich the classroom experience and equip learners with intercultural competence for real-world exchanges.

This question touches on a foundational debate in sociolinguistics and applied linguistics: What kind of English should be taught in EFL classrooms? The data from both teachers and students at CEIL1 paints a revealing picture. A striking 72% of teachers affirmed their commitment to teaching Standard English, while 54% of learners also prioritized Standard English as their preferred target. However, a significant 42% of students also expressed interest in learning both Standard and vernacular forms, hinting at a more nuanced awareness of English as a pluralistic, global language.

This duality reflects the tensions that educators and learners alike face in the modern classroom. On one hand, Standard English remains the currency of academic and professional

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legitimacy. On the other, vernacular varieties represent the living, breathing essence of language as it is spoken in the streets, in films, and online.

Scholars such as Quirk (1990) have argued forcefully for the primacy of Standard English, especially in EFL contexts. For him, language teaching is not a space for ideological experimentation—it is an institutional responsibility. He warns against what he sees as an over-romanticization of local or non-standard varieties, which may hinder learners' social mobility and reinforce linguistic insecurity.

Yet Kachru (1991), Kennedy, and Crystal highlight the complex social identity issues entangled in the very notion of "standards." For many learners, adopting a particular variety of English is not merely a linguistic choice, but a statement of belonging, resistance, or aspiration.

In this regard, CEIL1 learners seem to respect the authority of Standard English, especially for exams and work-related communication, but they are also drawn to the informal, idiomatic language of music, film, and everyday speech. The challenge for educators is to acknowledge both needs without privileging one to the detriment of the other.

We believe the most pedagogically sound stance is an inclusive one—teach both. Start with Standard English as the structural foundation, and build upon it with contextualized introductions to vernacular speech. This dual approach ensures clarity, accuracy, and cultural fluency.

When analyzing the importance of these varieties, the prioritization of English varieties—formal vs. informal, spoken vs. written—offers yet another lens through which to view the preferences and pedagogical tendencies at CEIL1. Out of the total respondents, two teachers abstained from answering, a silence that perhaps speaks louder than words. Whether due to uncertainty, lack of training in language variation, or discomfort with ranking linguistic functions, their non-response is itself significant.

Among the remaining participants, 60% prioritized *formal spoken English*, while 40% leaned toward *formal written English*. These numbers suggest a strong institutional leaning toward Standard, academic English—an orientation consistent with previous responses. From the students' side, an overwhelming 92% agreed, selecting formal speaking and writing as their primary goals.

This preference makes sense in context: CEIL1 caters largely to university students and professionals seeking to improve their report writing, academic performance, or workplace

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communication. Informal English, though not dismissed, occupies a secondary role—valuable, yes, but not central.

The pedagogical implication is twofold. First, there is a need to explicitly teach the *register*—the when, where, and how of using formal vs. informal language. Many learners confuse American English with informal speech, associating expressions like “gonna,” “wanna,” and “ain’t” with a lack of education or correctness. This confusion, as Guerra (2016) highlights, reflects a deeper misunderstanding between dialectal variation and register variation.

Second, the classroom must become a space where these distinctions are explored, not avoided. Textbooks such as *Headway* already make strides in this direction by juxtaposing formal and informal emails or dialogues. Teachers must lean into this pedagogical opportunity and create moments for comparison, reflection, and practice.

In conclusion, while the prestige and practical utility of Standard English remains dominant, there is ample room—and pedagogical need—for integrating informal, vernacular, and culturally rich English into the curriculum. To prepare our learners for real-world communication, we must teach not only the language of institutions, but also the language of the people.

The results of the CEIL study help to clarify the complex dynamics of English language instruction and learning in a sociolinguistic environment where institutional frameworks, attitudes, and identity cross. While the only male teacher prefers British English, the prevalence of American English among female teachers exposes not only a pedagogical decision but also an identity marker shaped by exposure, tradition, and personal taste. This reflects Kirkpatrick's (2007) perspective that English as a Lingua Franca (ELF) is negotiated between World Englishes (WEs) where local and global identities coexist and occasionally conflict.

The instructors' inclination for American English, in line with Bozzani's (2009) findings on younger teachers choosing this type because of mass media and technological effects, validates the widespread function of cultural globalisation. The male teacher's loyalty to British English, however, emphasises the ongoing influence of conventional wisdom since it implies that age and educational background affect choice—older or more traditionally educated teachers tend to lean towards British English, reflecting a more conformist or classical attitude.

Especially interesting is the seeming discrepancy between teachers' presumptions about their students' preferences and the students' own stated interests. Although most professors thought their students preferred American English, student comments showed a general curiosity in British English. This imbalance emphasises the need of better classroom communication and feedback systems. The idea to start courses with preference questionnaires is sensible; it helps to match instructional material with student expectations and therefore foster learner autonomy and involvement. It also questions the long-standing monolithic idea that either British or American English must predominate English teaching (Sung, 2013), therefore promoting a more pluralistic approach embracing linguistic variety.

This study also begs a serious pedagogical question about how variation consistency is taught and enforced. The traditional stress on monovariate use in academic writing ignores the reality of ELF, in which combining British and American forms is both widespread and linguistically legitimate (Guerra, 2016). Still, university professors insist on rigorous separation, which can penalise pupils for natural language variety instead of linguistic mistake. Teachers have to change their perspective; they should be educated to value the flexible borders of English variants instead of strictly enforcing them.

Among students, the awareness of variations between American and British English was modest; 55% claimed familiarity but a sizable fraction still lacked precise knowledge. This discrepancy implies that, as Guerra (2016) advises, first teaching stages should specifically address variance since early introduction to basic vocabulary, spelling, and grammar differences can reduce confusion and promote communicative competence. The way things are done now, this is either incidental or advanced stage only, which is useless.

At last, the sociolinguistic debate over English ownership nonetheless remains divisive. Reflecting a narrow, conventional perspective, most teachers and students agree English belongs mostly in native-speaking nations. The doctorate-holding teacher's more enlightened viewpoint fits Kachru's (1985) "outer" and "expanding" rings as well as the idea that English has developed into a worldwide language crossing national borders. Quirk's (1990) analysis of arguments in Kenya and India emphasises the political and pedagogical ramifications of

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this ownership conundrum; Guerra's (2016) observations serve to remind us that English ownership is naturally difficult in a society where English is the global lingua franca.

These findings highlight in general the immediate need of educational and institutional changes. Programs for teaching languages should incorporate sociolinguistic reality, promote respect of World Englishes, and inspire critical opinions on language variety and ownership. Then teachers and students may confidently, adaptably, and with cultural sensitivity negotiate the changing terrain of English.

4.7. 4. Perceptions of Native Speaker Identity

The study explores the perceptions of native English speakers among CEIL instructors, revealing a mix of diversity and ambiguity. 14% of participants indicated they were born and raised in the USA or UK, while 43% prioritized linguistic proficiency as their first language. 29% favored a socio-geolinguistic approach, defining native speakers as those born and raised in a country where English is the predominant language. Students also mirrored this pattern, with 38% identifying nativeness with birth and 38% emphasizing the necessity of speaking English as the first language. The UK was the most frequently cited specific nation of origin, highlighting the symbolic significance of British English in former colonies like Algeria. The study highlights the hybridized understanding of nativeness, where location, linguistic proficiency, and sociopolitical status intersect. Excessive reliance on nation-based criteria can perpetuate linguistic bias and undermine educational inclusivity. Chong (2016) emphasized that native speakers' use of idioms, rapid speech, and cultural allusions may obstruct communication. Therefore, a proficient speaker of comprehensible Standard English may more effectively achieve the instructional goal than a sole "native" speaker.

As Medgyes (1999) and Jenkins (2006) both cautioned, over-reliance on native-speaker norms in ELT can perpetuate linguistic discrimination and hinder pedagogical inclusivity. Chong (2016) further complicated the debate by noting that native speakers may inadvertently obstruct communication due to their use of idioms, rapid speech, and cultural references.

Thus, the study highlights the convergent nature of nativeness, encompassing location, language proficiency, and sociopolitical status, but also highlights a lingering colonial mentality that may marginalize skilled non-native speakers. Native-speakerism is not only a

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matter of terminology but also deeply attitudinal, reinforcing invisible hierarchies in English Language Teaching and sometimes misguiding learners' expectations.

4.7. 5. Preferred Varieties of English

When asked which English variety appeals most, the research indicated that both instructors and students choose British and American English as the most attractive variants of the language. Educators had equal preferences (43% each), whereas a minority (14%) selected both concurrently. Students had a stronger inclination towards British English (65%), whereas American English comprised 35%. This preference may arise from its perceived prestige, prevalence in textbooks, and institutional norms, which position it as the definitive model in Algerian English Language Teaching (ELT). Nonetheless, instructors demonstrated heightened expressiveness when pinpointing the least preferred English variations. Nonetheless, 14% of respondents considered Indian and Finnish English as the least attractive, mirroring the views of their instructors. Decreased rejection rates were seen for Irish, Canadian, and Australian varieties. These perspectives reveal underlying prejudices shaped by global language hierarchies, wherein inner-circle variants are valued and outer/expanding circle forms are disparaged. The reluctance to adopt global Englishes highlights the need for attitude education. Non-native speakers do not uniformly demonstrate increased tolerance for non-native types, as research by Fayer and Krasinski (1987) and Ingram and Nguyen (1997) confirms that intelligibility biases may overshadow linguistic proficiency and become ingrained in identity and self-perception. The findings align with Zoghbor's (2018) observation that educational interventions can help to shape attitude since it does not act unconsciously. The resistance or discomfort in embracing global Englishes points to a clear need for attitude education—a strategy Jenkins and Kachru constantly promoted.

Furthermore well supported here is Zoghbor's second point: non-native speakers are not necessarily more tolerant of non-native variants. Referred to by Zoghbor, Fayer and Krasinski's (1987) and Ingram and Nguyen's (1997) investigations confirm that intelligibility prejudices may cut beyond language ability and ground themselves in identity and self-perception. Clearly in action among CEIL students and teachers are these dynamics.

4.7. 6. Attitudes Toward English in Pedagogical Settings

Algerian English educators and learners employ a dual methodology in English instruction, with 43% favouring a combination of American and British English. This illustrates the

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institutional entrenchment of British English in Algerian English Language Teaching and the cultural and media-influenced appeal of American English. Quirk (1990) characterises British and American English as codified variations with established recognition and global influence. The persistent preference for these variations indicates sociolinguistic familiarity, institutional compulsion, and colonial influence rather than linguistic superiority. Algeria's persistent reliance on British English is an ideological choice, rooted in historical and socio-cultural contexts of language teaching. This duality enables pupils to navigate the global diversity of English without compromising clarity or identity. The mention of the “**American Corner**” as a socio-cultural space of language learning is emblematic. It illustrates that while British English dominates the classroom, American English dominates **aspiration, pop culture, and informal exposure**. This duality offers a fertile space for pedagogical growth—one where learners can navigate English's global diversity without discarding intelligibility or identity.

4.7. 7. Nativeness in the Classroom?

The study reveals that both teachers and students at CEIL express a preference for the two dominant institutionalized varieties of English: American and British English. 43% of CEIL instructors selected a balanced combination of both American and British varieties, while 54% of students expressed their support for both. This suggests that students are aware of the dual dominances that define global English norms. A significant 29% of respondents preferred to use British English exclusively, while a modest 16% chose to use American English solely.

The symbolic presence of British English as the default "standard" is still apparent, reflecting inherited ideologies and institutional inertia. The American presence is prominently displayed through institutions like the "American Corner," a hub that garnered recognition from both students and educators. The preference for British English in Algeria may be a reflection of the bits and pieces of a once-dominant European cultural paradigm, rather than a deliberate pedagogical decision.

When it comes to students' aspirations to speak English, 72% of teachers believe that their students merely desire to be comprehensible and intelligible in English. Only 14% of educators believe that their students aspire to sound like native speakers. Almost half of the

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respondents expressed a desire to speak English in the same manner as native speakers, reflecting specific global linguistic hierarchies where fluency is often conflated with nativeness. An additional 33% advocated for intelligibility over imitation, emphasizing a pragmatic, communication-orientated perspective. The results reveal a critical pedagogical tension, as intelligibility often takes a backseat to the myth of the "native speaker," despite its global recognition as the cornerstone of effective communication. Guerra (2016) contends that the emphasis should be redirected to the development of competent speakers, individuals whose accents do not impede comprehension.

4.7. 8. Accent, Authority, and Aspiration at CEIL

The questionnaire results reveal a significant ambiguity in English perceptions, native pronunciation, and dialect use among teachers and students. While British English remains the primary reference point, most CEIL teachers and students prefer both American and British varieties. This aligns with Quirk's (1990) assertion that only British and American English have achieved full institutionalization, unlike other native varieties like Australian or Irish English. British English's symbolic weight in Algerian academic settings is due to its postcolonial prestige. The soft power of American media and cultural production, particularly among younger generations, is reflected in the prevalence of American English among students, as evidenced by its association with "The American Corner."

Students expressed a desire to speak with native fluency, while instructors emphasized intelligibility. However, 45% of students aspired to speak with native fluency, while 72% prioritized intelligibility. This contradicts Guerra's (2016) critique of the "native speaker myth," which suggests a reevaluation of competence based on communicative intelligibility and global usage, challenging the conventional dichotomy between native and non-native speakers.

Accent, a socio-psychological phenomenon and linguistic marker, is a complex issue that requires a balance between linguistic authenticity and aspiration. Teachers (72%) acknowledge the deeply ingrained phonological patterns acquired early in life and believe it is challenging to eliminate one's accent. However, 61% of students believe it is possible to eradicate their accent, possibly due to idealism or a lack of understanding about pronunciation mastery. Holmes (1992) suggests that attempts to alter speech patterns require intrinsic motivation from the learner. In response to the question of whether it is mandatory to

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eliminate one's accent, 81% of pupils expressed the desire to suppress their accent to sound more "English." However, this aspiration is at odds with the linguistic reality, as both groups speak English through their regional identities. Pronunciation challenges, such as the substitution of /θ/ with /t/, are sociolinguistic markers of identity that require pedagogical sensitivity rather than wholesale erasure. The main issue is the conflict between linguistic authenticity and aspiration, with English becoming more of a global lingua franca, where pragmatic efficacy, mutual accommodation, and intelligibility prevail over conformity to native norms.

In summary, the analysis reveals that traditional English standards in Algeria are religiously adhered. It also highlights the need for a paradigm shift in teaching English. It is crucial to focus on a pedagogy that acknowledges the validity of vernacular English, promotes variety, and emphasizes communicative ability.

4.7. 9. Between Identity, Intelligibility, and Instruction in Algerian EFL Classrooms

This study provides insight into the sociolinguistic processes influencing English language instruction and learning in Algeria, revealing how instructors and students navigate a complex linguistic terrain influenced by institutional legacies, local goals, and global standards.

The Algerian EFL environment favors a mix of British and American English, with 43% of instructors and 54% of students preferring British English. However, British English maintains symbolic dominance due to Algeria's postcolonial linguistic identity and historical background. Only British and American English are institutionalized variants with established rules and general acceptance, shaping teacher practices and instruction course in the Algerian EFL environment.

The desire to speak English like native speakers is a common desire among learners, with 33% prioritizing intelligibility, while 45% of students desire to sound like native speakers. Teachers, however, are more realistic, with 72% of students wanting to communicate simply and logically. This highlights the idealism in student language ambitions, possibly driven by media representations and global English reputation. Intelligibility remains the primary pedagogical issue.

On the issue of accent modification, accent correction is a pedagogical challenge, with 72% of professors agreeing it's difficult, while 61% of students believe it's possible. It raises concerns

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about identity, social mobility, and language validity. However, these modifications are often ineffective unless the speaker is fully motivated and decides on their own course of action. Adopting national standards without considering sociocultural foundations could lead to alienation.

The majority of teachers believe that removing accents when speaking English is necessary, but some teachers disagree. 64% of students internalize linguistic validity hierarchies by eradicating their accent. Regional accents raise ethical questions about whether instructors should correct deviations or welcome them as part of a multicultural English identity. Teachers should evaluate what is correct, respectful, and empowering, rather than just technical ones.

In conclusion, the statistics expose the layered ideas and identities in use in Algerian EFL classes, therefore reflecting more than just preferences. Although American and British variants still predominate, pedagogy clearly moves towards intelligibility, inclusion, and identity-sensitive education. Teachers have to negotiate these waters carefully, reconciling local reality with standards and creating settings where students may own their English—not as emulators of native speakers but rather as confident, proficient users in their own right.

4.7. 10. Bridging the Professional Gap: Teacher Training and the Unexplored Terrain of English Language Variation

One of the survey questions asked respondents: “Have you ever attended workshops, seminars, or conferences on English language variation?” The survey revealed that most English language variation instructors have not attended workshops, seminars, or conferences, citing lack of professional growth opportunities. Some cited busy schedules as a deterrent, stating that the field was outside their scope. Many felt the opportunity for professional growth had never presented itself.

The lack of forums dedicated to English variation in education is a significant issue, indicating a systemic gap in teacher education and professional development. This is attributed to the failure of academic institutions and instructors to adapt English language teaching models to diverse cultural settings. Quirk (1990) criticized the uncritical adoption of British or American norms in educational environments like Japan, arguing that many academic linguists lacked real-world experience. He advocated for a global linguistic standard and the re-examination of pedagogical assumptions.

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Brown (2002) advocated for transformative changes in teacher education programs, emphasizing the integration of social, cultural, and functional variation. He argued that future educators should be prepared to operate in diverse geopolitical and linguistic contexts, emphasizing cultural fluency and pedagogical agility, a view crucial in today's globalized classrooms.

The proposal calls for the creation of professional associations and teacher unions to advance language variation study and teaching. These collectives can facilitate continuous learning, knowledge exchange, and advocacy. Participation in conferences like "Breaking Routines in Foreign Language Teaching" offers educators exposure to innovative methodologies and collaborative networks, crucial for navigating English as a global language.

In conclusion, the lack of participation in professional events addressing language variation in English language teaching is a significant issue. To address this, a two-pronged approach is needed: institutional initiatives to incorporate variation into training programs and educators' personal engagement in professional growth opportunities. This will enable a more inclusive understanding of English, embracing its dynamic, polyphonic character.

4. 8 . English Language Use, Proficiency, and Learner Behaviour: Insights from CEIL 1 in Oran University

Assessing students' own reflections and auto-evaluation of the four skills of learning English was crucial to completing the painting of this student portrait. We asked direct questions about the students' learning habits and the fundamental routines of listening, speaking, reading, and writing.

1) How would you describe your English level?

- ☐ I use a very narrow range of English
- ☐ I know and use a limited range of language of Basic English
- ☐ I use a moderate rate of language, sufficient for most practical needs and personal conversations.
- ☐ I use a wide range of language (with some confidence) in all but the most demanding situation

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As a question for the students in CEIL, they have been asked to describe their level in English. From the reported responses, we noted that 52% of the students think that they use a moderate rate of language sufficient for most practical needs and personal conversations. 25% of them admitted using a limited range of language of Basic English. Besides, 12% of the participants claimed using a wide range of language with some confidence in all but the most demanding situations. Still, 11% of our informants described themselves as using a very narrow range of English. This result seems to be in odd situation with their actual majority of B1 and B2 level. But we have to take into consideration the few students of level A2 who also filled the questionnaire. Three of the students didn't answer. Not knowing their level or doubting about their capacities could be the only explanation for such avoidance.

Grading and assessing students' level is a delicate task. Although, CEIL 1 was using a placement test at the beginning but it was only written and prepared by local staff teachers. The reason behind a missing listening and speaking test is that there is no enough time and classrooms or language laboratory. The computers are there but no software or central connection is available, except for the German test DAF. At the beginning of my career there, it was hard for me to grade students only on the written part. I had to include listening and speaking tests and quizzes in order not to aggrieve or be unjust to them and their level. I prepared my final exams from the multimedia files of interchange fourth edition that I downloaded from the internet on my own.

1. How do you evaluate your skills in English according to the options below? Please answer all items a–d.

	fluently	Fairly fluently	moderately	With difficulty	Only few words	Not at all
a)I speak English	0%	4%	61%	35%	0%	0%
b)I write English	0%	22%	61%	13%	4%	0%
c)I read English	0%	44%	52%		4%	0%
d)I understand spoken English	0%	9%	78%	9%	4%	0%

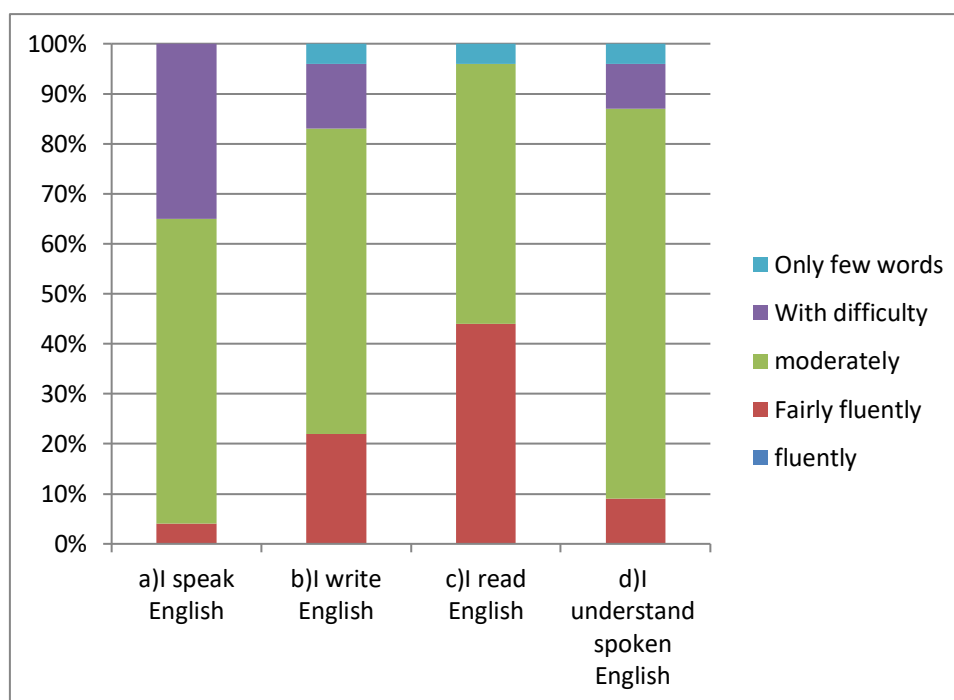


Figure 1. CEIL students' general English Proficiency Level

Based on the statistics in the table above, we conclude that listening comprehension is the first skill that students master moderately (78%). After this, speaking and writing seem to be the skills that our participants handle best in a moderate way, with a score of 61% for each. Finally, our participants read moderately, scoring 52%.

This can be explained in terms of the knowledge acquired during the previous seven years of schooling, where communicative and competency-based methods are the most popular. Our review of some high school textbooks revealed a method that is half standard and half nonstandard, indicating that the creators of these textbooks, such as 'At the Crossroads', are cognizant of the English language variation in their educational materials. The Ministry of National Education has designed this textbook specifically for first-year secondary education students. The book follows competency-based teaching and a learner-centred approach. It was first published in 2013-2014. The authors acknowledged using a variety of materials as resources to complete their book. The authors included and adapted numerous English credits and quotes from Penguin, Garnet, Heinemann, Longman, Thomas Nelson, University of Birmingham, and Cambridge editions.

4.8.1. Listening Skills

1) **In your free time, how often do you listen to English: Please answer all items a–d.**

	Almost daily	About once a week	About once a month	Less frequently	Never
a) Music	39%	17%	40%	0%	4%
b) Speech in subtitled films or television programmes	14%	55%	14%	17%	0%
c) Speech programmes on the radio, or podcasts	9%	22%	17%	30%	22%
d) Films or television programmes without subtitles	4%	39%	44%	13%	0%
Listening to presentations or lectures	0%	39%	22%	22%	17%

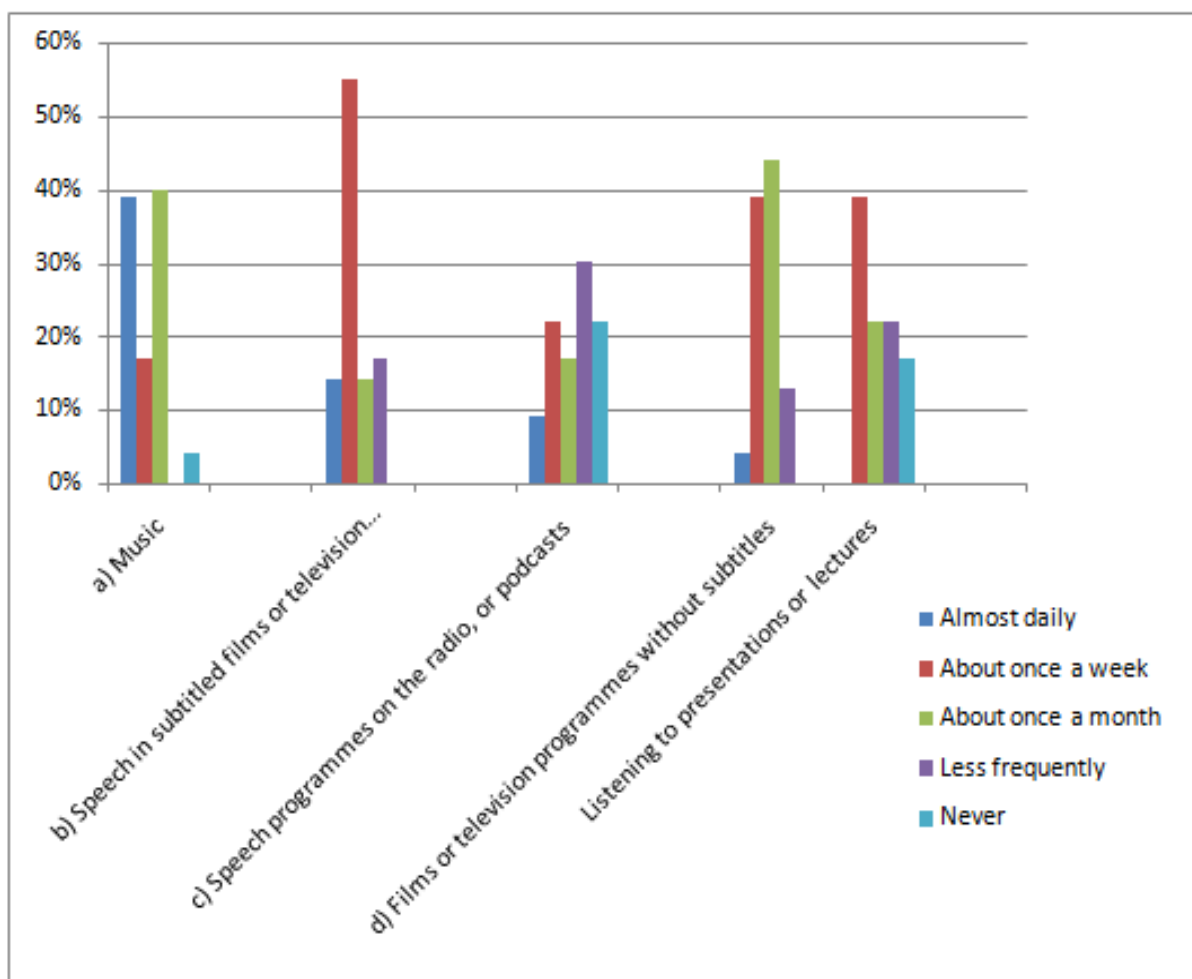


Figure 2. CEIL students' Listening skill

In their free time, 40% of CEIL 1 students listen to music about once a month, and 39% listen to music almost daily.

55% of them watch subtitled films or TV programs about once a week, and 17% watch these less frequently. Additionally, 44% of the same students watch films without subtitles about once a month, and 39% about once a week.

However, listening less frequently to radio speech programs or podcasts resulted in a low score of 30%. The majority of our students don't know what a podcast is.

Finally, a good percentage of students (39%) do listen to presentations or lectures in English about once a week.

4.8.2. Speaking skills

	Almost daily	About once a week	About once a month	Less frequently	Never
Speaking with colleagues	0%	0%	22%	35%	43%
Speaking in meetings and negotiations	0%	0%	22%	35%	43%
Speaking with clients and partners on the phone	0%	0%	13%	17%	70%
Speaking with clients and partners face to face	0%	0%	13%	17%	70%
Giving presentations or lectures	0%	0%	17%	35%	48%

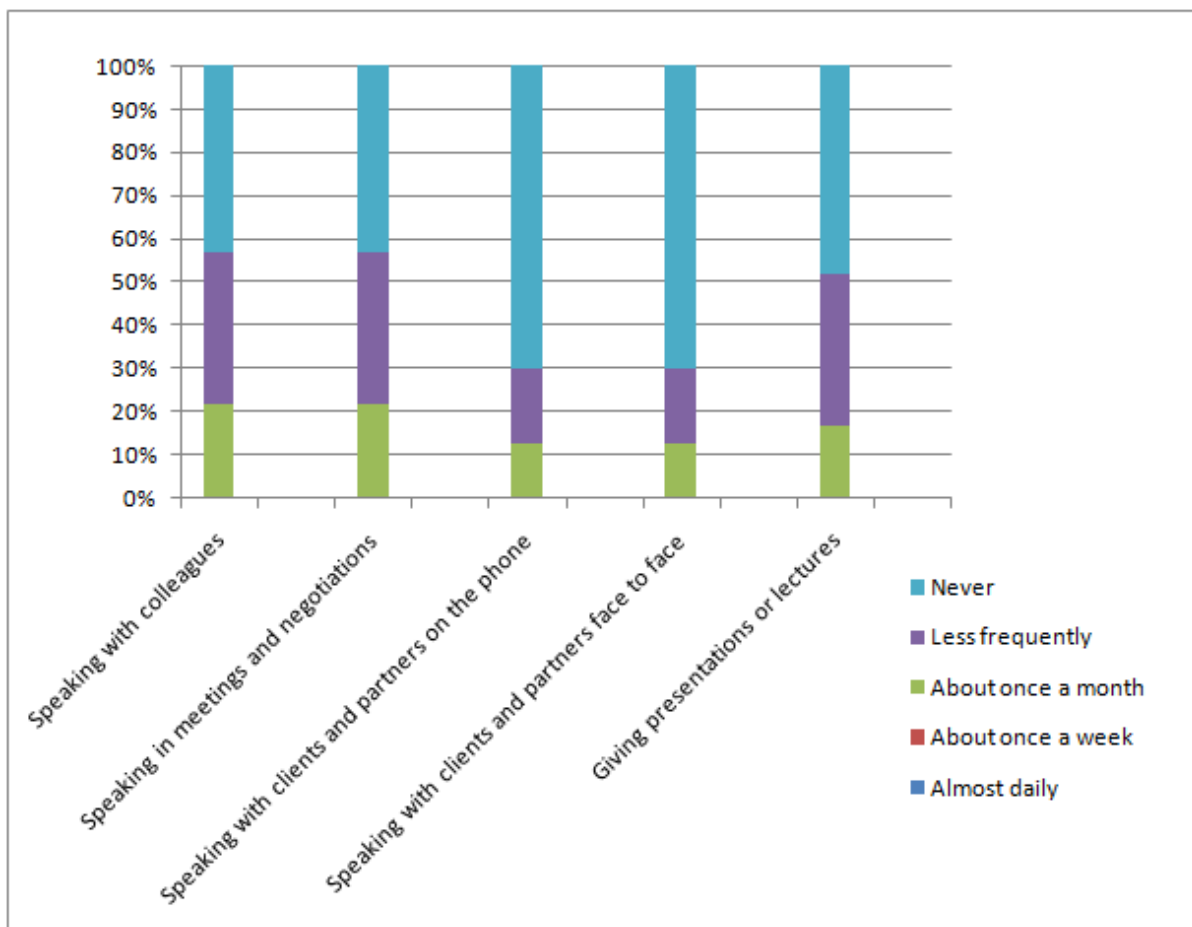


Figure 3. CEIL students' Speaking skill

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In the speaking section, the reported data were negative in the sense that CEIL 1 students don't speak outside the classroom or at work. 43% of them don't get involved in conversations with colleagues, meetings, or negotiations. The majority (70%) don't interact with clients face-to-face or even on the phone. Additionally, 17% of them admitted giving presentations or lectures.

4.8.3. Reading Skills

	Almost daily	About once a week	About once a month	Less frequently	Never
a) Newspapers	0%	0%	0%	65%	35%
b) Magazines (general interest/hobbies)	0%	43%	9%	31%	17%
c) Literature	0%	17%	17%	30%	34%
d) Nonfiction/professional literature/ scientific papers	0%	26%	22%	26%	26%
e) Manuals and product descriptions	0%	0%	0%	22%	78%
f) E-mails	27%	0%	27%	32%	14%
g) Web pages (webzines, home pages)	48%	9%	17%	13%	13%

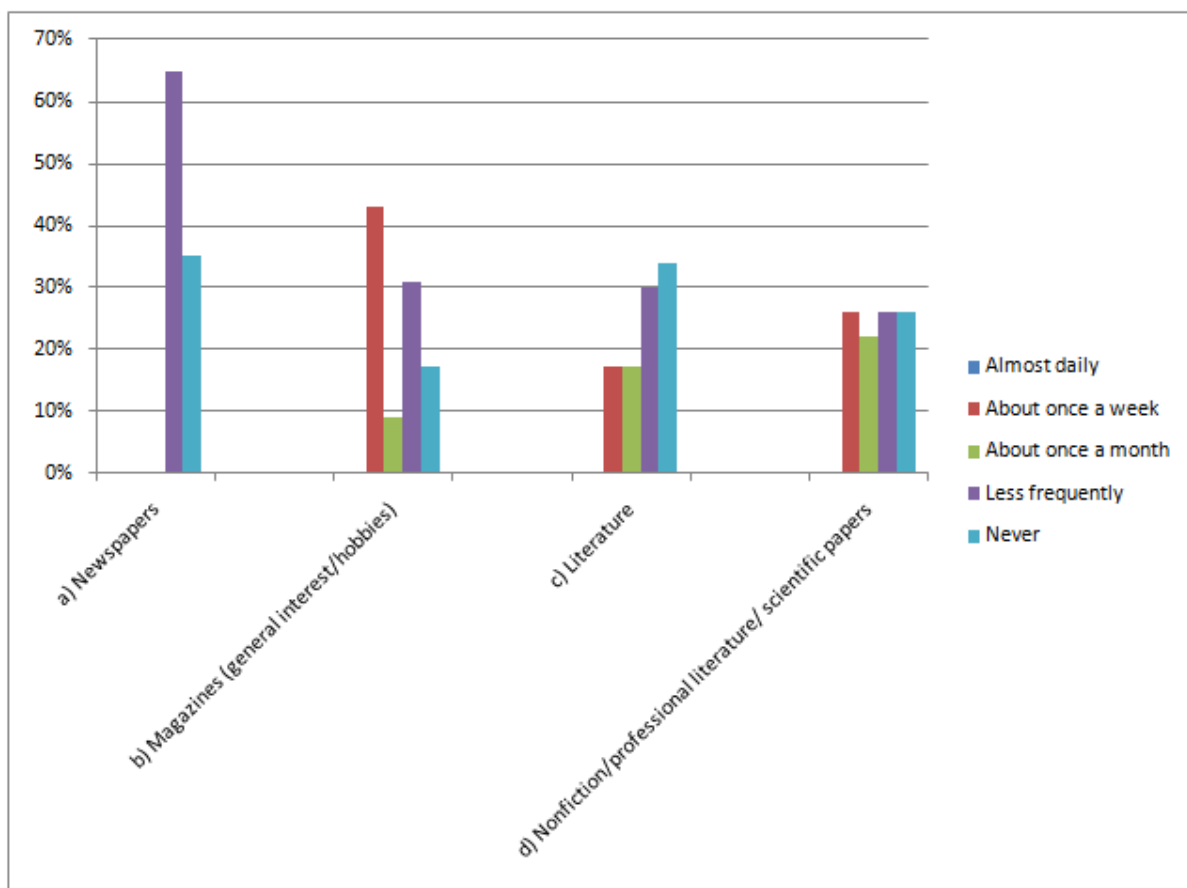


Figure 4. CEIL students' Reading skill

1) In your free time, do you read in English: Please answer all items a–h.

As far as reading is concerned, the majority of CEIL 1 students never cracked an English book open. We reported that 35% don't read newspapers, and 65% of them do, but less frequently. However, a good percentage of students (43%) do read magazines once a week. Considering their average age, following the latest news in magazines and tabloids seems to be fashionable for these young adults.

Finally, 34% of these students don't read novels or any other literary genres.

Both those who read scientific papers and nonfiction literature received an equal score of 26 percent. In fact, the first group admitted reading the prompt once a week; the second group read less frequently. The last group claimed not reading such things at all.

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Consequently, 78% of students fail to read manuals and product descriptions. Typically, students prefer to read the Arabic or French sections, unless they have access to someone who can comprehend the English descriptions typically found on Chinese product packaging.

According to the score, 32% of students read emails frequently. We recorded an equal score of 27% for those students who read email daily and those who read almost weekly. We question the validity of their responses, assuming that the students intended to read email in its entirety, not just in English, as the questionnaire's instructions suggested. However, we cannot ignore the fact that most students nowadays have unlimited internet access and can subscribe to various websites to receive newsletters and other information in English, particularly if these are instructional websites or applications designed for English learners.

4.8.4. Writing Skills

1) In your free time, do you write in English: Please answer all items a–f.

	Almost daily	About once a week	About once a month	Less frequently	Never
a) Letters, post cards	9%	5%	43%	0%	43%
b) Stories, poems	0%	13%		22%	65%
c) Text messages	14%	45%	9%	23%	9%
d) Notes or other short messages	26%	30%	9%	23%	9%
e) E-mails	13%	17%	22%	35%	13%
f) On the internet (e.g. weblogs, discussion forums)	5%	52%	10%	28%	5%

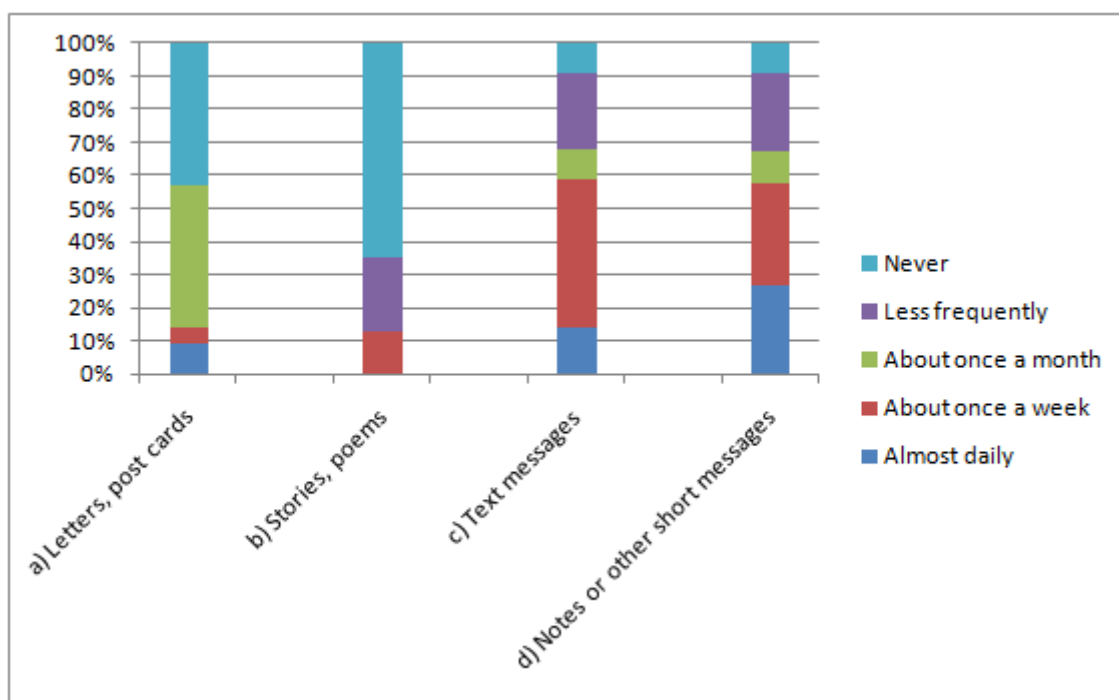


Figure 5. CEIL 1 students' Writing skill

From the statistics, we tested the frequency with which students write in English. Notably, there is an impressive score (43%) of students who never wrote letters, postcards, or even stories and poems (65%). However, a considerable number of students (45%) admitted writing text messages in English about once a week. Almost daily, 26% of the students write notes and other short messages. Only a small percentage of students (35%) frequently write emails. Nevertheless, 52% of the participants write in English on social media pages, blogs, and forum discussions about once a week.

As a general conclusion to the investigated English language proficiency, CEIL 1 adult students and professionals each in their domain confessed that they lack speaking and writing skills in English communication and academic writings. Despite spending approximately seven years learning English as a foreign language in public or private institutions, along with additional time spent on trainings and workshops, they still struggle to effectively communicate both orally and in writing. This barrier stems from the methods of drills, vocabulary, and grammar that are emphasized in the curriculum of middle and high school teachers. However, we cannot solely place the blame on the teachers without also mentioning the program makers, as there appears to be a controversy surrounding this issue. Indeed, a

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growing number of high school textbooks are embracing the communicative approach, which explains why today's students are able to express themselves more effectively than the previous generation of English learners, who did not receive this approach when the emphasis was on completing the final milestone written exams. Furthermore, the same adult learners, aged between 30 and 40, do not practice their English outside the classroom. Additionally, they do not engage in listening or reading activities in the target language. Whenever my students ask for help or tips to improve their English, this is the reply: “Practicing English is vital. It needs daily practice. It is like a plant that needs to be watered and cared for. It is like driving; in order to be a good driver, you need to drive daily.”

4. 9 CEIL Learners’ Self-Assessment of English Language Proficiency: A Descriptive and Reflective Study

A survey at CEIL involved students self-assessing their English proficiency using four descriptive categories, providing insight into their perception of their linguistic capabilities.

A notable 52% of respondents have moderate English command, enabling everyday communication and social interaction. This group is confident in their English usage in practical scenarios. However, 25% have limited lexical and structural command, while 12% can deploy a wide range of language with confidence, except in complex situations. 11% have a very narrow linguistic range, indicating significant limitations in expression and comprehension. Overall, students' English proficiency varies depending on their level of proficiency.

At first glance, these self-assessments might seem misaligned with the students’ actual CEFR levels—most notably, the B1 and B2 levels which the majority were placed in. However, this discrepancy could be explained by the inclusion of A2-level students in the sample. Additionally, three participants opted not to respond to this item. Such omissions may be attributed to uncertainty about their true proficiency or possibly a lack of confidence in self-evaluation.

Language proficiency evaluation is a complex task, and at CEIL, an initial placement test primarily assessed written skills. However, it did not include listening or speaking components due to infrastructural constraints like limited time, insufficient classroom space, and absence of functional language laboratories. Computer facilities exist, but the lack of appropriate language software or a central network restricts comprehensive assessment.

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Reflecting on personal experience, it was clear from the outset of my tenure at CEIL that relying solely on written assessments did not provide a fair or holistic picture of students' language abilities. To address this, I made a conscious effort to incorporate both listening and speaking components into classroom evaluations. I drew upon multimedia resources—specifically, the *Interchange Fourth Edition* materials, which I sourced and curated independently—to design more balanced and representative exams. This approach aimed to capture a more equitable and authentic portrayal of students' communicative competence, mitigating the risk of underestimating their oral or receptive skills.

To gain deeper insight into students' self-perceived language competence, participants were invited to assess their performance across four core skills: speaking, writing, reading, and listening. The data, as summarized below, reflect fascinating leaning styles that highlight both strengths and limitations in their linguistic self-awareness.

Speaking: 61% of respondents reported speaking English *moderately*, while 35% acknowledged speaking *with difficulty*. A small minority (4%) considered themselves *fairly fluent*, and none reported fluency or complete inability.

Writing: Similarly, 61% rated their writing ability as *moderate*, while 22% considered themselves *fairly fluent* writers. Notably, 13% faced *difficulty*, and 4% reported knowing only *a few words*.

Reading: Reading appeared slightly stronger, with 52% claiming a *moderate* level and 44% indicating *fair fluency*. Only 4% admitted to reading *with difficulty*.

Listening: Listening comprehension emerged as the most confidently mastered skill, with 78% selecting the *moderate* category and 9% describing themselves as *fairly fluent*. An additional 9% reported *difficulty*, and 4% stated they understood *only a few words*.

These findings may initially seem paradoxical, particularly when contrasted with students' placement levels (predominantly B1–B2). However, they must be contextualized within the Algerian educational framework, where exposure to communicative and competency-based learning over seven years may have strengthened receptive skills, especially listening and reading, more than productive ones.

This direction is confirmed by a review of official English textbooks like *At the Crossroads*, meant for first-year secondary education by the Algerian Ministry of National Education (2013–2014). Adopting a competency-based, learner-centred methodology, the textbook features modified content from leading English-language publishers (e.g., Penguin, Garnet, Heinemann, Longman, Cambridge). Though still unevenly used in reality, this mix of

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worldwide materials into national curriculum shows an implicit recognition of English variety and a dedication to current communicative teaching norms.

4.9.1. Listening Skills in Informal Settings

To complement the formal skill evaluation, students were also asked about their listening habits in daily life. Their engagement with English outside the classroom offers another layer of understanding regarding their linguistic environment and potential input exposure.

Music appeared to be the most frequent auditory medium: 39% of participants reported listening to English music *almost daily*, and another 40% *about once a month*. This suggests that musical exposure is a consistent part of their linguistic ecosystem.

When it comes to **subtitled films or television shows**, the majority (55%) engaged with them *weekly*, showing a preference for visual input supported by written text, which often scaffolds comprehension.

In contrast, **radio programs and podcasts** were less popular: only 9% listened *daily*, while 22% reported *never* engaging with this type of auditory content. This could be due to limited access, lack of habit, or lower confidence in purely auditory processing without visual cues.

Regarding **films or television without subtitles**, a plurality of students (44%) reported watching them *once a month*, and 39% *weekly*. The relatively low daily exposure (4%) indicates a preference for subtitled support or possibly lower listening confidence.

Finally, **academic listening** (i.e., lectures or presentations) was the least frequent listening activity. None of the participants listened to lectures *daily*, and only 39% did so *weekly*, while 17% reported *never* engaging with such material. This suggests a clear gap in exposure to formal, academic English—a vital skill in higher education contexts.

Taken together, these observations expose a learner profile characterised by modest confidence in most language abilities, more receptive than pragmatic skills, and a very casual and entertainment-driven exposure to English audio input. These results support students to diversify their extra-curricular listening practices, particularly towards academic and non-subtitled content, and confirm the importance of pedagogical techniques that include organised listening and speaking practice into courses.

4.9.2. Speaking Skills in Professional and Social Contexts

In stark contrast to their relative confidence in receptive skills, students' self-reported data on productive speaking practices reveal a significant gap in authentic language use outside the classroom. This section sought to evaluate the frequency with which students engage in spoken English across a range of professional and interpersonal scenarios.

The responses were, for the most part, alarmingly passive:

Speaking with colleagues: 43% of students reported *never* engaging in English conversations with peers, and 35% said they did so *less frequently*. Only 22% claimed to speak with colleagues *once a month*, with no responses indicating more regular interaction.

Participating in meetings and negotiations followed an identical pattern: 43% *never*, 35% *less frequently*, and only 22% *once a month*.

Speaking with clients or partners, whether via phone or face-to-face, elicited even starker results: a striking 70% of students reported *never* doing so, while 17% did so *less frequently* and just 13% *once a month*. This suggests limited or nonexistent professional communication in English among the majority of participants.

Giving presentations or lectures, which could be an indicator of both academic and professional oral proficiency, was reported by 48% of students as something they *never* do, while 35% admitted to doing so *less frequently* and only 17% engaged in this activity *once a month*. Not a single student reported giving presentations *weekly* or *daily*.

These findings show a striking picture: students enrolled in the CEIL 1 program seldom, if ever, use spoken English in real-world contexts. Their lack of interaction with spoken English outside of controlled academic or classroom environments indicates a severe deficiency in their communicative competency, even if their degree of skill in these environments is moderate. Given that language acquisition is mostly based on active, contextualised use, this begs pedagogical questions concerning the transferability of classroom information to professional and social settings. The structural and contextual constraints that define students' educational experiences help to explain this linguistic reluctance. Many of the students might not have professional responsibilities requiring English engagement, for example, or they might not feel competent enough to start or sustain such interactions when presented with such possibilities. Moreover, although rich in grammar and receptive skill-building, the CEIL curriculum could not provide enough scaffolding for speech output in public or official environments.

This discrepancy between knowledge and experience emphasises the need of integrated

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speaking courses beyond classroom interactions. Between theoretical competency and practical communication preparedness, opportunities include simulated meetings, phone call role-plays, peer-to-peer discussions, and guided presenting activities might assist close the gap.

4.9.3. Reading Skills

The study of CEIL 1 students reveals a low interest or frequency in English reading materials, with 65% reading newspapers only occasionally and 35% never reading them, indicating a general detachment from traditional written media in English.

Magazines, particularly those related to general interests or hobbies, are more favorably received: 43% of students read them approximately once a week, with a smaller percentage (9%) engaging with them on a monthly basis. This aligns with the lifestyle and interests typical of young adults, who may be drawn to contemporary and entertaining content.

Literary engagement appears even less frequent. Only 17% of respondents reported reading literature either once a week or once a month, while 30% read less often, and 34% never engage with literary texts. This may reflect either a lack of exposure to English literature or a preference for more accessible media forms.

The frequency of reading nonfiction, professional literature, or scientific papers presents a more balanced distribution. A combined 48% of students reported engaging with such texts to varying degrees—26% weekly, 22% monthly—while another 26% stated they never read such materials. This may reflect varying levels of academic engagement or interest depending on the students' fields of study and language proficiency.

Manuals and product descriptions are by far the least-read materials, with 78% of students reporting no engagement at all. This finding may be attributed to the availability of product information in Arabic or French, languages in which students feel more comfortable navigating technical content.

Interestingly, the study found that 27% of students read emails daily, while 27% read them weekly. However, it's unclear whether these responses specifically reflect English-language emails, suggesting some students may have responded based on their overall email habits rather than the target language.

Web pages, including webzines and personal sites, are the most frequently read by 48% of students, reflecting the digital and globally connected environment where English-language content is readily available and often unavoidable.

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Holistically, the study reveals that CEIL 1 students tend to use English reading materials in digital formats for entertainment rather than academic or practical reasons, emphasizing the need for pedagogical strategies that incorporate relevant and accessible English reading content into their daily routines.

4.9.4. Writing Skills

The study on English writing habits among CEIL 1 students revealed limited engagement, especially in formal or creative genres. 43% never write letters or postcards, while an equal percentage engage in such writing once a month. 65% never write stories or poems, indicating minimal tendency towards expressive or narrative writing.

In contrast, informal and digital modes of communication displayed more frequent use. Text messaging emerged as the most practiced form of writing in English, with 45% of respondents engaging in it weekly and 14% almost daily. Likewise, writing short notes or messages showed regular use, with 26% writing them daily and 30% weekly. This suggests a tendency toward brief, functional writing as opposed to extended or structured compositions.

The study found that 13% of students write emails daily, 17% weekly, 35% write less frequently, and 13% never write them. This suggests that the frequency of emailing may be broader than specific engagement with English-language writing.

Writing on the internet—such as on blogs, social media pages, or forums—was notably common, with 52% of students doing so on a weekly basis. This relatively high engagement highlights the role of online interaction in English-language practice, particularly within informal digital communities.

Overall, the data indicates a general lack of developed writing skills among CEIL 1 students, particularly in academic or formal settings, despite their extensive English studies over seven years. Despite their extensive exposure, they still struggle with effective communication in both spoken and written English.

This gap can largely be attributed to the traditional focus on grammar drills and vocabulary memorization in Algerian middle and secondary education. While a shift toward communicative approaches is evident in more recent curricula, many adult learners—especially those in the 30–40 age group—were educated during a time when these strategies were not yet mainstream. As a result, their ability to write coherently and fluently in English has remained limited.

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Additionally, these learners rarely use English outside the classroom. They seldom engage in reading, listening, or writing activities in the target language on their own. This lack of practice reinforces the decline in proficiency.

In response to students who seek advice on improving their English, one recurring recommendation stands firm: “Language learning is like tending to a plant—it requires daily attention and care. Much like driving, fluency in English is achieved through consistent practice. The more you use it, the more automatically it becomes a part of you.”

4. 10 Teaching in CEIL Oran 1

According to the Oran 1 university website, CEIL is a common service of the university sharing the same title as the university central library or the centre of audio-visual and distance learning.

The C.E.I.L.'s primary mission is to meet the needs of the university community in terms of learning and to improve the level of target languages. Moreover, the CEIL provides a variety of training programs, ranging from general, large public courses to specialized courses for specific groups of individuals or companies. The CEIL, a public structure, collaborates closely with various partnerships, including CIEP of Sèvres and DEFLE de Bordeaux III in France, as well as all Algerian university CEILs and foreign cultural centers.

Oran 1 university CEIL is also a coordinating centre of the west region, RACEIL, Réseau Algérien des CEIL, created in May 2009, which gathered all 34 CEIL universities from national Algerian territory. The CEIL is also a member of the world forum ‘Héraclès’.

For foreign scholarship students, the center primarily proposes classes in the two national languages, Arabic and French. Every student who passes the final exam will receive a certificate at the end of the formation to justify their level according to CEFR, Common European Frame Reference, but not a diploma.

From <https://www.univ-oran1.dz/index.php/rectorat/nos-centres/ceil.html>

4.10.1. CEIL 1 report

At a meeting for the end of the autumn session of the same year on June 3rd, 2017, teachers received a final assessment. A coordinator of the administration, who was also a permanent French teacher there, completed the report based on a questionnaire filled out by the students who enrolled in the different language classes. The report's data interpretation revealed that, compared to other CEIL, public or private institutions, the CEIL 1 institution was increasingly gaining importance among young students and even adults due to its organisation, discipline, and regular attendance. Because of their sincerity and hard work, the students were grateful and closely attached to the respectful staff ranking from the director, teachers, and administrators.

The chart indicates that 83.15% of the students undergoing formation in the English classes responded positively to the achieved objectives. Moreover, the duration of the session seems to be satisfactory for 86.14% of the same participants. Finally, only 34.78% admitted to acquiring a significant amount of new knowledge during their short-term training.

From a general perspective, the report listed the following negative aspects stated by the students concerning all language classes' performances:

- Lack of oral activities within the classroom
- Bad paper printed quality lesson sheets
- Add more intensive hours from 6h to 8h instead of four hours per week.
- Repetition and similarities in the program were reported with levels 1/1 and 1/2.
- Lack of pedagogical and teaching material
- Inferior quality of whiteboards.

As a final section in the report, the students requested the opening of new class programs that prepare them for international exams like FCE, ILTS, TOFEL, and TOEIC. They also asked for more workshops to develop speaking skills and called for book clubs to challenge their reading and critical thinking. However, classes for advanced level are not available, so those who passed upper-intermediate level wanted to carry on the series. The big problem for the students is still the insufficient time for learning.

4.10.2. Management and Challenges at CEIL 1

This section focuses on topics such as internal and external limitations, teacher and student close-up assessment profiles, and some material feedback.

Tuition fees are mandatory for all Algerian CEILs during the early registration stages. However, students value the CEIL's services more when they pay a small symbolic amount. The money is allocated to the central university funding, with a small portion going back to the CEIL. This money is then used to cover the bills of vacancy teachers, as well as additional local expenses for furniture and stationary.

The institution has to fulfil certain standards, such as a maximum class size of 28 students due to the small built classes where the largest class out of 3 can gather 28 chairs while the remaining two classes have the capacity to gather 25 chairs. The institution includes a multimedia and library room for computer-based German Daff tests, and it can also serve as a venue for workshops or staff meetings.

One of the key aspects of quality management is the process of evaluating the teaching process. During my tenure, the language centers handled the evaluation, which typically took the form of a one-page questionnaire on language issues, which students received at the conclusion of either the spring or autumn session. Assessment for quality management is very important in university centres and their administrative departments, even for teachers. Generally, administrators hold group or face-to-face meetings with teachers to address suggestions or resolve common problems. Thus, a careful and sensible analysis and interpretation of the evaluation results is needed. In the workplace, teachers, their students, the administration, the university, and the country as a whole require excellent knowledge and problem-solving skills.

As far as the external management of CEIL 1 is concerned, the administration is giving certifications to students who succeeded their final oral and written language exam, but before they do so, they must quickly check the students' absences, which should not exceed 50 percent of the total class program of 40 hours for each level in English. Different domains require these certifications as tools to compare and confirm language proficiency, primarily to

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attach to curriculum vitae for national or international scholarships, job applications, visa applications, or even upgraded administration files.

This section describes a teacher profile based on general observations from prior members as well as interview questions about the state of the institution and the teachers' expectations and limitations.

Noticeably, there is no monitoring system for new teachers at CEIL 1. The retiring teachers could greatly contribute by sharing their knowledge and experience, offering guidance to the new teachers to ensure a smooth transition process. This can be done in one or two sessions to avoid overwhelming both parties, who may feel unwelcome or under pressure. As a recommendation, the administration should gather all retiring teachers for a brief communication and meet with the new teachers. This would allow them to address some of the questions that new teachers may have, such as how they successfully navigated their first day of teaching, the intricacies of curriculum and lesson planning, potential assessment pitfalls, the challenges of being a single or married teacher, and strategies for career advancement.

The library primarily stocks books for beginners and young learners. In the English section, the library boasts a substantial collection of textbooks, including the Listening, Speaking, Reading, and Writing series, as well as the Language Leader series. We noticed the presence of lots of grammar and vocabulary books, as well as manuals to improve academic writing, and very few books about ESP. However, the nature of the courses necessitates the use of contemporary ESP books, which are not available at the CEIL 1 library. However, teachers are provided with downloaded PDF versions from the internet and CDs containing audio versions of the unavailable printed editions. The Interchange series serves as a concrete example of this approach. As a colleague who used to teach with this method in 2015 in a private school suggested, it has become the custom since then. Once again, the policy was to adopt a single textbook for all levels, following a uniform curriculum. The aim was to structure the instruction and adhere to a consistent course. But after more than five years of the same methods, teaching the same accent with the same sections and the level of difficulty that changes and gets harder, both teachers and students get bored ultimately from this method and tend to teach unmotivated or skip classes, respectively. In order to enhance its system, an institution must adhere to certain standards, including the re-accreditation of its current

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programs every three years, which allows for the possibility of teacher-free lesson plan preparation. This was not the case in CEIL 1, where teachers and students were bored and lost interest due to the continued use of the same validated programs and manuals.

Most CEIL1 students don't relish their homework, and they won't turn it in unless the exam score poses a threat. They would argue that a lack of time prevented them from completing their homework. They claimed that working all week is exhausting, and sometimes they finish the homework on weekends with excellent writing. In fact, all of my assigned homework consisted of written expression. Once the writer receives the instructions and steps for writing a paragraph or essay, and is at home in a comfortable environment with all the necessary tools such as dictionaries, music, and coffee, they can generate outstanding excerpts.

For more than six years, there has been an unused multimedia whiteboard, brand new, wrapped up in its box. The late Mr. Kebir, who oversaw CEIL 1 for nearly two years, demanded its introduction.

The administration staff is unable to stay longer due to their busy schedule, and the majority of them dislike working on weekends.

Intentionally, this research steers clear of budgetary questions, not only due to their lack of significance to the study, but also because the outcome could potentially lead to unrelated areas such as sociolinguistics or education. This should be addressed in a separate research paper.

4. 11 Linguistic variation evaluation of the textbook series Interchange fourth edition

4.11.1. Evaluating the textbook series of Interchange old editions

During the modern English era, the first international series of English language teaching texts was published from Britain in 1938. During the early modern English era and with the rise of printing (first printed book in English, 1473), English acquired a stable typographic identity. Teaching English as a foreign language began in the 16th century, first in Holland and France. (Graddol, 2000:07)

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In Algeria, there are two dominant series of textbooks in the enrolling institutes, whether they are public or private: Headway and interchange series are the two constantly in competition for leading language learning programs.

The two series obviously differentiate between the British and American varieties, but in unique communicative and versatile styles. Generally, it is the Headway series, which is adopted for public institutions, but as a consensus for a change during 2014, under the demand of the late director of the CEIL, El Kebir, the team of teachers responsible for the program voted for the adoption of interchange as suggested by a colleague who confessed its efficiency among the most popular private language schools according to her personal experience. Since then, CEIL 1 has been using the American method Interchange.

The late director ordered to start using a common course book for each language section to mainly determine and frame the objective of each level and also to have a clear vision and instructions for substitutes like what to teach and where to carry on with once the responsible teacher is absent or drops teaching that level, which already happened more than twice at the institution. This instruction had its positive and negative side effects like any other approach. The good part is that it is considered a ready-to-teach plan, which helped teachers.

The teacher book is a time and energy saviour for language teachers who would like to instruct in an objective way. In fact, the instructor is provided with teaching tips, a lesson plan for each unit, a learning objectives check list, a ready-to-print quiz, written and oral exams, classroom extra printable activities, audio scripts, word lists, grammar rules, and student book and workbook answer keys. No teacher would resist what has been offered in such textbooks unless the teacher starts getting bored with repeating the same lessons over years, especially if they choose teaching the same level with the same textbook over and over again in order to play it safe and avoid preparing for an unknown level. From another perspective, there are some teachers who wish to create their own content according to the level of their students and wish to mix the nature of their activities. These teachers find pleasure in planning the time for lesson plans and using the internet to organise or adopt other teachers' proposed lessons that they can download for free.

Based on a teachers and coordinators' survey, the Cambridge team developed the fifth edition according to the feedback and in-depth reviews of the teachers who don't have enough time to

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prepare their own content and use their series. Over one thousand teachers from all over the world and different backgrounds contributed to the following suggestions:

“First, they requested to update the content with fresh topics. Second, they asked for more flexible units with new readings and better exercises for the reading comprehension. Finally, as a positive point, they have been asked not to change the scope and sequence order of the grammar and vocabulary section.”

From: <https://www.cambridge.org/dz/cambridgeenglish/catalog/adult-courses/interchange-5th-edition/product-details/research-behind-interchange?>

Soleimani and Dabbaghi (2012) wrote speculations about the popularity of the Interchange series in the Iranian market. They suggested that one of the reasons for such abundance is probably the result of surveys done to examine the efficiency and success of these course books among learners and teachers who found guidance in the ready-made material. According to them, another reason could be the absence of any other suitable or comprehensive resources to address the primary communicative and linguistic requirements of general English language learners, which are crucial for meeting their social and academic needs. (20)

However, their reference to the lack of EFL textbooks and material in the market is out of context given that the current market is flooded with brand-new textbook series for young and adult learners, such as Top Notch, English Files, Skyline, Speakout, Face2Face, Language Leader, Touchstone, Cutting Edge, and Think. All of these series are available digitally, equipped with audio and video resources and additional internet-based activities. They feature high-quality paper prints for images and texts, and feature up-to-date topics that are refreshed with each new edition.

In their reflection about the New Interchange textbook series, Soleimani and Dabbaghi (2012) studied 80 high intermediate level students from a number of language institutes in Iran in the summer semester of the year. As the material for that study, two tests were developed, one written from which only the grammar part was used and the second oral only. (23-24). The oral discourse completion test (ODCT) was composed of 14 speech situations selected from among conversations of the New Interchange Series, Third Edition. The list of speech

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situations is presented below with the examinees' score sheet. They also recorded the speeches of their participants, which took approximately 10–15 minutes for each participant to finish answering. However, they viewed the scoring as non-objective because of the different correct possibilities of each speech situation and also the varying students' grammatical and pronunciation mistakes, which made the grading even harder.

Appendix B

Oral Discourse Completion Test (developed by the researcher)

Instruction: Please listen to the situations provided to you. I want you to put yourself in those situations and answer my questions.

Situation 1: Imagine I am meeting your new friend for the first time. Introduce us to each other.

Situation 2: Imagine I want to buy a pair of shoes for you. One is blue and one is white. Select a color and say it in a sentence.

Situation 3: Imagine you have tickets for a movie tonight (for Example Ekhrajiha). Invite me to come with you.

Situation 4: Imagine I invite you for my birthday party, but your answer is No. say and give some reasons.

Situation 5: Imagine I invite you for a dinner party with your classmates. Say OK and ask for more information.

Situation 6: Imagine I hit your leg when I pass by and I say “ Oh, I’m sorry”. What would you say in reply?

Situation 7: Imagine I’m looking for an address, for example XXX. Help me find it.

Question 8: Describe your home for me.

Situation 9: Imagine you want to buy a house from me. Ask for information about the house.

Situation 10: Imagine I have toothache. Give me some advice or suggestions.

Situation 11: Imagine I’m a waitress at a restaurant. Order your meal.

Situation 12: Imagine you are a waiter or waitress at a restaurant or coffee shop and I’m your customer. Take my order.

Situation 13: Compare Isfahan and Tehran.

Situation 14: Imagine it is cold inside. Ask me to close the window in a polite way.

Appendix C

Rating framework for ODCT: Very inappropriate 1-2-3-4 completely appropriate

Linguistic appropriateness 1 2 3 4

Amount of speech 1 2 3 4

Formality 1 2 3 4

Directness 1 2 3 4

Politeness 1 2 3 4

The study focus of Soleimani and Dabbaghi (2012) was to evaluate the efficiency of the New Interchange Course books by examining the communicative ability and pragmatic competence of those who spend 8 continuous terms learning English through these course

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books. As a conclusion, the linguists proved that Iranian learners of English managed to respond to a variety of speech situations that were taken from their course books; however, there was a considerable inequality among the performances of participants on the ODCT. They claimed that those who fail the oral language test would also fail social and communicative real-life situations and would appear to be ‘uncooperative at the least, or, more seriously, rude or insulting.’ (24)

On the other hand, they inferred that the New Interchange Series provides sufficient input for language learners who aim to communicate their basic need of requesting/accepting, requesting/refusing, expressing attitudes, and affirming, but only according to the selected topics from the New Interchange Series. Finally, their overall analysis of the textbook was partially positive in relation to the provided diversity of scenarios of audio and video conversations where pair work was an activity of focus. Nevertheless, as a critic of the study, it has been found that the textbook under study did not conform to its promised objectives. Then, they concluded that the suprasentential was ignored for both the expected output and input of the learners. They also found that learners did not initiate the task in classrooms teaching the New Interchange series. (26 - 27)

- As an in-depth evaluation, Sahragard et al. (2009) carried out an evaluation on the series Interchange 3rd Edition, a revision of New Interchange, which was written by Richards, Hull, and Proctor in 2006. They then claimed that the method was communicative and task-based. They wanted to investigate the pedagogical values of the third version, as well as its strengths and weaknesses. They asked four raters, who had long enough experience (4 to 10 years) in teaching with the series, to fill out a checklist consisting of two parts: The first part, Task Analysis Sheets (TAS), examined the activities and tasks in one typical unit of each textbook. These task analysis sheets include three sections. In the second part of the checklists, 'Design' a numerical scale of 0 to 4 points was provided. This part comprises nine sections, each focusing on a different aspect of the design process, including aims and objectives, principles of selection, principles of sequencing, subject matter, and subject matter focus. Types of teaching/learning activities, participation: who does what with whom? Classroom roles of teachers and learners, learner roles in learning, and the role of materials as a whole, all including 7 evaluative questions for each part. (39)

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- In their study, they listed the following findings:
- Interchange 3rd Edition's tasks require students to express themselves rather than be listeners, and Interchange encourages the learners to be more involved in classroom events.
 - The textbook achieves its primary goal of developing communicative competence by improving language comprehension, which requires a focus on meaning.
 - Motivating activities encourage students to write and speak about their ideas and feelings in a foreign language.
 - The textbook does not use a clear inductive approach to teaching grammatical structures and other teaching points.
 - There is a preference for written input to the learners over oral and visual inputs, which should receive more attention in order to meet the communicative objective.
 - The selected topics in the texts and the related activities are quite appealing and mentally engaging, with a growing emphasis on pair/group work throughout the unit sections.
 - The method is a key success for teachers to manage a learning class and achieve the instructional goals set for them.
 - In terms of design, the Table of Contents located at the beginning of the book simplifies managing the content, plan, and division of sections within the textbook. Moreover, the graphic illustrations are adequate and appropriate. At the end, sufficient appendices are well-organized to facilitate easy learning and teaching.

(Sahragard et al., 2009:51-52).

The team identified several drawbacks to the interchange series. In fact, they demonstrated through charts and graphs that the series might not be as effective in enhancing students' speaking abilities as the textbook's objective suggested.

Another pitfall of the Interchange method was outlined in the missing continuity of the program through the linguistic or non-linguistic recall of previous units. Moreover, according

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to their analysis, audio and video input resources are not proportional. In addition, the suprasentential level for both the input and the output is ignored. As a last negative point, the study unfortunately showed that learners or teachers do not have flexibility in providing the content or selecting the topic of content as a source of input. (Sahragard et al., 2009: 52)

Hamidi et al. (2016) acknowledged the limitation of their study by only comparing a single book from the Four Corners series with a book from the New Interchange series. However, after conducting an evaluation, they concluded that

Both Four Corners 3 and Interchange 2 demonstrated strengths and weaknesses in the following criteria. In terms of subject matter, the subjects in Four Corners 3 appear to be more interesting than those in Interchange 2, but students in Interchange 2 demonstrated a better understanding of the topics due to their greater relevance to the subjects. Additionally, the content of Interchange 2 was not as clear as that of Four Corners 3. In terms of vocabulary and structure, the number of grammatical points mentioned in these books differed. As a final negative difference, the team observed that the authors of Interchange 2 did not use an appropriate sequence of structural points. As a recommendation, Hamidi et al. suggested that the authors of Interchange 2 should better consider structural rules in the exercises of the textbook. Finally, from a positive perspective, they demonstrated that the Interchange 2 textbook offered students enhanced exercises that included a variety of written tasks, improved vocabulary, clear structure, and meaningful communication.

(Hamidi et al., 2016:349)

After their statistical evaluation of the textbook series Interchange, Derwing et al. (2013) found that the series had 10 task types: (32%) used listen-and-repeat, (19%) noticing, (17%) controlled conversation, and (12%) explanations. They asserted that the utilization of controlled conversations decreases with increasing proficiency level.

General skills textbooks may be one of the primary sources that many language learners use for pronunciation tutoring. Derwing et al. (2013) detailed the approach to pronunciation in textbook interchange 2. Without providing an explanation, they instructed the learners to

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listen to and repeat words with stress patterns indicated above each syllable, followed by a subsequent task where they listened to and categorized additional words with similar stress patterns. However, the series gave little to no reviews about the unit's previous pronunciation activities, which were not helping the language teachers who have limited or no formal training in teaching pronunciation (Foote et al., 2011), and that they have expressed discomfort teaching pronunciation (Burns, 2006).

At the end, they referred to the striking lack of texts, and the team recommended the inclusion of more essays to read and analyse their pronunciation at the same textbook level. They also suggested incorporating recycling activities, offering a wide range of activity types, and ensuring the inclusion of clear explanations. In addition, they suggested that textbook developers should focus on balancing their inclusion of suprasegmental and segmental tasks, taking into consideration issues such as functional load. Unlike other teachers' manuals, Derwing et al. (2013) noted that interchange had no supplementary activities but only one direction to the teacher, so improved integration of pronunciation would be beneficial for both teachers and learners.

4.11.2. Research Methodology: objective, participant and instrument

As a general objective, the second part of this study explores the existence of any type of linguistic variation in the student's book of the Interchange fourth edition textbook. It also analyses how linguistic variation is introduced through exercises, texts, reading activities, vocabulary, grammar, and all other parts of this textbook. This analysis is based on the raters' evaluation of the text book and some of our observed linguistic variation parts found in some extracts from the textbook under study.

Since the linguistic variation was initially and most importantly missing, we paid no attention to the layout and structure of the units for this evaluation in order to avoid redundancy and explore what has not been studied about the current textbook. Therefore, in line with the aim of this dissertation, we placed a greater emphasis in this part on what is not found in most checklist questionnaires for evaluating ELT textbooks, specifically linguistic variation. Again, it's crucial to clarify that this isn't a comprehensive assessment of an ELT textbook, unlike its

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predecessors, but rather a culmination of the initial analysis of English variation instruction at CEIL1, given that the sole textbook in use for almost seven years is the 'Interchange fourth edition.'

4.11.3. Participants

The informants of the study were five raters with License, Master, and Magister degrees in English; they were also teaching in private schools in addition to teaching at CEIL 1. They consisted of four women, three of whom were married, and one single man. They have worked at CEIL 1 for more than four years teaching different English-level classes to young and adult Algerian learners. Based on their experience with the American method, we aim to address some of the key questions from the first section questionnaire and examine how the English variation was taught to the students at CEIL 1.

4.11.4. Instrument

To conduct the evaluation, a second questionnaire was given to the five (05) raters who already taught and are still teaching at CEIL 1. The same permanent and temporary teachers have been using the fourth edition of the Interchange textbook series for at least four years. Daoud, A., & Celce-Murcia, M.'s 1979 sample checklist for textbook evaluation served as the inspiration for the questionnaire. However, Daoud, A., & Celce-Murcia, M. in 1979 created a sample checklist for textbook evaluation that included sixteen (16) specific sociolinguistic questions specifically related to language variation. They incorporated these questions into the questionnaire and arranged them to assess the extent to which the textbook under investigation incorporates language variation. The analysis of tasks from a linguistic aspect is imperative in order to determine the overall value of this material. The following key questions were addressed in this questionnaire:

1. current everyday language
2. linguistic meaningful situation to facilitate understanding
3. meaningful communication and realistic activities and situations
4. variety of topics

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5. vocabulary load
6. vocabulary and grammar gradations
7. vocabulary and grammar reinforcement
8. exercises to build up repertoire
9. practice in different types of writing
10. British vs. American English
11. formal vs. informal language
12. history of English language
13. black English vernacular
14. accents
15. how to teach linguistic variation for teachers

In the first section, experts analyzed evaluative checklists and reported frequency counts and percentage indexes. In the second part, textbook extracts related to linguistic variation lessons were presented and examined under subcategories. Both frequencies and percentage indices present the results.

4.11.5. Results of the evaluations

Below, a table and a graph are used to clarify the evaluation results. each question is followed with an interpretation and discussion of the result. The main focus of these discussions is to evaluate the textbook according to the scores given by the raters. The results of the evaluations are presented in order to fulfill a 'sociolinguistic variation' evaluation. In light of the importance of this evaluation, we can cite its potential for researchers in the same domain to investigate the strengths and weaknesses of the textbook Interchange, especially in relation to sociolinguistic insights. The table below lists in-depth questions and interpretations of the results. Having sufficient knowledge about the textbook Interchange, we invite you to select what is appropriate for you according to the following scale:

0= totally lacking, 1= weak, 2= adequate, 3= good, 4= excellent

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Items to examine	0	1	2	3	4
1. Is the material accurate and up-to-date ?			5		
2. Does the writer use current everyday language , and sentence structures that follow normal word order?		1		3	1
3. Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?		1		3	1
4. Do the exercises promote meaningful communication by referring to realistic activities and situations ?		1	1		3
5. Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the textbook is intended(urban or rural environment; child or adult learners; male and/or female students)?			1	4	
6. Does the vocabulary load (i.e. the number of new words introduced every lesson) seem to be reasonable for the students of that level?			2	1	2
7. Are the vocabulary and grammar items controlled to ensure systematic gradations from simple to complex items?		1		1	3
8. Is the new vocabulary and grammar repeated in subsequent lessons for reinforcement ?			1	1	3
9. Do the exercises involve vocabulary and structures which build up the learner`s repertoire ?		1	2	1	1
10. Do the exercises provide practice in different types of written work (sentence completion, spelling and dictation, guided composition)?			3	1	1
11. Is the difference in vocabulary, spelling and pronunciation between British English and American English presented in the textbook?	4	1			
12. Is the difference between formal and informal language explained with illustrations?		3	1		1
13. Is the history of the English language mentioned in reading or exercise sections of the book?	3	2			

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14. Are Black English Vernacular variety items used in audio extract or printed sections?	2	1	2	
15. Does the textbook present various accents speaking English from all over the world?		5		
16. Does the teacher Manuel explain how to teach linguistic variation in some suggestion boxes?	1	2	1	1

Table N. General and linguistic evaluation of the textbook Interchange according to CEIL 1 raters

4.11.6. Results of Linguistic Variation Analysis of the Textbook Interchange

As previously mentioned, this study does not focus on general textbook checklist analysis; instead, each question primarily addresses some aspects of sociolinguistic variation. The first part discusses the results for each of these questions, along with their respective interpretations.

Question 1. Is the material accurate and up to date?

When evaluating accuracy and if the textbook is new, the total number of the evaluators agreed that Interchange 4th edition is adequately precise and new. However, knowing that there is a fifth edition of the textbook released into the market, the evaluators could not deny the existence of real updated version but this was out of the CEIL's reach.

Question 2. Does the writer use current everyday language, and sentence structures that follow normal word order?

Most of the raters admitted that the textbook uses a satisfactory amount of current everyday language. Every unit has a discussion section filled with daily expressions and phrases for learners to explore and discover the current English language.

Question 3. Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?

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The evaluators assert that they introduce a significant number of meaningful situations to facilitate understanding and ensure the grasp and consolidation of linguistic items.

Question 4. Do the exercises promote meaningful communication by referring to realistic activities and situations?

This question is meant to consolidate and test the raters' consistency in their evaluation. Three of them found that the exercises endorse real situations in communication.

Question 5. Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the textbook is intended (urban or rural environment; child or adult learners; male and/or female students)?

Four evaluators concurred that the textbook encompasses a wide range of topics suitable for both young and adult learners, regardless of gender.

Question 6. Does the vocabulary load (i.e. the number of new words introduced every lesson) seem to be reasonable for the students of that level?

All raters claimed that there is a fairly good vocabulary load introduced according to the students' level.

Question 7. Are the vocabulary and grammar items controlled to ensure systematic gradations from simple to complex items?

All of the evaluators except one reported that there is a satisfactory systematic gradation in the vocabulary and grammar items from simple to more complex.

Question 8. Is the new vocabulary and grammar repeated in subsequent lessons for reinforcement?

The majority of the raters acknowledged the effective reinforcement of newly learned vocabulary and grammar. The unit review, which occurs after each of the two units, tests all the linguistic components studied before beginning a new unit.

Question 9. Do the exercises involve vocabulary and structures which build up the learner's repertoire?

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Four of the informants stated that the exercises involved a good amount of vocabulary and structure repertoire for the learners. However, this repertoire is only for general English skills.

Question 10. Do the exercises provide practice in different types of written work (sentence completion, spelling and dictation, guided composition)?

All of the evaluators agreed that a good share of different types of written work. In fact, the writing part is constantly emphasized from simple to complex; from bottom to top in the Interchange composition.

Question 11. Is the difference in vocabulary, spelling and pronunciation between British English and American English presented in the textbook?

Most of the raters do not find any reference to the distinction between British and American English, whether in vocabulary, spelling, or pronunciation. We will delve into this topic by examining an excerpt from the textbook, which primarily highlights American English due to its American origin.

Question 12. Is the history of the English language mentioned in reading or exercise sections of the book?

In response to this question, the entire team of evaluators noted the absence of an in-depth historical description of the English language. The nature of this ELT textbook prevents an in-depth linguistic history of the language from being included. This textbook serves as a general skill textbook for learners interested in the current everyday language and culture, not as a literature, history, or civilization book.

Question 13. Are Black English Vernacular variety items used in audio extract or printed sections?

Once again all of the raters found a weak reference to Black English Vernacular.

Question 14. Does the textbook present various accents speaking English from all over the world?

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All of the informants claimed that there was a weak use of different accents on the audio extracts. However, different accents were included in the audio CD where French, Indian and Asian speakers put their voices into many extracts.

Question 15. Does the teacher Manual explain how to teach linguistic variation in some suggestion boxes?

The majority of the evaluators in this case agreed that the linguistic variation was fairly well explained in the teachers' book. However, with limited time schedule regarding the length of the units so that each section is given its appropriate proportion.

4. 12 Discussion of the data analysis

According to the textbook questionnaire's score, the sociolinguistic values are as follows:

- The results of the study show that the Interchange 4th edition is **an old dated** version that cannot fit today's young minds. The free website, which hosts most of the resources for the CEIL1 English levels, does not offer the latest version of the series. Moreover, the results indicate that Interchange caters to events and topics that may not be of interest to academic learners, instead focusing on plain everyday conversations. These conversations make good use of the real everyday 'American' tongue, which includes idiomatic expressions, a significant number of contractions, and the use of words that are pronounced and spelled according to American English.
- The data analysis reveals that written input dominates the content, particularly the progression from word, sentence, and small paragraph writing, which aligns with the English language proficiency level. Equally, the textbook incorporated parts of graduation from sound to word-to-sentence pronunciation skills. However, the approach was superficial, lacking explicit rules or exceptions for learners to adhere to.
- Since improving communicative skills is the primary goal of the textbook, the material encourages students to practice speaking with peers and in group discussions to express their meaningful ideas more frequently on the textbook's chosen topics.

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- Each unit ends with the ambivalent comparison section, which asks ELT students to draw comparisons between their native language and English, either on a linguistic or supralinguistic level. There is a disagreement among instructors about whether to use the comparison between the two languages. Some of them steer clear of translation, leading to a comparison, while others embrace it when they discover aspects of comparison that aid in consolidation.

According to our evaluators, there is a satisfactory variety in the chosen texts. The Interchange 4th edition evenly distributes the proportions of various content types, including personal opinions and ideas that are beneficial for learners, as well as factual information from dialogues, biographies, surveys, reports, and newspaper articles. In the meantime, they acknowledged that there is a scarcity of literature, fiction, and stories.

Looking at the interchanged third edition in the same way shows that students have to "deduce semantic meaning" for a higher percentage of tasks (14.17%) compared to other mental operations needed for the tasks. To do this mental activity, pupils must comprehend a text's "surface" or "propositional" meaning, or, to put it another way, what the text is trying to communicate explicitly. (43)

In Interchange Third Edition, 14.87% of the learning tasks challenge students to "apply language rules." The grammar tasks, divided into two Grammar Focus sections for each unit, primarily employ this mental process. Although these activities offer instructional benefits, they seem to deprive students of meaningful context, as they restrict their grammatical changes to single, unconnected sentences. (43–44)

This illustrates how the Interchange encourages students to add their own information to the textbook's content in an effort to inspire them. (47)

The Interchange 3rd Edition scored 81.87% out of 100. This shows that all of the evaluators agree that the Table of Contents at the beginning of the book is a helpful means of accessing the book's content. It also demonstrates that the book's plan, section division, and graphic illustrations are satisfactory. Furthermore, it demonstrates that the chosen textbook has ample appendices for support. (50)

4.13 Critical Reflections on Teachers' Pedagogical Engagement with *Interchange* (4th Edition): A Sociolinguistic Perspective

The present evaluation of *Interchange* 4th Edition reveals its integration of sociolinguistic variation and its ability to meet the pedagogical needs of CEIL 1 learners, especially in terms of language variation awareness. Based on expert evaluation of sixteen items, significant patterns emerge, highlighting both its strengths and limitations. In fact, inspired by Daoud and Celce-Murcia's (1979) sociolinguistic checklist, several significant patterns emerge, reflecting both the textbook's strengths and its limitations.

First and foremost, despite its accuracy and usefulness, the material is outdated. Raters agree that using the fourth edition of *Interchange* may be detrimental to younger learners, who could benefit from more recent socio-cultural references and updated language usage. In fact, the existence of a more recent (fifth) edition renders the continued use of the fourth edition a potential disservice, particularly to younger learners. This issue underscores the challenge of resource accessibility in institutional settings, where availability and budget, rather than pedagogical value, limit textbook updates. This situation underscores the importance of ensuring that educational materials remain relevant and engaging for students, as outdated resources may hinder their learning experience. Consequently, it calls for institutions to prioritise access to updated texts that reflect contemporary languages and cultural contexts.

Interchange effectively introduces learners to common phrases, colloquial expressions, and sentence structures in natural spoken English, aligning with the communicative approach to language learning. The textbook promotes meaningful situational contexts for introducing vocabulary and grammar, and enhances assimilation and retention. This approach not only aids in understanding the language but also encourages learners to use it in real-life situations, making their learning experience more relevant and engaging. By focusing on practical usage, *Interchange* helps students build confidence in their communication skills. However, some raters expressed concerns about the depth and frequency of these occurrences.

The textbook's diverse range of topics, catering to urban/rural and young/adult learner profiles, was praised for its inclusive and relatable content. This recognition highlights the textbook's ability to engage a wide audience by addressing various contexts and age groups, ensuring that all learners can find relevant and meaningful material. Such inclusivity enhances understanding and fosters a sense of belonging among different types of students. However,

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the breadth was primarily horizontal, with limited depth into culturally or regionally nuanced content, such as minority dialects or lesser-known English-speaking communities. This limitation suggests that while the textbook effectively reaches a diverse audience, it may not fully cater to the rich variety of experiences and perspectives that exist within those groups. Consequently, the limitation could hinder some learners from fully connecting with the material on a deeper cultural level.

In terms of linguistic structuring, raters praised the systematic gradations in vocabulary and grammar, which promote a gradual skill build-up. However, the material's scope is narrow, focusing mainly on standardised American English, which marginalises varieties of English essential for global communicative competence, despite its effectiveness in retaining and internalising linguistic items. This narrow focus on standard American English limits learners' exposure to diverse English varieties, which are crucial for effective communication in a global context. Consequently, the material may be effective for internalising specific linguistic elements, but it may not adequately prepare learners for real-world interactions across different English-speaking cultures.

For example, **item 11**—on the presentation of **British vs. American English**—was widely criticized. The textbook predominantly features **American English** without meaningful comparative insights or exposure to other varieties. Furthermore, **Black English Vernacular (BEV)** and **accent diversity** were found to be significantly underrepresented. While the audio CD included a few international voices (French, Indian, Asian), the range of accents was tokenistic rather than pedagogically embedded. BEV, as an important sociolect with deep historical and cultural roots, was almost entirely absent, indicating a missed opportunity for fostering linguistic tolerance and awareness.

Similarly, **historical and formal-informal distinctions** were weakly covered. The **history of the English language** was not addressed in any substantive manner, which is perhaps understandable given the textbook's focus on communication over linguistics. Yet, even in a communicative textbook, neglecting the evolution and diversity of English undermines learners' capacity to understand its global nature. The **formal vs. informal register** was addressed to a minimal extent, but lacked sufficient illustrative support or context, leaving learners to infer distinctions rather than engaging with them critically.

One of the more promising findings concerns the **teacher's manual**, which did provide occasional guidance on how to approach **linguistic variation** in the classroom. However, the effectiveness of these suggestions is mitigated by the time constraints of CEIL's academic

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structure and the disproportionate length of textbook units, which limit the flexibility teachers need to explore these sociolinguistic detours thoroughly.

4. 14 Representations of Sociolinguistic Variation in Selected Extracts from *Interchange* (4th Edition)

From a sociolinguistic pedagogical standpoint, the textbook can be described as adequate but incomplete. It serves its function in promoting general communicative English, especially American English, and in supporting grammar and vocabulary acquisition. However, it falls short in exposing learners to the rich spectrum of English varieties, code-switching practices, accent awareness, and register sensitivity—all of which are essential for preparing learners to engage with real-world, multicultural, and multilingual English-speaking contexts.

This constraint, although anticipated in a conventional ELT textbook, is still significant, especially considering the CEIL's learner profile—adult learners with varied backgrounds, ambitions, and language experiences. These learners receive the greatest advantage not just from proficient English but also from comprehending whose English is being taught, the rationale behind it, and how language embodies power, culture, and identity.

The 4th edition of the textbook *Interchange* places significant emphasis on pronunciation and speaking skills. Each unit has a general rule about appropriate pronunciation, accent, and stress. The phonetic rules are not detailed, but rather presented in a deductive manner, requiring students to deduce the rule from examples before testing their acquired knowledge. For instance, the first unit in the pronunciation part, level three, introduces the students to linked sounds. Final consonant sounds are often linked to the vowel sounds that follow them (*interchange*, 4th edition: 5).

The same book discusses another variation section; in the grammar focus unit 3 page 17, the lesson is about requests with modals, if clauses and gerunds. The degree of formality (less formal, more formal) is determined by context and grammar. Following this, students engage in an exercise where they must circle the correct response, followed by another exercise that involves transforming informal sentences into formal requests. They then practice responding

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to these requests verbally with their peers, either in a formal or informal manner. The listening part also focuses on formulating formal and informal requests.

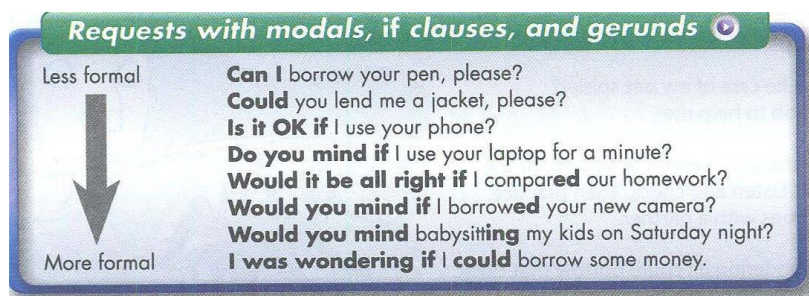


Figure 6 Interchange 4th Ed. sample (unit3:17)

Next, in the pronunciation section of the same unit, learners revisit the study of unreleased consonants, with instructions to listen and practice. Notice that when /t/, /d/, /k/, /g/, /p/ and /b/ are followed by consonant sounds, they are unreleased.

My students struggled to mimic the two sentences; it took them several minutes of laughter and stumbling tongues to pronounce them precisely as the audio speaker had.

Could Doug take care of my pet spider?

Can you ask Bob to help me?

Intonation and stress are introduced in units four and five, respectively. The book presents word stress in a sentence and the intonation patterns of complex sentences without providing a detailed explanation of why the key words receive stress. According to the book, the more important words in a sentence have more stress.

Further in the grammar, students learn how to express expectations using different sentences about what is accepted or not as a custom in society. A listening extract follows, in which three different nationalities discuss the norms in their respected countries (page 35).

Unit 6, "How to describe problems Part 1," presents another aspect of language variation by using past participles as adjectives and nouns.

Example from the book

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With Past participle as adjective

with noun

The jacket lining is torn.

It has a tear in it. / There's a hole in it.

Similarly, in the Grammar focus for describing problems part 2 (p.39), different ways of describing problems are illustrated in different grammar as follow:

Need+ gerund : the alarm needs fixing.

Need+passive infinitive: it needs to be fixed.

Keep+ gerund: the alarm keeps going off.

In the Pronunciation section: contrastive stress is learnt. Students notice how change in stress changes the meaning of each question and elicit a different response.

Is the bedroom window cracked? (No, the kitchen window is cracked.)
Is the bedroom window cracked? (No, the bedroom door is cracked.)
Is the bedroom window cracked? (No, it's broken.)

Figure 7Interchange 4th edition sample :Stress (unit 10: 65)

In Unit 9 students learn to make suggestions with different syntactic variation. As a follow up, students have to circle the correct form.

Making suggestions

With modals + verbs Maybe you could go to a chat room.	With negative questions Why don't you join an online dating service?
With gerunds What about taking a dance class? Have you thought about asking your friends to introduce you to their other friends?	With infinitives One option is to join a club. It might be a good idea to check out those discussion groups at the bookstore.

Figure 8 interchange 4th Ed. Sample: suggestions from unit 9

In unit 10, page 65, students learn the syllable main stress in four and five syllable words. The following unit, on page 76, introduces the learners to reduced sounds in the words have and have been. This is an example of typical American pronunciation in everyday conversation,

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where the reduction of sounds occurs most in 'have' and 'been'. In the same context, the lesson on unit 13, page 88, reduces the pronunciation of the past model 'have'.

The following units provide additional reviews on stress in compound words, word stress and rhythm in sentences, and intonation in tag questions, including rising and falling intonation.

The syntactic variation provided numerous examples for students to distinguish between formal and informal speaking and writing, including the use of infinitive clauses to express purpose, such as "for," "to," or "in order to." Similarly, in unit 12, the textbook illustrates the different ways to give reason using: because, since, because of, for, due to, the reason that/why. Always as feedback, the method of the textbook is to reinforce the newly learned lesson in more exercises and reviews at the end of the unit. This is included regarding the target of the series, which represents general American English courses. The spelling, the vocabulary, the grammar, and the contexts refer to the American language and culture.

The textbook meticulously described the syntactic and phonetic variations in the American language, as demonstrated above. However, the textbook did not provide a clear or detailed lesson on the evident differences between the British, American, or other varieties. On the other hand, different accents using the American variety were recorded for the listening and speaking practices.

As a conclusion to this section, the textbook interchange 4th edition represented efficiently the variation in the American language. Additionally, the textbook explicitly provided illustrations of everyday spoken and written expressions, ranging from formal to informal, along with guidelines on when and how to use them appropriately in terms of vocabulary, pronunciation, and grammar. Additionally, the method implicitly taught the students about language awareness and how to tolerate different accents, including those of the American variety. The real-life contexts usually met in American society, and the cultural picture was painted accordingly to meet the learners' expectations and erase the ambiguity around social and linguistic aspects. In sum, while *Interchange 4th Edition* demonstrates a strong grasp of structural and communicative English teaching principles, it is sociolinguistically narrow and somewhat outdated. The evaluation findings suggest that a complementary instructional strategy is needed—one in which teachers bring in supplemental material to fill in the gaps related to language variation, register diversity, and sociolinguistic awareness. This would not

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only enhance the textbook's value but also prepare learners to become not just fluent English speakers, but critically aware global communicators. This section analysed the degree to which Interchange (4th Edition) integrates sociolinguistic variation within its educational framework. The textbook proficiently covers broad communicative English, especially in its American form, but lacks explicit and varied exposure to global Englishes, accent variation, and code-switching techniques. Through various units, the textbook subtly integrates syntactic and phonetic nuances typical of American English. These include contrastive stress, reduced sounds, informal versus formal registers, and grammar constructions like infinitive clauses or modals. While phonological and syntactic characteristics frequently manifest in real-world circumstances, they are predominantly restricted to American sociolinguistic standards, without explicit comparative analyses with British or other English variations. Furthermore, although pronunciation and register are integrated throughout, they are addressed more through intuitive immersion rather than through analytical sociolinguistic analysis. Students are instructed to infer pronunciation patterns and levels of syntactic formality through repetitive exercises and communicative tasks, frequently without a meta-linguistic elucidation of the underlying social or cultural ramifications. The textbook prioritises practical language proficiency over sociolinguistic awareness.

As Concluding Remarks and from a critical educational perspective, Interchange (4th Edition) is structurally robust yet sociolinguistically constrained. Its efficacy is rooted on its lucidity, systematic grammatical advancement, and culturally immersing debates grounded in American life. Nevertheless, it fails to adequately represent the heterogeneous reality of English as a worldwide language. The nuanced and implicit instruction of variation—especially in pronunciation, register, and grammar—may suffice for effective communication but fall short in fostering critical language awareness among learners in multilingual and multicultural environments, such as CEIL students. The assessment underscores an immediate necessity for an auxiliary instructional approach. Educators must to be motivated to incorporate external, contextually pertinent resources that highlight non-native types, examine code-switching patterns, and enhance knowledge of the sociopolitical aspects of language use. This integration would enable learners to not only speak English but also comprehend the context of its use, including the power dynamics involved and the communication objectives pursued. Ultimately, although the textbook fulfils its communicative objectives within a conventional ELT framework, it incompetently depicts the dynamic, disputed, and diverse

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nature of English in practical application. To effectively prepare learners as knowledgeable and adaptable global communicators, the educational framework must broaden to incorporate a more comprehensive sociolinguistic perspective—one that recognises diversity as the standard rather than the anomaly.

4. 15 Conclusion

This chapter examines the sociolinguistic complexities surrounding the use, perception, and transmission of English within the CEIL context in Oran. It reveals that pedagogical materials often promote standardized, predominantly North American norms of English, while sidelining localized or pluralistic varieties. These silences have significant implications for learner identity and linguistic legitimacy. Teachers' reflections on their use of the Interchange textbook reveal pedagogical tensions between institutional expectations, curricular constraints, and sociolinguistic awareness. Some educators demonstrate a critical stance toward linguistic standardization, while others adhere to it for pragmatic reasons or lack of exposure to alternative models.

The findings highlight the need for sociolinguistically informed teacher training and a more reflective use of globalized ELT materials. The study also reveals complex, identity-infused attitudes shaped by learners' aspirations, multilingual realities, and perceptions of "good" or "correct" English. The chapter emphasizes the need to reframe English language pedagogy through a sociolinguistic lens that embraces variation, contextualizes materials, and amplifies the lived experiences of both learners and educators. It calls for a pedagogy that is not only linguistically competent but also sociolinguistically conscious, culturally inclusive, and critically responsive to the multilingual realities of Algerian learners.

General Conclusion

General Conclusion

People often describe research as a journey into the unknown. The outcome of an investigation is believed to be unpredictable. However, the method or way in which you chose to conduct your study is generally the same. Initially, like all researchers, we need to observe and look for what others have recorded or said. Listening and reading about the matter with an analytical and critical mind is crucial. Then, it is your turn to say or write about what you believe, test to be true, and find appropriate regarding the topic in question. Do not take what has been said and done in the same domain for granted. It all started with a question. Therefore, it is your responsibility to contribute your own knowledge and, of course, support your ideas with evidence from the practical field and appropriate illustrations relevant to the topic at hand. The task is not yet complete; anticipate the feedback from other readers or listeners who express interest in similar studies, as knowledge is a never-ending cycle. It takes years and ages to establish and make good use of the knowledge.

As mentioned above, we opted to undertake this research because of our previous experience teaching adults at CEIL Oran 1 (Centre d'Enseignement Intensif des Langues), a university centre that specialises in intensive language instruction. Its mission is to help university students improve their proficiency in a variety of languages, including Arabic, French, English, Spanish, Italian, Tamazight, Russian, and Chinese. All of the pre-intermediate and intermediate students in these programs had taken English classes for seven years, but they still felt very out of place when they had to communicate with native English speakers or try to use their language skills in a professional setting.

Years of teaching at CEIL in Oran University 1 greatly enriched our perspectives in regard to English variation teaching in Algeria. As teachers, one cannot learn without experiencing failure and adjusting the way in which we learn and teach. The initial years of teaching prove to be the most challenging, particularly when teachers find themselves initially perplexed and overwhelmed by the theoretical approach they learned in their university studies, coupled with its practical application. Additionally, they draw significant inspiration from their mentors, the older generation, and the most seasoned educators.

In everyday settings, these learners often expressed their frustration with their limited proficiency in speaking with native English speakers. They were quick to acknowledge that high school did not equip them with the necessary knowledge and that what little they did learn was insufficient. The paradoxical misuses of variety in sociolinguistics are the main focus of this study on the subject matter. In other words, if students do not get the chance to encounter real, native-speaker language in all its varieties, the quality of their communication would surely be evaluated as poor. Language instructors should think about more than just teaching Standard English when designing curricula. As a result, it is crucial to equip non-native English speakers with knowledge about the many varieties of the English language and to test them on this knowledge as they study the language.

Moreover, demand for the ‘Business English Certificate’ increased in Central China in the mid-1990s. We observed a similar surge in demand for business courses at the CEIL 1 institution. Students with side trades, such as small businesses, often found themselves compelled to relocate and travel to foreign countries such as Turkey and China, with English serving as a crucial language in both professional and recreational contexts.

During the ancient Greek philosophy, Socrates once said, ‘the highest form of human excellence is to question oneself and others.’ So the following questions constitute the core of this research: in Algeria, what are we studying British or American English? Does it really matter? Are the students and teachers conscious about this? If they have to choose what will be their number one choice and based on what they made such selection? More precisely, which English variety are we suppose to teach at CEIL1? Which preference should we take into consideration: the teacher’s, the student’s or the policy maker’s?

Nowadays, a simplified version of the English language is used as a ‘lingua franca’ to help interactions in seminars, academic writings and international organizations such as the United Nations. Ultimately, we came to the resolution that the idea of a standardized *lingua franca* variety or one supreme variety seems platonic for a world which is basically characterized by diversity in linguistic, cultural and social values. Thinking about a unified language is unreachable for the time being as long as people keep comparing and valuing a category of individuals or communities over the others. But the controversial question is? What shall we do with this social diversity? The answer is to get to know each other and accept what seem to be different for us in order to coexist with the other side as declared in the Holly Quran by the creator in SURAT ELHOJORAT, VERSE 13

‘O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.’

From Sahih International Quran translation

Generally, individuals begin learning a foreign language primarily to familiarize themselves with the culture of the target community, although they may also pursue other motivations. In regard to teachers' inclination towards American English, we can list first business and economic powers, then military arm dealings, then the media, movies (Hollywood), songs, tourism, and education. In fact, we prefer to learn the current English-used variety that has been imposed by the government or ministry of education as part of their language planning policy.

To the question ‘Who owns English?’ Crystal (2000) responded that no country has exclusive ownership of English, as it has become a universally spoken language. Hence, regardless of the history of the English language, where it came from and its origins, or the real source of its breakthrough, and from a purely sociolinguistic insight, we have to admit that in reality there is a variety of British, American, Canadian, Australian, African, and Indian English that differ in pronunciation, vocabulary, and syntax. In addition, each variety differs in offshoots within the same territory between north and south and west and east, from city to countryside, between old and young, between educated and illiterate, between sexes, between working and nonworking classes, and even within the same peers and communities.

In light of the discussions presented, it becomes evident that English language teaching must evolve to reflect the linguistic and cultural plurality of today’s world. Scholars such as Bax (2002), Kachru, and others underscore the urgency of moving beyond the narrow confines of Standard English, advocating instead for pedagogical models that embrace global varieties and validate learners’ linguistic identities. The inclusion of World Englishes in ELT not only enriches communicative competence but also fosters critical awareness of language ideologies, power structures, and social equity in education. As the debate between monocentric and pluralistic approaches continues, current research affirms the need for a more inclusive, context-sensitive, and socially responsive language education—one that prepares learners to navigate and contribute to the multilingual realities of the 21st century.

The part of the literature review of this study critically analysed sociolinguistic variation in SLA and ELT, stressing theoretical and practical consequences. Variation has been neglected in language instruction, yet evidence supports its use. Changing ELT paradigms, measuring sociolinguistic skills, and overcoming opposition to non-standard forms remain difficult. Future research should continue to explore the interplay between variation, identity, and pedagogy, ensuring that language education reflects the complexities of real-world communication. Despite the widespread implementation of a theoretical framework, a call for a positive language attitude, and various applications in education, we have yet to witness or experience any tangible progress in this field. This question will probably remain unsolved, like the choice between black or white, right or wrong. No matter how civilised and educated the person is, we cannot force them to change their opinion or feeling towards a certain variety. Indeed, racism is not innate; rather, it is a product of our psychological development, familial upbringing, and adult experiences. This experience shaped the fundamental aspects of our personalities. In fact, characters who are fixated will remain so until the end, without a second thought. That is the characters' nature.

The present study has highlighted the significance of sociolinguistic variation from both the teachers' and students' perspectives. It has also emphasized the potential of variation-focused inquiry to enhance learners' linguistic confidence and complement their formal English education. The questionnaire developed for this research was designed not only to gather data but also to act as a catalyst for reflection among participants, prompting them to reconsider their assumptions about language uniformity and variation.

Ultimately, the findings and recommendations derived from this research will resonate beyond the local context, informing English language teaching practices on both national and international levels. Despite the increasing accessibility of diverse English varieties—facilitated by global technological advancement—many learners continue to exhibit limited awareness of these forms. As linguists and educators, we bear the responsibility to challenge this gap by broadening our students' understanding of English variation, encouraging critical thinking, and dismantling residual stereotypes and prejudices.

This dissertation emphasizes the importance of sociolinguistic variation in English Language Teaching (ELT) in contexts like Algeria. Sociolinguistic variation is viewed as a reflection of linguistic choice shaped by context, identity, and social structures. In Algeria, where Arabic, Berber, and French form a unique multilingual matrix, English learners bring diverse

linguistic repertoires into the classroom. As Bouhadiba (2018) and Benrabah (2014) argue, this monolithic approach restricts learners' ability to develop the sociolinguistic competence essential for navigating global English use. However, ELT programs continue to emphasize British English as the ideal standard, failing to capitalize on students' real-life linguistic resources.

Sociolinguistic variation is deeply intertwined with identity, as learners adopt and resist linguistic forms based on how these forms align with their social aspirations, affiliations, or resistance to dominant norms. Algerian students often associate English with prestige and global opportunity, leading them to gravitate toward American or digital Englishes over British English enforced in the curriculum. To bridge this pedagogical gap, Algerian universities must embrace curricular reform that reflects the multilingual realities of both students and the global English-speaking world. This includes integrating multiple English varieties into syllabi and materials, teaching pragmatic, register, and dialectal variation, training teachers to guide learners in recognizing and navigating sociolinguistic diversity, and promoting media engagement and digital immersion as valid sources of variation acquisition.

Language acquisition is about rethinking identity, intelligibility, and global community, as Kachru and Jenkins have shown. As educators, we must teach English and promote a more equal and inclusive language. In fact, Language awareness is essential to unveiling the mystery behind the differences in speaking and writing. When you explain the difference between 'can you, please' and 'could you, please' to students, they often feel a sense of relief, as if they have finally solved a puzzle. The same is true when illustrating the degree of formality or how British and American English differ in spelling and pronunciation. Some of the learners would reply directly, 'Is that the difference? I have been questioning myself and others about this issue, but we never anticipated that it could be attributed to language variation. This was an actual response from one of my brilliant students. After studying and teaching language variation at the university department, sharing the knowledge among CEIL 1' students was important, especially when the institution made the use of the textbook interchange compulsory for all English levels. Therefore, it was a necessity to explicitly explain the difference with some examples in reference to both varieties, whether the students noticed the difference and asked about it or not.

Unfortunately, Algerian ELT's prescriptive approach contradicts with the developing awareness of language learning as a socially embedded, identity-driven process.

Sociolinguistic variety is crucial to real-world communication. Algerian English language education must adjust to the linguistic transformations brought about by globalisation. Universities may build grammatically proficient and sociolinguistically lively students who can confidently and critically traverse global English by integrating sociolinguistic variance into instructional methodologies.

For Algerian learners—particularly youth and adults—the primary cultural exposure to English typically comes through informal channels such as music, television, and digital media. These sources represent a vital reservoir of linguistic input that, if pedagogically harnessed, can enrich the educational process. Bridging the gap between the English taught in formal school environments and the English encountered in real-life domains—whether in professional, travel, or social contexts—requires a more nuanced and inclusive approach to teaching English variation. Fostering awareness of English language diversity, along with cultivating informed language attitudes among teachers and students alike, is essential for aligning educational outcomes with global communicative realities.

The findings of this study show a complicated link between Algerian language attitudes, educational norms, and linguistic ideologies. Teachers and students generally associate linguistic authority with geographical origin, favouring native speakerism. British and American English are preferred due to ingrained attitudes and limited exposure to global Englishes, not linguistic superiority. To prepare students for English as a global language, ELT teaching must change its objectives and include:

- Norming exposure to diverse Englishes (inner, outer, and extending circle).
- Promoting thoughtful and inclusive classroom approaches to foster open attitudes.
- Educating teachers to combat stereotypes and promote intelligibility above nativeness.

This research on language variation was indeed helpful for the dissertation's core writing. One should admit that the process of writing the chapters of this dissertation was done smoothly and easily with some helpful notions from English language variation. For example, paragraph sections were from time to time the same either when summarising or paraphrasing ideas. Therefore, expressing it in a unique way was a flawless implementation of previous research findings.

In the same vein, this study offers not only empirical insights but also practical guidance for future educators and researchers in the field of language variation. By integrating comprehensive literature reviews and context-specific case studies, it aims to support professional growth and curriculum development in the domain of sociolinguistics. In doing so, it aspires to inspire a new generation of teachers and scholars to embrace linguistic diversity as both a pedagogical asset and a critical dimension of language competence.

Consequently, it is both timely and necessary to explore the pedagogical implications of sociolinguistic variation within English language education. Central to this exploration is the concept of *language variation awareness*, which we argue is a pivotal element in fostering relevant and responsive teaching practices. Cultivating such awareness among both educators and learners enhances engagement and aligns classroom instruction with the linguistic realities encountered beyond academic settings. Exposure to English variation not only stimulates learners' curiosity but also gradually strengthens their motivation to explore and appreciate the diversity of English varieties, both inside and outside the classroom.

Meanwhile our reluctance to acknowledge it, the majority of the population under study exhibits these, to put it mildly, clichés. In every community, there are individuals who either love or hate a particular dialect or accent for personal or unexplained reasons. They would reply, "I don't like the way it sounds—'it's tough' for German, for example, or 'it is difficult' for Chinese, or 'it is a funny language' talking about Kurdistani." Furthermore, within the same country, certain dialects, such as Mascara and Tlemcen in Algeria, are stigmatized. Some dialects, such as those from southern Sahara regions, are considered challenging and incomprehensible. Even native speakers denigrate and mock these dialects or accents, labeling them as tough, feminist, Bedouin, or tribal. This is not a new issue; rather, it is a problem that has coexisted with human creation. We have yet to find a definitive solution or classification for this case.

As an overall conclusion, this paper work examined how sociolinguistic diversity affects English language education in Algeria. Through theoretical concepts, empirical methodologies, and instructional applications, the study showed how sociolinguistic influences shape language learning and use. The findings emphasise the need to shift from strict linguistic ideologies to a dynamic, context-sensitive approach to teaching English. This study shows that linguistic variation is part of language, not a hindrance to learning. In multilingual countries like Algeria, language learners must manage numerous linguistic norms

and social influences, necessitating a flexible language instruction strategy. Sociolinguistic variety in English language instruction improves communicative skill, cultural awareness, and real-world language usage. Further study should examine how sociolinguistic ideas might be used to ELT curriculum, teacher training, and evaluation systems. Digital communication and globalisation continue to impact language use, thus new kinds of variation should be developed to keep language education current. Sociolinguistic views in English language instruction can provide a more inclusive, context-aware, and communicative learning environment. Thus, this study proposes a paradigm change in language instruction that embraces language's rich diversity as a social and interactive reality rather than prescriptive standards.

Lastly, in tracing the intricate threads of language variation and its pedagogical implications, this research has not only unearthed the sociolinguistic realities of English teaching in Algeria, but has also opened a space for critical questioning—of norms, of practices, and of futures yet unwritten. Let us be honest about it, Language is not a fixed structure but a living force, influenced as much by policy and education as by people's hopes, feelings, thoughts, and everyday negotiations. Although the present state of English Language Teaching in Algerian universities is predominantly rooted in standardised grammar and accent norms, a gradual transformation is emerging, one that advocates for curricular evolution, where variation is not regarded as deviation but rather embraced as a reflection of genuine communication. As last thoughts and recommendations for all, the path forward involves significant reforms: incorporating sociolinguistic variety into instructional materials, empowering educators via specialized training, and building a research culture attentive to the voices and vernaculars that inhabit actual Algerian classrooms. What remains, therefore, is not a last word but an echo: a call for educators, researchers, and learners to engage more profoundly with the variety of Englishes, to honour the voices at the periphery, and to create classrooms where diversity is not just acknowledged, but cherished. Actually, the narrative is far from done. It is in the hands of those who read, teach, speak, and dare to ask:

‘What if we taught language not as a standard to be attained, but as a world to be explored?’

Limitations to this study

All in all, despite the broad scope and complexity of this investigation, significant limitations must be acknowledged. These include institutional constraints, a restricted sample size within CEIL 1, and the difficulties of collecting all aspects of sociolinguistic variation across various educational settings. One of the undeniable primary limitations of the present study lies in its exclusive focus on two English varieties—British and American—while excluding other global varieties of English. This selective approach is not arbitrary but rather reflects the sociolinguistic landscape and language education policies historically prevalent in Algeria. Traditionally, English was introduced as a second foreign language in the Algerian educational system, typically taught at the middle school level, subsequent to the early instruction of French in primary school. This sequencing entrenched the dominance of British and American English as the most institutionally accessible models. However, it is important to acknowledge that recent educational reforms have modified this linguistic trajectory, now introducing both French and English alongside Arabic from the primary level. These reforms, however, did not apply to the cohort under investigation in this study, thus justifying the narrower focus on British and American English within our case study framework. Additionally, this study deliberately skipped the traditional comparison/contrast essay structure that used to be found in all novice linguistic researches in order to avoid writing another tedious research paper about the differences between American and British English. Indeed, as it was indicated right from the outset, this study reveals global and World Englishes through specific lenses. When it comes to language variation awareness and attitude, the sociolinguistic context of higher education is crucial.

Furthermore, a comprehensive examination of global English varieties would necessitate an extensive, multi-volume undertaking. Given the practical constraints of time and scope inherent to the present research, the study was necessarily delimited to the investigation of English language variation within a fragment in this Algerian context. More specifically, the analysis was grounded in a localized sociolinguistic and pedagogical inquiry conducted in the city of Oran. This focused approach, while narrow in geographical and thematic range, allows for a more in-depth exploration of the contextual realities that shape English language teaching and usage in a representative Algerian urban setting. Such limits, although restricting the potential for generalisation of findings, also offer potential rich ground for future exploration.

Résumé

Il est universellement reconnu que l'anglais joue un rôle de plus en plus dominant à travers le monde, que ce soit pour des raisons économiques, politiques, technologiques, éducatives ou de divertissement. Ainsi, apprendre l'anglais est devenu primordial pour réussir et survivre dans les hauts et les bas du travail, des études, des affaires et des loisirs. De plus en plus d'étudiants étrangers s'inscrivent à des cours d'anglais pour améliorer leur niveau, que ce soit à des fins académiques ou touristiques. Ainsi, les tendances actuelles en sociolinguistique et en éducation intègrent l'usage des 'World Englishes', de l'anglais comme lingua franca ou comme langue internationale.

De nombreux facteurs interviennent dans l'enseignement de l'anglais langue étrangère (EFL), notamment la langue elle-même, l'enseignant, les apprenants, la pédagogie et le contexte. Notre enquête sur l'enseignement de l'anglais en Algérie a révélé que l'utilisation d'une méthode consistant à présenter d'abord une vue d'ensemble avant de se concentrer sur un détail particulier constitue une stratégie pertinente. Il est impératif de clarifier les zones d'ombre et les nombreuses interrogations autour de l'enseignement des variations de l'anglais en Algérie, tout en analysant les causes profondes de cette négligence afin d'envisager les stratégies les plus efficaces à adopter.

Cette recherche met en lumière une sélection de méthodes approuvées pour enseigner aux adultes apprenants d'EFL la variation linguistique, la conscience linguistique et les attitudes langagières. Nous citons des travaux notables qui prônent l'intégration des variations de l'anglais dans les programmes, en examinant les raisons et les modalités de cette inclusion. Les résultats indiquent que les étudiants adultes de l'Université d'Oran préfèrent l'anglais américain à l'anglais britannique, bien qu'ils manquent de connaissances sur les différences linguistiques entre les deux. Par ailleurs, les autres variétés d'anglais mondial sont fortement stigmatisées, et les programmes de formation des enseignants n'intègrent pas de modules sur la variation linguistique, bien que les étudiants manifestent une curiosité à ce sujet. D'un point de vue holistique, en tenant compte des perspectives des enseignants, les résultats de cette étude offrent une compréhension approfondie des applications et implications pratiques de la variation sociolinguistique dans le domaine de l'éducation.

Mots-clés : sociolinguistique, variation linguistique, variétés, conscience linguistique, attitude, enseignement de l'anglais (ELF)

الملخص

من المتفق عليه عالمياً أنّ اللغة الإنجليزية تلعب دوراً متزايد الأهمية في مختلف أنحاء العالم، سواء لأسباب اقتصادية، سياسية، تكنولوجية، تعليمية أو ترفيهية. وبالتالي، أصبح تعلّم الإنجليزية أمراً ضرورياً من أجل التكيف والنجاح في مجالات العمل والدراسة والتجارة والترفيه. ولهذا السبب، يُقبل الكثير من الطلبة الأجانب على الالتحاق بدورات تعليم اللغة الإنجليزية لتحسين مستواهم، سواء لأغراض أكاديمية أو سياحية. ومن هنا، تشمل التوجّهات الحديثة في علم الاجتماع اللغوي والتعليم استخدام الإنجليزية العالمية، أو الإنجليزية كلغة مشتركة، أو كلغة دولية.

عند تدريس الإنجليزية كلغة أجنبية (EFL)، تتداخل عدّة عناصر: اللغة نفسها، المعلم، المتعلّم، المنهجية، والسياق. وقد كشفت دراستنا حول تعليم الإنجليزية في الجزائر أنّ اعتماد أسلوب تقديم الصورة الكلية أولاً ثم التركيز على التفاصيل يشكل استراتيجية ناجحة. لا بدّ من إزالة الغموض والإجابة عن الأسئلة المتكرّرة بشأن تعليم تنوّع الإنجليزية في الجزائر، وتحليل أسباب تهميشه، واقتراح أنجح السبل لتطبيقه.

تسلّط هذه الدراسة الضوء على مجموعة من الأساليب المعتمدة لتعليم الطلبة الراشدين من طلبة الإنجليزية كلغة أجنبية موضوع التنوّع اللغوي، والوعي اللغوي، والمواقف تجاه اللغة. وقد أوردنا أعمالاً مرجعية تشجّع على إدماج تنوّع اللغة في المناهج الدراسية، وبيّنا الأسباب والدوافع لذلك.

تشير النتائج إلى أنّ الطلبة الراشدين بجامعة وهران يفضلون الإنجليزية الأمريكية على البريطانية، رغم قلة معرفتهم بالفوارق اللغوية بينهما. كما أنّ باقي اللهجات والأنواع العالمية من الإنجليزية تُعاني من وصم واضح، في حين لا تتناول برامج تكوين الأساتذة موضوع الوعي بالتنوّع اللغوي أو المواقف اللغوية، وهو موضوع يثير فضول الطلبة منذ بداية تعلّمهم.

انطلاقاً من منظور عام، ومن خلال استحضار آراء المدرّسين، تقدّم نتائج هذه الدراسة فهماً عميقاً للاستعمالات والتأثيرات التربوية المرتبطة بالتنوّع السوسiolغوي في ميدان التعليم.

الكلمات المفتاحية: علم الاجتماع اللغوي، التنوّع اللغوي، اللهجات، الوعي اللغوي، الموقف اللغوي، تعليم اللغة الإنجليزية

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APPENDIX

Teachers` questionnaire

This is a teachers` questionnaire for a doctorate thesis on variationist sociolinguistics and education.

Sex: ☐ Male ☐ Female

Age:

Place of birth:

Place of work:

Place of residence:

Qualification of education: ☐ license ☐ Master ☐ Magister ☐ Doctorate

1. Rate the following teacher qualities in order of importance (1-6)

- ☐ They can control the class.
- ☐ They know their students.
- ☐ They prepare well.

- ☐ They are very entertaining
- ☐ They give interesting classes.
- ☐ They know their subjects.

2. According to you, who should do most of the talking in the classroom?

- ☐ The teacher
- ☐ The students
- ☐ Comment on your answer, please:

3. Who is responsible for better English learning?

- ☐ The student
- ☐ The teacher
- ☐ The parents

- ☐ The institution
- ☐ The ministry of education
- ☐ Not sure

4. What positive qualities do successful learners share?

- ☐ Goal oriented
- ☐ Dedicated
- ☐ Patient
- ☐ Responsible
- ☐ Confident
- ☐ Self study
- ☐ Motivated
- ☐ Practice all the time

- ☐ Constantly exposed to English via media and internet
- ☐ Use a variety of resources of different English.
- ☐ Other. Write it, please.

.....
.....

5. What`s special about teaching adults? Tick the corresponding sentences

- ☐ They find it difficult to learn English.
- ☐ They want to learn more about the grammar.
- ☐ They want to learn pronunciation and how to speak fluently.
- ☐ They are reluctant when practicing an activity with games.

- ☐ They are nervous when they are called to the board or to speak in front of the class.
- ☐ They surprise you when you get them to write about personal matters or poems for instance.
- ☐ They are more interested in the audio or video based lessons.

6. Do you inform your students about upcoming western events and present the description of culture and traditional festivities like Eastern, Charismas, Thanksgiving, Halloween and other festivities and how they are celebrated?

- ☐ Always
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

7. Where do you stand in this debate?

- ☐ Teaching vernacular English is important.
- ☐ Teaching Standard English is more important.
- ☐ Teaching involves both Standard and vernacular English

8. Which one is more important? Write in numbers from 1 the most important to 4 the least important

Formal Spoken English ☐

Informal spoken English ☐

Formal Written English ☐

Informal written English ☐

9. If some of your student didn't understand a particular classroom activity or instructions, what would you do?

- ☐ Translate it into French, Arabic or Algerian Arabic.
- ☐ Explain it in English again but slowly this time.
- ☐ Let their peers explain it to them.
- ☐ Ignore it

10. How would you describe your student's level?

- ☐ They use a very narrow range of English
- ☐ They use a wide range of language (with some confidence) in all but the most demanding situations.
- ☐ They know and use a limited range of language of Basic English
- ☐ They use a moderate rate of language, sufficient for most practical needs and personal conversations.

11. Did you study language variation during your university degree?

- ☐ Yes
- ☐ No

12. How helpful were those variation lessons?

- ☐ Very helpful! I always try to apply what I learnt into the classroom.
- ☐ I'm not sure! I've got the knowledge but I don't know how to apply it.
- ☐ Not helpful at all

13. Do you integrate parts of language variation into your lessons?

- ☐ Yes
- ☐ No

14. Are your students interested or curious about language variation?

- ☐ Yes
- ☐ No
- ☐ I don't know

15. What kind of English language variation did you present to your student?

- ☐ Phonological Variation
- ☐ Other, specify:
- ☐ Semantic variation
- ☐ Syntactic variation
- ☐ Stylistic variation
- ☐ Language change

16. Which English you consider yourself teaching?

- ☐ British English ☐ American English ☐ Other, **write about it:**

17. Which English are your students more interested in?

- ☐ British English ☐ American English ☐ Other, **write about it:**

18. In your opinion, what country should English belong to?

- ☐ Native areas (USA, UK, Ireland, Canada, Australia, New Zealand) ☐ Areas of English as foreign language (China, Japan, Poland, Vietnam)
☐ Previous English colonies (India, Singapore, Malaysia, South Africa) ☐ All areas listed above

19. In your opinion, native English speaker is a person who

- ☐ Was born and grew up in the US ☐ Was born and grew up in countries where English is the primary language of the majority
☐ Was born in the UK ☐ Speaks English as his native language

20. English is spoken in a different way in different countries. Which of the following language variety appeals to you the most? Circle only one option.

- | | |
|----------------------|----------------------|
| 1 British English | 6 Indian English |
| 2 American English | 7 Finnish English |
| 3 Australian English | 8 Other, what? |
| 4 Irish English | 9 No opinion |
| 5 Canadian English | |

21. Which of the above ways of speaking English appeals to you the least? Mark down the number of the option.

22. In your opinion, which kind of English should teachers in CEIL use?

- ☐ Native speakers' English ☐ Local English
☐ Neutral English ☐ I don't know

23. In your opinion which kind of native English should teachers use?

- ☐ America ☐ British ☐ Irish ☐ Canadian ☐ Australian ☐ New Zealand

24. According to you, your students want to speak English as

- ☐ Native speakers ☐ Foreign speakers with accents
☐ Recognizable and understandable language ☐ I don't know

25. Do you think it is easy to get rid of your accent?

- ☐ Yes ☐ No

26. When you speak English you have to get rid of your accent?

- ☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree

27. Why do you wish to speak like a native speaker?

- | | |
|--|---|
| ☐ To have a native like accent | ☐ To make others easily understand you |
| ☐ To hide identity | ☐ To make me feel more confident |
| ☐ To be accepted by native speakers | ☐ Other, please specify |
| ☐ To have a good salary | ☐ I don't wish to sound or speak like a native speaker |
| ☐ To get other's admiration | |
| ☐ To get other's respect | |

28. Have you ever attended workshops, seminars or conferences on the English language variation?

☐ Yes ☐ no

If Yes! Write when was it? how was it? And describe your experience, please.

.....

.....

.....

If No! Please, tell us why?

.....

.....

.....

Thanks for your collaboration

Students` questionnaire (This is a student's questionnaire for a doctorate thesis on sociolinguistics)

Sex: ☐ Male ☐ Female Age: Place of birth: Occupation:

Qualification of education: ☐ license ☐ Master ☐ Magister ☐ Doctorate Place of residence:

CEIL English level: ☐ A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2

1) Why do you want to study English?

- ☐ I want to study or work abroad ☐ I want to travel and I need it to communicate with foreigners
☐ I need it in my studies here in Algeria ☐ I love it
☐ I need it at my work place

2) What is most important to learn?

- ☐ Standard English ☐ Other
☐ Vernacular English
☐ Both

3) What's the most important to you? Classify them from 1 most important to 4 the least important

- ☐ Informal spoken English ☐ formal spoken English
☐ Informal written ☐ formal written

4) You understand better when your teacher....

- ☐ Translate words into French or Arabic or Algerian Arabic ☐ You look for the meaning in an English-English dictionary
☐ You translate the word in your own English dictionary ☐ You ask your classmates about its meaning

5) Rate the following teacher qualities in order of importance (1-6)

- ☐ They can control the class. ☐ They are very entertaining
☐ They know their students. ☐ They give interesting classes.
☐ They prepare well. ☐ They know their subjects.

6) According to you, who should do most of the talking in the classroom?

- ☐ The teacher
☐ The students

7) Who is responsible for better English learning?

- ☐ The student ☐ The institution
☐ The teacher ☐ The ministry of education
☐ The parents ☐ Not sure

8) What positive qualities do successful learners share?

- ☐ Goal oriented ☐ Other. Write it, please.
☐ Dedicated
☐ Patient
☐ Responsible
☐ Confident
☐ Self study
☐ Motivated
☐ Practice all the time
☐ Constantly exposed to English via media and internet
☐ Use a variety of resources of different English.

9) How would you describe your English learning experience?

- | | |
|--|--|
| ☐ I find it difficult to learn English. | ☐ I get nervous when I'm called to the board or to speak in front of the class. |
| ☐ I want to learn more about the grammar. | ☐ I like to write about personal matters or poems for instance. |
| ☐ I want to learn pronunciation and how to speak fluently. | ☐ I am more interested in the audio or video based lessons. |
| ☐ I don't like to participate in role play group activities or games. | |

10) Have you ever been introduced to English language variation during your classes?

- ☐ Yes ☐ no ☐ I don't know

11) Do you know the difference between American English and British English?

- ☐ Yes ☐ no ☐ I don't know

12) Are you interested or curious about learning the different kinds of English?

- ☐ Yes ☐ no ☐ I don't know

13) Which English are you more interested in?

- ☐ British English ☐ American English ☐ Other, write about it:

14) In your opinion, what country should English belong to?

- | | |
|---|---|
| ☐ Native areas (USA, UK, Ireland, Canada, Australia, New Zealand) | ☐ Areas of English as foreign language (China, Japan, Poland, Vietnam) |
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| 5 Canadian English | |

16) Which of the above ways of speaking English appeals to you the least? Mark down the number of the option.

|_____|

17) In your opinion, which kind of English should teachers in CEIL use?

- | | |
|---|--|
| ☐ American English | ☐ Other, write it |
| ☐ British English | |
| ☐ Both | |

18) According to you, you want to speak English as ...

- | | |
|---|--|
| ☐ Native speakers | ☐ Foreign speakers with accents |
| ☐ Recognizable and understandable language | ☐ I don't know |

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21) Do you think it is easy to get rid of your accent?

- ☐ Yes ☐ No

22) When you speak English you have to get rid of your accent?

- ☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree

23) Where do you use English the most? Choose only one answer.

- ☐ At school or in my studies
- ☐ In my free time
- ☐ At work ☐ I do not use English

24) Why do you wish to speak like a native speaker?

- ☐ To have a native like accent
- ☐ To hide identity
- ☐ To be accepted by native speakers
- ☐ To have a good salary
- ☐ To get other`s admiration
- ☐ To get other`s respect
- ☐ To make others easily understand you
- ☐ To make me feel more confident
- ☐ Other, please specify
-
-
- ☐ I don't wish to speak like a native speaker

25) How do you evaluate your skills in English according to the options below?
Please answer all items a–d.

	fluently	Fairly fluently	moderately	With difficulty	Only few words	Not at all
a) I speak English						
b) I write English						
c) I read English						
d) I understand spoken English						

26) In your free time, how often do you listen to English: Please answer all items a–d.

	Almost daily	About once a week	About once a month	Less frequently	Never
a) Music					
b) Speech in subtitled films or television programmes					
c) Speech programmes on the radio, or podcasts					
d) Films or television programmes without subtitles					

27) In your free time, do you write in English: Please answer all items a–f.

	Almost daily	About once a week	About once a month	Less frequently	Never
a) Letters, post cards					
b) Stories, poems					
c) Text messages					
d) Notes or other short messages					
e) E-mails					
f) On the internet (e.g. weblogs, discussion forums)					

28) In your free time, do you read in English: Please answer all items a–h.

	Almost daily	About once a week	About once a month	Less frequently	Never
a) Newspapers					
b) Magazines (general interest/hobbies)					
c) Comics					
d) Literature					
e) Nonfiction/professional literature/scientific papers					
f) Manuals and product descriptions					
g) E-mails					
h) Web pages (webzines, home pages)					

29) The following concerns your use of English while you are working. Do you use English in your current job for: Please answer all items a–n.

	Almost daily	About once a week	About once a month	Less frequently	Never
Reading manuals and product descriptions					
Reading nonfiction and professional literature					
Reading e-mails					
Reading web pages					
Searching information (e.g. Google)					
Listening to presentations or lectures					
Writing e-mails					
Writing documents					
Speaking with colleagues					

Speaking in meetings and negotiations					
Speaking with clients and partners on the phone					
Speaking with clients and partners face to face					
Giving presentations or lectures					

Thank you for your collaboration

Résumé

Il est universellement reconnu que l'anglais joue un rôle de plus en plus dominant à travers le monde, que ce soit pour des raisons économiques, politiques, technologiques, éducatives ou de divertissement. Ainsi, apprendre l'anglais est devenu primordial pour réussir et survivre dans les hauts et les bas du travail, des études, des affaires et des loisirs. De plus en plus d'étudiants étrangers s'inscrivent à des cours d'anglais pour améliorer leur niveau, que ce soit à des fins académiques ou touristiques. Ainsi, les tendances actuelles en sociolinguistique et en éducation intègrent l'usage des 'World Englishes', de l'anglais comme lingua franca ou comme langue internationale. De nombreux facteurs interviennent dans l'enseignement de l'anglais langue étrangère (EFL), notamment la langue elle-même, l'enseignant, les apprenants, la pédagogie et le contexte. Notre enquête sur l'enseignement de l'anglais en Algérie a révélé que l'utilisation d'une méthode consistant à présenter d'abord une vue d'ensemble avant de se concentrer sur un détail particulier constitue une stratégie pertinente. Il est impératif de clarifier les zones d'ombre et les nombreuses interrogations autour de l'enseignement des variations de l'anglais en Algérie, tout en analysant les causes profondes de cette négligence afin d'envisager les stratégies les plus efficaces à adopter. Cette recherche met en lumière une sélection de méthodes approuvées pour enseigner aux adultes apprenants d'EFL la variation linguistique, la conscience linguistique et les attitudes langagières. Nous citons des travaux notables qui prônent l'intégration des variations de l'anglais dans les programmes, en examinant les raisons et les modalités de cette inclusion. Les résultats indiquent que les étudiants adultes de l'Université d'Oran préfèrent l'anglais américain à l'anglais britannique, bien qu'ils manquent de connaissances sur les différences linguistiques entre les deux. Par ailleurs, les autres variétés d'anglais mondial sont fortement stigmatisées, et les programmes de formation des enseignants n'intègrent pas de modules sur la variation linguistique, bien que les étudiants manifestent une curiosité à ce sujet. D'un point de vue holistique, en tenant compte des perspectives des enseignants, les résultats de cette étude offrent une compréhension approfondie des applications et implications pratiques de la variation sociolinguistique dans le domaine de l'éducation.

Mots-clés : attitude, conscience linguistique, enseignement de l'anglais (ELF), sociolinguistique, variation linguistique, variétés.

الملخص

من المتفق عليه عالمياً أنّ اللغة الإنجليزية تلعب دوراً متزايد الأهمية في مختلف أنحاء العالم، سواء لأسباب اقتصادية، سياسية، تكنولوجية، تعليمية أو ترفيهية. وبالتالي، أصبح تعلّم الإنجليزية أمراً ضرورياً من أجل التكيف والنجاح في مجالات العمل والدراسة والتجارة والترفيه. ولهذا السبب، يُقبل الكثير من الطلبة الأجانب على الالتحاق بدورات تعليم اللغة الإنجليزية لتحسين مستواهم، سواء لأغراض أكاديمية أو سياحية. ومن هنا، تشمل التوجّهات الحديثة في علم الاجتماع اللغوي والتعليم استخدام الإنجليزية العالمية، أو الإنجليزية كلغة مشتركة، أو كلغة دولية. عند تدريس الإنجليزية كلغة أجنبية (EFL)، تتداخل عدّة عناصر: اللغة نفسها، المعلم، المتعلّم، المنهجية، والسياق. وقد كشفت دراساتنا حول تعليم الإنجليزية في الجزائر أنّ اعتماد أسلوب تقديم الصورة الكلية أولاً ثم التركيز على التفاصيل يشكل استراتيجية ناجحة. لا بدّ من إزالة الغموض والإجابة عن الأسئلة المتكرّرة بشأن تعليم تنوّع الإنجليزية في الجزائر، وتحليل أسباب تهميشه، واقتراح أنجح السبل لتطبيقه. تسلّط هذه الدراسة الضوء على مجموعة من الأساليب المعتمدة لتعليم الطلبة الراشدين من طلبة الإنجليزية كلغة أجنبية موضوع التنوّع اللغوي، والوعي اللغوي، والمواقف تجاه اللغة. وقد أوردنا أعمالاً مرجعية تشجّع على إدماج تنوّع اللغة في المناهج الدراسية، وبيّنا الأسباب والدوافع لذلك. تشير النتائج إلى أنّ الطلبة الراشدين بجامعة وهران يفضلون الإنجليزية الأمريكية على البريطانية، رغم قلّة معرفتهم بالفوارق اللغوية بينهما. كما أنّ باقي اللهجات والأنواع العالمية من الإنجليزية تُعاني من وصم واضح، في حين لا تتناول برامج تكوين الأساتذة موضوع الوعي بالتنوّع اللغوي أو المواقف اللغوية، وهو موضوع يثير فضول الطلبة منذ بداية تعلّمهم. انطلاقاً من منظور عام، ومن خلال استحضار آراء المدرّسين، تقدّم نتائج هذه الدراسة فهماً عميقاً للاستعمالات والتأثيرات التربوية المرتبطة بالتنوّع السوسiolغوي في ميدان التعليم.

الكلمات المفتاحية: علم الاجتماع اللغوي، التنوّع اللغوي، اللهجات، الوعي اللغوي، الموقف اللغوي، تعليم اللغة الإنجليزية