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Polish Secondary School Students' Attitudes toward English as a Pluricentric Language

Abstract: The concept of English as a pluricentric language has attracted much attention among scholars. Due to the worldwide use of English, many scholars claim that English learners should be exposed to different varieties of English. They believe that more exposure to English varieties during the learning process can lead to a greater tolerance and appreciation for these varieties. A quantitative case study examined the attitudes of Polish secondary school students to determine whether final-year students have developed more tolerant attitudes towards different English varieties than first-year students. The findings showed that final-year students only hold more positive attitudes towards English from Inner Circle countries than first-year students. Outer Circle and Expanding Circle countries were rated considerably lower than Inner Circle countries, which suggests that Polish secondary school students have a limited knowledge of World Englishes.

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Introduction

English has long been perceived as the language for international communication, and it continues to spread around the world. The proliferation of English has resulted in many different varieties of English (Pishghadam, 2011). As noted by Schneider (2007), “English is no longer just one language; it comes in many different shapes and sizes” (p. 2). These new versions of English have been developed as a result of the different contexts in which they operate (Widdowson, 1994).

The presence of English differs among the European countries; in most northern European countries, English has a longer tradition than in southern and eastern European countries where other foreign languages have been present (Cenoz & Jessner, 2000). According to Griffin (1997), “until recently, visitors to Eastern Europe found that comparatively few people could communicate in English and the influence of English was less apparent in the region’s languages and cultures” (p. 34). Due to ideological reasons, Russian was promoted by the Eastern and Central European regimes as the main second language; English was not widely taught. Anglo-American popular culture was suppressed in Eastern and Central European countries, and the Iron Curtain was a barrier to the growth of the English language in Eastern and Central Europe (Griffin, 1997). After the fall of the Iron Curtain, the diffusion of English was constrained by the shortage of English teachers (Griffin, 1997).

The gradual emergence of English in Central Europe can be observed in Poland. According to Griffin (1997), in 1990 “in public life there was virtually no English presence”(p. 34). In 1993, English began to become more prevalent in businesses and on the streets of Poland. In addition, many schoolchildren started to learn the English language (Griffin, 1997). Since the early 1990s, there have been changes in the language teaching system in Poland; the obligatory teaching of Russian was abandoned. Recently, the Ministry

of National Education (2007) indicated that “English in the language curriculum has become dominant in most parts of the country” (p. 12). Reichelt (2005) writes that the majority of students now choose English as their foreign language and that the English language has great prestige among different age groups because the language is associated with financial and professional success. According to Reichelt (2005), there are generally positive attitudes towards English and English language learning in Poland. However, since there is, as Lyster (1993) describes, “many English languages”, it has caused several Polish scholars to investigate attitudes of Polish students towards different English accents (as cited in Bolton, 2006, p. 369). It has been argued by some scholars that incorporating other varieties of English into language learning is crucial because it prepares learners for how English is used in different contexts around the world. Such scholars believe that greater exposure to English varieties during the learning process can lead to a greater tolerance and appreciation for these varieties (e.g. Berns, 2008; Matsuda, 2002; Morrison & White, 2005). It is unclear if age has an influence on attitudes towards English varieties; some studies have shown that younger children have more positive attitudes towards different language variations than older children, and other studies suggest that older children are more tolerant to language variations (Giles et al., 1983; Van den Doel, 2006). Because of the conflicting ideas and lack of substantive research in this area, this study will investigate the role of age in attitudes towards English as a pluricentric language in Poland.

This study is organized as follows. The paper begins by presenting a theoretical background for English as a pluricentric language and the role of language attitudes. This section will be followed by the research methodology. The research findings will then be presented, along with a discussion of the findings. The paper concludes with a summary of the implications and the limitations of the study.

Theoretical Background

2. Language globalization

Globalization is defined as “the way in which, under contemporary conditions especially, relation of power and communication are stretched across the globe, involving compression of time and space and a recomposition of social relationships” (Mohammadi, 1997, p. 1).

Globalization can be seen as a process where cultures influence each other and begin to converge, for instance, through migration, trade, and exchange of information. Due to advances in telecommunication and the rapid increase in economic and financial interdependence worldwide, the degree and intensity of relations among different cultures and different parts of the world has accelerated dramatically in recent decades (Arnett, 2002, p. 774). Although globalization is often associated with economic factors, it also has significant linguistic implications. Dörnyei & Csizér (2006) explain that, due to geopolitical significance, certain languages gain influence, often at the expense of other languages, which leads to a new linguistic hierarchy (p. 7). As a result, the impact of globalization has been a prominent subject in applied linguistic research (Dörnyei & Csizér, 2006).

Due to the influence of English in globalization, it is spoken by a vast number of people, which has resulted in many varieties of the language (Xiaoqiong & Xianxing, 2011). Kachru (1992) has described the sociolinguistic profile of English as three concentric circles; the Inner Circle, the Outer Circle and the Expanding Circle. These circles represent “the type of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages” (Kachru, 1985, p. 12). The Inner Circle refers to locations where English is the first language; for example, in the United States, United Kingdom and Australia. The Outer Circle involves locations that came under British or American colonial administration before their independence and where English continues to be used in daily communication as a second language; for instance in India, Nigeria and the Philippines. The

Expanding Circle refers to societies where English is not passed on naturally across generations but is taught as a foreign language in schools and is considered as the most useful medium in international communication (Bruthiaux, 2003, p. 160). Thus, English speakers can be divided in three groups, which is a useful starting point to understand the pattern of English in the world (Graddol, 1997). However, one of the limitations of this three concentric model is that it places native speakers and native speaker countries at the center of the global use of English in which English is often described as ‘correct’ and ‘appropriate’. According to Graddol (1997), this model will be not useful to describe English use in the future. He states that “those who speak English alongside other languages will outnumber first-language speakers and, increasingly, will decide the global future of the language” (Graddol, 1997, p. 10). Thus, there will not only be increased diversity among English speakers, but there will be also a shift in power and ownership of the English language (Matsuda, 2002).

2.1 English as a pluricentric language

Kloss (1978) introduced the term *pluricentric* to describe “languages with several interacting centres, each providing a national variety with at least some of its own (codified) norms” (as cited in Clyne, 1991, p. 1). Pluricentric languages unify people through the use of the language, but also divide people through the development of national norms and linguistic variables which the speakers identify with (Clyne, 1991). Leitner (1992) describes English as a unique language amongst pluricentric languages, given that it is the most commonly used international language in domains such as science, tourism and technology. The language has changed greatly due to its spread and interaction with diverse indigenous languages, leading to an emergence of new varieties of ‘Englishes’ (Schneider, 2007). The study of the many different varieties of English has been referred to as the ‘World Englishes’ (Schneider, 2007). The World Englishes paradigm is often associated with Kachru’s perspective of English in the

world. Kachru and colleagues specifically emphasize the pluralism and inclusivity of World Englishes (Bolton, 2006). Kachru & Nelson (2006) point out that “the term ‘World Englishes’ is inclusive and does not associate any privilege with English in any one circle or in any one of its specific varieties” (p. 2). From the perspective of World Englishes scholars, varieties in any circle are equal.

2.2 The legitimacy of English

Kachru refers ‘Englishes’ to the idea that English “belongs to those who use it as their first language, and to those who use it as an additional language” (Bolton, 2006, p. 368). In addition, Matsuda (2003) argues that English belongs to “people of various nations who use varieties of the English language for their own purposes” (p. 484). Due to the international use of English by different cultures and nations, native speakers cannot claim the ownership of English (Widdowson, 1994). World Englishes scholars support the pluralism of English and attempt to challenge the standard language ideology. According to Bolton (2004), traditional English studies suggest that English usage in international contexts should conform to American and British English norms (as cited in Pishghadam & Saboori, 2011). However, proponents of World Englishes oppose the monolithic view which strives to adopt one variety as a standard model for English. They believe that one variety cannot relate to each cultural setting. Pishghadam & Saboori (2011) argue that “each setting has its own cultural and social values and since local norms are shaped in accordance with these values, each setting calls for its own variety of English, the one that corresponds to its set of values and norms” (p. 570). World Englishes scholars call for legitimizing and empowering the new varieties of English and their speakers; this can be done through the teaching of World Englishes (Pishghadam & Saboori, 2011).

Not everyone is supportive of this view; for instance Quirk (1990) describes the Department of Education and Science in London's concern "that the interest in varieties of English has got out of hand and has started blinding both teachers and taught to the central linguistic structure from which the varieties might be seen as varying" (p. 98). Quirk (1990) indicates that the importance of Standard English has been undermined and that Standard English is "alive and well", but needs to be more broadly understood (p. 105). According to Bolton (2006), Quirk's concerns were an attack on the emerging study and teaching of World English varieties. The proponents of Standard English believe that Standard English guarantees effective communication and intelligibility (Pishghadam & Saboori, 2011). Scholars who support this view assume that a standard form of English is developed based on native speaker English, and they advocate that non-native speakers should correspond to this form regardless of their setting (Jenkins, 2006, p. 160). Opponents of this view, such as Seidlhofer (2005) claim that it is difficult to define Standard English, because there is ambiguity about what exactly constitutes Standard English. In addition, it is difficult to justify only one use of English for all purposes given that the number of English speakers and the use of English spans across different domains (Jenkins, 2006). According to Widdowson (1994) "proficiency comes only with nonconformity" (p. 42). Mastering the language "means taking the possession of a language, bending it to your advantage, developing innovations in it, and being able to speak your mind rather than speaking the language" (Pishghadam & Saboori, 2011, p. 571). In this case, second language (L2) speakers of English should be recognized in their own right and not be compared to native speakers of English. Bolton (2006) writes that in certain countries, such as Hong Kong and Philippines, citizens are starting to recognize their own localized forms of English. Schneider (2007) describes this process where local forms of English are gradually accepted as *endonormative stabilization* (Melchers & Shaw, 2011). These societies opt for endonormative standards. However,

attitudes towards this issue seem to differ among societies, because there are still many societies that focus on exonormative standards, where teachers continue to impose the norms of British and American English (Bolton, 2006).

2.3 Exposure

According to Xiaoqiong & Xianxing (2011), in most Outer and Expanding Circles countries English teachers consider a native speaker model “the only appropriate model for all learners of English” (p. 223). However, Xiaoqiong & Xianxing (2011) state that English teachers should integrate World Englishes into the language teaching curriculum, “so students will not consider American English and British English as the only two standard varieties thereby avoiding stereotypes and prejudices against other English varieties” (p. 233). The study by Matsuda (2002) found that the perspectives of Japanese learners regarding the English language were mostly related to American and British entities; in their view, English speakers were only from the UK and US. Questions about different English varieties caused confusion among students, and they often responded with “I don’t know” and “I am not sure” (Matsuda, 2002, p. 437). In addition, Matsuda (2002) claims that lack of awareness and exposure held back students’ interest in different varieties of English. Teaching materials and teachers’ comments focus only on the language and culture of Inner Circle countries, which further reinforces the western dominance of English speakers (Matsuda, 2002).

Furthermore, Friedrich (2000) suggests that exposure plays an important role in the attitudes of English learners towards English varieties. A study by Friedrich (2000) found that Brazilian learners of English consider American and British English to be the only two English varieties, which was perhaps a result of lack of exposure. Morrison & White (2005) highlight that it is important that learners experience exposure to different English varieties, because it prepares students to interpret English as it is actually used around the world. In

addition, Berns (2008) states that appreciating different speakers of English requires exposure, which should be developed in and out of the classroom.

Matsuura et al. (1999) found that familiarity and exposure to a certain variety of English had a positive psychological effect on the learners, which was reflected in their comprehensibility ratings. It has been argued by many scholars that if learners of English are exposed to different varieties of English, they tend to have more tolerant attitudes (Berns, 2008; Matsuda, 2002; Matsuura et al., 1999).

3. Attitudes

The importance of the study of language attitudes has been pointed out by many social scientists (Garrett, 2010). Attitudes studies are valuable to understand sociolinguistic phenomena because they make people aware that learning a language does not only involve a set of formal features but also prejudices, stereotypes, and feelings (Friedrich, 2000).

The next chapter will explain the concept of attitudes. In addition, attitudinal constructs by Dörnyei (1994), which has been used in earlier research within the field of language attitudes, will be further discussed.

3.1 Definition of attitudes

Allport (1935) stated in his early work that attitude is “social psychology’s most indispensable concept” (as cited in Greenwald, 1989, p. 1). The literature on attitudes provides multiple definitions. Allport (1954) defines attitude as a “learned disposition to think feel and behave toward a person (or object) in a particular way” (as cited in Garrett, 2010). People acquire attitudes during their lives, which means that they are not born with attitudes, and attitudes will differ among people. Attitude formation depends on what individuals have learned (Perloff, 2010, p. 44). Petty et al. (1997) explain that the core of attitudes is the notion

of evaluation. They write “that attitudes are commonly viewed as summary evaluation of objects (e.g. oneself, other people, issue, etc.) along a dimension ranging from positive to negative” (Petty et al., 1997, p. 611).

Attitudes are often categorized in three components: cognition, affect and behavior. Cognition refers to beliefs about the world and the social significance of objects; for instance, the assumption that learning English will lead to increased employment opportunities (Garrett, 2010). Ajzen (2005) describes verbal cognitive reactions as “expressions of beliefs” and nonverbal cognitive responses as “perceptual reactions to attitude object” (p. 242). The affective component involves feelings towards an object, serving as a barometer that reflects the extent to which we approve or disapprove something (Garrett, 2010). For instance, verbal affective responses can be expressions of disgust and appreciation, and nonverbal affective responses are physiological reactions such as changes in heart rate (Ajzen, 2005). The difference between the cognitive and affective component might be ambiguous. According to Ajzen (2001), “recent research suggests that the affective and cognitive component of attitude may differ in accessibility” (p. 34). It appears that affective responses are more accessible than cognitive responses. Verplanken et al. (1998) note that evaluations of affect can be faster elicited, and may be less complex, than cognition-based evaluations. In addition, Verplanken et al. (1998) state that “affect-based attitudes tended to be expressed with greater confidence than cognition-based attitudes” (p. 32). The behavioral aspect contains the “predisposition to act in certain ways, and perhaps in ways that are consistent with our cognitive and affective judgment” (Garrett, 2010, p. 23). Although attitudes are seen in terms of these three components, questions remain over the interconnectedness of these components and the degree in which they are in agreement of each other (Garrett, 2010, p. 24).

Attitudes are critical because they help people structure and categorize their environment. For instance they can classify objects into dimensions of good or bad (Perloff, 2010). This means that attitudes can serve as a *cognitive schema*, which can be seen as a simple structure for individuals to categorize and handle with complex environments. Attitudes may also serve as an *ego-defensive function*; for example, this may include prejudicial attitudes (McKenzie, 2010). According to McKenzie (2010), prejudicial attitudes usually function to make the individual feel better and protect the individual from threats. In addition, attitudes might also serve as a *social identity function*, which means that an attitude supports the main values of the individual (McKenzie, 2010, p. 25).

Furthermore, an important characteristic of attitude is its intensity. McKenzie (2010), writes that “the intensity of an attitude refers to the level of vehemence with which it is held by the individual” (p. 25). With intensity, it is possible to better understand an individual’s attitudes towards a certain language or object. In an attitude study, it is essential to not only examine the person’s attitude towards a certain object but also to identify the attitude intensity (McKenzie, 2010).

3.3 Age and language attitudes

The development of children’s attitudes towards language does not stop once they encounter puberty; attitudes towards language varieties continue to change through adolescence. Studies have shown that adults evaluate standard speakers higher than non-standard speakers. Giles et al. (1983) state “positive attitudes towards nonstandard speakers are usually expressed at an early age” (p. 142). In addition, the study by Giles et al. (1983) showed that seven-year-old children had more positive attitudes towards Welsh speakers than RP speakers, and ten-year-old children had more positive attitudes towards RP speakers than Welsh speakers. On the other hand, Van den Doel (2006) notes that “it has been suggested that younger judges are

less experienced with language variations and therefore possibly more intolerant, and that older judges may be less strict as result of their greater exposure to language variation” (p. 12). It is still unclear whether education and experience affect the attitudes of students from different ages towards language variation (Van den Doel, 2006).

4. Dörnyei’s attitudinal constructs

A study by Dörnyei & Csizér (1994) examined Hungarian school children’s attitudes towards five target languages: namely English, German, Russian, French and Italian. They created seven attitudinal/motivational components to study language learners’ attitudes and motivation: integrativeness, instrumentality, ethnolinguistic vitality, attitudes toward the L2 speaker/community, cultural interest, milieu, and linguistic self-confidence (Csizér & Dörnyei, 2005). Csizér & Dörnyei (2005) indicate that “these dimensions originally emerged from factor analysis, and the multi-item scales that were formed on the basis of these factors displayed satisfactory internal consistency reliability” (p. 20). These dimensions are closely associated with the work of Gardner and his colleagues in Canada, who formulated a model to examine L2 attitudes and motivation, the AMTB (Attitude/Motivation Test Battery) (Dörnyei & Csizér, 2006). According to Henry & Apelgren (2008), Gardner (1979) has demonstrated that “L2 attitudes are direct product of the learner’s identification with the language, the culture and the speakers of the language community” (p. 609). In addition, Gardner discovered that learners’ attitudes towards the linguistic community and target language determine their success in L2 learning (Dörnyei, 1994). Attitudes may influence the resistance to or acceptance of a language (Dörnyei, 2010). Certain dimensions by Dörnyei and Csizér are especially focused on the learners’ L2 motivation, which are beyond the scope of this

study. Instead, the focus of this study will be on the dimensions of integrativeness, ethnolinguistic vitality, attitudes toward the L2 speaker, and cultural interest.

4.1 Integrativeness

Integrativeness was introduced by Gardner and Lambert (1972) and is concerned with a “positive interpersonal / affective disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community” (as cited in Dörnyei, 2003, p. 5). Dörnyei (2003) describes integrativeness as involving people’s openness to, and respect for, different cultural communities and their ways of life. In an extreme case, it may imply a complete identification with the L2 group and also abandonment from the individual’s community (Dörnyei, 2003). According to Csizér & Dörnyei (2005), “it is among the most often researched concepts in the field and a great number of empirical investigations connected it to various aspects of the learning process and to the intensity of L2 learners’ work in a statistically significant way” (p. 10). Gardner and Lambert (1972) created this attitudinal concept to explain L2 motivation, because they believe that attitudes are components of motivation in language learning (Masgoret, Bernaus & Gardner, 2001). However, integrativeness has been used by different researchers and the meaning of the term slightly differs among the various individuals (Csizér & Dörnyei, 2005).

4.2 Attitudes towards the L2 Speakers

The dimension of attitudes towards the L2 speaker/community refers to “the extent to which students feel positively toward the particular country and its citizens” (Dörnyei & Clement, 2001, p. 405). Gardner showed that these attitudes are important in the acquisition of a language, and play a central role in his motivation theory (Dörnyei & Csizér, 2006). According to Spolsky (1969), “one of the most important attitudinal factors is the attitude of

the learner of the language and to its speakers” (p. 274). Many previous studies have included this component to study the learners’ attitudes towards a specific language because it is an important determinant in L2 motivation. In a study by Dörnyei & Csizér (2006), this component was referred to as the attitudes towards meeting the L2 community/ speakers, having contact with these speakers, and traveling to their country.

4.3 Cultural interest

The dimension of cultural interest is concerned with “the appreciation of cultural products associated with the particular L2 and conveyed by the media”, such as films, books, music and TV programs (Csizér & Dörnyei, 2005, p. 21). Dörnyei & Csizér (2006) explain that in certain language learning environments, there is a minimal direct contact with the L2 speakers. For this reason, students cannot establish contact-based attitudes towards the L2 community. However, they may become exposed to L2 through indirect contact with cultural products and artifacts. Several studies have included a component about English cultural products; this factor received strong support from students who participated in these studies (Dörnyei & Csizér, 2006). According to Dörnyei & Csizér (2006), the L2 cultural products play a salient role in making language learners familiar with the L2 community, and therefore also in the shaping of their L2 attitudes.

4.4 Ethnolinguistic vitality

The last attitudinal component is ethnolinguistic vitality. Csizér & Dörnyei (2005) refer to this component as “the perceived importance and wealth of the L2 communities in question” (p. 21). The concept of ethnolinguistic vitality was introduced by Giles et al. (1977), and was used to examine the strength of ethnolinguistic communities within an intergroup environment. Giles et al. (1977) define vitality of an ethnolinguistic community as “that which makes a group likely to behave as a distinctive and collective entity within the

intergroup setting” (as cited in Harwood et al., 1994, p. 167). This means that it was perceived that the more vitality an ethnolinguistic community possesses, the more likely they could survive and develop as a collective entity in an intergroup setting (Harwood et al., 1994). Marton et al. (2014) explain that vitality consists of objective and subjective aspects. According to Marton et al. (2014) “objective vitality is based on the available data to provide overall assessment, subjective vitality is derived from the perceptions of objective vitality and implies individuals’ own assessment of the vitality of their ethnolinguistic ingroup and outgroup”(p. 59). It has been observed that subjective vitality plays a role in the development of language attitudes. Marton et al. (2014) suggest that if language learners perceive the vitality of a particular L2 community high then they will have a positive attitude towards these speakers. For this reason, ethnolinguistic vitality has been included in many studies relating to language learning (Csizér & Dörnyei, 2005).

4.5 Critique

There has been some critique on the concept of integrativeness. Dörnyei (2009) states that the label is ambiguous “because it is not quite clear what the target of the integration is, and in many language learning environments it simply does not make much sense” (p. 23). Due to globalization and the increasing dominance of World Englishes, the nature of integrativeness has been considered to be problematic. McClelland (2000) claimed for “a definition of ‘integrativeness’ that focuses on integration with the global community rather than assimilation with native speakers...a concept of integrativeness to fit a perception of English as an international language” (as cited in Dörnyei & Csizér, 2006, p. 12). In addition, it has been observed that English as a pluricentric language was absent in the research by Dörnyei & Csizér (2006), who examined the attitudes of Hungarian schoolchildren towards five different languages including English. In particular, the questions included in the

questionnaire by Dörnyei & Csizér (2002) regarding attitudes towards the L2 community referred only to the United Kingdom and the United States. Dörnyei & Csizér (2006) state that “the UK and USA were mentioned separately to explore differences in the evaluations of the two communities, in spite of their common language” (p. 28). This view corresponds with a monolithic view on English, which believes that native English speakers, specifically from the United States and Britain, are the owners of English. This is in direct opposition to the pluralist view of English, which holds that English belongs to various nations, and that English has spread as a world language, leading to different varieties of Englishes (Matsuda, 2003).

5. Poland

As mentioned before, the presence of English does not have a long history in Poland (Griffin, 1997). According to Kasztalska (2014) “Polish fascination with the English language and with cultures of English-speaking countries grew stronger after the fall of Communism and as a result of the influx of English-language music, movies, and new media” (p. 1). Nowadays, it is the most widely studied foreign language in Poland (Kasztalska, 2014). This, in the last decade, has also resulted in Polish scholars conducting empirical research in Poland on EFL learners’ acquisition of English pronunciation, its perception, and production (Szpyra-Kozłowska, 2014). In addition, several scholars have examined Polish attitudes towards English and towards English speakers. Kasztalska (2014) states that British and American English native speakers “are generally held in high regard” in Poland (p. 255). Apart from this, Kasztalska (2014) notes that recent data show that a significant number of English-speaking individuals from the Outer Circle and Expanding circle (such as from India and Nigeria) came to Poland. However, little attention has been paid to Poles’ attitudes toward this influx of speakers. It is only known that Westerners in Poland are generally treated with

more respect than individuals of African or Asian descent, both of which encounter relatively more discrimination (Kasztalska, 2014).

A study by Waniek-Klimczak & Klimczak administered a number of surveys among Polish students (Deterding, 2008). The results showed that the majority of these Polish students strive to sound like a native British or American speaker. In addition, the study by Janicka et al. found that most Polish teachers have a strong preference for a native-model pronunciation, either British or American (Deterding, 2008). However, Szpyra-Kozłowska (2014) writes that students have different attitudes towards English pronunciation. According to Szpyra-Kozłowska (2014), an experiment was carried out where a lecture was delivered twice, once in a near native pronunciation of English, and once in a foreign-accented version, to two groups of students. The first lecture was perceived as more organized, interesting, and logical than the foreign-accented lecture. Another study by Szpyra-Kozłowska (2014) showed that Polish secondary school students responded that they do not have a strong preference towards how they want to converse in English; they clearly have a desire to learn ‘good English’ that will enable them to use the language with native speakers as well as with non-native speakers (p. 19). However, more research is needed to understand Poles’ attitudes towards different English varieties and speakers.

5.1 Research question

Clearly, many scholars claim that early exposure to English varieties lead to more tolerant attitudes towards English varieties. It has also been suggested that older students may be more tolerant towards different English varieties because of greater exposure to language variation than younger students (Van den Doel, 2006). However, this issue is still debatable and open to further inquiry. This study will compare two age groups of Polish secondary school students to examine whether their attitudes towards English varieties became more tolerant. It can be proposed that first-year secondary school students have not been exposed to as much variation in the English language in comparison to final-year secondary school students; therefore, these two age groups will be compared. The following research question has been formulated for this study:

Do the attitudes of Polish secondary school students towards English as a Pluricentric language become more tolerant with age?

Method

6.1 Participants

The participants of the survey were in total 128 students (47 males and 81 females). The students who participated were first-year students of lower secondary school and last-year students of upper secondary school. The Polish secondary school education has two levels; lower secondary school (*gimnazjum*) and upper secondary school (*liceum*). The lower secondary education includes grades 1 to 3 where pupils are aged 13 to 16 years. The lower secondary education concludes with an external exam; students who graduate from lower secondary school continue education in upper secondary schools (*liceum*). The general upper secondary schools offer a 3 year education for students aged 16 to 19 years (Eurydice Unit, 2012). Thus, 64 students from the first grade of lower secondary school aged 13/14 years and 64 students from the last grade of upper secondary school aged 18/19 years participated in this study. These students were learners of the English language. This population has been specifically chosen to create a comparative analysis in order to examine whether Polish students become more tolerant towards different English varieties.

The students were sampled from an area in the South of Poland, named *Cieszyn*. This area has been chosen because it was the most approachable area for this study. Two lower secondary schools (*gimnazjum*) and two upper secondary schools (*liceum*) were included in this study.

6.2 Materials

This study employed a quantitative research method, namely a questionnaire. Dörnyei & Taguchi (2010) identify the advantages and disadvantages of using a questionnaire. The benefits of administering a questionnaire to a group of people is that a great amount of information can be collected in a short period of time. In addition, Dörnyei & Taguchi (2010)

claim that the advantage of questionnaires is that they are very versatile, which means that “they can be used successfully with a variety of people in a variety of situation targeting a variety of topics” (p. 6). Questionnaires can even point out attitudes that the participants are not aware of. If a questionnaire is well-constructed, it can even reduce the bias of interviewer influences, which increases the reliability and consistency of the results.

However, questionnaires also have limitations. A questionnaire is unsuitable to investigate an issue deeply, because the questions are mostly straightforward and simple in order to be understood by everyone. This may lead to simple and superficial answers. Furthermore, there is also little personal contact between the researcher and the respondent, which means that there is almost no opportunity to check the seriousness of the answers and the validity of the answers. Apart from this, respondents do not always give true answers because of social desirability. According to Dörnyei & Taguchi (2010), “questionnaire items are often ‘transparent’, that is, respondents can have a fairly good guess about what the desirable/acceptable/expected answer is, and some of them will provide this response even if it is not true” (p. 8). Despite these disadvantages, a questionnaire was considered to be an appropriate tool to approach a large group of students to examine their attitudes.

The questionnaire contained 16 questions. The questions aimed to measure the attitudes of students towards different English uses and speakers, and if there were any differences in attitudes between the two age groups. The questions were based on Csizér & Dörnyei’s (2005) dimensions. Csizér & Dörnyei examined the motivation and attitudes of Hungarian students towards five languages including English. However, the questions about English had a monolithic view, because only the United Kingdom and the United States were included. The structure of the present questionnaire is similar to Csizér & Dörnyei’s questionnaire but instead of six countries (Russia, Italy, France, the United Kingdom, the United States and

Germany), this questionnaire used six different English-speaking countries, namely Sweden, the Netherlands, India, Australia, Britain and the United States. These countries were selected to represent the English-speaking countries from the three concentric circles by Kachru. Britain, the United States and Australia were chosen to represent the Inner Circle. These countries are described as the most prominent Inner Circle countries; for this reason it is expected that students are most likely to be familiar with Englishes from these countries (McArthur, 2001).

India represents the Outer Circle, and was consciously chosen because English as used in other Outer Circle countries might be too obscure for Polish students. India is the third-largest English-speaking country and is the third-largest publisher of English books (Bolton, 2002; Sailaja, 2009). In addition, India is widely known for its vast population, Bollywood movies and as a member of BRIC which is a large force in the world economy (Sailaja, 2009; Jain, 2006).

The Netherlands and Sweden represent the Expanding Circle. These countries were chosen because they are two of the Expanding Circle countries where English is most commonly spoken in Europe (European Commission, 2012). In addition, these English-speaking countries are geographically close to Poland, which resulted in Polish people moving to the Netherlands, Sweden, and other western and northern European countries after Poland's accession to the EU in 2004 (Black et al. 2010). This suggests that Polish students are relatively familiar with English speakers and language from these countries.

Thus, the countries mentioned above were selected for the comparison of this study to examine if Polish students' attitudes become more tolerant towards different English varieties and speakers.

Csizér & Dörnyei used seven motivational/attitudinal dimensions to identify the attitudes and motivation of Hungarian students towards different languages. However, since this study focuses only on the attitudes of Polish students, three motivational dimensions used in the questionnaire by Csizér & Dörnyei were not included in this study. The questionnaire for this present study contained four attitudinal dimensions: integrativeness, attitudes toward the L2 speakers/community, cultural interest and ethnolinguistic vitality (Csizér & Dörnyei, 2005). Dörnyei & Csizér used for each attitudinal dimension 3/4 questions. All questions for this current study were replicated from the questionnaire by Dörnyei & Csizér (2002). According to Dörnyei & Csizér (2002), these questions were adopted from previous questionnaires, “with sufficient validity and reliability coefficients” (p. 430). The questionnaire by Dörnyei & Csizér (2002) was designed to examine students’ attitudes towards foreign languages. In this case, certain questions by Dörnyei & Csizér were adjusted to the context of this current study. For instance the original question by Dörnyei & Csizér, “How much do you like these languages?” was adjusted to “How much do you like English from any of these English-speaking countries?”. The organization of the questionnaire along with the associated attitudinal dimensions are provided below:

| Attitudinal dimension | Questions |
|------------------------|--|
| Integrativeness | Question 7: How much would you like to become similar to speakers of English from any of these countries? |
| | Question 8: How much do you like English from any of these English-speaking countries? (<i>Write 0 if you don't know it</i>) |
| | Question 12: How important is it to learn about the culture and its speakers from any of these English-speaking countries? |

| | |
|---|---|
| Attitudes toward the L2 speakers/community | Question 2: How much would you like to speak English with people from any of these English-speaking countries? |
| | Question 8: How much would you like to travel to these English-speaking countries? |
| | Question 10: How much do you like the people who live in these English-speaking countries? (<i>Write 0 if you don't know them</i>) |
| Cultural Interest | Question 1: How much do you like the music in English from any of these countries? (<i>Write 0 if you don't know any</i>) |
| | Question 3: How much do you like the movies in English from any of these English-speaking countries? (<i>Write 0 if you don't know any</i>) |
| | Question 5: How much do you like the TV programs in English from any of these countries? (<i>Write 0 if you don't know any</i>) |
| | Question 6: How much do you like magazines, newspapers and books in English from any of these countries? (<i>Write 0 if you don't know any</i>) |
| Ethnolinguistic Vitality | Question 4: How rich and developed do you think these countries are? |
| | Question 9: How important a role do you think these countries play in the world? |

Thus, each question was associated with a certain attitudinal dimension. This present study was aware of the potential overlap between certain attitudinal dimensions. For example, questions 7 and 12 which were associated with the dimension of integrativeness may also be related to the dimension of attitudes towards L2 speakers because these questions ask respondents' opinions about L2 speakers. The layout and format of the questionnaire was also based on the questionnaire by Dörnyei & Csizér. The questions were presented in a grid

format and the students were asked to consider each of the six countries (see Appendix A) independently. The participants had to answer the questions using a five-point Likert scale, (1 indicated “not at all” and 5 indicated “very much”). As in the original questionnaire by Dörnyei & Csizér, the participants had the option to write a ‘0’ with certain questions if they were not familiar with the topic. This option was available for questions 1,3,5,6,10 and 11. The last part of the questionnaire contained four personal questions, such as the student’s gender, age, and grade (see Appendix B). This was used to analyze different age groups.

6.3 Procedure

The questionnaire was translated from English into Polish by two native speakers of Polish who were also fluent in English. Subsequently, two Polish students checked the translated questionnaire for any inaccuracies and ambiguities. Four acquaintances from Poland were asked to fill in the questionnaire as a pilot study. The pilot students responded positively to the questionnaire; they understood the questions and did not experience any problems filling in the questionnaire. The final version of the questionnaire was sent electronically to a family member who lives in the South of Poland. This person agreed to take charge of the administration of the questionnaire. The questionnaires were printed and delivered personally to the secondary schools. During English language classes, the Polish students filled in the questionnaires. Afterwards, the completed questionnaires were collected and were sent by surface mail to the researcher. The results of the questionnaire were computer-coded and all analyses were carried out using SPSS software, version 22.0 (2013). Independent samples *t*-test was used to investigate significant differences in the attitudes between the two age groups of students. In addition, for questions 1,3, 5, 6, 10 and 11 cross tabulation was used to identify how many students were unfamiliar with the topic related to the English-speaking countries.

Results

This chapter will discuss the results of each attitudinal dimension. The four attitudinal dimensions measured Polish students' attitudes towards English as a pluricentric language.

The focus will be on whether older students were more tolerant than younger students towards different English variations. The results of each question will be presented with a table, and a brief summary of the results will be given after each dimension.

7.1 Integrativeness

The dimension of integrativeness contains three questions, namely questions 7, 11 and 12.

Each item will be discussed to analyze how the different age groups judged their attitudes toward the different English uses and speakers. Question 7 asked the respondents "*How much would you like to become similar to the speakers of English from these English speaking countries?*". Independent samples *t*-tests were used to analyze whether there are significant differences between the age groups. However, there were no significant differences between the two age groups in their attitudes towards speakers of English from the English-speaking countries.

Table 1: How much would you like to become similar to speakers of English from any of these countries?

| | Age | M | SD |
|-------------------|---------|------|------|
| Britain | 13/14 | 3.81 | 1.40 |
| | 18/19 | 3.44 | 1.58 |
| | Average | 3.62 | 1.50 |
| The Netherlands | 13/14 | 2.16 | 1.58 |
| | 18/19 | 1.83 | 1.23 |
| | Average | 1.99 | 1.42 |
| Australia | 13/14 | 2.25 | 1.51 |
| | 18/19 | 2.53 | 1.53 |
| | Average | 2.39 | 1.52 |
| India | 13/14 | 1.52 | 1.08 |
| | 18/19 | 1.52 | 0.91 |
| | Average | 1.52 | 1.00 |
| The United States | 13/14 | 3.66 | 1.47 |
| | 18/19 | 3.38 | 1.63 |
| | Average | 3.52 | 1.55 |
| Sweden | 13/14 | 2.25 | 1.48 |
| | 18/19 | 2.00 | 1.25 |
| | Average | 2.13 | 1.37 |

The scores for Question 7 are shown in Table 1. As can be observed from Table 1, the speakers of English from Britain ($M= 3.62$, $SD= 1.50$) and the United States ($M= 3.52$, $SD= 1.55$) obtained the highest score and the speakers of English from India ($M= 1.52$, $SD= 1.00$) the lowest score. The speakers of English from Australia ($M= 2.39$, $SD= 1.52$) were ranked third by both age groups followed by the Netherlands ($M= 1.99$, $SD= 1.42$) and Sweden ($M= 2.13$, $SD= 1.37$).

Another question which was associated with integrativeness is Question 11: “*How much do you like English from any of these English-speaking countries?*”. Independent samples *t*-tests showed that older students appreciated English from Australia, $t(126) = -3.10$, $p= 0.002$, more than younger students. However, there were no significant differences in the attitudes

between the age groups towards the appreciation of English from the United States, Britain, the Netherlands, India and Sweden.

Table 2: How much do you like English from any of these English-speaking countries?

| | Age | M | SD |
|-------------------|------------|----------|-----------|
| Britain | 13/14 | 3.94 | 1.55 |
| | 18/19 | 4.30 | 1.20 |
| | Average | 4.12 | 1.39 |
| The Netherlands | 13/14 | 1.50 | 1.73 |
| | 18/19 | 1.00 | 1.40 |
| | Average | 1.25 | 1.59 |
| Australia | 13/14 | 1.81 | 1.83 |
| | 18/19 | 2.83 | 1.97 |
| | Average | 2.32 | 1.92 |
| India | 13/14 | 1.16 | 1.55 |
| | 18/19 | 0.84 | 1.26 |
| | Average | 1.00 | 1.41 |
| The United States | 13/14 | 3.73 | 1.62 |
| | 18/19 | 3.95 | 1.44 |
| | Average | 3.84 | 1.53 |
| Sweden | 13/14 | 1.39 | 1.73 |
| | 18/19 | 1.17 | 1.60 |
| | Average | 1.28 | 1.67 |

Table 2 shows the mean scores and standard deviations for Question 11. As can be seen from Table 2, English from Britain ($M= 4.12$, $SD= 1.39$) followed by the United States ($M= 3.84$, $SD= 1.53$) is most appreciated by both age groups. English from Australia ($M= 2.32$, $SD= 1.92$) is ranked third and has a considerably lower rating than English from the United States. Furthermore, English from Sweden ($M= 1.28$, $SD= 1.67$) and the Netherlands ($M= 1.25$, $SD= 1.59$) are even less favorable than Australian English among Polish students. Finally, Indian English ($M= 1.00$, $SD= 1.41$) received the lowest score from both age groups, and reflects a general lower preference for the English language from India; however, it may also indicate

that Polish students are unfamiliar with English from India. In the following table it can be observed how many students were unfamiliar with English from these English-speaking countries.

Table 3: Percentage of students who were unfamiliar with English from any of these English-speaking countries

| Students | Britain | The Netherlands | Australia | India | The United States | Sweden |
|-----------------------|---------|-----------------|-----------|-------|-------------------|--------|
| 13/14 years | 6.3% | 46.9% | 40.6% | 54.7% | 9.4% | 5.1% |
| 18/19 years | 3.1% | 59.4% | 23.4% | 59.4% | 6.3% | 56.3% |
| Total students | 4.7% | 53.1% | 32.0% | 57.0% | 7.8% | 54.7% |

As shown in Table 3, the majority of students did not know English from India (57.0%), the Netherlands (53.1%) and Sweden (54.7%). One third of all students indicated that they were unfamiliar with English from Australia (32.0%). In addition, only a small minority of students reported that they did not know English from Britain (4.7%) and the United States (7.8%).

The last question which is associated with integrativeness is Question 12: *“How important is it to learn about the culture and its speakers from any of these English-speaking countries?”*.

Independent samples *t*-tests showed that there was no significant difference between the two age groups’ attitudes toward the culture and its speakers from the Netherlands, the United States, India and Sweden. However, a significant difference was found towards the British culture and speakers between the two age groups, $t(114.25) = -2.06, p = 0.042$. The older students had more positive ratings towards the British culture and speakers ($M = 4.02, SD = 1.29$) than did the younger students ($M = 4.42, SD = 0.96$). In addition, older students had significantly more positive attitudes towards the culture and speakers from Australia, $t(126) = -2.61, p = 0.010$.

Table 4: How important is it to learn about the culture and its speakers from any of these English-speaking countries?

| | Age | M | SD |
|-------------------|---------|------|------|
| Britain | 13/14 | 4.02 | 1.29 |
| | 18/19 | 4.42 | 0.96 |
| | Average | 4.22 | 1.15 |
| The Netherlands | 13/14 | 3.16 | 1.51 |
| | 18/19 | 3.22 | 1.47 |
| | Average | 3.19 | 1.49 |
| Australia | 13/14 | 3.09 | 1.52 |
| | 18/19 | 3.75 | 1.40 |
| | Average | 3.42 | 1.49 |
| India | 13/14 | 2.94 | 1.57 |
| | 18/19 | 3.11 | 1.51 |
| | Average | 3.05 | 1.54 |
| The United States | 13/14 | 3.75 | 1.36 |
| | 18/19 | 4.22 | 1.28 |
| | Average | 3.98 | 1.33 |
| Sweden | 13/14 | 3.36 | 1.45 |
| | 18/19 | 3.34 | 1.43 |
| | Average | 3.35 | 1.42 |

Table 4 shows that for both age groups, it is mostly important to learn about the culture and speakers from Britain ($M= 4.22$, $SD= 1.15$) and the United States ($M= 3.98$, $SD= 1.33$). The importance of the Australian culture and its speakers ($M= 3.42$, $SD= 1.49$) was ranked third followed by Sweden ($M= 3.35$, $SD= 1.42$) and the Netherlands ($M= 3.19$, $SD= 1.49$). The respondents thought that it was at least important to learn about the culture and speakers from India ($M= 3.05$, $SD= 1.54$).

Integrativeness: summary of the results

Overall, the results for integrativeness indicate that older learners of English do not show considerably more positive attitudes than younger learners towards English from different

English-speaking countries. English from Britain and the United States were rated most positively by both age groups. In fact, the ratings for Outer Circle and Expanding Circle countries were quite lower than for Inner Circle countries. Especially India had the lowest ratings. In addition, the results for Question 11 showed that the majority of all students are unfamiliar with English from Outer Circle and Expanding Circle countries.

Furthermore, independent samples *t*-tests showed that older students have significantly more positive attitudes towards the uses and speakers from Australia and Britain than younger students.

7.2 Attitudes toward the L2 speakers

Three questions in the questionnaire were associated with the dimension of attitudes toward the L2 speakers. Question 2 asked the respondents “*How much would you like to speak English with people from any of these English-speaking countries?*”. Independent sample *t*-tests were used to analyze whether there were any significant differences between the age groups’ attitudes towards the speakers of English from different English-speaking countries. Older students were significantly more positive towards the speakers from Britain $t(111.04) = -2.74, p = 0.070$, Australia $t(126) = -2.99, p = 0.003$, and the United States $t(116.14) = -2.53, p = 0.013$ than younger students. Furthermore, there were no significant differences between the age groups’ attitudes towards the people from other English-speaking countries.

Table 5: How much would you like to speak English with people from any of these English-speaking countries?

| | Age | M | SD |
|-------------------|---------|------|------|
| Britain | 13/14 | 3.92 | 1.33 |
| | 18/19 | 4.48 | 0.93 |
| | Average | 4.20 | 1.19 |
| The Netherlands | 13/14 | 2.91 | 1.57 |
| | 18/19 | 3.09 | 1.47 |
| | Average | 3.00 | 1.48 |
| Australia | 13/14 | 3.22 | 1.57 |
| | 18/19 | 3.97 | 1.40 |
| | Average | 3.59 | 1.46 |
| India | 13/14 | 2.45 | 1.44 |
| | 18/19 | 2.91 | 1.59 |
| | Average | 2.68 | 1.53 |
| The United States | 13/14 | 4.03 | 1.27 |
| | 18/19 | 4.53 | 0.94 |
| | Average | 4.28 | 1.14 |
| Sweden | 13/14 | 2.94 | 1.57 |
| | 18/19 | 3.42 | 1.33 |
| | Average | 3.18 | 1.47 |

Table 5 presents the results of Question 2. As can be seen in Table 5, both age groups preferred to speak English with speakers from the United States ($M= 4.28$, $SD= 1.14$). In addition, both age groups had quite positive attitudes towards speakers from Britain ($M= 4.20$, $SD= 1.19$). The Polish students ranked their preference towards the speakers of English from Australia ($M= 3.59$, $SD= 1.46$) slightly lower. Sweden ($M= 3.18$, $SD= 1.47$) was ranked fourth and the Netherlands ($M= 3.00$, $SD= 1.48$) fifth. The speakers of English from India ($M= 2.68$, $SD= 1.53$) obtained the lowest score.

The next question that is related to the dimension of attitudes toward the L2 speakers is Question 8: “How much would you like to travel to these English-speaking countries?”.

Independent samples *t*-test showed that there was a significant difference between the age

groups' attitudes towards Australia $t(116.26) = -3.34$ $p < 0.001$; older students had more positive attitudes towards Australia than younger students. However, no significant differences were found in the attitudes between the two age groups towards other English-speaking countries.

Table 6: How much would you like to travel to these English-speaking countries?

| | Age | M | SD |
|-------------------|---------|------|------|
| Britain | 13/14 | 4.34 | 1.10 |
| | 18/19 | 4.53 | 0.99 |
| | Average | 4.44 | 1.05 |
| The Netherlands | 13/14 | 3.97 | 1.19 |
| | 18/19 | 3.78 | 1.36 |
| | Average | 3.88 | 1.28 |
| Australia | 13/14 | 3.88 | 1.29 |
| | 18/19 | 4.55 | 0.96 |
| | Average | 4.21 | 1.18 |
| India | 13/14 | 3.23 | 1.44 |
| | 18/19 | 3.61 | 1.59 |
| | Average | 3.42 | 1.48 |
| The United States | 13/14 | 4.36 | 0.99 |
| | 18/19 | 4.67 | 0.93 |
| | Average | 4.52 | 0.97 |
| Sweden | 13/14 | 3.70 | 1.41 |
| | 18/19 | 3.92 | 1.23 |
| | Average | 3.81 | 1.32 |

Table 6 shows the results of Question 8. It is clear that the mean scores of Polish students' attitudes towards different English-speaking countries were close to each other. The United States ($M = 4.53$, $SD = 0.97$) obtained the highest score. Britain ($M = 4.44$, $SD = 1.05$) was ranked slightly lower than the United States. Furthermore, Australia ($M = 4.21$, $SD = 1.18$) was also popular among Polish students. The Netherlands ($M = 3.88$, $SD = 1.28$) was ranked fourth

followed by Sweden ($M= 3.81, SD= 1.32$). Finally, Polish students gave the lowest ranking to India ($M= 3.42, SD= 1.48$).

Lastly, Question 10 “*How much do you like the people who live in these English-speaking countries?*” was also associated with the dimension of attitudes toward the L2 speakers.

Independent samples *t*-tests were used to analyze if there were any differences in the attitudes between the age groups. However, the ratings between the age groups were not significantly different from each other. The results can be observed in Table 7.

Table 7: How much do you like the people who live in these English-speaking countries?

| | Age | M | SD |
|-------------------|------------|----------|-----------|
| Britain | 13/14 | 3.19 | 1.96 |
| | 18/19 | 3.19 | 1.96 |
| | Average | 3.19 | 1.95 |
| The Netherlands | 13/14 | 1.56 | 1.89 |
| | 18/19 | 1.33 | 1.84 |
| | Average | 1.45 | 1.86 |
| Australia | 13/14 | 1.61 | 1.96 |
| | 18/19 | 2.09 | 2.18 |
| | Average | 1.85 | 2.08 |
| India | 13/14 | 1.19 | 1.66 |
| | 18/19 | 1.03 | 1.51 |
| | Average | 1.11 | 1.58 |
| The United States | 13/14 | 3.09 | 2.05 |
| | 18/19 | 3.25 | 2.03 |
| | Average | 3.17 | 2.04 |
| Sweden | 13/14 | 1.73 | 2.06 |
| | 18/19 | 1.45 | 1.89 |
| | Average | 1.59 | 1.97 |

Table 7 shows that people from Britain obtained the highest score. In addition, the people from the United States ($M= 3.17$, $SD= 2.04$) obtained high scores compared to the people from Australia ($M= 1.85$, $SD= 2.08$), the Netherlands ($M= 1.45$, $SD= 1.86$) and Sweden ($M= 1.59$, $SD= 1.97$). People from India obtained the lowest score from Polish students ($M= 1.11$, $SD= 1.58$). Students had the option with this question to write a “0” if they were unfamiliar with people from the English-speaking countries. The following table illustrates how many students were unfamiliar with people from these English-speaking countries.

Table 8: Percentage of students who were unfamiliar with people from these English-speaking countries

| Students | Britain | The Netherlands | Australia | India | The United States | Sweden |
|-----------------------|----------------|------------------------|------------------|--------------|--------------------------|---------------|
| 13/14 years | 23.4% | 53.1% | 54.7% | 59.4% | 25.0% | 53.1% |
| 18/19 years | 21.9% | 60.9% | 48.4% | 60.9% | 23.4% | 56.3% |
| Total students | 22.7% | 57.0% | 51.6% | 60.2% | 24.2% | 54.7% |

Table 8 shows that a majority of all students were unfamiliar with people from India (60.2%), the Netherlands (57,0%), Sweden (54.7%) and Australia (51.6%). In addition, it should be noted that a minority of students did not know any people from Britain (22.7%) and the United States (24.2%).

Attitudes towards L2 speakers: summary of the results

Taken together, the results for the dimension of attitudes towards L2 speakers shows that both age groups rated the people from Britain and the United States higher than the people from other English-speaking countries. In particular, India obtained low scores compared to other English-speaking countries. Furthermore, the results for Question 10 indicated that a majority of students did not know any people from English-speaking countries besides from the United

States and Britain. In addition, independent samples *t*-tests for Question 2 revealed that older students have more positive attitudes towards Inner Circle countries than younger students. Attitudes towards other English-speaking countries were quite similar between the two age groups.

7.3 Cultural interest

Question 1 was associated with the dimension of cultural interest. Question 1 asked the respondents “*How much do you like the music in English from any of these countries?*”.

Independent samples *t*-test showed that there was no significant difference between the age groups’ attitudes towards English-language music from India, $t(118.95) = 1.81, p = 0.072$.

However, significant differences were found in the attitudes between the age groups towards the English-language music from Britain $t(98.81) = -2.69, p = 0.008$, the Netherlands $t(114.69) = -2.58, p = 0.011$, Australia $t(122.56) = -3.07, p = 0.003$, the United States $t(92.23) = -3.28, p < 0.001$ and Sweden $t(111.48) = -6.19, p < 0.001$. The older students rated the English-language music from these countries higher than younger students.

Table 9: How much do you like the music in English from any of these countries?

| | Age | M | SD |
|-------------------|---------|------|------|
| Britain | 13/14 | 3.89 | 1.10 |
| | 18/19 | 4.45 | 0.99 |
| | Average | 4.17 | 1.21 |
| The Netherlands | 13/14 | 0.59 | 1.11 |
| | 18/19 | 1.20 | 1.54 |
| | Average | 0.90 | 1.37 |
| Australia | 13/14 | 1.20 | 1.65 |
| | 18/19 | 2.19 | 1.96 |
| | Average | 1.70 | 1.87 |
| India | 13/14 | 1.14 | 1.41 |
| | 18/19 | 0.73 | 1.10 |
| | Average | 0.94 | 1.28 |
| The United States | 13/14 | 3.83 | 1.64 |
| | 18/19 | 4.58 | 0.81 |
| | Average | 4.20 | 1.34 |
| Sweden | 13/14 | 0.84 | 1.26 |
| | 18/19 | 2.55 | 1.84 |
| | Average | 1.70 | 1.79 |

Table 9 shows that the music from the United States ($M= 4.17$, $SD= 1.10$) and Britain ($M=4.17$, $SD=1.21$) is favored among Polish students. It can be observed that the music in English from other English-speaking countries is considerably less popular among Polish students. For example, Australia ($M= 1.70$, $SD= 1.87$) and Sweden ($M= 1.70$, $SD= 1.79$) were ranked a distant third. The music in English from India ($M= 0.94$, $SD= 1.28$) and the Netherlands ($M= 0.90$, $SD= 1.37$) were least popular among Polish students. Table 10 shows the percentage of students who were unfamiliar with music in English from the English-speaking countries.

Table 10: Percentage of students who were unfamiliar with music in English from these English-speaking countries

| Students | Britain | The Netherlands | Australia | India | The United States | Sweden |
|-----------------------|---------|-----------------|-----------|-------|-------------------|--------|
| 13/14 years | 7.8 % | 71.9% | 54.7% | 48.4% | 9.4 % | 62.5% |
| 18/19 years | 0.0 % | 51.6% | 35.9% | 60.9% | 0.0% | 21.9% |
| Total students | 3.9% | 61.7% | 45.3% | 54.7% | 4.7% | 42.2% |

It can be seen from the data in Table 10 that younger students were less familiar with English-language music from different English-speaking countries than older students. In total, the majority of Polish students were not familiar with music in English from the Netherlands (61.7%) and India (54.7%). In addition, 45.3% of all students did not know any music in English from Australia, also, 42.2% of all students reported that they were unfamiliar with music in English from Sweden. Only a small number of students indicated that they were unfamiliar with English-language music from Britain (3.9%) and the United States (4.7%).

Question 4 asked the students “*How much do you like the movies in English from any of these English-speaking countries?*”. Independent samples *t*-test showed that there was a significant difference between the two age groups’ attitudes towards movies in English from Australia $t(122.97) = -2.93, p = 0.004$, India $t(126) = -2.37, p = 0.019$, and Sweden $t(126) = -2.05, p = 0.042$; older students liked movies from these countries more than younger students. However, no other significant differences were found between the age groups’ attitudes towards English-language movies.

Table 11: How much do you like the movies in English from any of these English-speaking countries?

| | Age | M | SD |
|-------------------|---------|------|------|
| Britain | 13/14 | 4.09 | 1.29 |
| | 18/19 | 4.44 | 1.02 |
| | Average | 4.27 | 1.17 |
| The Netherlands | 13/14 | 0.88 | 1.37 |
| | 18/19 | 1.27 | 1.65 |
| | Average | 1.07 | 1.52 |
| Australia | 13/14 | 1.19 | 1.63 |
| | 18/19 | 2.11 | 1.91 |
| | Average | 1.65 | 1.83 |
| India | 13/14 | 0.81 | 1.27 |
| | 18/19 | 1.38 | 1.41 |
| | Average | 1.09 | 1.37 |
| The United States | 13/14 | 4.30 | 1.23 |
| | 18/19 | 4.63 | 0.85 |
| | Average | 4.46 | 1.06 |
| Sweden | 13/14 | 0.94 | 1.57 |
| | 18/19 | 1.53 | 1.70 |
| | Average | 1.23 | 1.66 |

Table 11 indicates that English-language movies from Britain ($M= 4.27$, $SD= 1.17$) and the United States ($M= 4.46$, $SD= 1.06$) were highly rated among Polish students. Movies in English from Australia were ranked third with a mean of 1.65, which is rated considerably lower than the movies from the United States and Britain. Furthermore, the movies in English from the Netherlands ($M= 1.07$, $SD= 1.65$), India ($M= 1.09$, $SD= 1.37$) and Sweden ($M= 1.23$, $SD= 1.66$) were ranked poorly by Polish students. Table 12 provides an overview of how many students were unfamiliar with movies in English from the English-speaking countries.

Table 12: Percentage of students who were unfamiliar with music in English from English-speaking countries

| Students | Britain | The Netherlands | Australia | India | The United States | Sweden |
|-----------------------|---------|-----------------|-----------|-------|-------------------|--------|
| 13/14 years | 6.3% | 71.9% | 54.7% | 62.5% | 4.7% | 68.8% |
| 18/19 years | 1.8% | 51.5% | 35.9% | 35.9% | 1.6% | 45.3% |
| Total students | 3.9% | 61.7% | 46.3% | 49.2% | 3.1% | 57.0% |

As shown in Table 12, a majority of students indicated that they did not know any music in English from the Netherlands (61.7%) and Sweden (57.0%). In addition, 49.2% of students reported that they were not familiar with music in English from India, and 46.3% indicated that they did not know any music in English from Australia. Only a small number of students reported that they were unfamiliar with music from Britain (3.9%) and the United States (3.1%).

Question 5 asked the respondents “*How much do you like the TV programs in English from any of these countries?*”. Independent samples *t*-test was used to analyze if there were any significant differences between the age groups’ attitudes toward TV programs in English from different English-speaking countries. There were no significant differences between the age groups’ attitudes towards TV programs from India, the Netherlands, Australia and Sweden. Furthermore, the students aged 18/19 years preferred TV programs from Britain $t(112.36) = -3.48, p < 0.001$, and the United States $t(120.25) = -2.54, p = 0.012$ significantly more than students aged 13/14 years.

Table 13: How much do you like the TV programs in English from any of these countries

| | Age | M | SD |
|-------------------|------------|----------|-----------|
| Britain | 13/14 | 3.00 | 1.98 |
| | 18/19 | 4.05 | 1.37 |
| | Average | 3.52 | 1.77 |
| The Netherlands | 13/14 | 0.78 | 1.40 |
| | 18/19 | 0.70 | 1.29 |
| | Average | 0.74 | 1.34 |
| Australia | 13/14 | 1.13 | 1.70 |
| | 18/19 | 1.55 | 1.90 |
| | Average | 1.34 | 1.81 |
| India | 13/14 | 0.44 | 0.99 |
| | 18/19 | 0.47 | 1.01 |
| | Average | 0.45 | 0.99 |
| The United States | 13/14 | 3.17 | 1.97 |
| | 18/19 | 3.98 | 1.60 |
| | Average | 3.58 | 1.85 |
| Sweden | 13/14 | 0.75 | 1.38 |
| | 18/19 | 0.50 | 1.04 |
| | Average | 0.63 | 1.22 |

As can be seen in Table 13, TV programs from Britain ($M=3.52$, $SD= 1.77$) and the United States ($M=3.58$, $SD= 1.85$) were the most popular among Polish students. As in previous results, Australia ($M=1.34$, $SD=1.81$) was ranked third. The table also indicates that TV programs in English from Sweden ($M= 0.63$, $SD= 1.22$), India ($M= 0.45$, $SD= 0.99$) and the Netherlands ($M= 0.74$, $SD= 1.34$) were considerably less popular among Polish students than from Britain and the United States. Table 14 shows the percentage of students who indicated that they did not know any TV programs in English from English-speaking countries.

Table 14: Percentage of students who were unfamiliar with TV programs in English from these English-speaking countries

| Students | Britain | The Netherlands | Australia | India | The United States | Sweden |
|-----------------------|---------|-----------------|-----------|-------|-------------------|--------|
| 13/14 years | 25.0% | 68.8% | 60.9% | 76.6% | 21.9% | 71.9% |
| 18/19 years | 4.7% | 68.8% | 51.6% | 75.0% | 7.8% | 75.0% |
| Total students | 14.8% | 68.8% | 56.3% | 75.8% | 14.8% | 73.4% |

As shown in Table 14, a great majority of students indicated that they were not familiar with English-language TV programs from India (75.8%), Sweden (73.4%) and the Netherlands (68.8%) and Australia (56.3%). However, a minority of students indicated that they were unfamiliar with TV programs from Britain (14.8%) and the United States (14.8%).

The last question which was associated with the dimension of cultural interest was Question 6: “How much do you like magazines, newspapers and books in English from any of these countries?”. Independent samples *t*-test showed that older students significantly liked British $t(117.88) = -3.07, p = 0.003$ and American $t(123.38) = -3.09, p = 0.002$ magazines, books and newspapers more than younger students. However, no significant differences were found between age groups’ attitudes towards English-language books, magazines and newspapers from other English-speaking countries.

Table 15: How much do you like magazines, newspapers and books in English from any of these countries?

| | Age | M | SD |
|-------------------|---------|------|------|
| Britain | 13/14 | 2.59 | 2.07 |
| | 18/19 | 3.59 | 1.58 |
| | Average | 3.09 | 1.90 |
| The Netherlands | 13/14 | 0.58 | 1.19 |
| | 18/19 | 0.67 | 1.48 |
| | Average | 0.62 | 1.34 |
| Australia | 13/14 | 0.64 | 1.26 |
| | 18/19 | 0.84 | 1.51 |
| | Average | 0.74 | 1.39 |
| India | 13/14 | 0.47 | 1.02 |
| | 18/19 | 0.28 | 0.68 |
| | Average | 0.38 | 0.87 |
| The United States | 13/14 | 2.41 | 2.08 |
| | 18/19 | 3.47 | 1.80 |
| | Average | 2.94 | 2.01 |
| Sweden | 13/14 | 0.67 | 1.35 |
| | 18/19 | 0.45 | 1.05 |
| | Average | 0.56 | 1.21 |

Table 15 shows that magazines, newspapers or books from Britain ($M= 3.09$, $SD= 1.90$) and the United States ($M= 2.94$, $SD= 2.01$) obtained the highest ratings from students. However, books, newspapers and magazines from Australia ($M= 0.74$, $SD= 1.39$), the Netherlands ($M= 0.62$, $SD= 1.34$), India ($M= 0.38$, $SD= 0.87$) and Sweden ($M= 0.56$, $SD= 1.21$) were rated considerably lower. Table 16 presents how many students did not know any magazines, newspapers and book in English from these English-speaking countries.

Table 16: Percentage of students who were unfamiliar with magazines, newspapers and books in English from these English-speaking countries

| Students | Britain | The Netherlands | Australia | India | The United States | Sweden |
|-----------------------|---------|-----------------|-----------|-------|-------------------|--------|
| 13/14 years | 32.8% | 76.6% | 73.4% | 78.1% | 35,9% | 75,0% |
| 18/19 years | 10.9% | 78.1% | 70.3% | 79.7% | 17,2% | 78,1% |
| Total students | 21.9% | 77.3% | 71.9% | 78.9% | 26,6% | 76,6% |

It can be seen from the data in Table 16 that a great majority of students did not know any magazines, book or newspapers in English from India (78.9%), the Netherlands (77.3%), Sweden (76.6%) and Australia (71.9%). However, only a minority of students reported that they were unfamiliar with English-language magazines, newspapers or books from Britain (21.9%) and the United States (26.6%).

Cultural interest: summary of the results

Overall, the results for the cultural interest dimension revealed that older students have significantly more positive attitudes towards cultural artifacts, such as books, TV programs, movies, and music from Britain and American sources than younger students did. In fact, American and British cultural artifacts were generally highly ranked by both age groups. Furthermore, no consistent significant differences were found between the age groups' attitudes towards English-language cultural artifacts from other English-speaking countries. Cultural artifacts from other English-speaking countries were ranked very poorly compared to British and American cultural products. In general, the findings indicated that a majority of Polish students were unfamiliar with the cultural artifacts from Sweden, Australia, the Netherlands and India.

7.4 Ethnolinguistic vitality

The dimension of ethnolinguistic vitality consisted of two questions. One of these questions is Question 4: “How rich and developed do you think these countries are?”. Independent samples *t*-tests revealed that older students had more positive attitudes towards the Netherlands $t(116.14) = -3.60, p = 0.000$, Australia $t(113.67) = -5.40, p < 0.001$, the United States $t(94.16) = -2.72, p = 0.008$, and Sweden $t(100.58) = -4.49, p < 0.000$. These differences were significant. However, no significant differences were found between the age groups’ attitudes towards Britain $t(126) = -1.42, p = 0.157$, and India $t(126) = 0.90, p = 0.928$.

Table 17: How rich and developed do you think these countries are?

| | Age | M | SD |
|-------------------|---------|------|------|
| Britain | 13/14 | 4.38 | 0.72 |
| | 18/19 | 4.55 | 0.64 |
| | Average | 4.46 | 0.69 |
| The Netherlands | 13/14 | 3.56 | 1.28 |
| | 18/19 | 4.28 | 0.95 |
| | Average | 3.92 | 1.18 |
| Australia | 13/14 | 3.02 | 1.34 |
| | 18/19 | 4.13 | 0.95 |
| | Average | 3.57 | 1.28 |
| India | 13/14 | 2.41 | 1.05 |
| | 18/19 | 2.39 | 0.90 |
| | Average | 2.40 | 0.98 |
| The United States | 13/14 | 4.52 | 0.82 |
| | 18/19 | 4.83 | 0.42 |
| | Average | 4.67 | 0.67 |
| Sweden | 13/14 | 3.25 | 1.59 |
| | 18/19 | 4.28 | 0.92 |
| | Average | 3.77 | 1.40 |

Table 17 shows the mean scores for Question 4. Generally, the English-speaking countries obtained high rates by both age groups; the United States ($M = 4.47, SD = 0.67$) and Britain

($M= 4.46$, $SD= 0.69$) obtained the highest scores. The Netherlands ($M= 3.92$, $SD= 1.28$) was ranked third, followed by Sweden ($M= 3.77$, $SD= 1.40$). Polish students considered Australia ($M= 3.57$, $SD= 1.28$) to be slightly less developed and rich than Sweden. Finally, the ratings for India were the lowest which had a mean score of 2.40.

Question 9 was also associated with ethnolinguistic vitality and asked the respondents “*How important a role do you think these countries play in the world?*”. Independent samples t -test was used to analyze if there were any significant differences between the age groups. Only a significant difference was found between the age groups’ attitudes towards the United States $t(93.07)= -2.81$, $p= 0.006$, and Britain $t(126)= -2.06$, $p= 0.042$. Older students thought that the United States and Britain play a more important role than did younger students.

Table 18: How important a role do you think these countries play in the world?

| | Age | M | SD |
|-------------------|---------|------|------|
| Britain | 13/14 | 4.13 | 1.15 |
| | 18/19 | 4.48 | 0.80 |
| | Average | 4.30 | 1.00 |
| The Netherlands | 13/14 | 3.27 | 1.10 |
| | 18/19 | 3.34 | 1.09 |
| | Average | 3.30 | 1.09 |
| Australia | 13/14 | 2.95 | 1.12 |
| | 18/19 | 3.27 | 1.09 |
| | Average | 3.11 | 1.11 |
| India | 13/14 | 2.64 | 1.33 |
| | 18/19 | 2.69 | 1.18 |
| | Average | 2.66 | 1.25 |
| The United States | 13/14 | 4.47 | 0.99 |
| | 18/19 | 4.86 | 0.50 |
| | Average | 4.66 | 0.81 |
| Sweden | 13/14 | 3.06 | 1.25 |
| | 18/19 | 3.45 | 1.11 |
| | Average | 3.26 | 1.92 |

As can be seen in Table 18, the ranking order is quite consistent with the previous table.

Polish students think that the United States ($M= 4.66$, $SD= 0.81$) plays the most important role in the world followed by Britain ($M= 4.30$, $SD= 1.00$). The Netherlands ($M= 3.30$, $SD= 1.09$) is again ranked third. The Polish students perceived Sweden ($M= 3.26$, $SD= 1.92$) and Australia ($M= 3.27$, $SD= 1.09$) as slightly less important than the Netherlands. Finally, India ($M= 2.66$, $SD= 1.25$) obtained the lowest score.

Ethnolinguistic vitality: summary of the results

Taken together, the results for the dimension of ethnolinguistic vitality show that the rank order of the six English-speaking countries is stable. Both age groups perceived the United States as the most important and developed country and India as the least important and developed country. Furthermore, the first question for ethnolinguistic vitality showed that older students were significantly more positive towards the Netherlands, Sweden, the United States and Australia than younger students. However, the results for the second ethnolinguistic vitality question did not display the same significant differences as in the first question. Question 9 indicated that there were only significant differences between the age groups' attitudes towards the United States and Britain. Overall, the tables for ethnolinguistic vitality indicate that the United States as well as Britain are indeed more highly rated than the other English-speaking countries.

Discussion

Earlier studies suggested that older students might have more positive attitudes towards different English varieties than younger students because of greater exposure to different language variations (Van den Doel, 2006). However, this was not attested in the findings of this study. The findings revealed that older students generally do not hold more positive attitudes toward English from Outer Circle and Expanding Circle countries. Several independent samples *t*-test showed that older students have more positive attitudes towards Inner Circle countries than younger students. In general, it seems that older students have developed only more positive attitudes toward Inner Circle countries during secondary school. A possible explanation for this might be that English in the South of Poland is being taught as a language from the Inner Circle, especially as British English and American English. When the students were asked about their interest in English varieties or speakers from different English speaking countries, it was usually the United States and Britain that were highly rated. Other English-speaking countries, such as the Netherlands, Sweden and India were rated significantly lower. This suggests that Polish students have little exposure to English varieties and speakers from the Outer Circle and Expanding Circle, even as they become older. It is important to bear in mind that the link between positive attitudes and actual exposure may be tenuous. However, the results of this current study support those observed in earlier studies, such as by Matsuda (2003) and Friedrich (2000). These authors observed that questions about different English varieties confused Japanese and Brazilian students, because they had little idea how different English varieties were like and they only mentioned American English and British English as English varieties (Matsuda, 2002; Friedrich, 2000). Matsuda (2002) believes that English language textbooks can be an important source of exposure to different speakers and uses of English. In addition, they may also have a great influence in the development of student attitudes towards the English language because these

textbooks play a central role in English language classes. The study by Matsuda (2002) found that English language textbooks in Japan are mainly focused on the representations of English speakers and uses from the Inner Circle, specifically on American English (Matsuda, 2002). This seems also be the case in Poland. For instance, the results for the dimensions of cultural interest showed that a majority of Polish students, no matter which age, were unfamiliar with music, movies and books in English from Outer Circle and Expanding Circle countries.

Furthermore, the results revealed that both age groups of Polish students wanted to become most similar to British speakers followed by American speakers. A possible explanation may be that the majority of Polish students still believe that they should conform to British and American English norms. This can be due to the Polish curriculum, which might still have a monolithic view of English. Many World Englishes scholars advocate that learners should embrace the more modern view of the English language (e.g. Modiano 1999; Kilickaya, 2009, Matsuda, 2003; Kachru, 1997). In other words, learners of English should be aware of the different uses of English around the world to prevent confusion and resistance when faced with different types of English speakers (Kilickaya, 2009; Matsuda, 2002). However, another likely explanation is that students might also have had more exposure to British or Americans songs, video games, websites which may have influenced their preference for British and American speakers.

The results for the cultural interest dimension suggest that English from Outer Circle and Expanding Circle countries is not promoted in Poland. The media might also be responsible for the attitudes of Polish students towards English. The participants showed very positive attitudes towards movies, TV programs, and music from Britain and the United States, which suggest that they receive the most exposure to the British and American culture. This might also explain why Polish students rated the United States and Britain highly. This result

corroborates the work of Friedrich (2000), who wrote that Brazilian learners had the most positive attitudes towards American English because of exposure to American movies, music, and business. In addition, Garrett (2010) states “two important sources of attitude are our personal experiences and our social environment, including the media” (p. 22). It is possible, therefore, that Polish students have little exposure to different English varieties through their social environment, including the media, and that this might explain why students evaluated other English-speaking countries significantly lower than Britain and the United States.

Apart from this, a striking result was the low ranking of India as opposed to Sweden or the Netherlands on all counts. India is an Outer Circle country where English is a second language and Sweden and the Netherlands are both Expanding Circle countries where English is a foreign language. In this case, it was expected that English from India would be more tolerated by Polish students than English from Sweden and the Netherlands. However, the low ranking of India suggests that this was not only a study of attitude to language but also to the community who speak the language. Garrett (2010) also states that “it is generally difficult to distinguish attitudes to language varieties from attitudes to the perceived groups and community members who use them” (p. 16). As noted before by Kasztalska (2014), generally Polish people have more positive attitudes towards Westerners than to people from African or Asian descent; this might be a possible explanation for why Indian English is less positively rated by Polish students. However, more research is needed to understand Polish students’ attitudes towards Indian English.

Overall, the results of this study showed that older students do not show consistently more positive attitudes toward the English speakers and users from the Expanding Circle and Outer Circle countries than younger students. However, it seems that students create essentially

more positive attitudes towards the English speakers and language from the Inner Circle countries. It can thus be suggested that Polish students have a lack of knowledge about the English uses around the world, where non-native speakers outnumber native speakers of English (Graddol, 1997). Scholars advocate that we drop the mindset of referring to native English as prestigious, because we must bring people closer to a realistic view of how English is used around the world (e.g. Modiano, 1999; Graddol, 1997; Matsuda, 2002). The findings of this study suggest that Polish learners' view on English are still in contrast with the concept of World Englishes, which has the key concepts to empower new varieties of English (Pishghadam & Saboori, 2011). However, certain results revealed that Polish students are not completely opposed to learning about different cultures and speakers of English. Generally, the findings for Question 12 showed that Polish students think it is quite important to learn about different cultures and speakers from English-speaking countries. The mean scores for Question 12 were not lower than a 3.05, which means that there is some interest among Polish students to learn about different speakers and cultures. In addition, the results for questions 2 and 8 showed that Polish students have some interest to meet and speak with speakers of English from different English-speaking countries. In this case, it is recommended that teachers provide Polish students with occasional exposure to different English speakers and varieties in order to encourage Polish students to consider different uses of English.

Conclusion

The present study was designed to answer the following research question:

Do the attitudes of Polish secondary school students towards English as a Pluricentric language become more tolerant with age?

The aim was to determine whether final-year students of secondary school, as a result of their secondary school experiences, have developed more tolerant attitudes towards different English varieties than first-year students. The results of this study show that final-year students did not become significantly more tolerant towards English as a pluricentric language than first-year students. However, certain findings from this study revealed that final-year students generally hold significantly more positive attitudes towards English from Inner Circle countries than first-year students. Overall, Polish students rated Outer Circle countries and Expanding Circle countries lower than Inner Circle countries. It seems that World Englishes is not as present among Polish students as it is among Polish scholars. An explanation could be that English language classes in the area in question almost exclusively expose Polish students to American English and British English. It is also possible that, outside of the classroom, Polish students are mostly exposed to English from the United States and Britain. However, as has been indicated in earlier studies including Kilickaya (2009) and Matsuda (2002), it is important that students are aware of the different uses of English so that they can understand and tolerate different uses of English and communicate effectively across cultures. If future studies indicate the similar results in Poland, then people may need to reform the curriculum for English language classes in Poland to create more tolerance among students and teachers towards different English uses.

Limitations

As mentioned earlier in the study, questionnaires cannot investigate issues deeply. In this case, results should be interpreted with caution. In addition, the students' responses to India may suggest that the attitudes conveyed were not just about language. Also, there may have been some overlap between certain questions. Another limitation of this study was that the researcher was not present when the participants filled in the questionnaire; therefore the seriousness of the answers could not be validated, and the researcher could not answer any questions students may have had about the questionnaire.

Further research could investigate English textbooks as well as English language classes in the South of Poland to support the interpretation of the current findings. Also, this study was not able to observe individuals over a long period of time and analyze whether their attitudes changed and indeed became more tolerant; a longitudinal research study would be ideal to understand the change of attitudes over time. A longitudinal survey is recommended to confirm that students' attitudes towards Inner Circle countries become more positive with age. In addition, a limitation of this study is that the participants were only from one region of Poland, namely from a city in the South of Poland. Thus, this study could be replicated in different parts of the country as well as in different countries, to see if the same conclusions can be drawn.

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Appendix A Polish version of the questionnaire

Ankieta ucznia języka angielskiego

Chcielibyśmy poprosić cię o pomoc, w postaci odpowiedzi na pytania dotyczące języka angielskiego. Ankieta nie jest sprawdzianem, więc nie ma "prawidłowych" lub "nieprawidłowych" odpowiedzi, a ponadto jest ona całkowicie anonimowa. Jesteśmy zainteresowani twoją opinią. Wyniki tego badania zostaną wykorzystane wyłącznie do celów badawczych, dlatego prosimy podawać szczerze odpowiedzi, gdyż tylko one mogą zapewnić temu projektowi sukces.

Angielski jest używany w wielu różnych krajach. Wyróżniamy rodowitych użytkowników języka angielskiego dla których angielski jest językiem ojczystym (native speakerów) oraz użytkowników języka angielskiego którzy nauczyli się angielskiego później - na przykład w szkole.

Bardzo dziękujemy za pomoc!

I. W następnej części chcielibyśmy, abyś odpowiedział/a na kilka pytań, wpisując w puste pola liczby od 1 do 5, które najlepiej opisują twój stosunek do danego przedmiotu zapytania.

5 = bardzo, 4 = dość dużo, 3 = tak sobie, 2 = nie bardzo, 1 = w ogóle nie

Na przykład, jeżeli bardzo lubisz "hamburgery", "zupę pomidorową" nie za bardzo, a "szpinaku" wcale, piszesz:

| | Hamburgery | Zupa pomidorowa | Szpinak |
|-------------------------------|------------|-----------------|---------|
| Jak bardzo lubisz te potrawy? | 5 | 2 | 1 |

Proszę umieścić w każdym polu liczbę od 1 do 5 i nie pominąć żadnej z nich. Dziękuję!

5 = bardzo, 4 = dość dużo, 3 = tak sobie, 2 = nie bardzo, 1 = w ogóle nie, (0 = nie wiem)

| | Wielka Brytania | Holandia | Australia | Indie | Stany Zjednoczone | Szwecja |
|--|-----------------|----------|-----------|-------|-------------------|---------|
| 1. Jak bardzo lubisz angielskojęzyczną muzykę z każdego z tych krajów? <i>(Wpisz 0 jeżeli nie znasz żadnej angielskojęzycznej muzyki z tego kraju)</i> | | | | | | |
| 2. Jak bardzo chciałbyś/chciałabyś porozmawiać po angielsku z osobą z każdego z tych krajów? | | | | | | |
| 3. Jak bardzo lubisz angielskojęzyczne filmy z wymienionych krajów? <i>(Wpisz 0 jeżeli nie znasz żadnego filmu z tego kraju)</i> | | | | | | |
| 4. Jak bardzo zamożne i rozwinięte są podane kraje według ciebie? | | | | | | |
| 5. Jak bardzo lubisz angielskojęzyczne programy telewizyjne z podanych krajów? <i>(Wpisz 0 jeżeli nie znasz żadnego programu TV z tego kraju)</i> | | | | | | |
| 6. Jak bardzo lubisz angielskojęzyczne czasopisma, gazety i książki z każdego z podanych krajów? <i>(Wpisz 0 jeżeli nie znasz żadnych pism z tego kraju)</i> | | | | | | |
| 7. Jak bardzo chciałbyś/chciałabyś upodobnić się do osób posługujących się językiem angielskim z podanych krajów? | | | | | | |

| | Wielka Brytania | Holandia | Australia | Indie | Stany Zjednoczone | Szwecja |
|--|-----------------|----------|-----------|-------|-------------------|---------|
| 8. Jak bardzo chciałbyś/chciałabyś podróżować do każdego z tych angielskojęzycznych krajów? | | | | | | |
| 9. Jak ważna rolę odrywają według Ciebie te kraje na świecie? | | | | | | |
| 10. Jak bardzo lubisz ludzi mieszkających w tych angielskojęzycznych krajach? <i>(Wpisz 0 jeżeli nie znasz ludzi z tych krajów)</i> | | | | | | |
| 11. Jak bardzo lubisz język angielski z każdego z podanych krajów? <i>(Wpisz 0 jeżeli nie znasz angielskiego z danego kraju)</i> | | | | | | |
| 12. Jak ważne jest poznać kulturę i mówców z każdego z podanych angielskojęzycznych krajów? | | | | | | |

I. Prosimy odpowiedzieć na parę osobistych pytań

13. Płeć (prawidłowe otoczyć kółkiem) : Mężczyzna Kobieta

14. Ile masz lat?

15. W której klasie jesteś?

16. Jaka jest nazwa Twojej szkoły?

Dziękujemy za Twój czas i pomoc!

Appendix B English questionnaire

English learner Questionnaire

We would like to ask you to help us by answering the following questions concerning English language. This questionnaire is not a test so there are no ‘‘right’’ or ‘‘wrong’’ answers, and you do not even have to write your name on it. We are interested in your personal opinion. The results of this survey will be used only for research purposes so please give your answers sincerely, as only this will ensure the success of this project.

English is spoken in many different countries. There are native English speakers who speak English as his or her first language or mother tongue. There are also non-native English speakers who learned English later than their mother tongue, for instance at school.

Thank you very much for your help!

I. In the following section we would like you to answer some questions by simply giving marks from 1 to 5.

5=very much, 4= quite a lot, 3= so-so, 2=not really, 1=not at all

For example, if you like ‘hamburgers’’ very much, ‘‘tomato soup’’ not very much, and ‘‘spinach’’ not at all, write this:

| | Hamburgers | Tomato soup | Spinach |
|-----------------------------------|------------|-------------|---------|
| How much do you like these foods? | 5 | 2 | 1 |

Please put one (and only one) whole number in each box and don't leave out any of them.

Thanks

5=very much, 4= quite a lot, 3= so-so, 2=not really, 1=not at all, (0= don't know)

| | Britain | The Netherlands | Australia | India | USA | Sweden |
|--|---------|-----------------|-----------|-------|-----|--------|
| 1. How much do you like the music in English from any of these countries? <i>(Write 0 if you don't know any)</i> | | | | | | |
| 2. How much would you like to speak English with people from any of these English-speaking countries? | | | | | | |
| 3. How much do you like the movies in English from any of these English-speaking countries? <i>(Write 0 if you don't know any)</i> | | | | | | |
| 4. How rich and developed do you think these countries are? | | | | | | |
| 5. How much do you like the TV programs in English from any of these countries? <i>(Write 0 if you don't know any)</i> | | | | | | |
| 6. How much do you like magazines, newspapers and books in English from any of these countries? <i>(Write 0 if you don't know any)</i> | | | | | | |
| 7. How much would you like to become similar to speakers of English from any of these countries? | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| 8. How much would you like to travel to these English-speaking countries? | | | | | | |
| 9. How important a role do you think these countries play in the world? | | | | | | |
| 10. How much do you like the people who live in these English-speaking countries? (Write 0 if you don't know them) | | | | | | |
| 11. How much do you like English from any of these English-speaking countries? (Write 0 if you don't know it) | | | | | | |
| 12. How important is it to learn about the culture and its speakers from any of these English-speaking countries? | | | | | | |

I. Please answer these few personal questions

13. Your gender? (please circle): Male Female

14. How old are you?:

15. What grade are you in:

16. What is the name of your school:

Thank you for your time and help!