



UNIVERSITI PUTRA MALAYSIA

**ATTITUDES AND PREFERENCES OF MALAYSIAN UNIVERSITY
STUDENTS TOWARDS BRITISH ENGLISH AND AMERICAN ENGLISH**

WAN NOOR FARAH WAN SHAMSUDDIN

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By

WAN NOOR FARAH WAN SHAMSUDDIN

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
Malaysia, in Fulfilment of the Requirements for the Degree of
Master of Arts**

November 2018

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DEDICATION

Dedicated to

Fauziah Mohd Amin and Wan Shamsuddin Wan Hassan

For believing in me even when I was doubting myself



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in
fulfilment of the requirement for the degree of Master of Arts

ATTITUDES AND PREFERENCES OF MALAYSIAN UNIVERSITY STUDENTS TOWARDS BRITISH ENGLISH AND AMERICAN ENGLISH

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November 2018

Chairman : Professor Ain Nadzimah, PhD
Faculty : Modern Languages and Communication

Standard British English has often been used as the model to teach and learn English in Malaysia. However, due to the domination of America in the world economy and the eminence of American cultural hegemony portrayed in the mass media, more Malaysians are seemingly attracted to use the American English variety in their daily lives. Much research has been conducted on language attitudes towards the English language, but there seems to be a gap of studies conducted on Malaysian students' linguistic preferences towards British and American English and the motivations behind their preferences and attitudes towards these two varieties of English. This study attempts to fill this gap by investigating linguistic preferences towards British and American English among 340 Malaysian university students in two linguistic domains: (i) spelling and (ii) lexical choice. This study also explored the composite attitudes of students towards British and American English. Finally, the study examined the motivations behind the students' preferences and attitudes towards these two varieties. Data were collected via two sets of questionnaires: Questionnaire I involved participants listening to four voice recordings of British and American English speakers to indicate their attitudes and preferences to each spoken variety using the Verbal Guise Technique (VGT) and some attitudinal questions focused on British English and American English whereas Questionnaire II elicited responses towards two linguistic domains: i) Spelling and ii) Lexical preferences. Field notes were also done during the administration of the VGT to observe any change of behaviour among the participants. Following that, a written interview was done with 35 participants to investigate their driving factors and attitudes of the participants towards these two English varieties. Finally, a semi-structured interview was also conducted with ten participants to probe more information based on their answers from the written interview.

From this study, the findings were able to suggest some pedagogical implications particularly on the preferred accent in English classroom among Malaysian undergraduate students. The findings do not only suggest the English language use of Malaysian undergraduate students, but also suggest the awareness of the participants on the differences between British English and American English. The study has contributed to the language attitude studies by studying not only the attitudes of Malaysian undergraduate students towards the two main English varieties in Malaysia, but also providing insights into reasons for the attitudes.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Master Sastera

SIKAP DAN PILIHAN LINGUISTIK MAHASISWA TERHADAP DUA VARIASI BAHASA INGGERIS- BRITISH DAN AMERIKA

Oleh

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Bahasa Inggeris British Standard telah lama digunakan sebagai model untuk tujuan pembelajaran dan pengajaran Bahasa Inggeris di Malaysia. Namun demikian, penguasaan Amerika dalam ekonomi dunia dan kemunculan Amerika sebagai budaya hegemoni dunia telah mendorong lebih ramai rakyat Malaysia berminat untuk menggunakan variasi Bahasa Inggeris Amerika. Banyak kajian telah dilakukan untuk mengkaji sikap pelajar terhadap Bahasa Inggeris, namun masih terdapat jurang dalam kajian yang mengkaji sikap pelajar Malaysia terhadap dua variasi utama di Malaysia iaitu British dan Amerika serta faktor yang mendorong sikap dan pemilihan linguistik dua variasi tersebut. Oleh yang demikian, kajian ini akan mengisi jurang tersebut dengan mengkaji pemilihan linguistik 340 pelajar mahasiswa dalam dua domain linguistik: (i) Ejaan dan (ii) kosa kata. Akhirnya, kajian ini juga mengkaji faktor yang mendorong sikap dan pemilihan linguistik dua variasi tersebut. Data dikumpul melalui dua set kertas soal selidik (Soal selidik pertama melibatkan responden mendengar beberapa rakaman suara penutur Bahasa Inggeris British dan Amerika menggunakan teknik "Verbal Guise Technique" (VGT) berserta beberapa soalan sikap terhadap Bahasa Inggeris British dan Bahasa Inggeris Amerika. Manakala, soal selidik kedua mengkaji pemilihan linguistik dalam ejaan dan kosa kata. Teknik pemerhatian juga dilakukan sewaktu pelaksanaan VGT untuk melihat sebarang perubahan dalam sikap pelajar. Kemudian, proses penyelidikan diikuti dengan temuduga bertulis bersama 35 pelajar untuk mengkaji faktor yang mendorong sikap dan pemilihan linguistik terhadap dua variasi tersebut. Temuduga separuh berstruktur juga dilakukan bersama sepuluh pelajar untuk mendapatkan lebih maklumat berdasarkan jawapan mereka dalam temuduga bertulis.

Hasil kajian ini dapat menyumbang kepada implikasi pedagogi dalam penggunaan Bahasa Inggeris oleh pelajar Malaysia di universiti dan menyumbang pengetahuan tentang faktor yang mendorong sikap dan pemilihan linguistik dalam komuniti rakyat Malaysia yang berbilang bangsa



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I certify that a Thesis Examination Committee has met on 19 November 2018 to conduct the final examination of Wan Noor Farah binti Wan Shamsuddin on her thesis entitled "Attitudes and Preferences of Malaysian University Students Towards British English and American English" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Arts.

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
CAB	Multicomponent Model of Attitudes- Cognitive, Affective and Behavioural Information
EFL	English as a Foreign Language
ELF	English as Lingua Franca
EMI	English-medium Instruction
ENL	English as a Native Language
ESL	English as a Second Language
FMLC	Faculty of Modern Languages & Communication
ID	Individual Differences
GA	General American
L2	Second Language
MGT	Match-Guise Technique
RP	Received Pronunciation
UPM	Universiti Putra Malaysia
SEM	Structural Equation Model
SPSS	Statistic Package for Social Sciences
VGt	Verbal Guise Technique
WTC	Willingness to Communicate

CHAPTER 1

INTRODUCTION

1.1 Overview

This chapter introduces the reader to the milieu of this study. It begins with the status of English as a global language, the idea of The Three Concentric Circles of English and narrows down to the linguistic ecology of the English language in Malaysia. It seems that education in Outer Circle countries like Malaysia is heavily depended on British English and American English (Penny, 2012; Wong, 2013). This has induced different attitudes and linguistic preferences among Malaysian learners; ergo, leading to the problem statement identified in this research. The objectives, research questions, significance, limitations of the study and the definition of key terms are also discussed later in this chapter. Lastly, this chapter concludes with a summary which aims to condense what was discussed in the chapter.

1.2 Background of the Study

As English is growing as a global language today, its role is becoming more extensive; not only in general diplomatic and governmental affairs, but also in the specific fields of education, commerce and tourism. The ubiquitous influence of English is visible even in non-English speaking countries, such as the Philippines and Malaysia, by its constant use in the mass media and even in public signage such as those found in transportation hubs. It is observed that English has been used so extensively that it is the preferred language to bridge the communication between two non-native speakers. According to Crystal (2003), most English speakers are able to speak more than two languages, indicating that English is learned as a second language and can greatly function even in countries where English is not the first language. These are some of the evidences that are indicative of English's stature as a global language. This phenomenon is described as English as Lingua Franca (ELF) by Jenkins (2007). The terminology delineates the increasing use of English not only in the continuum of interlanguage among native speakers, but also among non-native speakers. Due to increasing attention to the ELF, the systemic description of varieties of English which embraces the national identities of the speakers is steadily gaining momentum. This can be understood through the Three Concentric Circles Model of World Englishes.

1.2.1 Three Concentric Circles Model of World Englishes

Schmitz (2014) describes Kachru's Three Concentric Circles Model of World Englishes as a pioneering model that is widely used to present the distribution of English growth and usage. Kachru divides the use of the English language into three categories, which are: The Inner Circle, Outer Circle and Expanding Circle, as illustrated below:

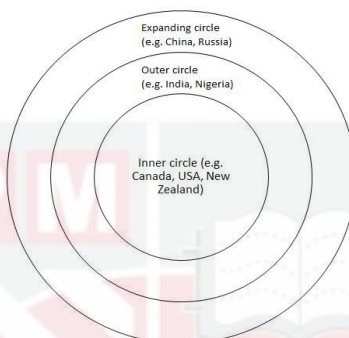


Figure 1.1 : Kachru Three Concentric Circles Model of World Englishes
(Kachru, 1996, p.2)

The model represents the use, spread, patterns and functions of English in three different circles (Bolton, 2009). The Inner Circle refers to countries that use English as the first language such as Britain, America and Australia. Here, the use of English is highly extensive in almost all societal institutions. English as a Native Language (ENL) is the terminology that is often used to describe the use of English in the Inner Circle (Kirkpatrick, 2007). It is referring to the fact that English is used as the primary language which is practiced comprehensively in the country. The Outer Circle meanwhile, refers to countries that use English as a Second Language (ESL) and are usually countries which are former British colonies (Kirkpatrick, 2007) such as India, Singapore and Malaysia. Therefore, even after independence, the use of the English language is still dominant. In these countries, English is one of the many languages which are spoken and used, especially in legal and educational institutions. Kirkpatrick (2007) refers to the English language used in the Outer Circle countries as English as Second Language (ESL). The Expanding Circle on the other hand, is refers to countries where English is used as an international or foreign language (EFL) as mentioned by Kirkpatrick (2007). In countries which fall under The Expanding Circle, the usage of English is very limited. Since the language is not widely used in daily discourse, there is little opportunity to learn and practise the English language in the Expanding Circle countries.

It can be understood from the model that Malaysia is categorised as an Outer Circle country where English is mostly used in formal situations and domains such as politics and education, For countries like Malaysia, the English input and

model for learning processes are not largely gained from the environment like that of the Inner Circle countries. Therefore, the input and model of English used in Malaysia are largely dependent on dominant Inner Circle countries like The United Kingdom and The United States (Jenkins, 2007).

In her book, Jenkins (2000) highlights that English is viewed as a repertoire of culture that is typically associated to Britain and America. This is supported by Pennycook (1998) as cited in Jenkins (2000) who mentioned that the British colonisation has led to the widespread use of the English language around the world. America, on the other hand, is gaining influence due to the economic growth and rise of the American global culture hegemony (Crystal, 2003; Pillai, 2014). John Algeo (2006) did an extensive study on the two English varieties and claimed that British English and American English are the two most studied English varieties with the most teaching materials available worldwide. Trudgill and Hannah (1994) also made a claim that British English and American English are the two main English varieties that are widely accepted as varieties of instruction in most education systems. This is due to the British colonisation and the global spread of America's economic expansion and culture. According to Algeo (2006), British English is said to be the most similar form of English to Old English. Just like the claim by Pennycook (1998), the spread of British English was largely through colonisation. Therefore, British English is often used in most education systems as the model to learn English in Commonwealth countries (Algeo, 2006). Trudgill and Hannah (1994) mentioned that English language lessons were traditionally taught using "British English" and it was the accepted and widely spoken variety among highly educated people. However, Algeo also mentions that American English is steadily gaining more attention in non-native countries due to the progression of popular American culture portrayed in the media. This explains the high popularity of these two varieties among non-native countries especially in academic contexts.

As specified in her book, Jenkins (2000) proposed a scheme for pronunciation teaching that aims to create mutual pronunciation intelligibility especially for EFL learners. The need for this scheme arose after considering the methods of teaching pronunciation in second language (L2) English classrooms. Much research done by Jenkins (2000) showed that many English learners expressed their desire to achieve "native-speaker" accent -either British, or American. Therefore, this leads to the belief that British English and American English are the two most preferred English varieties. This is especially important as the English input will be used mostly in the educational context as a model for pronunciation, orthography and lexical choices (Crystal, 2003).

1.2.2 Input of English language in Malaysia

English was first inaugurated in Malaysia as a result of British colonisation. Customarily, Standard British English was used as a model to teach and learn English in Malaysian schools (Thirusanku and Yunus, 2014; Normazla and

Mariatul, 2007). However, due to the globalisation and rise of American global cultural hegemony in these past decades, the input of American English is becoming more evident and it is spreading subtly through mass media. Crystal (2003) suggested that the spread of English through the mass media is mainly dominated by American English such as in newspapers, advertising, broadcasting and cinema. This implies that most of the English input available in Malaysia are American English. This was indeed concurred by Pillai (2014) who claimed that most Malaysian adolescents are exposed to the American accent through the American media such as television series. A letter-in 'The Star Online, expressed a resentment for the substantial use of American English among Malaysian youth today (Wong, 2013). The author also mentioned a few contributors to this issue which include the domination of American influence in the internet and technological innovations like Microsoft. American English is the default language in most technological products by Microsoft and Apple, precipitating people to unconsciously use and be more familiar with American English. Therefore, it is not a surprise that most Malaysians would say '*fries*' instead of '*chips*' and '*pharmacy*' rather than '*chemist*'. To sum up, American English input is proliferating due to the rise of American cultural hegemony whilst, Standard British English is used in formal settings like in schools. This later has led to the different uses and preferences of English varieties among Malaysians.

1.3 Problem Statement

From the different exposures of the two main English varieties (which are (i) British English and (ii) American English), this has induced different linguistic preferences and perceptions towards the two English varieties. This effect is heightened by the aforementioned factor explained in the previous section which can be seen in most academic settings. This is concurred by Salama (1976, p.236) who mentions that "teaching of English in the 20th century demands an accurate awareness on differences between British and American English because of the influence of both varieties throughout the world". Penny (2012) discusses the importance of teachers to have awareness on different English varieties mainly British English and American English. As a part of teaching skills, awareness on the differences between these two varieties is a part of linguistic knowledge that is important for an English teacher. Munjin (2008) provided some scenarios that English teachers often encountered due to the differences of British English and American English. Besides the typical phonological and spelling differences, some teachers might encounter syntactic questions like determining which sentence is correct in forming questions, "Do you have a problem?" or "Have you got a problem?" (Munjin, 2008, p. 293). Without adequate knowledge and awareness on the differences of the two English varieties, some teachers might have problems dealing with such questions in the classroom.

Apart from that, there has been an inconsistent use of British English and American English among Malaysian learners (Wong, 2013; Pillai, 2014). This is a grave issue especially in an academic context where students are expected to have consistency in use of English variety. This was concurred by Penny (2012) who encourages teachers to spread the awareness of English varieties to the learners and advocates consistency in the use of English variety among the learners. Since English has become more pluralistic with the birth of many localised English varieties, it is a challenge for the learners to have awareness and consistency in the use of English varieties (Penny, 2012; Jenkins, 2007). This is often reflected in academic contexts such as in writings and presentations. Accordingly, this will affect the intelligibility of the learners (DiCarlo, 2013). Intelligibility is a well-known aspect in language learning and it refers to how much the interlocutors can understand each other (Munro and Derwing, 1997). This includes the ability to get the intended message across to the interlocutors because the primary objective of language learners is to be able to be understood. Mackward (1958) highlights that the perceptible but minimal differences between British and American English can threaten the intelligibility of the speaker. Not only is it a threat to the intelligibility of the speaker, the inability to discriminate British English and American English can contribute to confusion for language learners especially in the second and foreign language context (Zhang and Jiang, 2008). This would further result in miscommunications among interlocutors who use different English varieties (DiCarlo, 2013; Kutateledze, 2014).

Hence, although past research has highlighted the importance of having consistency on the use of British English and American English in academic contexts alongside with the significance on the awareness of these two varieties in language learning, there is a lack of literature on the attitudes and linguistic preferences of these two varieties. Most research on language attitudes are primarily focusing on the perceptions and attitudes of Malaysians towards localised English varieties such as Malaysian English, disregarding the two major English varieties in Malaysia. Therefore, this current research is done to fill in the gap of literature by investigating the attitudes and linguistic preferences of Malaysian undergraduates towards British English and American English. This study also investigated the driving factors that motivate the undergraduates' attitudes and linguistic preferences.

1.4 Objectives of the study

This study aimed to investigate the composite attitudes of Universiti Putra Malaysia (UPM) undergraduate students towards two dominant English varieties which are British English and American English. This study also examines the linguistic preferences of the students in two linguistic domains which are spelling and lexical choice. The motivations behind these preferences and attitudes towards these two varieties are also explored in this study.

1.5 Research Questions

With the above stated objectives, this study puts forward the following research questions:

1. What are the language attitudes of UPM undergraduate students towards British English and American English through the manifestation of: (i) Verbal Guise Technique (ii) Attitudinal Questions (iii) Field Notes (iv) Interview?
2. What are UPM undergraduate students' linguistic preferences towards British English and American English in terms of: (i) Spelling (ii) lexical choice?
3. What are the driving factors for the preferences and attitudes of UPM undergraduate students towards British English and American English?

1.6 Significance of the study

This study aims to investigate the language attitudes and preferences of UPM's undergraduate students towards British English and American English. The findings from this study will suggest their linguistic inclination used in their daily lives and their preferred English variety in the classroom. The findings from this study may have pedagogical implications in Malaysian English classrooms whereby the students' needs and preferences in learning English are taken into consideration. The findings also reflect the consensus of Malaysian public university students to create a better learning experience. According to Baker (1992), language attitude is often used as a benchmark to manage and predict a group of people's behaviour. Information on language attitude research of one group of society can contribute to the sociolinguistic field, especially in terms of language maintenance and language variation (Garrett, 2001; Labov, 1984). These are crucial for future implementations of language policy. Thus, the findings from this study are preeminent for the future of English in Malaysia as they may reflect the beliefs and preferences of Malaysian tertiary students towards learning English.

Labov (1984) observed that language attitude could yield to sociolinguistic knowledge of a language. This is agreed by Brumfit (2001) that point out the significance of language attitude studies which greatly contribute to the sociolinguistic knowledge and "indicates clearly the extent to which languages are shaped" (p. 116). Rindal (2010) studied on the attitudes of Norwegian students and their linguistic preferences in terms of pronunciation. The findings suggested useful sociolinguistic knowledge and linguistic changes of English language in Norway. Similarly, the findings from this study can contribute in terms of providing essential sociolinguistic explanation on the English language variation and changes in Malaysia. Thus, this will not only be important as a general understanding of English in Malaysia, but also important for the future

of the English language in Malaysia. The findings could foreshadow the future of the English language in Malaysia.

Not only that, studies on language attitude might contribute to the pedagogical knowledge on the teaching of a target language. Carranza (1982) reported that language attitude allows the educators to know the students' perceptions regarding the target language; thus, allowing the educators to create lessons based on the knowledge of students' perception of the language. Chalak and Kassaian (2010) also found a positive correlation between the learners' attitudes and their motivation in learning English. This suggests the importance of acknowledging learners' attitudes towards English in order to increase learners' motivation. Therefore, the findings from this study can be used for future pedagogical implications for the English classroom; especially on which type of variety to be used by the teachers in the classroom.

Lastly, the findings from this study could conceivably help create awareness on the differences between British English and American English. Educators, students and academicians might find some aspects and information on the differences of British English and American English in this study as new and foreign. Thus, creating an awareness on some of the many differences of these two English varieties.

1.7 Scope and limitations of the study

This study focuses on the attitudes, preferences and motivation of Malaysian university students in a public university in the Klang Valley towards British English and American English. Although this research has achieved its aims, there are a few unavoidable limitations in this study.

1. **Undergraduate students:** This study builds on the language attitudes, linguistic preferences and driving factors of Malaysian undergraduate students towards British English and American English. Therefore, the findings represent the students' perspectives in attitudes, linguistic preferences and the factors behind those attitudes and preferences. As suggested by Ahn (2017), there are statistically significant differences in language attitude findings across different stakeholders like students and teachers. However, the findings of this study only represent the perspectives in attitudes, linguistic preferences (and the factors behind those attitudes and preferences), of the students at tertiary level.
2. **Age group:** Since this study is based on undergraduate students, there is a certain age range limited to the study's findings. A past study by Dornyei, Csizer and Nemeth (2006) suggests variation in the attitudes findings towards different cluster groups in accordance to age. Not only that, William and Thurlow (2005) also mentioned that linguistic preferences differ in participants of different age groups. Cargile et al.

(2006) also stressed that numerous studies have proven that different age groups have different perceptions and attitudes towards language. These perceptions and attitudes are highly linked to psychological and social developments experienced by different age groups such as level of socialisation and identity searching (Barenboim, 1981; Lambert, 1975). Therefore, the age group of the participants in a research plays a crucial role in affecting the linguistic attitudes and preferences. The age range of the participants for this research is 19 to 25 years old. The age limit is set to better reflect the attitudes, linguistic preferences and driving factors towards British English and American English of young adults. Therefore, the findings are not generalisable to older generations.

3. **Field of Study:** This study is centred on Malaysian undergraduate students at Faculty of Modern Languages and Communication (FBMK), University Putra Malaysia. Therefore, the participants are studying Bachelor of Arts from different departments: Department of English, Department of Foreign Languages, Department of Communication and Department of Bahasa Melayu. According to Ahmed (2015), students from different fields of study may have different attitudes towards English. Non-English students major particularly have less positive attitudes and lower motivation to study English compared to English major students. Even though these students are from different departments, however the study will not be focusing on the students' field of study. This study will only be focusing on Malaysian undergraduate students at FBMK in general.
4. **Gender:** Study on language attitude has include different demographic variables towards English language including the gender. Mtawaa (2017) reported that gender impacted one's attitudes towards English language. Even so, this study is not using gender as the main variable to study attitudes. This study will be studying language attitudes of Malaysian undergraduate students towards the two main English varieties. The participants consisted of both males and females.

1.8 Definition of Terms

Before proceeding with the next chapter, it is crucial to understand a few terminologies that are used in this research. Some frequent terminologies used are:

Accent: Accent is used to describe distinctive ways of pronouncing words of a language by different groups of people.

American English: This is referring to the Standard American English that is often used without any slangs or abbreviations. It is the formal language used widely in professional settings such as English classroom, television talk shows

and advertisements. Most people also call this variety as General American (GA).

British English: In this study, British English is referring to the Standard British English that is regionally-neutral in England. It is the standard English with no slang or dialect. In terms of pronunciation, linguists would refer this as Received Pronunciation (RP). This accent is used widely in non-English countries to teach English. It is also the accent widely used in radio and television programs in England.

Language Attitudes: Language attitude can be understood as the belief and judgement of an individual towards a certain language. According to Clark (2013), the study of language and its association to identity - is a reflection of how a group of people might perceive a language.

Linguistic Preferences: Linguistic preferences are referring to the linguistic inclinations of the participants. In this study, the linguistic inclinations will be investigated in two domains: spelling and lexical choice. Spelling is referring to the written conventions of a writing. Lexical choice on the other hand is the preference in vocabulary or words.

Driving Factors: Driving factors in this research is defined as the contributing factors for the participants' attitudes and linguistic preferences towards British English and American English. In other words, driving factors are also some explanations behind the participants' attitudes and preferences in British and American English.

Philips (1968) mentioned that operational definitions are crucial to inform the necessary information on the variables that are being studied in a research. For the purpose of this study, the following table summarises the operational definitions of each variable that are studied.

Table 1.1 : Operational definitions of each conceptual variable

No.	Conceptual Variable	Operational Definition
1.	Language attitudes via the manifestation of VGT (Questionnaire 1).	Mean ratings and standard deviation ratings of 20 characteristics used in the VGT from the rating of 1 as the least positive and 5 as the most positive attitudes.
2.	Language attitudes via the manifestation of attitudinal questions (Questionnaire 1).	Mean ratings and standard deviation ratings of 20 attitudinal questions used in Questionnaire 1 from the rating of 1 as the least positive and 5 as the most positive attitudes.
3.	Language attitudes via field notes	1. Observable behaviours through body language and facial expressions 2. Time taken for the participants to complete the VGT task.
4.	Language attitudes via interview	Participants' responses to the questions on language attitudes
5.	Linguistic preferences in spelling	Frequency of words using British or American spelling
6.	Linguistic preferences in lexical choice	Frequency of words using British or American vocabulary.

1.9 Summary of the Chapter

As the first chapter of the thesis, this chapter introduces the readers to the blooming of the English language in the world today which later establishes the status quo of the English language input in Malaysia. Historically, Malaysians learnt English using Standard British English as the model. However, the influence of America, especially in mass media has increased the input of American English. This has led to different preferences of English to be taught in English classrooms. These preferences are constrained by the students' attitudes towards the two English varieties. This resulted in inconsistent use of English varieties especially in academic setting and the lack of awareness on the differences between these two varieties. Thus, the researcher has undertaken this study considering the influence of British English and American English in academic contexts. This chapter also gave an account to the objectives, research questions, significances and finally, the scopes and limitations of the study.

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