ATTITUDES AND DRIVING FACTORS BEHIND THE ATTITUDES OF MALAYSIAN UNIVERSITY STUDENTS TOWARDS BRITISH ENGLISH AND AMERICAN ENGLISH

Wan Noor Farah Wan Shamsuddin [1]
Ain Nadzimah Abdullah [2]
Helen Tan [3]
Jusang Bolong [4]

[1,2,3] Department of English Language, University Putra Malaysia
[4] Department of Communication, University Putra Malaysia

_____

Abstract: *This article explores the attitudes of 340 Malaysian students in a public university in Klang Valley towards two main English varieties in Malaysia: i) British English and ii) American English. Data were acquired by employing the Verbal Guise Technique (VGT) to determine the participants' covert attitudes towards the two varieties. Some attitudinal questions were also used to obtain participants' composite attitudes towards British English and American English. To further probe into the driving factors behind the attitudes, an interview was carried out with the participants. This study found that Malaysian undergraduate students prefer American speakers over British speakers. The participants also associated American speakers as 'easier to understand', 'clear', and 'similar to Malaysian English'. This study also found that the strong influence of British English in the Malaysian education system and the influence of media both impacted attitudes and perceptions towards the two English varieties.*

Keywords: *Language Attitudes, British English, American English, Accents*

_____

Introduction

When English was first introduced in Malaysia during British colonisation in the 1800s, Standard British English was used as the 'model' English in the classroom. Teaching materials, resource books, and teachers were imported from the United Kingdom (Thirusanku & Yunus, 2014). Even since Malaysia gained independence, the role of English has remained evident, and British English is still used as the model English in Malaysia. This includes the use of British English as the main English input, including spelling conventions, pronunciation, and

materials gained from British curricula (Normazla & Mariatul, 2007; Thirusanku & Yunus, 2014). Whilst British English is embedded as the 'model' English in the Malaysian education system, American English is growing by dominating the media. This can be explained by the eminence of America in the world economy these past decades, which has led to the spread of American English input, particularly through the media (Crystal, 2003). According to Crystal (2003), American English has been dominating the media, particularly films, newspapers, advertisements, and broadcasting. In many sociolinguistic studies, British English and American English are claimed to be the most powerful English varieties in the world today (Algeo, 2006; Crystal, 2003; Trudgill & Hannah, 1994). Algeo (2006) found that British English and American English are the two most studied English varieties with the most teaching materials available throughout the world. This indicates the high popularity of these two varieties as the main English inputs used in English classrooms, globally. Jenkins (2000) also did a study on different English varieties and found that most non-native students would like to achieve either British or American accents. Trudgill and Hannah (1994) also expressed that British English and American English are the two most accepted English varieties in most education systems in the world today. Thus, there is considerable evidence of British English and American English's high stature in the world today.

With the co-existence of British English and American English in Malaysia's linguistic ecosystem, some questions have been raised regarding the preferred English variety for the classroom. This is crucial because as a non-native English country, the English input in Malaysia is heavily dependent on inputs from native English countries such as the United Kingdom and the United States. On top of that, the large dissemination of American English in the media today has induced different attitudes and perceptions towards the two English varieties. Crystal (2009) stressed the importance of English input in education systems because this input will be used as the model for pronunciation, orthography, and lexical choices. This is pivotal because this will determine the success of language acquisition. Stephen Krashen, one of the most well-known language acquisition theorists, has discussed the crucial role of input in acquiring language. Krashen's Input Hypothesis stressed the importance of understandable and comprehensible input for successful language acquisition (Krashen, 1985).

The exposure to different English varieties has induced different linguistic preferences and attitudes towards British English and American English. This is extremely important, especially in academic context where the students are expected to consistently use one English variety in academic writings and presentations. Therefore, the findings from this study will suggest the students' preferred English variety and their attitudes towards both varieties. Wong (2013) and Pillai (2014) reported inconsistency in the use of both varieties among Malaysians today and suggested that most Malaysians are mixing both varieties. Awareness of the differences between British English and American English is also imperative to avoid miscommunication and effects on the intelligibility of the speaker (Kutateledze, 2014; DiCarlo, 2013; Zhang & Jiang, 2008). Salama (1976) foreshadowed that English classrooms in the 20th Century required an adequate awareness of the differences between British English and American English. Therefore, the teachers needed to be fully equipped with knowledge on the differences between the two varieties. This suggests the importance of having awareness of the differences between British English and American English.

The exposure to both British and American English varieties has induced different attitudes and preferences towards both varieties, particularly in academic settings. Therefore, the

following research questions are formulated to study the attitudes and factors that influence the participants' attitudes towards the two main English varieties in Malaysia.

1. What are the attitudes of Malaysian university students towards British English and American English?
2. What are the driving factors behind the attitudes of Malaysian university students towards British English and American English?

Literature Review

The Beginning of Language Attitudes Studies

Language attitudes is not an aberrant subject among sociolinguists. Language attitude studies started to circulate in academic research in the 1920s when subjective mental properties started to gain more attention among researchers. According to Jenkins (2007), some of the early language attitude studies include a study by Pear (1931), who investigated the perceptions of radio listeners to speakers of different accents. This was done to examine the stereotypical judgement of the listeners towards different accents. Colin Baker was also one of the pioneering researchers in language attitude studies. In his book on the topic, Baker (1992) studied the attitudes of bilingual participants in Wales towards English and Welsh. Baker (1992) made a breakthrough in language attitude studies by thoroughly examining the attitudes from different perspectives and with variables including the influence of attitude towards behaviour. This study greatly contributed to sociolinguistic studies with the Attitude Model for Bilingualism (Baker, 1992). Perhaps the most well-known language attitude study is research led by Lambert in the 1960s, which resulted in the creation of an instrument to measure language attitude called the Matched Guise Technique (MGT).

Matched Guise Technique (MGT) and Verbal Guise Technique (VGT)

MGT is a sociolinguistic tool used to measure indirect attitudes of participants listening to different recordings of the same speaker (Giles & Coupland, 1991; Maio & Haddock, 2009). This method was found effective for indicating participants' judgements and stereotypical views towards an accent. This is because the participants would have different judgements of the recordings of different accents, while not knowing the recordings were spoken by the same speaker. Therefore, this method indicates the participants' indirect attitudes towards the accent. Even though this method was found effective to indicate a person's judgement towards a language, there are many concerns that were raised about MGT. Some concerns include the authenticity of accents spoken by the speaker. MGT was found quite challenging because it requires the researchers to find speakers who are able to speak the target accents in order to be sure of the authenticity of the accent (Ahmed, 2016; Lee, 1971). To improve on that, the Verbal Guise Technique (VGT) was introduced to the world of sociolinguistics. Similar to MGT, VGT also involves the participants listening to different sets of recordings and evaluating the speakers' recordings based on a set of characteristics using the semantic differential scale. However, VGT required the speakers to be native speakers of the target language. Therefore, those recordings may be from different speakers (Campbell-Kibler, 2013).

Language Attitude Studies on Accented English

The early language attitude studies on English accents were centred on examining stereotypes and judgements that people associate with certain accents (Giles & Billings, 2004). This suggests the social prestige entailed for certain English accents. Recent language attitude research has developed to include different English accents from the perspective of World

Englishes, particularly native English accents and non-native English accents. Recent studies found that non-native accents have recently been receiving more positive acceptance (Chien, 2014; Ersebet, 2014). Localised Englishes such as Malaysian English and Taiwanese English were found to be more accepted by the local community and associated with solidarity traits such as seeming 'friendly'.

Methodology

Participants

The participants were 340 undergraduate students in Universiti Putra Malaysia from the Faculty of Modern Languages and Communication. The participants were 82 male and 256 female students. The participants consisted of students from different departments, including the Department of English Language, Department of Foreign Languages, Department of Bahasa Melayu, and Department of Communication.

Research Design

This study utilised a mixed method approach in order to achieve its objectives. To answer the first research question, a quantitative approach was used to measure the attitudes of participants using an Analysis of Variance (ANOVA) and one-way independent T-test. A Tukey post hoc test was also used to determine the statistical significance between groups. In contrast, a qualitative approach was done to answer the second research question. The qualitative data was analysed using thematic analysis. Table 1.0 below summarises the research questions, instruments, and analysis of data of this study.

Table 1.0: Research Questions, Instruments, and Data Analysis of This Study

Research Question	Instrument	Data Analysis
What are the attitudes of Malaysian university students towards British English and American English?	**Questionnaire I: Language Attitudes** Part A: Demographic Information Part B: Verbal Guise Technique (VGT) Part C: Attitudinal questions towards British English and American English	I. Analysis of Variance (ANOVA), II. Independent t-test III. Tukey post hoc test
What are the driving factors behind the attitudes of Malaysian university students towards British English and American English?	Interview	Thematic Analysis

Questionnaire I: Language Attitudes

Part A: Demographic Information

The first part of the questionnaire inquiries about the demographic data of the participants. This includes their ages, ethnicities, first languages, and fields of study.

Part B: Verbal Guise Technique (VGT)

VGT is a sociolinguistic tool that is used to indicate a person's covert attitudes towards a language or variety by asking the participants to listen to different recordings and evaluate the recordings based on different characteristics. This study used 20 characteristics, which were replicated from a past study in Malaysia by Ahmed (2016). The participants were instructed to evaluate four recordings (two British speakers and two American speakers) based on 20 characteristics using a five-point semantic differential scale with one as the least positive attitude and five as the most positive attitude. According to Johnson and Morgan (2016), semantic differential scales are typically used to measure abstract concepts like attitudes using a series of bipolar characteristics. The 20 bipolar characteristics utilised in this study can be illustrated in the table below.

Table 2.0: The Semantic-Differential Scale Used in The VGT

1	Not natural	1	2	3	4	5	Natural
2	Not nice to listen to	1	2	3	4	5	Nice to listen to
3	Not fluent	1	2	3	4	5	Fluent
4	Not understandable	1	2	3	4	5	Understandable
5	Not acceptable	1	2	3	4	5	Acceptable
6	Not intelligent	1	2	3	4	5	Intelligent
7	Not clear	1	2	3	4	5	Clear
8	Not confident	1	2	3	4	5	Confident
9	Not educated	1	2	3	4	5	Educated
10	Not competent	1	2	3	4	5	Competent
11	Not successful in conveying the message	1	2	3	4	5	Successful in conveying the message
12	Not sophisticated	1	2	3	4	5	Sophisticated
13	Not careful with words	1	2	3	4	5	Careful with words
14	Not friendly	1	2	3	4	5	Friendly
15	Not honest	1	2	3	4	5	Honest
16	Not kind	1	2	3	4	5	Kind
17	Not sincere	1	2	3	4	5	Sincere
18	Not warm	1	2	3	4	5	Warm
19	Not helpful	1	2	3	4	5	Helpful
20	Not humble	1	2	3	4	5	Humble

Considering that a five-point semantic differential scale was used in this study, the cut-off point is 3.000. This means that values higher than 3.000 were considered as more positive attitudes, whereas any values less than 3.000 were considered as less positive attitudes.
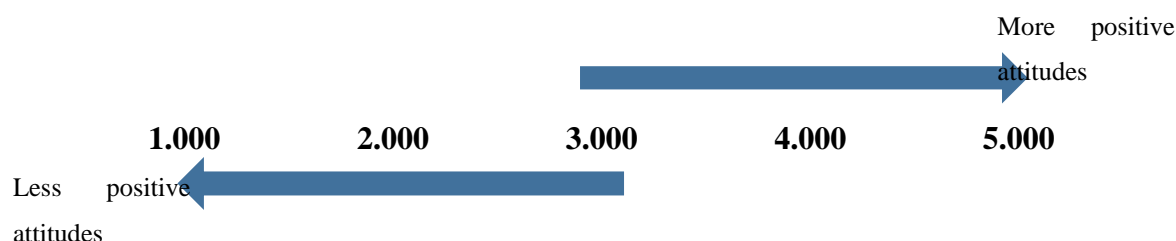

Figure 1.0: Cut-Off Point for The Semantic Differential Scale Used in The VGT

Four recordings were used in this study. These recordings of four speakers (British female, American female, British male, and American male) were carefully selected from eight other recordings. These were recordings of native speakers of English residing in the United Kingdom or America, aged between 25 to 35 years old and possessing bachelor's degrees in English language or Teaching English to Speakers of Other Languages (TESOL). These speakers were instructed to read the same factually neutral text and to record themselves reading it. These recordings were then edited using an audio editor, Audacity, to improve on the sound quality. These steps were done to eliminate the paralinguistic differences between each speaker, which was heavily emphasised in past attitude research by White (2013). To validate the recordings, three experts in linguistics were asked to listen to the recordings and rate the recordings in terms of accent representation, speaker's speech, quality of recordings, and overall impression. This step is also crucial not only to ensure that all recordings were representative of British English and American English but also to eliminate other contributing factors that might hinder participants from focusing on the accents of the speakers.

In continuation of the VGT, five items were asked in relation to the speakers' recordings. The first two items were used to evaluate each speaker's suitability as an English teacher and degree of participants' willingness to learn English from the speaker. The third item indicated to what extent the participants would like to acquire the accent. The fourth item asked the participants to rate the similarity of the speaker's accent with the local Malaysian accent. The last item was an open-ended question testing the participants' knowledge in detecting the speaker's accent. A pilot study was also conducted with 25 students using the VGT. Table 3.0, below, illustrates the reliability coefficient value of the pilot study. Pilot study was done to indicate the internal reliability of the instruments used in the research (Fraenkel & Wallen, 2009). Fraenkel and Wallen (2009) suggest that in order to indicate that the instrument is reliable, the Cronbach Alpha result needs to be higher than 0.75. It was found that the Cronbach alpha result of the pilot study was 0.94, which is higher than 0.70. This suggests that the VGT is highly reliable.

Table 3.0: Reliability Coefficient of The Pilot Study

Number of items	20
Cronbach Alpha Reading	0.94

Part C: Attitudinal Questions Towards British English and American English
The third part of the questionnaire was constructed to determine participants' perceptions towards British English and American English. These questions were adapted from Baker (1992) with some alterations to better suit the Malaysian context. These questions included items on the use of British English and American English in different domains in Malaysia. The use of these varieties in academic contexts was also covered in Part C.

Interview
Following the implementation of VGT with the participants, 40 participants were invited to an interview session. However, only 35 participants agreed to participate in the interview. The interview questions included items on i) participants' preferred speaker from all four speakers, ii) attitudes towards the British and American communities, iii) cultural interests towards British English and American English, and iv) factors that contribute to the attitudes towards British English and American English.

Results

Attitudes of Malaysian University Students Towards British English and American English

The participants' attitudes towards the two main English varieties can be explained through two different parts of the collected data: i) results of VGT, ii) attitudinal questions towards British English and American English. The results for VGT are presented first followed by the attitudinal questions. Table 4.0 illustrates the means and standard deviations of all four speakers (female British, female American, male British and male American). It is evident from the table that Speaker 2 (Female American) is rated the highest in all traits except for the trait 'fluent'. It is also noticeable that Speaker 3 (Male British) is rated the least positive in all 20 traits.

Table 4.0: Means and Standard Deviations for All Speakers in Accordance to the 20 Traits Used in The VGT (N=340)

Traits	Speaker 1 (Female British)		Speaker 2 (Female American)		Speaker 3 (Male British)		Speaker 4 (Male American)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Natural	3.871	0.925	4.133	0.811	3.1941	1.080	3.874	1.030
Nice to listen to	3.856	1.022	4.097	0.860	2.941	1.023	3.797	1.060
Fluent	4.260	2.870	4.224	0.790	3.362	0.948	3.980	2.415
Understandable	3.636	1.051	4.156	0.850	3.089	0.990	3.847	0.984
Acceptable	3.805	0.987	4.188	0.810	3.291	1.044	3.844	0.926
Intelligent	3.912	0.911	4.112	0.820	3.365	0.990	3.768	1.005
Clear	3.659	1.040	4.182	0.900	2.997	0.910	3.771	0.996
Confident	4.091	0.947	4.215	0.812	3.130	1.025	3.779	0.937
Educated	4.065	0.907	4.238	0.752	3.332	1.031	3.738	0.927
Competent	3.862	0.877	4.041	0.812	3.235	0.977	3.715	1.024
Successful in conveying message	3.712	1.013	4.0647	0.873	3.085	0.943	3.738	0.964
Sophisticated	3.759	0.990	3.894	0.903	3.144	1.009	3.629	1.067
Careful with words	3.761	0.988	4.050	0.886	3.171	0.925	3.712	0.946
Friendly	3.450	0.984	4.009	0.871	2.965	1.012	3.629	0.964
Honest	3.712	0.953	4.032	0.814	3.118	1.012	3.718	0.964
Kind	3.650	0.911	4.003	0.897	3.159	0.971	3.674	0.988
Sincere	3.638	0.942	3.947	0.871	3.112	0.974	3.609	1.032
Warm	3.488	1.017	3.927	0.857	3.044	0.966	3.547	1.005
Helpful	3.550	0.944	4.009	0.881	3.044	0.984	3.556	0.971
Humble	3.544	0.932	3.997	0.840	3.224	0.967	3.621	1.028

As compared to previous language attitude studies (Ahmed, 2016; Ahn, 2017; Cavallaro & Chin, 2009; Chien, 2014), all four speakers were rated considerably higher. The range of means for speakers in Ahmed (2016) was between 2.640 and 3.900. Another study by Chien (2014) also showed that the speakers were rated between 2.710 and 4.290. However, for this study, the range of all speakers was between 2.941 and 4.238. Therefore, the range of means for all 20 traits for all speakers in the study can be characterised as considerably high. From the means

and standard deviations of all 20 traits, an overall mean and standard deviation can be calculated for each speaker. These are tabulated in Table 5.0.

Table 5.0: The Overall Mean and Standard Deviation of All Four Speakers

	Overall mean	Standard Deviation
Speaker 1 (Female British)	3.764	0.738
Speaker 2 (Female American)	4.076	0.657
Speaker 3 (Male British)	3.150	0.778
Speaker 4 (Male American)	3.727	0.825

From Table 5.0, it is suggested that Speaker 2 (female American) was favoured the most by the participants with an overall mean of 4.076. This is followed by Speaker 1 (female British) mean=3.764 and Speaker 4 (male American) mean=3.727. Lastly, the least favoured speaker among all four speakers was Speaker 3 (male British) with a mean rating of 3.150. Furthermore, it is also suggested from Table 5.0 that the trend was inclined towards gender. Both female speakers (Speakers 2 and 1) were rated higher than male speakers (Speakers 4 and 3). A one-way ANOVA test was computed to look at significant differences between each speaker in terms of overall means, and the data is tabulated in Table 6.0.

Table 6.0: ANOVA Test for The Overall Means of All Speakers (N=340)

	Sum of Squares	df	Mean Square	*F*-value	*P*-value
Between Groups	151.839	3	50.613	89.703	0.000
Within Groups	765.098	1356	0.564		
Total	9.16.937	1359			

The ANOVA test found that there were significant differences in the overall means of speakers with p-value <0.05. To inquire the which speakers are significantly different from each other, a Tukey post hoc test was administered (Table 7.0).

Table 7.0: Post Hoc Tukey HSD For the Overall Means of The Speakers

Speaker (I)	Speaker (J)	Mean Difference (I-J)	Std. Error	P-value
	2	-0.312*	0.0576	0.000
1	3	0.613*	0.0576	0.000
	4	0.036	0.0576	0.923
	1	0.312*	0.0576	0.000
2	3	0.926*	0.0576	0.000
	4	0.349*	0.0576	0.000
	1	-0.613*	0.0576	0.000
3	2	-0.926*	0.0576	0.000
	4	-0.577*	0.0576	0.000
	1	-0.362	0.0576	0.923
4	2	-0.349*	0.0576	0.000
	3	0.577*	0.0576	0.000

Note: * indicates significant mean difference between group comparisons.

The post hoc test indicated that all groups were statistically significant to one another except between Speaker 1 (female British) and Speaker 4 (male American). This indicates that even though there was a small difference of overall means between Speaker 1(female British, mean =3.764) and Speaker 4 (male American, mean=3.727), the difference is not statistically significant. To confirm this statement, the participants were asked about their preferred speaker between Speaker 1 (female British) and 4 (male American) during the interview session. The participants were also questioned on whether gender affected their preferences. Most participants indicated that they preferred Speaker 4 (male American) more than Speaker 1 (female British). Therefore, it was suggested that most of the participants preferred American speakers (Speaker 2 and Speaker 4) more than British speakers (Speaker 1 and Speaker 3). However, when asked whether the participants preferred female speakers rather than male speakers, the participants gave different responses, such as:

> I feel like female speakers sound more enthusiastic, whereas male have deeper voice. That's why I prefer both female speakers. (Participant 95, Female, English major)

> For me, female speakers usually have a lot of emotions. So, I like that. Guys tend to talk like monotone. Like so boring. Maybe gender does affect my preference. (Participant 93, Female, English major)

> It was the clarity of the speaker which makes me choose Speaker 2, not the gender. (Participant 181, Female, Malay major)

> I don't think gender makes any difference in my preference. To me, they all sound the same. I choose the speaker because the accent is pleasant to me. (Participant 229, Female, French major)

From the interview, it is suggested that some participants preferred female speakers over male speakers. There are also participants who thought that gender did not affect their preferences; rather, they chose the accent that they found more pleasing to them.

Driving Factors Behind the Attitudes of Malaysian University Students Towards British English and American English

The interview session was carried out to determine the factors that influenced the attitudes of the Malaysian university students towards British English and American English. A bottom-up thematic analysis was used to create themes based on participants' answers during the interview. As mentioned by Daly, Kellehear, and Gliksman (1997), thematic analysis involves the researcher in identifying emerging themes from the data. This method allows the research findings to be more objective and avoids bias. From the interview, there are three emerging themes: i) speakers' attributes, ii) influence of media, and iii) education system policy.

Speakers' Attributes

The findings from the first research question indicated that most participants preferred American speakers compared to British speakers. When questioned on the factors that influenced their preference, most participants mentioned specific characteristics of the speakers such as "clear" and "easier to understand", as in the following examples:

> Because the speaker sounds so *clear*. I remembered that I prefer her because she sounds so *clear*. (Participant 95, Female, English major)

She seems *easier to understand*. That's why I prefer her over the other speakers. (Participant 11, Male, Communication major)

The participants also chose the American accent as the preferred accent to achieve because it is 'easier' and more similar to Malaysian English.

American accent because it is easier. (Participant 11, Male, Communication major)

Definitely American accent because it's more similar to Malaysian English compared to British English. (Participant 181, Female, Malay major)

Influence of Media
The participants were also asked on different domains of English input such as films, TV programmes, songs, books, and magazines. The results from the interview indicated that most participants were exposed to more American media compared to British. Participant 93 even indicated that she watched both British and American films, but she preferred American films more than British.

I rarely watch British films, but I watch American films and TV shows all the time. (Participant 269, Female, French major)

I watch more American movies and shows because most of the Hollywood movies are from US. (Participant 11, Male, Communication)

I watch both. But you can say I watch more American shows than British. Also, if I watch British films, I will put on the subtitles. (Participant 93, Female, English major)

Education system policy
Another emerging theme from the interview data was the influence of the education system in Malaysia. Several participants expressed that their teachers and lecturers emphasised using British English. This suggests the influence of British English has been embedded by the education system in Malaysia.

My high school teacher was very strict about using British spelling in our essays. (Participant 11, Male, Communication)

I took a business com. class and the lecturer prefer British English. But mostly in writing only. (Participant 4, Female, Communication major)

Interestingly, another student, who was an English major, expressed that British English is the correct form of English. When further asked, she mentioned that as an English major, she believed that British English is the correct English:

Well, I think the Received Pronunciation is the correct English. Therefore, we should use British English. (Participant 88, Female, English major)

Discussion

This study found that most of the Malaysian undergraduate students in Faculty of Modern Languages and Communication preferred American speakers compared to British speakers. This can be seen through the results from the VGT, which indicate that the most preferred speaker was Speaker 2 (female American). Even though Speaker 1 (female British) was rated second in the overall means followed by Speaker 4 (male American), the difference between the two speakers was statistically insignificant. The interview session was also carried out to further investigate if gender played a role in determining participants' preferences. A mixed response was found from the interview. Some participants expressed that gender did not play any role in choosing their preferred speaker, whereas some participants expressed that gender did affect their preference. The second finding of the study suggested the crucial roles of English input in determining the participants' attitudes towards an English variety. It was found that media exposure affected the participants' attitudes and preferences towards British English and American English. Most participants were exposed to American English and found that it was easier to replicate as compared to British English. It is also found that the education system in Malaysia that advocates the use of British English in school influences the teachers to reinforce their students to use British English instead of American English. This suggests the influence of language policy in Malaysia.

Conclusion

In conclusion, this study found that even though British English was the model English variety in Malaysian schools, Malaysian undergraduate students are more exposed to American media, thus influencing Malaysian undergraduate students to have more positive attitudes towards American English compared to British English. They viewed American English as easier to understand, clear, and easier to replicate as compared to British English. This study indicates the overall judgement of Malaysian undergraduate students in a public university in Klang Valley. Thus, the findings provide some insight on the attitudes of the students towards British English and American English.

For further improvements and future study, some ideas to ameliorate on from this study include investigating teachers' perceptions and awareness on the differences between British English and American English. This could be useful to indicate the teachers' points of view regarding which English should be learned and taught in Malaysian students. Other research in this area could be to investigate the linguistic preferences of Malaysian students as either favouring British English or American English.

References

Ahn, H. (2017). Attitudes to world Englishes: Implications for teaching English in South Korea. Abingdon, Oxon: Routledge.

Ahmed, Z. T. (2016). *Malaysian university students' attitudes towards accented English* (Doctoral thesis). Universiti Putra Malaysia, Malaysia.

Algeo, J. (2006). *British or American English?* New York, NY: Cambridge University Press.

Audacity Team (2017). Audacity ®: Free Audio Editor and Recorder [Computer program]. Version 3.0. Retrieved September 15th 2017 from https://www.audacityteam.org/copyright/

Baker, C. (1992). *Attitudes and language*. Clevedon: Multilingual Matters LTD.

Cavallaro, F., & Chia, N. B. (2009). Between status and solidarity. *World Englishes*, *28*(2), 143–159.

Crystal, D. (2003). *English as a global language*. United States of America: Cambridge University Press.

DiCarlo, G. S. (2013). Lexical differences between American and British English: A survey study. *Language Design*, *15*(1), 61–75.

Erzsebet, B. (2014). *Language attitudes towards English accent varieties: Hungarian secondary school students' labelling, evaluating and commenting on foreign accented Englishes* (Doctoral dissertation).

Jenkins, J. (2007). *English as a Lingua Franca: Attitude and identity*. New York, NY: Oxford University Press.

Jenkins, J. (2000). *The phonology of English as an international language*. Oxford, United Kingdom: Oxford University Press.

Kutateladze, M. (2014). Major differences between American and British English in business communication. *Journal in Humanities*, *3*(2), 23–26.

Krashen, S. (1985). *The input hypothesis: Issues and implications.* London, United Kingdom: Longman.

Lambert, W. E., Hodson, R. C., Gardner, R. C., & Fillenbaum, S. (1960). Evaluational reactions to spoken languages. *Journal of Abnormal and Social Psychology*, *66*(1), 44–51.

Modiano, M. (1996). *A mid-Atlantic handbook: American and British English*. Sweden: Studentliterature.

Normazla, A. M. & Mariatul, K. S. J. (2007). The use of Malay Malaysian English in Malaysian English: Key considerations. *In the Second Biennial International Conference on Teaching and Learning of English in Asia: Exploring New Frontiers (TELiA2)*, pp. 1–9.

Pillai, S. (2014). The monophthongs and diphthongs of Malaysian English: An instrumental analysis. In Hajar Abdul Rahim, & Shakila Abdul Manan (Eds.), *English in Malaysia postcolonial and beyond* (pp. 55–85). Bern: Peter Lang AG, International Academic.

Thirusanku, J., & Yunus, M. M. (2014). Status of English in Malaysia. *Asian Social Science Journal*, *10*(14), 254–260.

Trudgill, P., & Hannah, J. (1994). International English: A guide to varieties of Standard English. London, United Kingdom: Arnold.

Wong, S. S. (2013, February 1). We are English (UK), please. *The Star Online*. Retrieved from http://www.thestar.com.my/opinion/letters/2013/02/01/we-are-english-uk-please/

Zhang, B., & Jiang, Z. (2008). On grammatical differences between daily British English and American English. *Asian Social Science Journal*, *4*(6), 69–73.