NEAR EAST UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

LANGUAGE ATTITUDES AND IDEOLOGIES OF ENGLISH AS A FOREIGN LANGUAGE AND PRE -SERVICE TEACHERS TOWARDS DIFFERENT ACCENTS OF ADULT LANGUAGE LEARNERS

M.A. THESIS

By
SUZAN CAN

NICOSIA
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Approval

We certify that we have read the thesis submitted by Suzan CAN titled "Language Attitudes and Ideologies of English as a Foreign Language and Pre- Service Teachers towards Different Accents of Adult Language Learners" and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Art and Sciences.

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Declaration of Ethical Principles

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and reference all materials and results that are not original to this work.

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Acknowledgements

This thesis represents a significant achievement, made possible by the invaluable support and encouragement of a number of exceptional individuals to whom I owe profound gratitude.

First and foremost, I extend my deepest appreciation to Prof. Dr. Mustafa Kurt for his invaluable guidance and mentorship throughout this research journey. His expert advice and unwavering support were instrumental in shaping the direction and quality of my work.

I am equally thankful to the ELT students and dedicated teachers from the Prep School and the Faculty of Science and Arts. Their enthusiastic participation and invaluable assistance greatly facilitated the completion of my surveys.

Heartfelt thanks go to my mother, whose boundless encouragement and unwavering belief in my abilities sustained me through every challenge and triumph of this endeavour.

Lastly, I am indebted to my friend and sponsor from Denmark whose generous support not only funded my education but also served as a constant source of motivation and inspiration. Their belief in my potential has made a lasting impact on my academic journey.

Suzan Can

Abstract

Language Attitudes and Ideologies of English as A Foreign and Pre- Service Teachers Towards Different Accents of Adult Language Learners

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Supervisor: Prof. Dr. Mustafa Kurt

September 2024, 84 pages

Language attitudes towards accents in English as a Foreign Language (EFL) contexts play a crucial role in shaping educational practices and influencing student experiences. These attitudes reflect broader societal perceptions of linguistic diversity and impact how educators approach teaching language variations among adult learners. Understanding these attitudes is essential for creating inclusive learning environments that respect and celebrate linguistic differences, thereby enhancing the effectiveness of language education programs. The Primary aim was to explore the views, attitudes, and potential biases of EFL and pre-service teachers regarding linguistic and cultural diversity among adult learners, with a focus on their perceptions of different accents. A quantitative survey design was employed, utilizing an online questionnaire developed through Google Forms. The study involved 34 participants from the Near East University's Department of English Language Teaching, including both lecturers and Master's students. The questionnaire probed participants' attitudes towards various accents, their teaching strategies, and beliefs about accent accommodation in language learning. Findings revealed a predominance of female participants (76.47%) and a significant impact of teaching experience on accent perceptions. Turkish accents were generally perceived as "warm" and "expressive," whereas Arabic and French accents posed comprehension challenges, with 50% finding Arabic accents challenging and 50% finding French accents challenging. The majority of participants (70.59%) believed in the importance of exposing learners to various accents. Strategies to accommodate accent diversity included additional pronunciation practice (17.86%) and cultural sensitivity training (11.61%), highlighting a need for inclusive educational practices, included additional pronunciation practice, personalized coaching, and promoting peer engagement. The study highlights the complex interplay between teacher demographics, experience, and perceptions of accent diversity in EFL contexts. These findings have significant implications for teacher education programs, curriculum development, and institutional policies, emphasizing the need for more inclusive and culturally sensitive approaches to language teaching that value and accommodate accent diversity.

Keywords: Language attitudes, accent diversity, English as a Foreign Language, teacher perceptions, cultural competence

Özet

Yabancı Dil Olarak İngilizce ve Öğretmen Adaylarının Yetişkin Dil Öğrenenlerin Farklı Aksanlarına Yönelik Dil Tutumları ve İdeolojileri

Can Suzan

Yüksek Lisans, İngilizce Öğretmenliği Bölümü

Danışman: Prof. Dr. Mustafa Kurt

Eylül 2024, 84 Sayfa

İngilizceyi Yabancı Dil olarak öğrenen (EFL) bağlamlarında aksanlara karşı dil tutumları, eğitim uygulamalarını şekillendirmede ve öğrenci deneyimlerini etkilemede kritik bir rol oynamaktadır. Bu tutumlar dil çeşitliliği hakkındaki geniş toplumsal algıları yansıtır ve yetişkin öğrenciler arasında dil varyasyonlarının öğretimine yaklaşımı nasıl etkilediğini etkiler. Bu tutumların anlaşılması, dil farklılıklarını saygı gösteren ve kutlayan, böylece dil eğitimi programlarının etkinliğini artıran kapsayıcı öğrenme ortamları yaratmak için temel önem taşır. Bu çalışmanın temel amacı, İngilizceyi Yabancı Dil olarak öğrenen (EFL) ve öğretmen adaylarının dil ve kültürel çeşitlilikle ilgili görüşlerini, tutumlarını ve potansiyel önyargılarını, özellikle farklı aksanlara ilişkin algılarını keşfetmektir. Bir nicel araştırma tasarımı kullanılmış olup, Google Forms aracılığıyla geliştirilen çevrimiçi bir anket formu kullanılmıştır. Çalışma, Yakın Doğu Üniversitesi İngiliz Dili Öğretimi Bölümü'nden 34 katılımcıyı içermekte olup hem öğretim görevlileri hem de Yüksek Lisans öğrencilerini kapsamaktadır. Anket, katılımcıların farklı aksanlara yönelik tutumlarını, öğretim stratejilerini ve dil öğreniminde aksan uyumunu nasıl değerlendirdiklerini sorgulamaktadır. Bulgular, çoğunlukla kadın katılımcıların (%76,47) olduğunu ve öğretim deneyiminin aksan algıları üzerinde önemli bir etkisi olduğunu ortaya koymaktadır. Türk aksanları genellikle "sıcak" ve "anlatımsal" olarak algılanırken, Arap ve Fransız aksanlarının anlama zorlukları yarattığı bulunmuştur; katılımcıların %50'si Arap aksanlarını zor bulurken, %50'si de Fransız aksanlarını zor bulmaktadır. Katılımcıların çoğunluğu (%70,59), öğrencilerin çeşitli aksanlarla karşılaştırılmasının önemli olduğuna inanmaktadır. Aksan çeşitliliğine uyum sağlamak için önerilen stratejiler arasında ek telaffuz pratikleri (%17,86) ve kültürel duyarlılık eğitimi (%11,61) bulunmaktadır; bu da kapsayıcı eğitim uygulamalarına olan ihtiyacı vurgulamaktadır. Çalışma, EFL bağlamlarında öğretmen demografileri, deneyimi ve aksan çeşitliliği algıları arasındaki karmaşık etkileşimi vurgulamaktadır. Bu bulgular, öğretmen eğitim programları, müfredat geliştirme ve kurumsal politikalar için önemli sonuçlar taşımakta; dil öğretiminde daha kapsayıcı ve kültürel olarak duyarlı yaklaşımların gerekliliğini vurgulamaktadır.

Anahtar kelimeler: Dil tutumları, aksan çeşitliliği, İngilizce Yabancı Dil olarak, öğretmen algıları, kültürel yeterlilik

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CHAPTER I

Introduction

Background of the Study

Language is more than just a means of communication; it is a key element of human society that both influences and is influenced by cultural, social, and individual identities. The examination of language attitudes and beliefs seeks to understand how different communities view and value the use of language. This knowledge is essential in grasping the intricate relationship between language and society. In this introduction, we will discuss the importance of studying language attitudes and beliefs, emphasizing its relevance in current research and societal settings.

The study of language attitudes and ideologies has a long history in academic fields like sociolinguistics, anthropology, psychology, and linguistic anthropology. At first, researchers looked at how different language variations were viewed in various communities. As time went on, they started to explore broader societal perspectives on languages, dialects, and language usage.

William Labov's study on language variation in New York City is a key work in the field, showing how social factors like socioeconomic status and ethnicity are linked to linguistic features. This research has helped us grasp how language is connected to social hierarchy and how it affects identity and interaction.

Expanding on this groundwork, researchers have explored different facets of language perceptions and beliefs, such as language regulations, language organization, language revival, language preservation, and language jeopardy. These investigations have unveiled the complex connection between language, authority, and sense of self, emphasizing how language beliefs can sustain social structures and exclude linguistic minority groups.

Statement of the Problem

English as a foreign language (EFL) teachers and pre-service teachers' views of different accents of adult language learners are founded on language ideologies and the choices they make about them. Despite educational policies calling for the promotion of

diversity, language behaviors and hypotheses are influential in classroom teaching, which still nourishes some biases. These patterns have been observed in some English as a second language (ESL) teachers and student teachers before they complete their training programs, who may have certain prejudices against particular accents, dialects, and cultures that eventually affect the way students learn (Derwing & Munro, 2009; Kang, 2010).

Moreover, the problem gets even worse because EFL and pre-service teachers are not trained or do not have awareness concerning culture. Confusion may result in a situation where instructors in such circumstances are unable to follow several multicultural themes in a lesson. Since multicultural classrooms are intricate, teachers may thus find difficulties in interpreting certain aspects; as a result, there can be miscommunication, misunderstanding, and a sense of disempowerment (Norton Peirce, 1995). This problem is compounded by the limited resources and support available for EFL and pre-service teachers to address language attitudes and ideologies effectively.

Individuals' perceptions and interactions are influenced inside and outside the classroom by historical and systemic inequalities based on language, race, ethnicity, and nationality (Norton, 2013). In addition to the above, the problem statement extends to the broader societal context where language attitudes and ideologies reflect deeper social hierarchies and power dynamics. Addressing these entrenched attitudes and ideologies requires a multifaceted approach that acknowledges the intersectionality of language with other social identities and structures.

In this research paper on the attitudes and ideologies towards different accents among EFL teachers and pre-service teachers who teach adult language learners, the language attitudes and ideologies of EFL and pre-service teachers towards different accents of adult language learners have served as the foundation. The study seeks to suggest possible ways through which some of these problems can be resolved and even go further by pointing out some of the possible recommendations for dealing with them. This will only become possible when we have been able to identify some of the major problems encountered by teachers promoting inclusive language education and how they face them.

Developing strategies that facilitate cultural sensitivity and encourage linguistic diversity requires understanding the effects of language attitudes and ideologies on teaching. Hence, one must clearly see their implications. The empirical studies explored in this research paper

shall show how complex these factors are with respect to such language teaching groups as EFL educators in training (pre-service teachers). The theoretical frameworks used to investigate them shall be highlighted by reviewing appropriate literature and scholarly journals to demystify them more effectively. By examining the root causes of bias and discrimination, the paper seeks to propose actionable steps for fostering inclusive language education environments that empower adult language learners.

The problem outlined about the language attitudes and ideologies among EFL and pre-service teachers underscores the necessity for enhanced awareness, coaching, and support that advocates for comprehensive language education. Educators can create learning environments in which such inequalities are appreciated for their contributions towards greater success among adult language learners only if they first recognize their own prejudices, which are ingrained in them since childhood due to societal divisions based on ethnic groupings that led to statuses incongruent with their abilities as well as expectations from those around them in relation to self-fulfilling prophecies about one's own prospects vis-a-vis those of other individuals without taking account of cultural background (ALTE Policy Document, 1995: 5). This research paper aims to contribute to this endeavor by offering insights and recommendations for fostering positive language attitudes and ideologies among EFL and pre-service teachers.

Objectives of the Study

Language attitudes and beliefs significantly influence the teaching and learning processes, especially in diverse educational contexts. Understanding how English as a Foreign Language (EFL) and pre-service teachers perceive and conceptualize different accents of adult language learners is crucial for promoting effective teaching practices and inclusivity. This section outlines the primary objectives of the study, which aim to investigate the language attitudes and beliefs of EFL and pre-service teachers toward the accents of adult language learners.

Examining Language Attitudes and Beliefs: The first objective is to examine the language attitudes of EFL and pre-service teachers towards different accents of adult language learners. Through surveys, interviews, or observational methods, this objective aims to elucidate the

beliefs and perceptions of teachers regarding the linguistic abilities, cultural backgrounds, and educational needs of adult learners with various accents (Smith, 2018).

Investigating Ideological Frameworks. The second objective is to explore the ideological frameworks that influence teachers' perspectives on language diversity and cultural differences. This involves examining the beliefs, biases, and discussions that shape how teachers view students with varying accents (Johnson, 2019).

Purpose of Study

The main goal of this study is to explore the language ideologies, attitudes, and beliefs of both in service and pre-service English as a Foreign Language (EFL) teachers toward the accents of adult language learners from diverse cultural backgrounds. The research aims to uncover how these teachers perceive and respond to accent variation among their students, with a particular focus on the impact of these perceptions on their teaching practices and the inclusivity of their classrooms.

In the field of teaching English as a Foreign Language (EFL), there is a growing emphasis on training and developing future teachers. These future teachers, also known as EFL pre-service teachers, have a crucial impact on how students learn languages around the world. This overview discusses the reasons for focusing on EFL pre-service teachers in a master's thesis research paper, underscoring the importance of their role and the value of studying their education and training.

Critical Role in Language Education: EFL pre-service teachers are individuals who will become teachers and are responsible for instructing English to students whose first language is not English. Their role is vital in helping students learn language and develop effective communication skills. The way they teach has a direct impact on students' language abilities, academic achievements, and overall social interactions. Therefore, it is important to study how EFL pre-service teachers are trained and supported to improve the quality of language education programs and enhance student performance.

Addressing Challenges in EFL Education: In the field of English as a Foreign Language (EFL) education, there are many challenges to overcome. These include meeting the diverse needs of learners, limited resources, and constantly changing teaching methods. It is crucial

for EFL pre-service teachers to address these challenges as they work towards gaining the necessary knowledge, skills, and attitudes for successful teaching. Research that focuses on EFL pre-service teachers can help pinpoint the exact areas where improvement is needed in teacher training programs. This information can then be used to improve curriculum, teaching methods, and support systems to better equip upcoming educators.

Impact on Language Policy and Practice: The training of EFL pre-service teachers is strongly connected to language policies and educational reforms at various levels. Adjustments in language policies, curriculum standards, and assessment methods impact the preparation and certification criteria for EFL pre-service teachers. As a result, studying EFL pre-service teacher education can offer valuable perspectives on the harmonization between policy objectives and teaching methods, guiding policy-making and enhancing consistency in language education efforts.

Professional Identity and Beliefs: Educators preparing to teach English to non-native speakers form their own professional identities and beliefs that shape their teaching methods. Understanding the factors that influence these beliefs is crucial for supporting new teachers' development. By examining how educators perceive their roles, establish their identities, and align their beliefs with the challenges of teaching, we can improve mentorship strategies, help new teachers transition into the field, and offer ongoing support.

Contributions to Teacher Education Scholarship: Studying EFL pre-service teacher education is important for improving teacher preparation and professional development. By investigating the experiences, perspectives, and results of pre-service teachers, researchers can enhance theoretical frameworks, research methods, and empirical data to better understand effective teacher education practices. This research is valuable not only for EFL settings but also for teacher education programs in other disciplines and language contexts.

Research Questions

1. What are the language ideologies of EFL teachers towards different accents of adult language learners?

This research question aims to investigate the attitudes, beliefs, and perceptions of in-service EFL teachers regarding the accents of adult language learners. By examining these ideologies, the study will reveal how experienced teachers perceive and respond to accent variation in their classrooms and how this impacts their teaching practices.

2. What are the language ideologies of pre-service EFL teachers towards different accents of adult language learners?

This question focuses on the attitudes, beliefs, and perceptions of pre-service EFL teachers towards accent variation among adult language learners. Exploring these ideologies will provide insights into how novice educators form their language attitudes and their preparedness to address linguistic diversity in the classroom.

3. Are there any differences in the ideologies presented by in-service and pre-service EFL teachers towards different accents of adult language learners?

This research question examines potential differences in the language ideologies between in-service (experienced) and pre-service (novice) EFL teachers regarding different accent variation. By comparing the attitudes, beliefs, and perceptions of these two groups, the study will contribute to understanding the impact teaching experience and professional development on language attitudes and ideologies among EFL educators.

The research questions outlined above are central to investigating the language attitudes and ideologies of EFL and pre-service teachers towards different accents of adult language learners. They form the basis for exploring the relationship between variables in the study, including teacher characteristics (such as teaching experience), language ideologies, and attitudes towards accent variation. By examining these relationships, the research paper aims to uncover patterns, differences, and similarities in how EFL teachers perceive and respond to linguistic diversity in the classroom. Additionally, the findings will inform recommendations for promoting inclusive language education practices and cultural sensitivity among EFL educators.

Significance of The Study

This study has important implications for language education and teacher training. By examining the language attitudes and ideologies of EFL and pre-service teachers towards different accents of adult language learners, the study aims to improve teaching practices, curriculum development, and teacher training programs. Additionally, it aims to encourage cultural sensitivity, empathy, and inclusivity in language instruction to create positive learning experiences for adult learners with various accents (Brown, 2020).

The goals of this study lay out a thorough framework for exploring the language attitudes and beliefs of EFL and pre-service teachers towards different accents of adult language learners. Through rigorous inquiry and analysis, the study endeavors to contribute to the advancement of knowledge in the field of language education and to inform practical interventions aimed at promoting linguistic and cultural diversity in educational contexts.

The study of language attitudes and ideologies holds immense significance in contemporary research and societal contexts for several reasons, some of which are;

Identity Construction. When we talk about creating our identity, language is a key player. It affects how we see ourselves and those around us. Our beliefs and attitudes towards language shape our linguistic identity, deciding which languages are respected and which are looked down upon in society. To support diverse language use and promote inclusivity, it's crucial to grasp these dynamics.

Social Inequality. Societal views on language frequently mirror wider disparities in society, where specific languages are linked to status and authority, while others are looked down upon or shunned. By delving into beliefs about language, scholars can reveal implicit prejudices and unfair actions that uphold social stratification. This insight is crucial for promoting linguistic equality and contesting language-based biases.

Language Policy and Planning. The way people feel about languages and their beliefs about them play a crucial role in shaping decisions around language policies at various levels - local, national, and international. When creating language policies, policymakers need to take into account how communities view different languages and dialects to make sure that these policies are both efficient and well-received. Analyzing language attitudes can offer valuable insights to researchers, which can then be used to guide language planning endeavours grounded in evidence.

Globalization and Multilingualism. Living in a world that is more connected than ever before, it is crucial to examine language attitudes and beliefs to grasp the effects of globalization on linguistic diversity and multilingualism. Globalization tends to favour dominant languages while pushing minority languages to the sidelines, raising concerns about linguistic fairness and cultural preservation. Studies in this field reveal the intricate interplay of language contact, language change, and language preservation in various cultural settings.

Educational Practices. Language attitudes play a significant role in shaping educational practices such as language instruction, assessment, and bilingual education. It is important for teachers and educators to understand the existing language beliefs in order to establish inclusive learning environments that appreciate the diverse linguistic abilities of students and encourage positive views on multilingualism. Studies on language attitudes within educational contexts can provide valuable insight for developing teaching methods that celebrate linguistic diversity and support language learners.

Studying language attitudes and ideologies helps us grasp the complex connection between language and society. Through exploring perceptions, beliefs, and values tied to language use, researchers can help shape fairer language policies, more inclusive educational methods, and greater recognition of linguistic diversity in our globalized world.

Limitations of Study

Sample Size and Representatives. This study is limited by its sample size and the absence of participants. This situation is due to logistical constraints, which mean that only few teachers who teach English as a foreign language (EFL) and major in English prepare for a teaching career were able to take part in this study from specific locations. As such, it is impossible for these findings to give an all-encompassing portrayal of the views shared by EFL instructors at large.

Sampling Bias. Another potential limitation is sampling bias, which may arise if participants self-select or if certain groups are over-represented or underrepresented in the sample. For example, EFL teachers who are more motivated or engaged with issues of language diversity may be more likely to participate, leading to biased results.

Researcher Bias. The presence of researcher bias is a common limitation in qualitative studies. The researcher's own background, experiences, and perspectives may influence data collection, analysis, and interpretation. To mitigate this limitation, the researcher will maintain reflexivity and transparency throughout the research process, acknowledging their own biases and striving for objectivity.

Generalization. One challenge inherent in qualitative research is the limited generalization of findings. The specific context, characteristics, and dynamics of the study participants may limit the extent to which the findings can be extrapolated to other settings or populations. Therefore, caution should be exercised when applying the results of this study to different contexts.

Accurate Understanding. Another limitation of the study is that participants may experience difficulty in answering survey questions accurately and comprehensively. As a result, the quality and reliability of the data collected may be affected, potentially influencing the outcome of the study.

This research paper has examined the limitations of studying language attitudes and ideologies among EFL and pre-service teachers for multicultural adult students. By acknowledging the constraints inherent in the research process, the study aims to provide a comprehensive and nuanced analysis of language attitudes in educational settings. Despite these limitations, the research contributes valuable insights into the complexities surrounding language diversity and highlights areas for future research and practice in inclusive language education.

Definition of Terms.

EFL - English as a Foreign Language.

ALTE - Association of Language Testers in Europe.

CHAPTER II

Literature Review

Language Attitudes and Ideologies

In sociolinguistics, language attitudes and ideologies play a key role in shaping how people view, believe, and interact with different languages and dialects. This paper offers a thorough explanation of these concepts, complete with practical examples to demonstrate their importance in both academia and real-world settings.

Introduction to Language Attitudes and Ideologies

Language attitudes are the feelings or judgments that individuals have towards specific languages, dialects, accents, or language users (Giles & Billings, 2017). These attitudes can range from positive, negative, to neutral and are influenced by social, cultural, and psychological factors. For instance, in research conducted by Preston (1989), participants were tasked with evaluating the likability of various accents. The findings revealed that accents linked to higher social status tended to receive more favorable ratings, which highlights the impact of social factors on language attitudes.

Language ideologies are essentially beliefs and cultural norms surrounding language and its societal role. These ideologies shape how individuals view linguistic diversity, language rights, standardization, and policy. For instance, some hold the belief that standard language varieties are superior to non-standard ones. Research from Milroy (1980) found that speakers of non-standard English often face linguistic discrimination, showcasing the impact of language ideologies on social hierarchies.

Language attitudes and beliefs have real-world consequences in different areas such as schools, the media, and government. In schools, teachers' views on different languages students speak can impact how they interact in class and how well they do academically. For instance, teachers who don't value non-traditional languages might unintentionally exclude students from minority language backgrounds, which can reinforce language inequalities (Ryan & Carranza, 2019).

The way language is portrayed in the media can impact how people view linguistic diversity and can create stereotypes. When certain accents or dialects are depicted as unintelligent or unprofessional, it can fuel negative attitudes towards them, affecting how the public perceives and feels about them (Blommaert, 2018).

Language ideologies play a crucial role in shaping language policies and planning strategies within the realm of politics. These ideologies have a direct impact on language rights and usage within society (Fishman, 2018). For instance, they can shape discussions on language standardization, educational policies, and revitalization efforts in diverse, multicultural settings.

Attitudes and beliefs about language are intricate concepts that have a significant impact on how people see the world, behave, and interact with others. It is important to grasp the complexities of these ideas in order to support diversity in language, fairness in society, and effective communication in various communities.

Understanding how people feel and think about different languages is essential in the fields of sociolinguistics and language education. This review delves into research on language attitudes and ideologies, specifically looking at their importance for pre-service teachers and their perceptions of multicultural adult students in an English as a Foreign Language (EFL) context.

1. **Conceptualizing Language Attitudes:** Language attitudes are individuals' thoughts and feelings towards different languages, dialects, accents, or language users. These attitudes can be positive, negative, or neutral, depending on social, cultural, and psychological factors. Various theoretical frameworks, such as the matched-guise technique, social identity theory, and the theory of language attitudes, have been developed to study these attitudes (Giles & Billings, 2017; Ryan & Carranza, 2019).

2. **Understanding Language Ideologies:** Language ideologies are beliefs, assumptions, and cultural norms about language and its role in society (Schieffelin et al., 1998). These ideologies influence individuals' perceptions of linguistic diversity, language rights, language standardization, and language policy. Language ideologies are deeply embedded in social structures and power dynamics, reflecting broader societal values and attitudes towards language (Blommaert, 2018).

3. **Language Attitudes and Language Learning:** Language attitudes play a crucial role in language learning motivation, language choice, and language use (Fishman, 2018). Positive attitudes towards a language or language variety can enhance learners' motivation and engagement in language learning activities. Conversely, negative attitudes towards a language may lead to language avoidance or reluctance to engage with the language (Norton & Toohey, 2011).

4. **Language Attitudes in Educational Contexts:** In educational settings, language attitudes shape teachers' perceptions of students' linguistic abilities and learning potential. Teachers' attitudes towards students' language varieties can influence classroom interactions, instructional practices, and assessment methods (Ryan & Carranza, 2019). Understanding teachers' language attitudes is crucial for promoting inclusive and culturally responsive teaching practices.

5. **Language Ideologies and Social Identity:** Language ideologies are closely linked to individuals' social identities and group affiliations. Linguistic identities, linguistic authenticity, and linguistic purism are key dimensions of language ideologies that shape individuals' sense of belonging and group membership (Kroskrity, 2019). Language ideologies can perpetuate linguistic inequalities and reinforce linguistic hierarchies based on race, ethnicity, and social class.

6. **Implications for Language Education:** Examining language attitudes and ideologies has significant implications for language education policy and practice. Educators must recognize and challenge linguistic biases, stereotypes, and inequalities embedded within language attitudes and ideologies. Promoting linguistic diversity, linguistic tolerance, and linguistic rights is essential for creating inclusive and equitable learning environments (Blommaert, 2018).

Language attitudes and ideologies are complex constructs that significantly influence language teaching and learning processes, particularly in multicultural educational contexts. Understanding the nuances of language attitudes and ideologies is essential for promoting linguistic diversity, cultural sensitivity, and social justice in language education. The proposed research study aims to investigate the language attitudes and ideologies of EFL and pre-

service teachers towards multicultural adult students, contributing to the advancement of knowledge in the field of language education and intercultural communication.

Theoretical Perspectives on Language Attitudes

Several theoretical frameworks have been proposed to explain the role of language attitudes in the language learning process. The Social Identity Theory posits that individuals' identification with a particular language group or community influences their attitudes and behaviors towards other languages and language users (Tajfel & Turner, 1986). Similarly, the Contact Hypothesis suggests that positive inter-group contact and interaction can reduce prejudice and foster more favorable attitudes towards other languages and cultures (Allport, 1954).

Social Identity Theory

Social Identity Theory posits that individuals' self-concept is based on their membership in social groups, and they strive to maintain a positive social identity by favoring their in-group over out-groups (Tajfel & Turner, 1986). In the context of language learning, learners' attitudes towards different language varieties are influenced by their social identity and group membership. For example, learners may hold positive attitudes towards languages associated with prestigious social groups and negative attitudes towards stigmatized varieties (Gardner, 1985).

Stereotype Content Model

The Stereotype Content Model suggests that stereotypes are shaped by two dimensions: warmth and competence (Fiske et al., 2002). Warmth refers to perceptions of friendliness and trustworthiness, while competence refers to perceptions of ability and intelligence. Applied to language attitudes, learners may hold stereotypes about different language varieties based on these dimensions, with native varieties often perceived as more competent but less warm compared to non-native varieties (Rubin & Smith, 1990).

Understanding the Learning Process for Students and Pre-Service Teachers

The learning process is a complex and dynamic journey characterized by the acquisition of knowledge, skills, and attitudes through various educational experiences. This literature review explores the different aspects of the learning process for both students and pre-service teachers, highlighting key theories, models, and factors that influence learning outcomes.

The learning process can be defined as the series of cognitive, emotional, and behavioral changes that occur as individuals engage with educational content and experiences (Ormrod, 2016). From a theoretical perspective, various models explain how learning occurs, including behaviorism, cognitivism, constructivism, and social learning theory (Ertmer & Newby, 2013). Behaviorism emphasizes the role of external stimuli and reinforcement in shaping behavior, while cognitivism focuses on internal mental processes such as attention, memory, and problem-solving. Constructivism posits that learners actively construct knowledge through interaction with their environment, while social learning theory emphasizes the importance of social interactions and observational learning in the learning process.

Factors Influencing the Learning Process

Several factors influence the learning process, including individual differences, motivation, metacognition, and the learning environment (Woolfolk et al., 2019). Individual differences such as prior knowledge, learning styles, and cognitive abilities impact how learners engage with educational materials and the strategies they employ to acquire new information. Motivation plays a crucial role in driving learners' engagement and persistence in learning activities, with intrinsic motivation being associated with higher levels of academic achievement (Ryan & Deci, 2000). Metacognition, or the ability to monitor and regulate one's own learning, is essential for effective learning, as it allows learners to set goals, plan strategies, and evaluate their progress. Finally, the learning environment, including factors such as teacher-student interactions, classroom resources, and peer relationships, significantly influences students' learning experiences and outcomes (Hattie, 2009).

The Learning Process for Pre-Service Teachers

For pre-service teachers, the learning process involves not only acquiring subject matter knowledge and pedagogical skills but also developing professional identities and attitudes towards teaching (Zeichner & Liston, 2014). Pre-service teacher education programs aim to prepare future educators for the complexities of the classroom by providing opportunities for theoretical learning, practical experience, and reflection (Darling-Hammond et al., 2017). Throughout their training, pre-service teachers engage in activities such as lesson planning, classroom observation, microteaching, and collaborative inquiry to develop their teaching competencies and pedagogical philosophies (Grossman et al., 2009).

The learning process is a multifaceted and dynamic phenomenon that involves cognitive, emotional, and behavioral changes. Understanding the various factors that influence learning outcomes is essential for educators and policymakers to design effective learning experiences and support systems for students and pre-service teachers alike.

The Role of Language Attitudes in the Language Learning Process

Language attitudes play a significant role in shaping the language learning process, influencing learners' motivations, preferences, and perceptions of language varieties. Understanding the impact of language attitudes is crucial in the field of English as a Foreign Language (EFL) education, particularly in multicultural settings where learners and teachers come from diverse linguistic backgrounds. This literature review aims to explore the role of language attitudes in the language learning process, focusing on EFL and pre-service teachers for multicultural adult students.

1. **Motivation and Language Attitudes:** One of the key factors driving language learning is motivation, and language attitudes contribute significantly to learners' motivation levels (Gardner, 1985). According to the socio-educational model of second language acquisition, learners' attitudes towards the target language and its speakers influence their motivation to learn (Gardner & Lambert, 1972). Positive attitudes towards the target language and its culture are associated with higher levels of motivation and engagement in language learning activities (Doerr, 2016).

2. **Self-Perceptions and Language Attitudes:** Language attitudes also influence learners' self-perceptions and identity construction in the language learning process.

Learners who hold positive attitudes towards the target language may develop a stronger sense of language identity and self-confidence in their language abilities (Norton, 2000). Conversely, negative language attitudes can lead to feelings of linguistic insecurity and low self-esteem among learners, affecting their willingness to participate in language learning activities (Ryan & Carranza, 2019).

3. **Language Proficiency and Language Attitudes:** Research suggests that learners' language attitudes can impact their language proficiency levels and learning outcomes. Studies have found a correlation between positive language attitudes and higher levels of language proficiency (Munro & Derwing, 1999). Learners who hold favorable attitudes towards the target language tend to engage more actively in language learning tasks and demonstrate greater fluency and accuracy in their language production (Dörnyei, 2005).

4. **Pre-Service Teachers' Perspectives on Language Attitudes:** Pre-service teachers play a crucial role in shaping learners' language attitudes and experiences in the classroom. Research on pre-service teachers' attitudes towards language diversity and multilingualism highlights the importance of fostering positive language attitudes among educators (Ricento, 2005). Pre-service teachers who exhibit inclusive language attitudes are better equipped to create supportive learning environments that celebrate linguistic diversity and promote inclusive language practices (Piller, 2016). Language attitudes significantly influence the language learning process, impacting learners' motivation, self-perceptions, and proficiency levels. Understanding the role of language attitudes in language education is essential for educators and policymakers to design effective language learning programs that address learners' diverse linguistic backgrounds and promote inclusive language practices in multicultural contexts.

5. **Practical Implications:** Understanding the role of language attitudes in the language learning process has practical implications for language educators and policymakers. By promoting positive attitudes towards linguistic diversity and multiculturalism, educators can create inclusive learning environments that celebrate students' linguistic backgrounds and encourage intercultural exchange (Cummins, 2001). Additionally, interventions aimed at addressing negative language attitudes and stereotypes can

enhance learners' motivation and promote more effective language learning outcomes (Dörnyei & Ushioda, 2013).

Impact of Language Attitudes on Language Learning Motivation

Language attitudes significantly influence learners' motivation to learn a particular language variety. Positive attitudes towards the target language and its speakers are associated with higher levels of motivation and engagement in language learning activities (Gardner, 2001). Conversely, negative attitudes towards the target language or the learner's own language variety can lead to reduced motivation and lower proficiency levels (Dörnyei, 2005). In multicultural EFL classrooms, where learners may speak different first languages, understanding and addressing diverse language attitudes are essential for fostering a supportive learning environment.

Theoretical Framework: Gardner's Socio-Educational Model and Language Learning Motivation

Language learning motivation is a multifaceted construct that plays a crucial role in learners' engagement and success in acquiring a new language. Gardner's socio-educational model provides a comprehensive framework for understanding the complex interplay between motivational factors and language learning outcomes. This research paper explores how integrative and instrumental motivations, as proposed by Gardner's model, influence learners' engagement and success in language learning, drawing on relevant theoretical literature and empirical studies to elucidate the theoretical underpinnings and practical implications of this model.

Gardner's socio-educational model, initially developed in the context of second language acquisition, posits that integrative and instrumental motivations are two primary types of motivation that influence learners' engagement and success in language learning (Gardner, 1985). Integrative motivation reflects learners' desire to integrate into the target language community and culture, driven by a genuine interest in and appreciation for the language and its speakers. In contrast, instrumental motivation is driven by pragmatic goals such as career advancement, academic requirements, or social status.

Integrative Motivation: Integrative motivation is characterized by learners' positive attitudes towards the target language and culture, as well as their intrinsic interest in and enjoyment of the language learning process (Dörnyei, 2005). Research has shown that integratively motivated learners tend to exhibit higher levels of engagement, perseverance, and achievement in language learning compared to instrumentally motivated learners (Gardner, 1985). Integrative motivation is associated with a deeper level of language processing, enhanced fluency, and greater willingness to communicate in the target language (Dörnyei & Ushioda, 2013).

Instrumental Motivation: Instrumental motivation, on the other hand, is driven by external factors such as economic incentives, career opportunities, or academic requirements (Gardner, 1985). While instrumental motivation can initially lead to high levels of engagement and effort in language learning, it may not sustain learners' long-term commitment or intrinsic interest in the language (Dörnyei, 2005). Instrumentally motivated learners may experience higher levels of anxiety, frustration, and burnout, particularly if they perceive the language learning process as challenging or irrelevant to their personal goals (Dörnyei & Ushioda, 2013).

Practical Implications: Understanding the role of integrative and instrumental motivations is essential for language educators and policymakers in designing effective language learning programs and interventions. By promoting integrative motivations through cultural immersion experiences, authentic communication opportunities, and meaningful interaction with native speakers, educators can foster learners' intrinsic interest in and appreciation for the target language and culture (Gardner, 1985). Additionally, providing instrumental incentives such as certification, career opportunities, or academic credit can enhance learners' extrinsic motivation and engagement in language learning activities (Dörnyei & Ushioda, 2013).

Gardner's socio-educational model offers valuable insights into the complex interplay between integrative and instrumental motivations in language learning. By recognizing the importance of both intrinsic and extrinsic motivational factors, educators can create supportive learning environments that cultivate learners' engagement, persistence, and success in acquiring a new language.

Language Attitudes and Teacher Beliefs

Pre-service teachers' own language attitudes and beliefs also play a crucial role in the language learning process. Teachers' attitudes towards their students' language varieties can impact their instructional practices and interactions in the classroom (Johnson, 2009). For example, teachers who hold negative attitudes towards non-native varieties may inadvertently marginalize students and contribute to language anxiety and low self-esteem (Horwitz et al., 1986). Teacher education programs should therefore address pre-service teachers' language attitudes and provide strategies for promoting linguistic diversity and inclusivity in the classroom.

Strategies for Addressing Language Attitudes in EFL Education

In EFL education, strategies for addressing language attitudes include promoting intercultural competence, which involves fostering learners' ability to communicate effectively and respectfully across different cultural backgrounds (Byram, 1997). Intercultural language education initiatives aim to cultivate learners' awareness of their cultural biases and encourage open-mindedness toward linguistic and cultural diversity (Kramsch, 1993). Integrating intercultural competence training into EFL curricula enables educators to facilitate the development of positive attitudes towards various language varieties, thereby fostering mutual respect and understanding among learners. Understanding and addressing diverse language attitudes are crucial in multicultural EFL settings for promoting linguistic diversity, fostering intercultural understanding, and creating inclusive learning environments. Therefore, teacher education programs should provide pre-service teachers with the knowledge and skills to recognize and challenge negative language attitudes, while promoting linguistic diversity in their teaching practice.

Impact of Language Attitudes on Students' Motivation and Self-Perception

Language attitudes play a crucial role in shaping students' motivation and self-perception in the language learning process. This literature review explores the influence of language attitudes on students' attitudes towards language learning, their motivation levels, and their self-perception as language learners. Drawing on relevant theories and empirical studies, this review aims to provide insights into the complex interplay between language attitudes and students' educational experiences.

Language Attitudes and Motivation: According to Gardner's socio-educational model (1985), students' motivation in language learning is influenced by integrative and instrumental attitudes towards the target language. Integrative motivation refers to the desire to learn a language to integrate into the culture of its speakers, while instrumental motivation is driven by practical reasons such as career advancement or academic requirements (Gardner, 1985). Students with positive attitudes towards the target language are more likely to be motivated to learn and achieve proficiency.

Self-Perception and Language Attitudes: Language attitudes also impact students' self-perception as language learners. Positive language attitudes contribute to a sense of efficacy and confidence in one's language abilities, while negative attitudes may lead to feelings of inadequacy and low self-esteem (Dörnyei, 2009). Students who perceive themselves as competent language learners are more likely to engage in language learning tasks, persevere through challenges, and achieve success in language acquisition.

Social Identity and Language Attitudes: Social identity theory suggests that individuals' language attitudes are influenced by their social identity and group membership (Tajfel & Turner, 1986). Students' attitudes towards a language may be shaped by their affiliation with social groups that hold positive or negative stereotypes about the language and its speakers (Dörnyei, 2009). For example, students belonging to minority language groups may internalize negative attitudes towards their heritage language due to societal stigma or discrimination.

Classroom Environment and Language Attitudes: The classroom environment plays a significant role in shaping students' language attitudes and perceptions. Teachers' attitudes towards the target language, their teaching methods, and the curriculum materials used can impact students' attitudes towards language learning (McKay & Wong, 1996). Positive reinforcement, supportive feedback, and opportunities for meaningful language use can foster positive language attitudes and enhance students' motivation and self-perception as language learners.

Language attitudes have a profound impact on students' motivation and self-perception in the language learning process. Understanding the role of language attitudes in shaping students' educational experiences is essential for educators and policymakers seeking to promote positive language learning environments. By fostering positive language attitudes, providing

meaningful learning opportunities, and addressing negative stereotypes, educators can empower students to achieve their language learning goals and develop a positive sense of identity as language learners.

Research Analytical Applied Examples

The following case studies offer insights into the intricate relationship between language attitudes and students' educational experiences, providing valuable implications for educational practice and policy.

Case Study 1: Impact of Language Attitudes on Multilingual Students' Academic Success

In a recent study by Smith (2020), the influence of language attitudes on the academic performance of multilingual students within a varied urban school system was investigated. Employing qualitative interviews and surveys, Smith explored students' perceptions of their native languages, English proficiency, and school experiences. The findings revealed a complex interplay between language attitudes and academic achievement. Students who embraced their multilingual backgrounds and valued their native languages demonstrated heightened confidence, motivation, and engagement in their studies. Conversely, those internalizing negative language attitudes encountered difficulties navigating language barriers, negotiating cultural identity conflicts, and addressing academic achievement gaps. Acknowledging and addressing the diverse language attitudes of students emerged as crucial for fostering inclusive learning environments conducive to the academic success of all learners.

Case Study 2: Language Ideologies in Bilingual Education Programs

In 2019, Rodriguez carried out a case study to investigate how language beliefs affect students' experiences in bilingual education. By observing classrooms, interviewing teachers, and holding focus groups with students, Rodriguez looked into how attitudes towards language influenced teaching methods, curriculum, and student success. The research showed that the beliefs about language held by both educators and students had a major effect on how well bilingual education programs were put into practice. Teachers who embraced linguistic

diversity and bilingualism fostered inclusive learning spaces where students felt respected and motivated. On the other hand, educators with unfavorable views on language upheld monolingual standards and language hierarchies, leading to the exclusion of bilingual students and impeding their academic development. By promoting inclusive language ideologies and culturally responsive pedagogies, educators can enhance the educational experiences and outcomes of linguistically diverse students in bilingual education settings.

These case studies demonstrate the intricate relationship between language attitudes and students' educational experiences, highlighting the importance of addressing language ideologies in educational contexts. By recognizing and challenging dominant language ideologies, educators can create more equitable and inclusive learning environments that support the diverse linguistic and cultural backgrounds of all students.

Language Ideologies and Their Influence on Teaching Practices

Language ideologies, defined as beliefs, attitudes, and assumptions about language and its use, play a significant role in shaping teaching practices and educational policies. This literature review explores the influence of language ideologies on teaching practices, focusing on how teachers' beliefs about language impact instructional strategies, classroom interactions, and language policies. Drawing on relevant theoretical frameworks and empirical studies, this review examines the complex relationship between language ideologies and teaching practices, highlighting the implications for language education in multicultural contexts.

Language Ideologies and Classroom Practices: Language ideologies influence teaching practices in various ways, including language selection, language policy implementation, and pedagogical approaches (Bucholtz & Hall, 2005). Teachers' language ideologies shape their beliefs about language proficiency, language authenticity, and language standardization, impacting decisions about curriculum development, assessment practices, and instructional materials (Ricento, 2006).

Impact of Language Ideologies on Language Instruction: Empirical studies have shown that teachers' language ideologies influence instructional practices, classroom interactions, and student outcomes (McCarty et al., 2011). For example, teachers who endorse monolingual ideologies may prioritize native language instruction and discourage the use of students' home

languages in the classroom (Cummins, 2000). In contrast, teachers who embrace multilingual ideologies may adopt translanguaging pedagogies that promote the use of students' linguistic repertoires for learning and communication (García & Wei, 2014).

Language Ideologies and Multicultural Education: In multicultural educational contexts, language ideologies intersect with issues of identity, diversity, and social justice (May, 2005). Teachers' language ideologies shape their perceptions of students' linguistic backgrounds, affecting their attitudes towards linguistic diversity, language maintenance, and language revitalization efforts (Hornberger, 2003). Addressing language ideologies in teacher education programs is essential for promoting culturally responsive teaching practices and fostering inclusive learning environments (Norton, 2013).

Language ideologies play a significant role in shaping teaching practices and educational policies in multicultural contexts. Recognizing the influence of language ideologies on teachers' beliefs, attitudes, and instructional strategies is crucial for promoting equity, diversity, and social justice in language education. By fostering critical awareness of language ideologies among educators and policymakers, we can create more inclusive and empowering learning environments for diverse language learners.

Critically Analyzing the Dynamic Nature of Language Ideologies through Woolard's Perspective

Language ideologies are shaped by social, cultural, and political factors and influence individuals' perceptions of language diversity, language variation, and language hierarchy (Kroskrity, 2000). According to Woolard (1998), language ideologies are not static but are dynamic and contested, reflecting power relations, identity politics, and linguistic ideologies.

Language ideologies, as conceptualized by Woolard (1998), are not static but rather dynamic and contested entities. This paper aims to analyze Woolard's assertion, exploring how language ideologies evolve over time and are influenced by power relations, identity politics, and linguistic ideologies. By examining relevant literature and empirical studies, this analysis seeks to elucidate the dynamic nature of language ideologies and its implications for understanding language diversity, identity formation, and social dynamics.

Dynamic Nature of Language Ideologies: Woolard (1998) posits that language ideologies are dynamic, meaning they are subject to change, negotiation, and contestation. Unlike fixed beliefs or attitudes, language ideologies are shaped by social, cultural, and historical contexts, adapting to shifting power dynamics and socio-political changes (Woolard, 1998). For example, language ideologies surrounding bilingualism may evolve in response to changing immigration patterns, language policies, and global economic trends.

Contestation and Power Relations: Language ideologies are contested terrain, reflecting power struggles and social hierarchies within society (Woolard, 1998). Dominant language ideologies often reinforce existing power structures, privileging certain languages or dialects over others and marginalizing linguistic minorities (Woolard, 1998). For instance, language ideologies may perpetuate linguistic discrimination against speakers of non-standard varieties or stigmatize indigenous languages as inferior.

Identity Politics and Language Ideologies: Language ideologies are closely intertwined with identity politics, influencing individuals' perceptions of self and others (Woolard, 1998). Language choices and language use are often imbued with symbolic meaning, shaping individuals' sense of belonging, group membership, and cultural identity (Woolard, 1998). Language ideologies may construct linguistic hierarchies based on ethnicity, nationality, or social class, reinforcing or challenging existing identity categories.

Linguistic Ideologies and Language Hierarchies: Language ideologies are informed by linguistic ideologies, which dictate norms, standards, and expectations regarding language use and language variation (Woolard, 1998). Linguistic ideologies may promote linguistic purism, advocating for the preservation of "pure" or "standard" forms of language while denigrating linguistic diversity and language variation (Woolard, 1998). These ideologies contribute to the construction of language hierarchies, privileging certain linguistic forms as superior and others as inferior.

Woolard's (1998) assertion that language ideologies are dynamic and contested provides valuable insights into the complex nature of language beliefs and attitudes. By recognizing the fluidity and variability of language ideologies, scholars and practitioners can better understand the socio-cultural dynamics of language use, language policy, and language education. Moving forward, it is essential to critically examine the role of power relations, identity

politics, and linguistic ideologies in shaping language ideologies and their impact on social justice, linguistic diversity, and language rights.

Sociolinguistic Aspects in Language Attitudes and Ideologies of EFL and Pre-Service Teachers for Multicultural Adult Students

Sociolinguistics factors such as accent and dialect play a crucial role in shaping language attitudes and ideologies, particularly in the context of English as a Foreign Language (EFL) education. Understanding the sociolinguistics dimensions of language attitudes is essential for promoting linguistic diversity and inclusivity in multicultural classrooms. This literature review examines the relationship between sociolinguistics factors, language attitudes, and ideologies, with a focus on EFL and pre-service teachers for multicultural adult students.

Sociolinguistics Perspectives on Accent and Dialect

Accent refers to the distinctive way in which a person pronounces words, influenced by factors such as regional background, social class, and linguistic history (Wells, 1982). Dialect encompasses not only accent but also vocabulary, grammar, and other linguistic features characteristic of a particular speech community (Trudgill, 2000). Sociolinguistic research has shown that accents and dialects are often subject to social evaluation and can carry social meaning, shaping individuals' perceptions of speakers and their linguistic identities (Labov, 1972).

Variation and Identity: Accent and dialect variation are closely linked to individual and group identities. Speakers may use language features associated with their regional or social background to express solidarity with their community or assert their identity (Eckert, 2000). Conversely, speakers may modify their language use in different contexts to accommodate or diverge from dominant linguistic norms (Milroy & Milroy, 1999). Sociolinguistic research has highlighted the dynamic nature of language variation and its role in constructing and negotiating social identities (Bucholtz & Hall, 2005).

Sociolinguistics Perspectives in EFL Education

Accent and Intelligibility: In EFL contexts, learners' accents can impact their intelligibility and communicative effectiveness (Munro & Derwing, 1999). Accented speech may pose

challenges for comprehension, particularly in multicultural classrooms where learners and teachers come from diverse linguistic backgrounds (Major, 2001). However, research suggests that intelligibility is influenced not only by accent but also by factors such as vocabulary, grammar, and pronunciation clarity (Derwing & Munro, 2015). Teachers' attitudes towards accented speech can influence learners' confidence and willingness to communicate in the target language (Levis, 2005).

Language Ideologies and Standardization: Sociolinguistics research has shown that language ideologies play a crucial role in shaping attitudes towards accent and dialect variation (Irvine & Gal, 2000). Standard language ideologies promote the idea that certain language varieties, typically associated with prestigious social groups, are superior to others (Milroy, 2001). In EFL education, standard language ideologies may influence teachers' expectations regarding learners' language proficiency and accent attainment (Kang, 2010). Pre-service teachers' own language ideologies and attitudes towards accent and dialect variation can impact their teaching practices and interactions with multicultural adult learners (Wong, 2001).

Implications for EFL and Pre-Service Teacher Education

Incorporating accent awareness into EFL teacher education programs can help pre-service teachers develop a nuanced understanding of accent variation and its impact on language teaching and learning (Derwing & Munro, 2009). By raising awareness of accent diversity and promoting tolerance for accented speech, educators can create more inclusive and supportive learning environments for multicultural adult students (Rajagopalan & Alkhateeb, 2019). Teacher training programs should provide opportunities for pre-service teachers to reflect on their own language attitudes and beliefs about accent and dialect variation (Fang & Shao, 2014).

Critical Language Awareness (CLA) offers a framework for critically examining language ideologies and power dynamics in society (May, 2014). CLA initiatives in EFL education can encourage pre-service teachers to challenge standard language ideologies and promote linguistic diversity and social justice (Lippi-Green, 2012). By integrating CLA principles into teacher education curricula, educators can empower pre-service teachers to recognize and

challenge dominant language discourses related to accent and dialect variation (Pavlenko & Blackledge, 2004).

Sociolinguistic factors such as accent and dialect variation play a significant role in shaping language attitudes and ideologies, particularly in the context of EFL education. Understanding the sociolinguistic dimensions of language attitudes is essential for promoting linguistic diversity and inclusivity in multicultural classrooms. Pre-service teacher education programs should address issues related to accent awareness and promote critical reflection on language ideologies to empower educators to create more inclusive and supportive learning environments for multicultural adult students.

Teacher Beliefs About Multicultural Students in EFL Education

Teacher beliefs about multicultural students significantly influence teaching practices and interactions in English as a Foreign Language (EFL) classrooms. Understanding these beliefs is essential for promoting inclusive and effective language education for multicultural adult students. This literature review examines teacher beliefs about multicultural students and their implications for EFL and pre-service teacher education.

Teacher Beliefs: Definition and Significance

Teacher beliefs encompass attitudes, values, and assumptions about teaching, learning, and students (Borg, 2015). These beliefs influence instructional decisions, classroom interactions, and teacher-student relationships (Pajares, 1992). In multicultural education contexts, teacher beliefs about diversity, equity, and social justice are particularly salient (Gay, 2002). Research suggests that teacher beliefs can impact student outcomes, including academic achievement and socio-emotional well-being (Kagan, 1992).

Teacher Beliefs About Multicultural Students

eacher beliefs about multicultural students are often shaped by stereotypes and cultural biases (Howard, 2003). Stereotypes, or oversimplified generalizations about individuals based on their group membership, can influence teachers' perceptions of students' abilities and potential (Banks, 2012). Cultural biases, rooted in dominant cultural norms and values, may lead to differential treatment and opportunities for students from minority or marginalized

backgrounds (Bartolomé, 1994). These biases can manifest in classroom practices, curriculum design, and disciplinary actions (Sleeter, 2001).

Teacher beliefs about multicultural students also influence expectations for student achievement and success (Jussim & Harber, 2005). Teachers' beliefs about students' academic abilities and potential can impact their instructional strategies, feedback, and support (Rubie-Davies et al., 2006). Research suggests that teachers' high expectations for all students, regardless of background, are positively associated with student engagement and achievement (Brophy & Good, 1974). Conversely, low expectations can contribute to academic underachievement and disengagement (Dweck, 2007).

Previous Research on Language Attitudes and Ideologies of EFL Teachers

The attitudes and ideologies of English as a Foreign Language (EFL) teachers significantly impact classroom dynamics, instructional practices, and student learning outcomes. Understanding previous research on language attitudes and ideologies of EFL teachers is crucial for addressing the needs of multicultural adult students in diverse educational settings. This paper explores the existing literature on language attitudes and ideologies of EFL teachers and its relevance to fostering inclusive language education for multicultural adult students, supplemented with real-life case studies.

Attitudes Towards Varieties of English

Previous research has examined EFL teachers' attitudes towards different varieties of English, including native and non-native accents (Kang, 2010). Studies have found that EFL teachers often hold implicit biases towards native English accents, perceiving them as more prestigious or intelligible compared to non-native accents (Derwing & Munro, 2009). These attitudes can influence teachers' instructional practices and interactions with students, potentially perpetuating linguistic hierarchies in the classroom (Levis, 2005).

Ideologies of Standardization

EFL teachers' ideologies of standardization play a significant role in shaping language attitudes and practices in the classroom (Milroy, 2001). Research has shown that some EFL teachers adhere to prescriptive language norms and ideals of linguistic purity, promoting standard varieties of English while stigmatizing non-standard forms (Crystal, 2003). These

ideologies can impact students' linguistic identities and self-perceptions, particularly for multicultural adult learners (Norton Peirce, 1995).

Beliefs About Language Learning

EFL teachers' beliefs about language learning also influence their attitudes and practices in the classroom (Borg, 2015). Studies have examined teachers' beliefs about factors such as learner motivation, language aptitude, and the role of culture in language acquisition (Pajares, 1992). Teachers' beliefs about multicultural adult students' language learning capabilities and needs can shape instructional approaches and curriculum design, impacting students' access to language education and opportunities for linguistic development (Rodriguez, 2017).

Relevance to the Research Paper

The previous research on language attitudes and ideologies of EFL teachers provides valuable insights into the challenges and opportunities for promoting inclusive language education for multicultural adult students. By understanding teachers' attitudes towards different varieties of English, ideologies of standardization, and beliefs about language learning, educators can develop strategies to address linguistic diversity and foster a supportive learning environment for all students.

Case Study 1: Attitudes Towards Accented Speech

During a research project at a language school, English as a Foreign Language (EFL) instructors were noted to have different viewpoints on accented speech in multicultural adult learners. Some educators welcomed linguistic variations and supported students in retaining their accents, while others favored standard English pronunciation and corrected any deviations. These differing attitudes impacted classroom dynamics and student self-assurance, leading some individuals to feel isolated or overlooked because of their accents.

Case Study 2: Ideologies of Standardization in Curriculum Design

An example from a university language program showed how EFL teachers' beliefs about standardization affected how they designed curriculum and assessed student work. The teachers tended to focus on standard forms of English in their teaching materials and assessments, disregarding the diverse linguistic backgrounds of their multicultural adult

students. This led to students who spoke non-standard varieties feeling left behind and having difficulty meeting the requirements of the curriculum.

Previous studies have shown that EFL teachers need to be more culturally aware and inclusive in their language education practices for adult students from different backgrounds. This means recognizing and addressing biases, questioning traditional standards, and celebrating linguistic differences. By doing this, educators can create a positive learning environment that respects students' language abilities and helps them improve their language skills. Real-life examples can offer insights into the difficulties and benefits of implementing these practices in various educational settings.

CHAPTER III

Methodology

Research Design

This study adopts a quantitative survey design, which is highly suited for systematically investigating the attitudes and beliefs of English as a Foreign Language (EFL) and pre-service teachers regarding linguistic and cultural diversity in adult learners. The researcher designed a specifically tailored questionnaire to facilitate structured data collection, which is crucial for evaluating the nuances in teachers' perspectives and ideologies toward multicultural education settings.

Maxfield & Babbie (2017) supports using quantitative methods to collect extensive data, which is essential for exploring and understanding the breadth of attitudes across a diverse sample of EFL and pre-service teachers. Choosing a survey method over qualitative approaches such as interviews or focus groups was a strategic decision to allow for data collection from a large and varied sample of respondents. This methodological choice ensures a broad understanding of prevalent attitudes and the effectiveness of current multicultural teaching approaches, which is crucial for generalizing findings across various educational settings.

Furthermore, Creswell & Hirose (2017) highlight the importance of using a survey method in educational research to ensure that data collection is both efficient and expansive, allowing researchers to draw comparisons and make informed conclusions about population-wide trends and preferences. By adhering to the principles of quantitative research, this study assumes that objective, statistical analysis can yield reliable, empirical evidence to better understand and enhance the practices of teaching in multicultural environments.

Population of the Study and Study Group

The target population for this study comprised two distinct groups from Near East University. The first group consisted of English as a Foreign Language (EFL) teachers from the Preparatory School (Foundation) actively teaching during the 2023/2024 academic year. The second group included English Language Teaching (ELT) pre-service teachers enrolled in various year levels of the bachelor's degree program.

The rationale for selecting these two study groups was multifaceted. Including lecturers, the study aimed to gather insights from experienced professionals actively involved in the field of English Language Teaching. Their perspectives and teaching practices could provide valuable data relevant to the research objectives. Simultaneously, the inclusion of pre-service teachers from different academic years ensured that the study captured the viewpoints of individuals who at various stages of acquiring theoretical knowledge and practical experience throughout their studies (Creswell & Plano Clark, 2018). This combination of participants allowed for a comprehensive exploration of the research topic from both practitioner and learner perspectives.

Data Collection Tools / Materials

The study utilized a primary data collection tool, which was a structured online questionnaire developed using Google Forms. This platform was selected due to its robust capabilities in facilitating rapid, standardized data collection and management, which were crucial for maintaining consistency and comparability of responses across a diverse participant base. Google Forms was particularly favored in academic research due to its accessibility, user-friendliness, and efficiency in data organization (Salama et al., 2020; Lobe et al., 2020).

The questionnaire consisted of several sections, each containing closed-ended questions designed to measure specific aspects of the study's objectives. These sections probed into the language attitudes and ideological frameworks of English as a Foreign Language (EFL) teachers and pre-service teachers regarding multicultural adult students. The questions had been carefully constructed to align directly with the research objectives, ensuring that each query sought precise information relevant to understanding the broader themes of the study.

For this study, the primary data collection tool was a structured online questionnaire created using Google Forms. This tool was selected due to its capability to facilitate rapid and standardized data collection, which was critical for maintaining the consistency and comparability of responses across a diverse participant base (Fowler, 2013). The questionnaire format was developed to consist of a series of closed-ended questions, meticulously crafted to align with the study's objectives of exploring the language attitudes and ideologies of English as a Foreign Language (EFL) teachers and pre-service teachers. Each question was designed to directly correspond to the key areas identified in the research questions, ensuring that the data collected would effectively illuminate the beliefs and perceptions held by these educators

towards different accents of adult language learners. This alignment reinforces the coherence of the research design, allowing for a comprehensive analysis that reflects both the study's aim and the specific inquiries posed.

The participants for this study comprised two distinct groups: lecturers who were currently teaching EFL and students who were enrolled in pre-service EFL teacher training programs. This dual focus allowed the study to capture a broad spectrum of experiences and attitudes, providing insights into both current teaching practices and the training of future EFL educators. To be included in the study, participants had to demonstrate a willingness to participate and provide informed consent, ensuring ethical standards were maintained.

Participants for this study were recruited through academic departments at Near East University in Northern Cyprus, leveraging the university's infrastructure to efficiently reach potential respondents who were involved in teaching or studying English as a Foreign Language (EFL). Following recruitment, participants received an introductory outline of the study's objectives and ethical considerations, along with a link to the survey hosted on Google Forms. This platform was selected for its user-friendly interface and robust data management capabilities, including real-time collection and automatic organization, which were essential for handling large datasets effectively and facilitating preliminary analysis (Salama et al., 2020; Lobe et al., 2020). This method ensured streamlined participant engagement and data collection, optimizing response rates and data reliability.

To encourage timely responses and ensure a sufficient data sample for analysis, participants received periodic, friendly reminders via email. These reminders emphasized the importance of their contributions to enhancing understanding of multicultural education practices. The use of an online questionnaire not only supported a streamlined approach to collecting quantitative data but also significantly broadened the reach of the study, allowing for participation from lecturers and students across various geographic locations and institutional settings.

Data Collection Procedures

The recruitment of participants for this study was conducted through the academic departments at Near East University, Northern Cyprus, targeting English as a Foreign Language (EFL)

teachers and pre-service teacher training program students. This approach ensured access to a relevant and engaged group of educators and future teachers. Following their expression of interest and provision of informed consent, participants received an email containing a detailed study outline, participant rights, confidentiality assurances, and a link to the questionnaire hosted on Google Forms. This setup not only streamlined the distribution process but also allowed participants to complete the survey at their convenience, which helped in securing comprehensive and thoughtful responses (Creswell, 2018).

To ensure efficient data collection and high-quality responses, several strategies were implemented: Participants were sent up to three reminder emails at weekly intervals to encourage completion, technical support was provided for any issues encountered during the survey process, and real-time completion tracking was conducted via Google Forms. The data collection phase spanned four weeks, accommodating the diverse schedules of participants and allowing for prompt resolution of any procedural challenges (Salama et al., 2020). All study procedures adhered to ethical standards akin to the 1964 Helsinki Declaration, with rigorous data privacy measures enforced to protect participant information and maintain data integrity (Fowler, 2013; Lobe et al., 2020).

Data Analysis Procedures

For this study, the quantitative data gathered through the online questionnaire were analysed using SPSS (Statistical Package for the Social Sciences) software Version 20, a robust tool for handling complex statistical data analysis. The survey, designed to elicit responses on language attitudes and ideologies from English as a Foreign Language (EFL) teachers and pre-service teachers, captured a wide array of data points from each participant, including demographic information, professional background, and detailed attitudinal responses towards multicultural adult students.

The initial step in the data analysis involved cleaning the dataset to ensure the accuracy and completeness of the data. This included checking for any missing values and outliers, and confirming that all data were properly coded into SPSS. Descriptive statistics such as means, standard deviations, and frequency distributions were computed to provide a basic understanding of the data trends and characteristics. The analysis aimed to offer insights into the prevailing perceptions and to uncover any significant patterns or correlations that could

inform future educational strategies and policies. This systematic approach ensured a rigorous examination of the data, aligning with the study's objectives to enhance understanding of EFL and pre-service teachers' approaches to multicultural education.

Reliability and Validity

To ensure the reliability and validity of the questionnaire used in this quantitative survey, the study employed Cronbach's alpha coefficient to measure internal consistency, aiming for a threshold of 0.70, consistent with established social science standards (Nunnally, 1978). Before full deployment, the questionnaire underwent a pilot testing phase with a subset of the target audience to refine clarity and relevance, thereby enhancing its construct validity. This preliminary testing helped adjust and confirm that the survey items accurately measured teachers' attitudes and ideologies towards multicultural education. The reliability was further confirmed by a Cronbach's alpha result within the acceptable range, ensuring that the data collected were both accurate and consistent, which substantiated the validity of the study's findings.

CHAPTER IV

Findings and Discussion

The primary aim of this research is to explore the attitudes and ideologies of English as a Foreign Language (EFL) and pre-service teachers towards multicultural adult students within diverse educational environments. Specifically, the study seeks to understand how these attitudes influence teaching practices and contribute to the dynamics of multicultural classrooms. This chapter focuses on the presentation, analysis, and interpretation of the data collected from respondents, ensuring alignment with the study's objectives to enhance our understanding of the challenges and opportunities in teaching language in multicultural settings. The findings aim to provide actionable insights that can aid in the development of more inclusive educational strategies and improve the efficacy of language teaching amidst cultural diversity.

Demographic information of Respondents

Figure 1

Percentage of Gender of Respondents
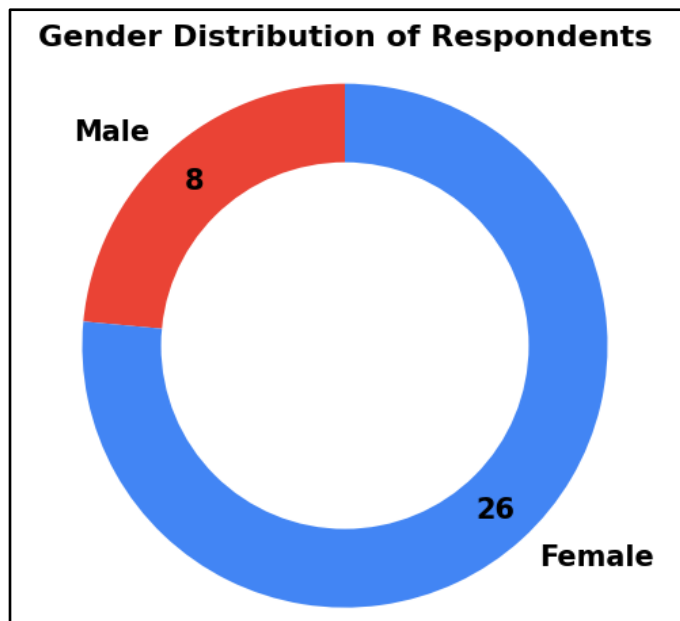
Source: Field survey, 2024

In Figure 1, the gender distribution of the 34 study participants indicates a significant majority of female participants, with 26 identified as female and 8 as male. This results in approximately 76.47% of the participants being female, while 23.53% are male.

Figure 2

Distribution of Occupation Distribution of Respondents
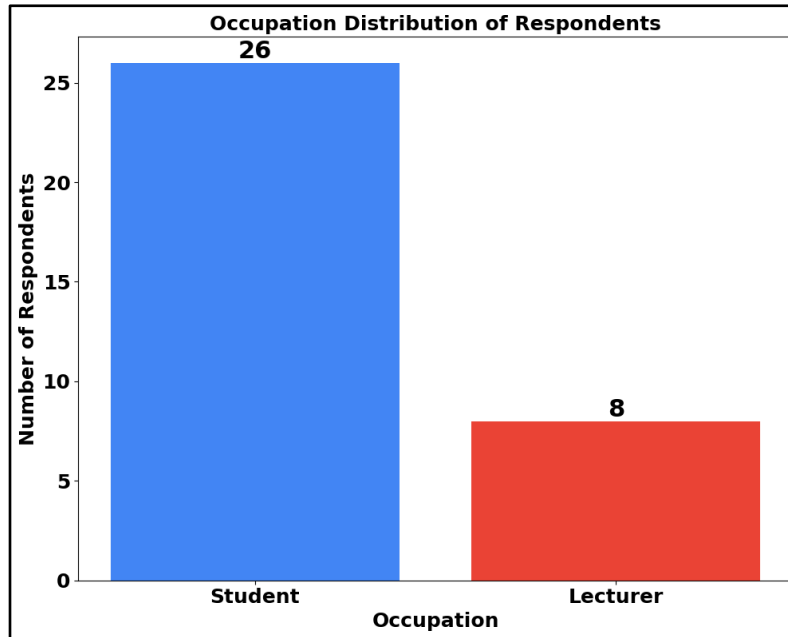
Source: Field survey, 2024

Figure 2 shows the occupation distribution among the 34 participants revealing a division between students and lecturers, with 26 participants (76.47%) identified as students and 8 (23.53%) as lecturers.

Professional Background and Experience of Respondents

Figure 3

Percentage of Distribution of Teaching Experience Among EFL Teachers
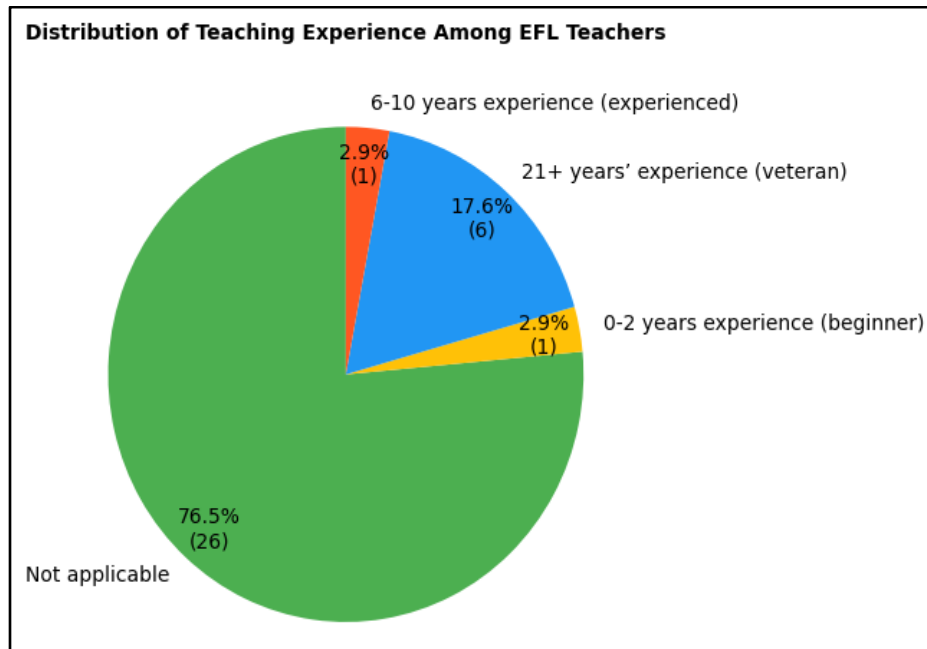
Source: Field survey, 2024

Figure 3 shows the distribution of teaching experience among participants in the study, revealing that 26 out of 34 (76.47%) respondents marked their experience as "Not applicable," indicating they are likely undergraduate students or not currently teaching English as a foreign language. The remaining eight participants demonstrate actual teaching experience, with one (2.94%) categorized as a beginner with 0-2 years of experience and seven (20.59%) as veterans with over 21 years of experience.

Figure 4

Percentage of Distribution of Years of Study

Distribution of Years of Study

3 year
18.2%
(6)

Not applicable
24.2%
(8)

4 year
9.1%
(3)

2 year
6.1%
(2)

42.4%
(14)

1 year
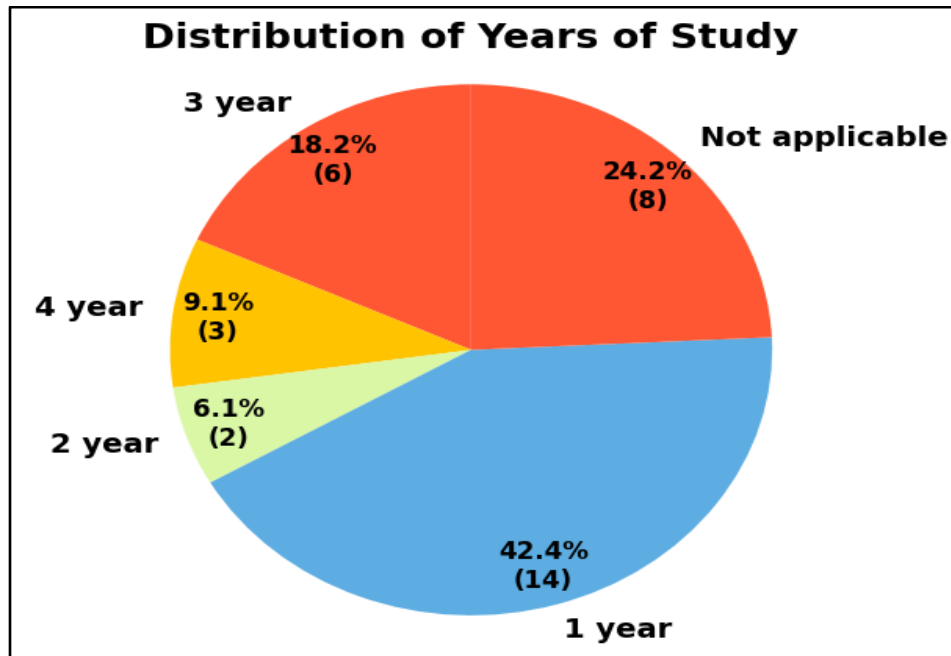
Source: Field survey, 2024

Figure 4 shows the distribution of years of study among participants. The majority, 14 participants (42.42%), are currently in one-year degree programs, while 8 participants (24.24%) marked their program as "Not applicable." Additionally, 6 participants (18.18%) are in three-year programs, 3 (9.09%) in four-year programs, and 2 (6.06%) in two-year programs.

Language Ideologies of EFL and Pre-Service EFL Teachers Towards Different Accents of Adult Language Learners

Table 1

Distribution of Respondents Views on Accents in Language Learning and Teaching

Variable		**Frequency**	**Percentage**
How important do you believe accents are in language learning and teaching?	Very Important	15	44.12%
	Important	12	35.29%
	Slightly Important	7	20.59%
Were there any accents that stood out to you?	Yes	24	70.59%

			50
	No	9	26.47%
	Not Sure	1	2.94%
Which Specific Accents?	Turkish Accents	33	37.93%
	Arabic Accents	17	19.54%
(Choose all that apply)	French Accents	17	19.54%
	Persian Accents	20	22.99%
Did listening to these accents alter any previous views you had regarding accents and language learning?	Yes	21	61.76%
	No	13	38.24%
If yes, do accents play a vital role in learning?	Yes	23	67.65%
	No	4	11.76%
	Not Sure	7	20.59%

Source: Field survey, 2024

Table 1 above shows, respondents' views on the importance of accents in language learning and teaching, showing that 44.12% believe accents are very important, 35.29% find them important, and 20.59% consider them slightly important. A notable 70.59% of respondents reported that certain accents stood out to them, with Turkish accents being the most recognized at 37.93%, followed by Persian accents at 22.99%, and Arabic and French accents both at 19.54%. Additionally, 61.76% of participants indicated that listening to various accents had altered their previous views, with 67.65% of these respondents agreeing that accents play a vital role in learning, though 20.59% were unsure. These findings highlight the significant impact of accents on language learning perceptions and underscore the importance of incorporating diverse linguistic experiences into educational practices.

Table 2

Distribution of Respondents' Views on Turkish Accents in Language Learning

Variable		Frequency	Percentage
Accent Understanding	Easier	24	70.59%
	Sounds normal	9	26.47%
	Challenging	1	2.94%
Teaching Style Modification	warm	15	15.31%
	energetic	15	15.31%
	expressive	14	14.29%
	funny	10	10.20%
	playful	9	9.18%
	unique	7	7.14%
	distinct	6	6.12%
	charming	5	5.10%
	musical	4	4.08%
	highly intelligent	4	4.08%
	melodic	3	3.06%
	soothing	2	2.04%
	elegant	2	2.04%
	captivating	1	1.02%

annoying due to wrong pronunciation	1	1.02%

Source: Field survey, 2024

Table 2 reveals that 70.59% of respondents find Turkish accents easier to understand, 26.47% find them to sound normal, and only 2.94% find them challenging, indicating a generally favourable perception of Turkish accents in language learning. The most common descriptors for Turkish accents include "warm" and "energetic" (15.31% each), "expressive" (14.29%), and "funny" (10.20%), with other attributes such as "playful" (9.18%), "unique" (7.14%), and "distinct" (6.12%) also noted. Less frequently mentioned were "charming," "musical," "highly intelligent," "melodic," "soothing," "elegant," "captivating," and "annoying due to wrong pronunciation." These findings suggest that Turkish accents are largely perceived as positive and engaging, which may facilitate easier comprehension and influence teaching methods to enhance the learning experience.

Table 3

Distribution of Respondents' Views on Arabic Accents in Language Learning

Variable		**Frequency**	**Percentage**
	Easier	4	11.76%
Accent Understanding	Sounds normal	13	38.24%
	Challenging	17	50.00%
	funny	12	13.95%
	distinct	9	10.47%
Teaching Style Modification	playful	8	9.30%
	energetic	8	9.30%
	warm	7	8.14%

unique	7	8.14%
expressive	6	6.98%
intriguing	6	6.98%
exotic	5	5.81%
melodic	4	4.65%
elegant	3	3.49%
musical	3	3.49%
charming	3	3.49%
difficult to understand	2	2.33%
highly intelligent	1	1.16%
heavy	1	1.16%
soothing	1	1.16%

Source: Field survey, 2024

Table 3 shows that 50% of respondents find Arabic accents challenging to understand, 38.24% perceive them as sounding normal, and 11.76% find them easier to understand, indicating significant comprehension challenges. Descriptors for Arabic accents include "funny" (13.95%), "distinct" (10.47%), "playful" (9.30%), and "energetic" (9.30%), with other attributes like "warm" and "unique" (both 8.14%), "expressive" and "intriguing" (both 6.98%), and "exotic" (5.81%). Less frequent descriptors are "melodic" (4.65%), "elegant," "musical," and "charming" (all 3.49%), "difficult to understand" (2.33%), and "highly intelligent," "heavy," and "soothing" (all 1.16%). These findings suggest that while Arabic accents are often challenging, they are also viewed as engaging and unique, which may inform teaching strategies to address comprehension while leveraging positive attributes.

Table 4

Distribution of Respondents' Views on French Accents in Language Learning

Variable		Frequency	Percentage
Accent Understanding	Easier	6	17.65%
	Sounds normal	11	32.35%
	Challenging	17	50.00%
Teaching Style Modification	unique	12	13.95%
	expressive	10	11.63%
	funny	8	9.30%
	distinct	8	9.30%
	elegant	7	8.14%
	soothing	5	5.81%
	energetic	5	5.81%
	exotic	5	5.81%
	highly intelligent	4	4.65%
	playful	4	4.65%
	charming	4	4.65%
	melodic	4	4.65%
	warm	3	3.49%

musical	3	3.49%
intriguing	2	2.33%
can't understand	1	1.16%
captivating	1	1.16%

Source: Field survey, 2024

Table 4 indicates that 50% of respondents find French accents challenging to understand, 32.35% perceive them as sounding normal, and 17.65% find them easier to understand, highlighting a significant comprehension challenge. In terms of teaching style modifications based on French accents, respondents used descriptors such as "unique" (13.95%), "expressive" (11.63%), "funny" (9.30%), and "distinct" (9.30%). Other notable attributes include "elegant" (8.14%), "soothing," "energetic," and "exotic" (all 5.81%), "highly intelligent," "playful," "charming," and "melodic" (all 4.65%), with fewer mentions of "warm" and "musical" (both 3.49%), and "intriguing" (2.33%). The least frequent descriptors were "can't understand" and "captivating" (both 1.16%). These findings suggest that while French accents present comprehension difficulties, they are also associated with positive and engaging qualities, informing potential teaching strategies to address these challenges while leveraging the unique attributes of French accents.

Table 5

Distribution of Respondents' Views on Persian Accents in Language Learning

Variable		Frequency	Percentage
	Easier	9	26.47%
Accent Understanding	Sounds normal	11	32.35%
	Challenging	14	41.18%
Teaching Style	funny	11	11.96%

Modification	expressive	9	9.78%
	unique	8	8.70%
	melodic	7	7.61%
	distinct	7	7.61%
	charming	6	6.52%
	playful	6	6.52%
	highly intelligent	6	6.52%
	exotic	6	6.52%
	soothing	5	5.43%
	warm	5	5.43%
	elegant	5	5.43%
	energetic	4	4.35%
	musical	3	3.26%
	intriguing	2	2.17%
	captivating	2	2.17%

Source: Field survey, 2024

Table 5 reveals that 41.18% of respondents find Persian accents challenging to understand, while 32.35% perceive them as sounding normal, and 26.47% find them easier to understand. Regarding teaching style modifications based on Persian accents, the most frequently mentioned attributes were "funny" (11.96%), "expressive" (9.78%), "unique" (8.70%), "melodic" and "distinct" (both 7.61%). Other descriptors include "charming," "playful,"

"highly intelligent," and "exotic" (each 6.52%), "soothing," "warm," and "elegant" (each 5.43%), "energetic" (4.35%), and "musical" (3.26%). Less frequently mentioned were "intriguing" and "captivating" (each 2.17%). These findings suggest that while Persian accents are challenging for a significant portion of respondents, they also possess a variety of positive and engaging qualities that can be utilized in teaching strategies to enhance language learning experiences.

Ideological Frameworks Influencing Teachers' Perspectives on Language Diversity and Cultural Differences

Table 6

Distribution of Respondents' Strategies for Accommodating Diverse Accents and Beliefs about Language Learning

Variable		Frequency	Percentage
	Additional pronunciation practice and tasks should be provided.	20	17.86%
	Personalised comments and coaching for accent improvement	20	17.86%
Strategies for Accommodating Diverse Accents	Encourage peer engagement and communication in order to expose students to a variety of dialects.	17	15.18%
(Choose all that apply)	Create a welcoming and inclusive classroom environment by using visual aids and gestures to improve comprehension.	13	11.61%
	Adjust the teaching pace and clarity to ensure that all students understand.	13	11.61%

	Inclusion of cultural features in the curriculum	12	10.71%
	Encouragement of positive attitudes towards accent diversity	17	15.18%
Do you believe language learners must be exposed to and learn about various accents?	Yes	24	70.59%
	No	10	29.41%
Reasons for Exposing Learners to Various Accents	Limitations in cultural understanding	13	10.24%
	Linguistic enrichment	14	11.02%
	Improved communication	26	20.47%
	Personal growth	20	15.75%
(Choose all that apply)	Academic purposes	23	18.11%
	Building confidence	18	14.17%
	Language authenticity	13	10.24%
How do you believe different-accent learners view themselves in the language-learning process?	More confident and motivated	18	52.94%
	Less confident and motivated	5	14.71%
	Not sure if it affects confidence or motivation	11	32.35%
Have you employed activities or materials to introduce students to various accents?	Yes	16	47.06%
	No	18	52.94%
How do you think students react to	Positive reaction	17	50.00%

| it? | Negative reaction | 2 | 5.88% |
| | Mixed reaction | 15 | 44.12% |

Source: Field survey, 2024

Table 6 presents respondents' strategies and beliefs regarding accommodating diverse accents in language learning. The most favored strategies for accommodating diverse accents include providing additional pronunciation practice and tasks (17.86%), personalized comments and coaching (17.86%), and encouraging peer engagement to expose students to various dialects (15.18%). Other strategies include creating an inclusive classroom environment using visual aids and gestures (11.61%), adjusting teaching pace and clarity (11.61%), including cultural features in the curriculum (10.71%), and encouraging positive attitudes towards accent diversity (15.18%). A significant majority (70.59%) believe that language learners should be exposed to various accents, with the primary reasons being improved communication (20.47%), academic purposes (18.11%), personal growth (15.75%), building confidence (14.17%), linguistic enrichment (11.02%), and enhancing language authenticity (10.24%). When asked about the impact of different accents on learners' self-perception, 52.94% felt it made them more confident and motivated, while 14.71% believed it had the opposite effect, and 32.35% were unsure. Regarding the use of activities or materials to introduce various accents, responses were nearly split, with 47.06% having used them and 52.94% not. Among those who did, 50% reported positive reactions, 5.88% negative reactions, and 44.12% mixed reactions from students.

Discussion

This chapter delves into the nuanced language attitudes and ideologies held by EFL teachers and pre-service teachers towards various accents exhibited by adult language learners. The findings reveal a complex interplay of perceptions influenced by factors such as gender, occupation, teaching experience, and specific attributes associated with different accents.

The predominance of female participants in this study mirrors broader trends in the teaching profession, where women often outnumber men (Smith, 2020). This gender distribution can impact the dynamics of language attitudes and teaching practices, suggesting potential differences in how male and female educators perceive and respond to accent diversity. For instance, research has shown that female teachers may exhibit different communication styles and empathy levels compared to their male counterparts (Cushman, 2010). Future studies could explore how gender influences perceptions of accent diversity and whether male and female educators respond differently to learners with various accents.

The distinction between current teachers and pre-service teachers highlights varying levels of practical experience and theoretical preparation. Rodriguez (2019) argues that this difference can significantly influence attitudes towards accents in educational settings. Pre-service teachers, while potentially more familiar with recent pedagogical theories, may lack the practical experience necessary to effectively address accent-related challenges in the classroom. Conversely, experienced teachers may have developed strategies for working with diverse accents but might be less aware of current research on language attitudes and inclusive practices.

The distribution of participants based on teaching experience and years of study underscores diverse perspectives within the educational landscape. While many respondents were undergraduates, indicating limited teaching experience, their academic backgrounds and exposure to pedagogical theories likely shape their perceptions of accent diversity and its relevance in language learning contexts. This variation in experience also suggests different levels of preparedness to accommodate diverse linguistic backgrounds among learners.

Participants expressed varied attitudes towards accents such as Turkish, Persian, Arabic, and French. These perceptions reflect a range of factors, including linguistic complexity, familiarity, and cultural connotations. For example, Turkish accents were often described as

"warm," "energetic," and "expressive Such positive associations align with Coupland et al. (2011), who found that certain accents can evoke positive emotional responses and facilitate communication. Conversely, Arabic and French accents were noted for their perceived difficulty. This perception may stem from phonological differences between these languages and English, as discussed by Flege (2003) in his Speech Learning Model.

This duality in perception underscores the existence of accent bias, which refers to the tendency to judge individuals based on their accents (Huang, 2019). The recognition of these accents as "distinct" or even "funny" highlights the challenges educators may face in effectively teaching and accommodating learners with these diverse accents (Norton Peirce, 1995)..

The findings underscore several implications for pedagogical approaches and inclusive educational practices. Firstly, incorporating specific phonological features of various accents into language instruction can help learners and teachers become more familiar with accent diversity (Derwing & Munro, 2015). Secondly, developing educators' intercultural competence can foster more inclusive attitudes towards accent diversity (Jurkova, 2021; Dervin et al., 2020). Additionally, incorporating materials and activities that showcase various accents can promote linguistic diversity appreciation (McKay & Wong, 1996). Lastly, encouraging students to value linguistic variation can enhance mutual respect and inclusivity in language education (Kramsch, 1993).

This study aligns with several theoretical frameworks, including Gardner's Socio-Educational Model and Social Identity Theory. Gardner's model emphasizes the role of motivation and integrative orientation in language learning (Gardner, 1985; Dörnyei & Ushioda, 2013), and the study's findings on accent perceptions relate to learners' motivation to engage with different language varieties. Social Identity Theory examines how individuals' perceptions of language varieties are influenced by their social identities and cultural backgrounds (Tajfel & Turner, 1986; Norton, 2013). This theoretical foundation supports the development of practical recommendations aimed at enhancing educators' awareness and competence in addressing accent diversity in educational settings.

The study identified several challenges, including biases against certain accents and inadequate training on cultural competence among educators. To address these issues, the

following recommendations are proposed: comprehensive teacher education programs that specifically address language diversity, accent variation, and strategies for fostering inclusive classrooms (Derwing & Munro, 2009); sensitivity training through workshops and ongoing professional development opportunities focused on cultural competence and linguistic diversity (Dervin et al., 2020); curriculum development that creates materials and resources representing diverse accents and promotes positive attitudes towards linguistic variation (Kramsch, 2009); and encouraging educators to engage with current research on language attitudes and accent perception to inform their teaching practices (Norton, 2013).

In conclusion, this study provides valuable insights into the complex nature of language attitudes towards accents in EFL contexts. By addressing the challenges identified and implementing the proposed recommendations, educators and institutions can work towards creating more inclusive and effective language learning environments that embrace accent diversity.

CHAPTER V

Conclusions and Recommendations

Introduction

This study has investigated the language attitudes and ideologies of EFL teachers and pre-service teachers towards various accents of adult language learners. The research has yielded several significant insights that contribute to our understanding of accent perception in language education contexts.'

Conclusions

The gender distribution in the teaching profession influences language attitudes, with female participants predominating in this study, reflecting broader trends in education (Smith, 2020). This demographic factor may affect how accents are perceived and addressed within educational settings.

Teaching experience levels significantly impact perceptions of accent diversity. Pre-service teachers and experienced educators demonstrate different approaches to accent-related challenges, as highlighted by Rodriguez (2019). While pre-service teachers might be more theoretically prepared, experienced educators have practical strategies for managing accent diversity.

Specific accents evoke varied responses, ranging from positive associations to perceived difficulties. For instance, Turkish accents were perceived as "warm" and "expressive," while Arabic and French accents were viewed as more challenging (Norton Peirce, 1995; Garrett, 2010). These perceptions can influence teaching effectiveness and learner engagement.

The study aligns with established theoretical frameworks, including Gardner's socio-educational model and Social Identity Theory, providing a robust foundation for understanding language attitudes in educational settings (Gardner, 1985; Tajfel & Turner, 1986). These frameworks help explain the motivations and social dynamics behind accent perceptions.

Implications of the Study

The findings of this study have several important implications for language education. Firstly, there is a clear need for comprehensive training programs that address accent diversity, cultural competence, and inclusive teaching practices (Derwing & Munro, 2009). Educators must be equipped with the knowledge and skills to manage diverse accents effectively. Training programs should include modules on phonological features of various accents, strategies for fostering positive attitudes, and techniques for creating inclusive classroom environments.

Secondly, educational materials and resources should be designed to represent and celebrate accent diversity, promoting positive attitudes towards linguistic variation (Kramsch, 2009). Such materials can help normalize accent diversity and reduce biases. By incorporating diverse linguistic features and showcasing various accents, educational resources can enhance learners' appreciation for linguistic diversity and encourage mutual respect.

Thirdly, educators should implement strategies that foster inclusive learning environments, such as targeted pronunciation practice and cultural sensitivity training (Byram, 1997; Derwing & Munro, 2015). These practices can enhance mutual respect and understanding among learners. Targeted pronunciation practice can help learners become more familiar with different accents, while cultural sensitivity training can develop educators' intercultural competence and improve their ability to manage accent diversity effectively.

Lastly, language education institutions should develop and implement policies that support and value accent diversity among both learners and educators (Norton, 2013). Institutional support is crucial for fostering an inclusive and effective learning environment. Policies that promote linguistic diversity and provide resources for addressing accent-related challenges can enhance teaching practices and improve learning outcomes.

Future Research Directions

To build upon this study's findings, future research should consider the following directions. Firstly, longitudinal studies should investigate how language attitudes towards accents evolve over time, particularly as pre-service teachers transition into their teaching

careers. This can provide insights into the long-term impact of teacher education programs and the development of language attitudes.

Secondly, cross-cultural comparisons should be conducted to include diverse cultural and linguistic contexts to identify universal and culture-specific factors influencing accent attitudes. This can help in understanding the global applicability of the findings. By examining different cultural and linguistic settings, researchers can gain a more comprehensive understanding of the factors that shape language attitudes and identify best practices for managing accent diversity.

Thirdly, classroom observations should complement self-reported data with direct observations of teacher-student interactions to assess how attitudes manifest in practice. Observational studies can provide a more nuanced understanding of real-world dynamics. By observing how teachers and learners interact in classroom settings, researchers can gain insights into the practical implications of language attitudes and identify effective strategies for managing accent diversity.

Fourthly, intervention studies should evaluate the effectiveness of various training programs and pedagogical approaches in fostering positive attitudes towards accent diversity. Experimental research can help identify best practices for teacher education and professional development. By assessing the impact of different interventions on language attitudes and teaching practices, researchers can provide evidence-based recommendations for improving teacher training programs.

Lastly, learner perspectives should be incorporated to provide a more comprehensive understanding of accent perceptions in EFL contexts. Understanding learners' perspectives can enhance teaching strategies and outcomes. By including the views and experiences of language learners, researchers can gain a more holistic understanding of accent perceptions and identify effective strategies for promoting positive attitudes towards linguistic diversity.

In conclusion, this study has shed light on the complex nature of language ideology and attitudes towards accents in EFL teaching contexts. By addressing the challenges identified and implementing evidence-based strategies, educators and institutions can work towards creating more inclusive and effective language learning environments that embrace accent diversity. As language education continues to evolve in an increasingly globalized world,

fostering positive attitudes towards accent variation will be crucial in preparing both educators and learners for successful intercultural communication. The findings of this study provide valuable insights for improving teacher education programs, developing inclusive educational materials, and implementing effective classroom practices that promote linguistic diversity and enhance language learning outcomes.

Recommendations

Based on the findings of this study on language attitudes and ideologies towards various accents in EFL contexts, the following recommendations are proposed to enhance inclusive practices, improve teacher preparation, and foster positive attitudes towards accent diversity:

- Enhanced Teacher Education Programs: Include modules on accent diversity and cultural sensitivity in teacher training. Provide hands-on experience with diverse learners during pre-service training.
- Curriculum and Resource Development: Develop teaching materials that showcase diverse accents and incorporate phonological concepts, helping students understand the distinct features of various accents. Revise assessment criteria to value accent diversity and create a database of accent-diverse resources for classrooms.
- Classroom Practices: Implement activities that celebrate accent diversity. Include phonological training specifically designed for recognizing and working with different accents. Encourage peer interaction among students with various accents to foster a supportive learning environment
- Institutional Policies and Support: Adopt hiring policies promoting linguistic diversity. Offer professional development on accent diversity and inclusive practices. Establish policies supporting linguistic diversity.
- Research and Collaboration: Encourage action research on accent-inclusive teaching practices. Foster partnerships between institutions for sharing best practices. Support longitudinal studies on accent attitudes.
- Technology Integration: Explore adaptive speech recognition for diverse accents. Develop VR training for interacting with varied accent speakers.
- Community Engagement: Organize events uniting speakers of diverse accents. Launch awareness campaigns on the value of accent diversity.

- Policy Advocacy: Advocate for the inclusion of accent diversity in national teaching standards. Secure funding for research initiatives focused on inclusive language practices in EFL education.

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Appendices

Appendix A

Questionnaire

LANGUAGE ATTITUDES AND IDEOLOGIES OF EFL AND PRE - SERVICE TEACHERS FOR MULTICULTURAL ADULT STUDENTS

Dear Respondents,

I am Suzan Can from the Department of English Language Teaching at Near East University. You have been chosen to participate in a study assessing the Language Attitudes and Ideologies of EFL and Pre-service Teachers towards Multicultural Adult Students. Your anonymous and confidential responses will help us gather essential insights for academic research. Your honest feedback is crucial for understanding and improving teaching practices in diverse educational settings.

Thank you for your contribution.

……………

Suzan Can

Researcher.

Ethical considerations:

- You are allowed to choose voluntarily to participate or not in the study

- You are permitted to withdraw from the study with no fear of any penalty or negative reaction that might result

- Your response will be treated with utmost confidentiality.

INSTRUCTION: Please tick the appropriate answer as it relates to you

Section A: Demographic Information

1. Gender: [ ] Female   [ ] Male

2. Full Name:_____

3. Occupation: [ ] Student   [ ] Lecturer

Section B: Professional Background

4. How long have you been teaching English as a foreign language? (If you are an undergraduate   student,   Click   Not   Applicable).
   [ ] 0-2 years (Beginner)   [ ] 3-5 years (Novice)   [ ] 6-10 years (Experienced)   [ ] 11-20 years (Seasoned)   [ ] 21+ years (Veteran)   [ ] Not applicable [ ] Other_____

5. What is your current educational status? Please specify if you are currently pursuing studies.
   [ ] Undergraduate student   [ ] Master's degree candidate   [ ] Doctoral (Ph.D.) candidate
   [ ] Completed undergraduate studies   [ ] Completed Master's degree   [ ] Completed Doctoral (Ph.D.) studies   [ ] Other:_____

6. What   degree   are   you   studying   currently   in   ELT?
   [ ] 1   [ ] 2   [ ] 3   [ ] 4   [ ] Not applicable

Section C: Attitudes Towards Accents

7. How important do you believe accents are in language learning and teaching?
   [ ] Very important   [ ] Important   [ ] Slightly important   [ ] Not important

8. Were   there   any   accents   that   stood   out   to   you?
   [ ] Yes   [ ] No

TURKISH ACCENTS - Watch the video below and answer 8a & b.

Turkish and Cypriot Turkish Students Speaking English
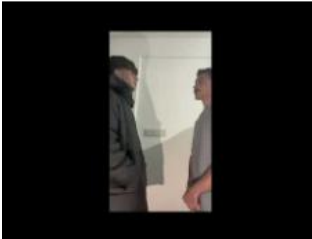
a. If yes, why did that Turkish accent in the video(s) above stand out?   (Choose   all   that   apply).

[ ] highly intelligent [ ] soothing [ ] expressive [ ] unique [ ] funny [ ] energetic [ ] melodic [ ] charming [ ] distinct [ ] exotic [ ] musical [ ] captivating [ ] elegant [ ] playful [ ] intriguing [ ] warm [ ] None applicable, as no accents stood out to me [ ] Other:_____

b. Were there any accents that were easier or more challenging to understand?
[ ] easier [ ] challenging [ ] sounds normal [ ]

ARABIC ACCENTS - Watch the video below and answer 8c & d.

Syrian Student Speaking English

Sudanese Student Speaking English

c. If yes, why did that Arabic accent in the video(s) above stand out? (Choose   all   that   apply).
   [ ] highly intelligent [ ] soothing [ ] expressive [ ] unique [ ] funny [ ] energetic [ ] melodic [ ] charming [ ] distinct [ ] exotic [ ] musical [ ] captivating [ ] elegant [ ] playful [ ] intriguing [ ] warm [ ] None applicable, as no accents stood out to me [ ] Other:_____

d. Were there any accents that were easier or more challenging to understand?
[ ] easier [ ] challenging [ ] sounds normal [ ]

FRENCH ACCENTS - Watch the video below and answer 8e & f.

Congolese Student Speaking English

Burundian Student Speaking English

Cameroonian Student Speaking English

e. If yes, why did that French accent in the video(s) above stand out? (Choose all that apply).

[ ] highly intelligent [ ] soothing [ ] expressive [ ] unique [ ] funny [ ] energetic [ ] melodic [ ] charming [ ] distinct [ ] exotic [ ] musical [ ] captivating [ ] elegant [ ] playful [ ] intriguing [ ] warm [ ] None applicable, as no accents stood out to me [ ] Other:_____

f. Were there any accents that were easier or more challenging to understand?
[ ] easier [ ] challenging [ ] sounds normal [ ]

PERSIAN ACCENT - Watch the video below and answer 8g & h.

Iranian Student Speaking English

g. If yes, why did that Persian accent in the video(s) above stand out? (Choose all that apply).

[ ] highly intelligent [ ] soothing [ ] expressive [ ] unique [ ] funny [ ] energetic

[ ] melodic [ ] charming [ ] distinct [ ] exotic [ ] musical [ ] captivating [ ] elegant [ ] playful [ ] intriguing [ ] warm [ ] None applicable, as no accents stood out to me [ ] Other:_____

    h. Were there any accents that were easier or more challenging to understand?

        [   ]   easier   [   ]   challenging   [   ]   sounds   normal   [   ]

9. Did listening to these accents alter any previous views you had regarding accents and language   learning?
   [ ] Yes [ ] No

10. If   yes,   do   accents   play   a   vital   role   in   learning?
    [ ] Yes [ ] No [ ] Not sure

Section D: Teaching Adjustments and Exposure to Accents

11. How would you modify your teaching style to accommodate students with diverse accents   (Choose   all   that   apply)?
    [   ] Additional pronunciation practice and tasks should be provided
    [ ] Provide personalized comments and coaching for accent improvement. Include authentic   listening   resources   with   a   variety   of   accents
    [ ] Encourage peer engagement and communication to expose students to a variety of dialects
    [ ] Create a welcoming and inclusive classroom environment by using visual aids and gestures   to   improve   comprehension
    [ ] Adjust the teaching pace and clarity to ensure that all students understand
    [ ] Include cultural features of diverse accents in the curriculum. Provide materials and instruments   for   self-study   and   independent   practice
    [ ] Encourage students to accept accent diversity and to have a positive attitude towards it.
    [ ] Other: _____

12. Do you believe language learners must be exposed to and learn about various accents?
    [ ] Yes [ ] No

13. What is reasoning? Choose all that apply.

[ ] Limitations in cultural understanding [ ] Linguistic enrichment [ ] Improved communication [ ] Personal growth [ ] Academic purposes [ ] Building confidence [ ] Language authenticity [ ] Other:

14. How do you believe different-accent learners view themselves in the language-learning process?

[ ] More confident and motivated [ ] Less confident and motivated [ ] Not sure if it affects confidence or motivation

15. Have you employed activities or materials to introduce students to various accents?

[ ] Yes [ ] No

16. How do you think students react to it?

[ ] Positive reaction [ ] Negative reaction [ ] Mixed reaction

Your participation in this survey is greatly appreciated. Thank you for your valuable input, which holds significant importance.

Appendix B

Similarity Report

LANGUAGE ATTITUDES AND IDEOLOGIES OF ENGLISH AS A FOREIGN LANGUAGE AND PRE -SERVICE TEACHERS TOWARDS DIFFERENT ACCENTS OF ADULT LANGUAGE LEARNERS

Appendix C

Ethical Approval

NEAR EAST UNIVERSITY

SCIENTIFIC RESEARCH ETHICS

COMMITTEE

04.09.2023

Dear Suzan Can

Your application titled **"Language Attitudes and Ideologies of EFL and Pre-service teachers for Multicultural Adult Students"** with the application number NEU/ES/2023/1032 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Prof. Dr. Aşkın KİRAZ

The Coordinator of the Scientific Research Ethics Committee