

APPENDIX 9: SURVEY RESULTS: TABLES AND FIGURES

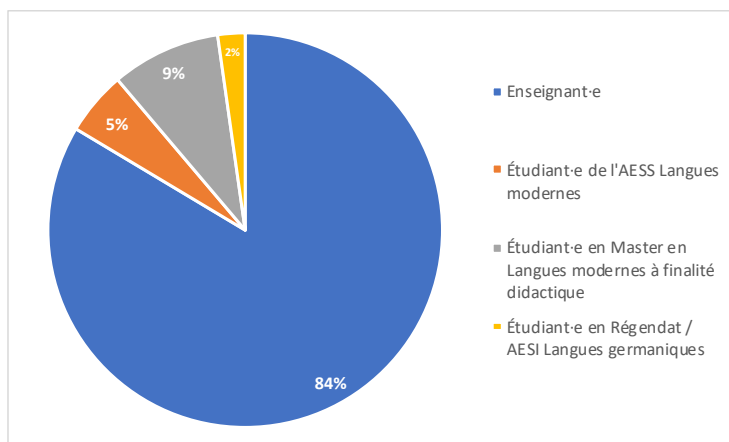


Figure 7.4 – Distribution of respondents by occupation

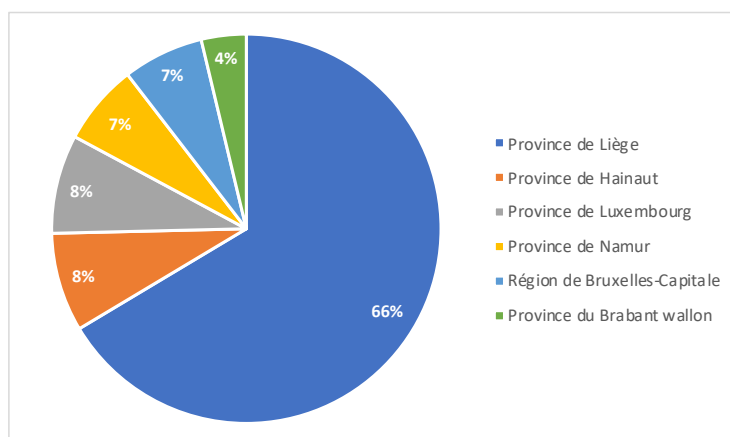


Figure 7.5 – Distribution of respondents by location

Table 7.6 – Distribution of respondents by occupation and location

Location \ Occupation	Enseignant·e		Étudiant·e de l'AESS LLM		Étudiant·e Master LLM à finalité didactique		Étudiant·e AESI Langues germaniques		Total	
	N	%	N	%	N	%	N	%	N	%
Pr. de Liège	69	51.49	7	5.22	10	7.46	3	2.24	89	66.42
Pr. de Hainaut	11	8.21	-	-	-	-	-	-	11	8.21
Pr. de Luxembourg	9	6.72	-	-	2	1.49	-	-	11	8.21
Pr. de Namur	9	6.72	-	-	-	-	-	-	9	6.72
R. de Bruxelles-Capitale	9	6.72	-	-	-	-	-	-	9	6.72
Pr. du Brabant wallon	5	3.73	-	-	-	-	-	-	5	3.73
Total	112	83.58	7	5.22	12	8.96	3	2.24	134	100

Pr. = Province; R. = Région; AESS = Agrégation de l'Enseignement Secondaire Supérieur; LLM = Langues et lettres modernes; AESI = Agrégation de l'Enseignement Secondaire Inférieur

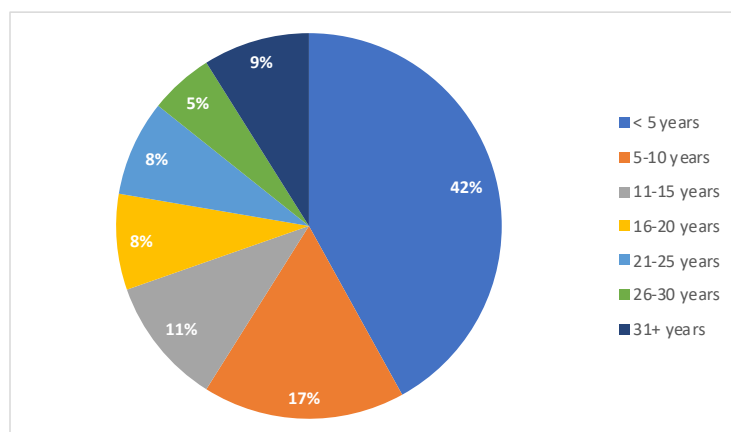


Figure 7.6 – Distribution of teachers by years of service (N = 112)

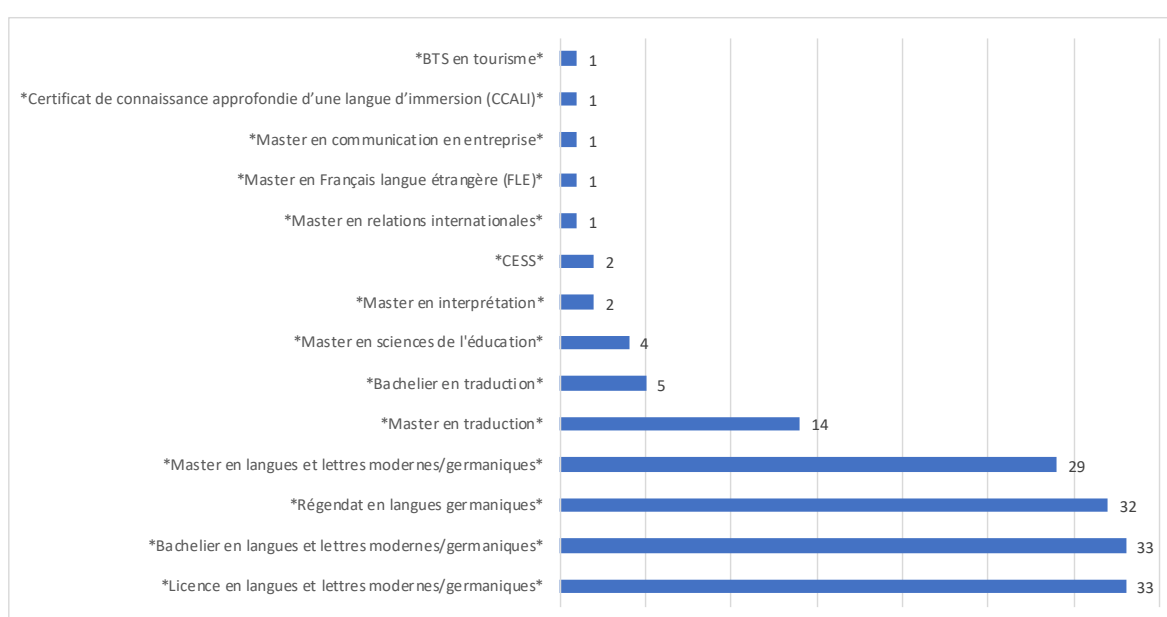


Figure 7.7 – Scientific diploma(s) obtained by the respondents

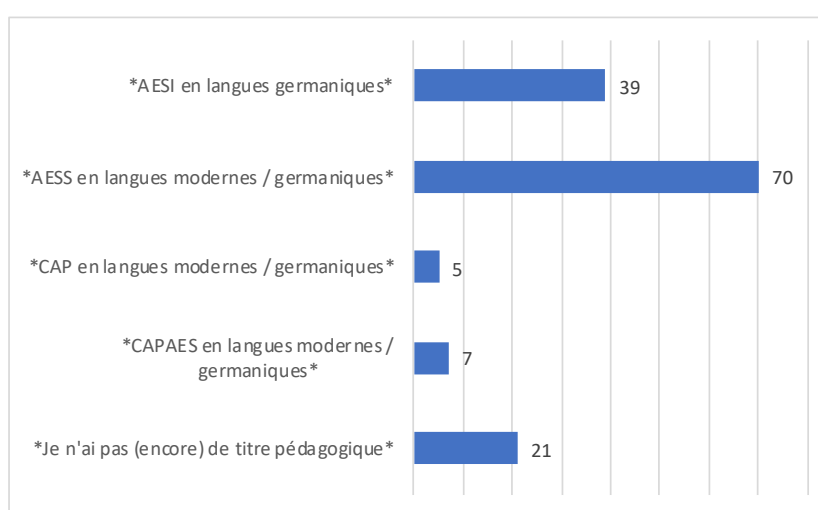


Figure 7.8 – Educational qualifications obtained by the respondents

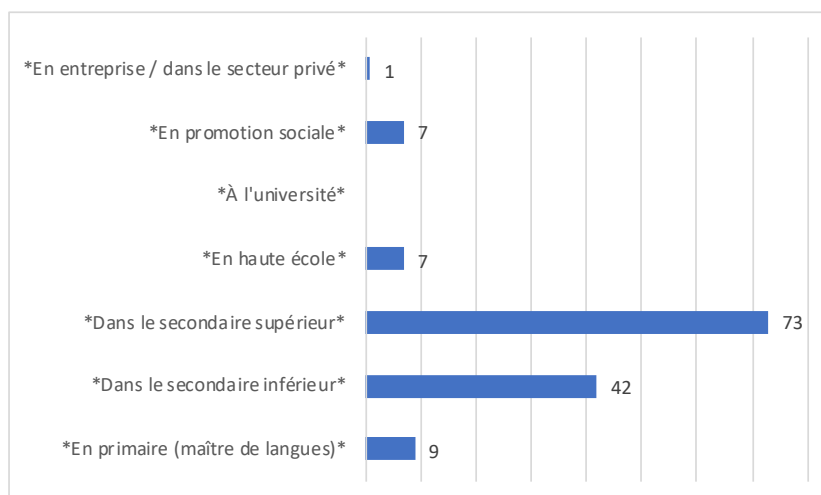


Figure 7.9 – Distribution of teachers by level(s) of education at which they teach

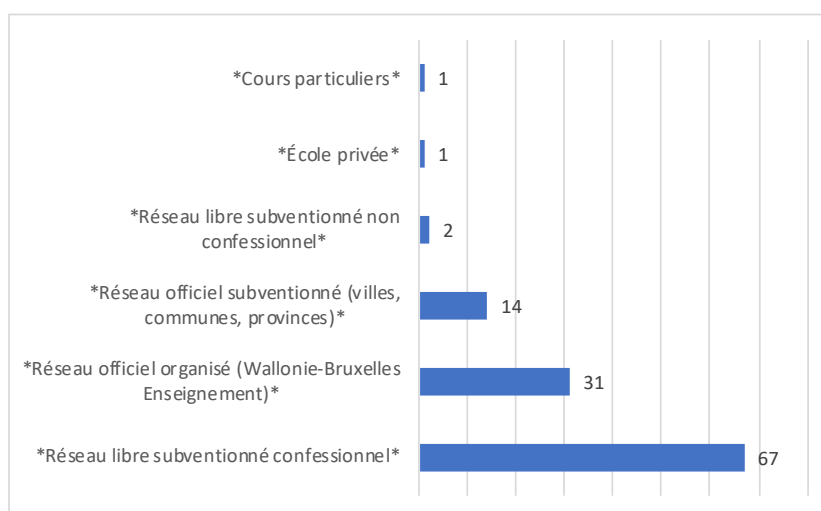


Figure 7.10 – Distribution of teachers by network(s) in which they work

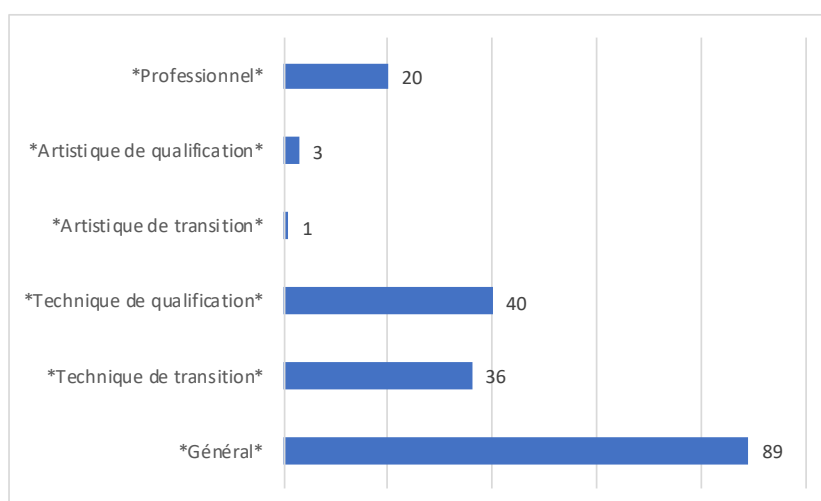


Figure 7.11 – Distribution of teachers by branch(es) in which they teach

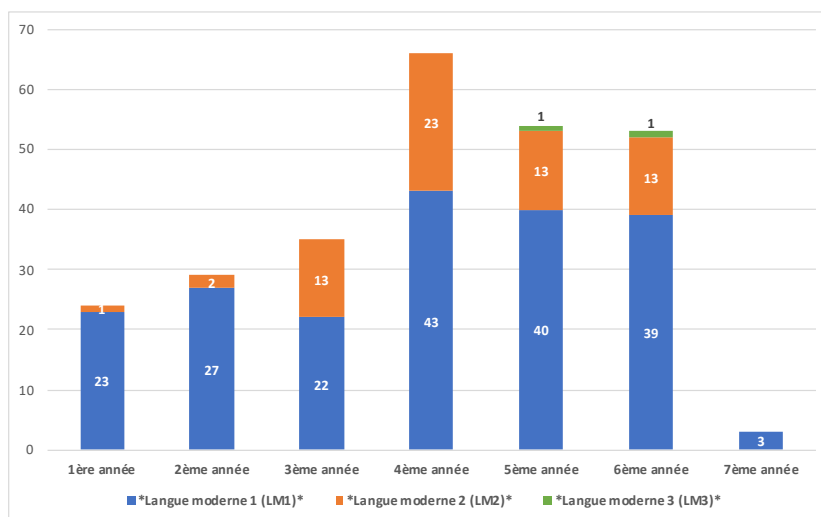


Figure 7.12 – Distribution of teachers by form(s) in which they teach EFL

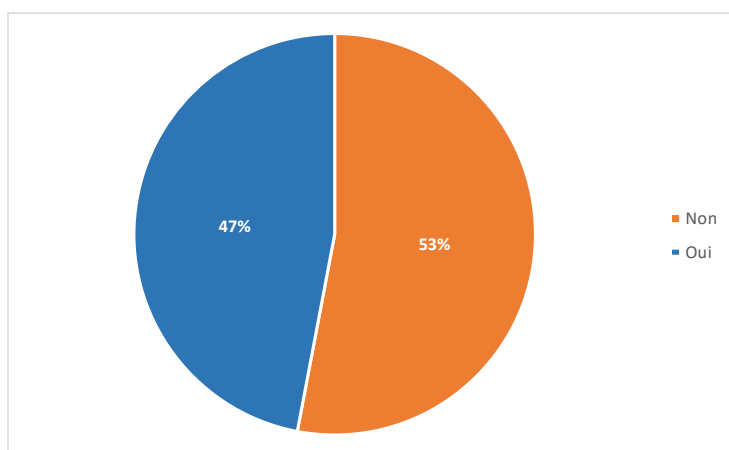


Figure 7.13 – Distribution of respondents according to whether they have resided in an English-speaking region

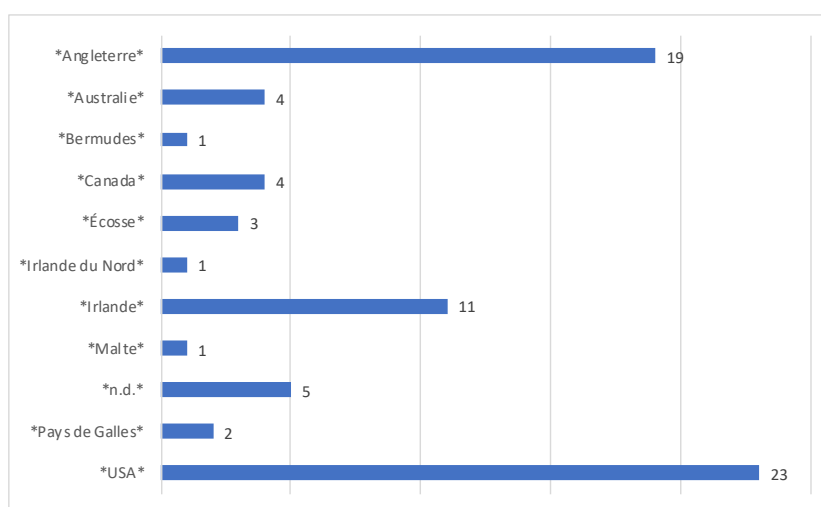


Figure 7.14 – Distribution of English-speaking regions where respondents have resided (Erasmus, gap year...)

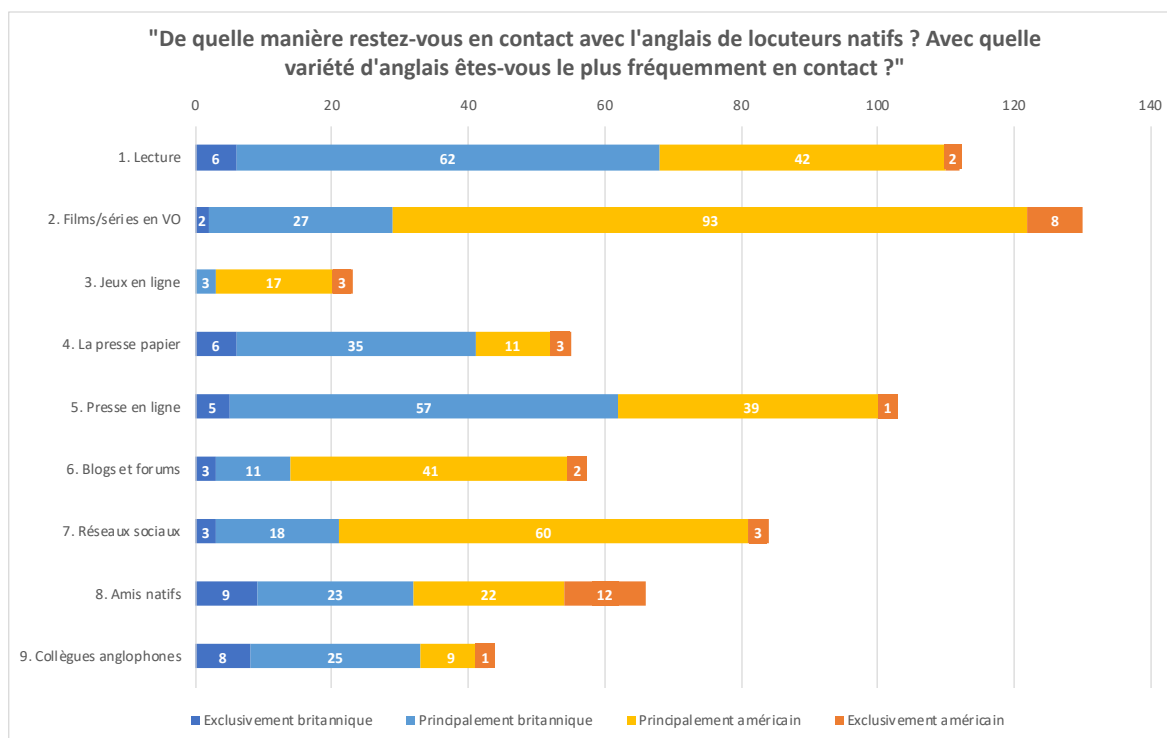


Figure 7.15 – Distribution of the media through which respondents stay in contact with native speakers' English and the variety with which they are in contact for each medium

Table 7.7 – Distribution of the media through which respondents stay in contact with native speakers' English and the variety with which they are in contact for each medium

Varieties		Ex. BrE		Pr. BrE		Pr. AmE		Ex. AmE		Total	
Media		N	%	N	%	N	%	N	%	N	%
1. Lecture		6	5.36	62	55.36	42	37.50	2	1.79	112	100
2. Films/séries en VO		2	1.54	27	20.77	93	71.54	8	6.15	130	100
3. Jeux en ligne		-	-	3	13.04	17	73.91	3	13.04	23	100
4. La presse papier		6	10.91	35	63.64	11	20.00	3	5.45	55	100
5. Presse en ligne		5	4.90	57	55.88	39	38.24	1	0.98	102	100
6. Blogs et forums		3	5.26	11	19.30	41	71.93	2	3.51	57	100
7. Réseaux sociaux		3	3.57	18	21.43	60	71.43	3	3.57	84	100
8. Amis natifs		9	13.64	23	34.85	22	33.33	12	18.18	66	100
9. Collègues natifs		8	18.60	25	58.14	9	20.93	1	2.33	43	100
Total		42	6.25	261	38.84	334	49.70	35	5.21	672	100
		303 (45.09%)				369 (54.91%)					

Ex. = Exclusivement (Exclusively); Pr. = Principalement (Mostly)

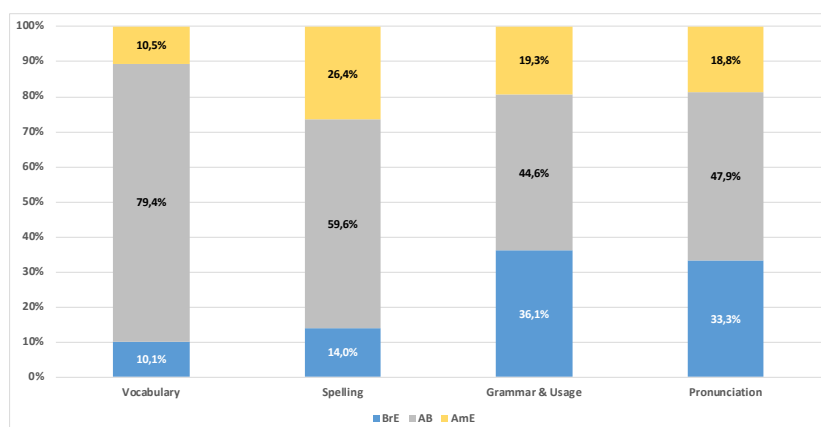


Figure 7.16 – Distribution of responses to Section II.a by category

Table 7.8 – Distribution of responses to Section II.a by category

Categories \ Choices	BrE (%)	AB = T_o (%)	AmE (%)	Total (%)
Vocabulary	10.1	79.4	10.5	100
Spelling	14.0	59.6	26.4	100
Grammar & Usage	36.1	44.6	19.3	100
Pronunciation	33.3	47.9	18.8	100
Overall	23.4	57.9	18.8	100

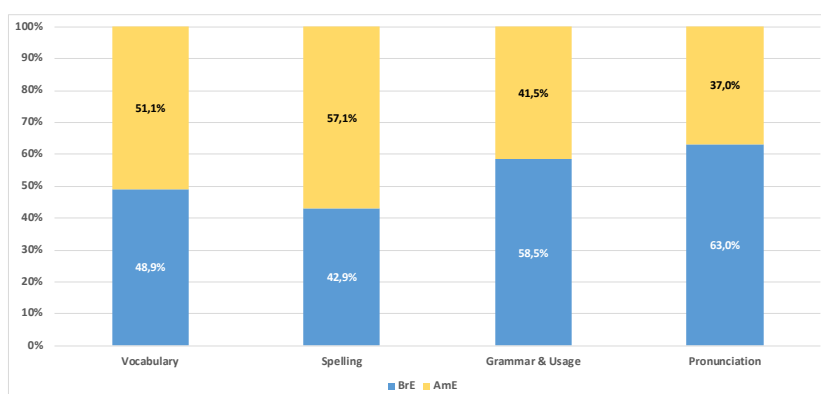


Figure 7.17 – Observed preference (Sections II.a and II.b) by category

Table 7.9 – Observed preference (Sections II.a and II.b) by category

Categories \ P_o	BrE (%)	AmE (%)	Total (%)
Vocabulary	48.9	51.1	100
Spelling	42.9	57.1	100
Grammar & Usage	58.5	41.5	100
Pronunciation	63.0	37.0	100
Overall	53.3	46.7	100

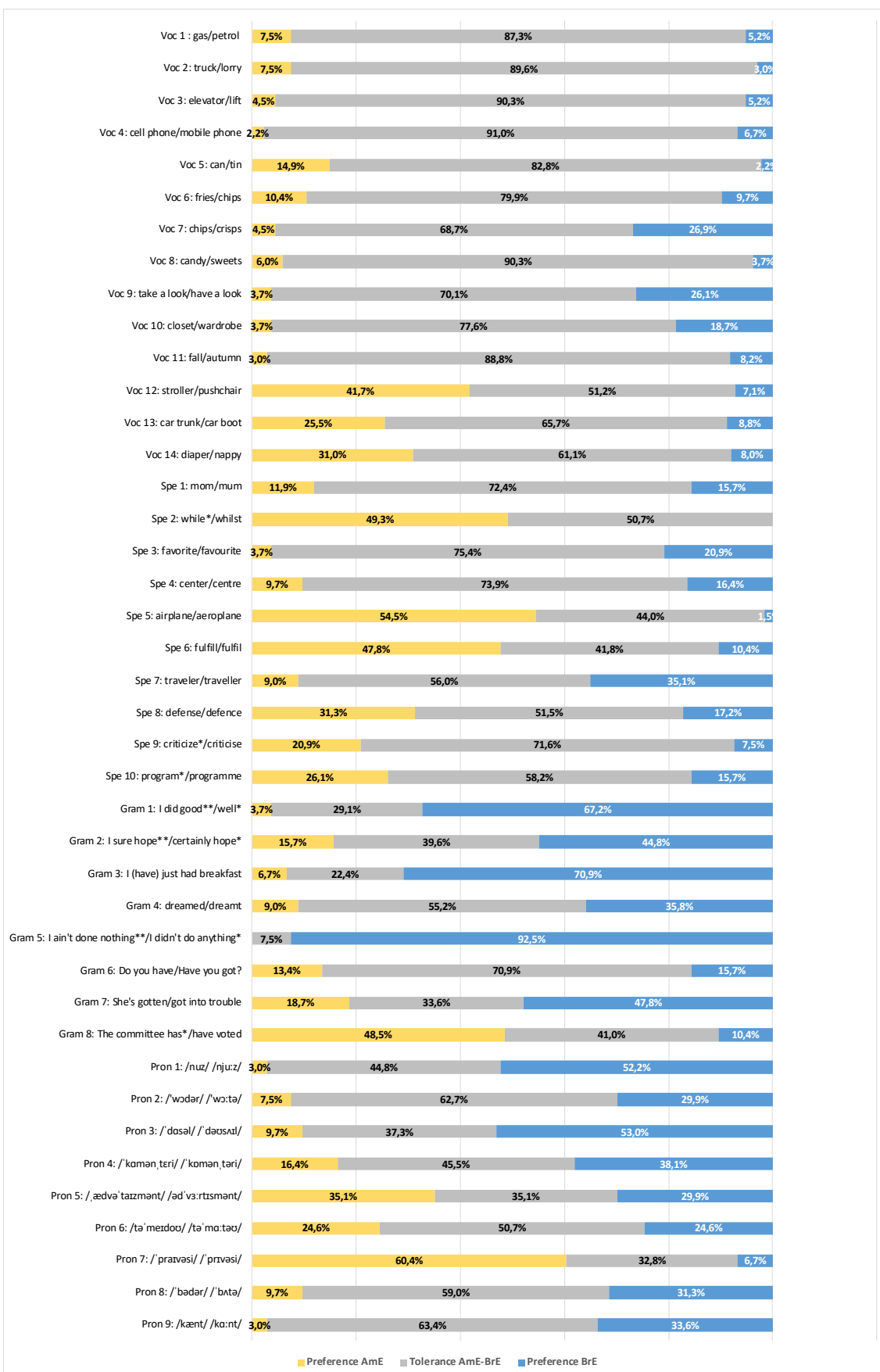


Figure 7.18 – Distribution of responses in Section II.a by item combination

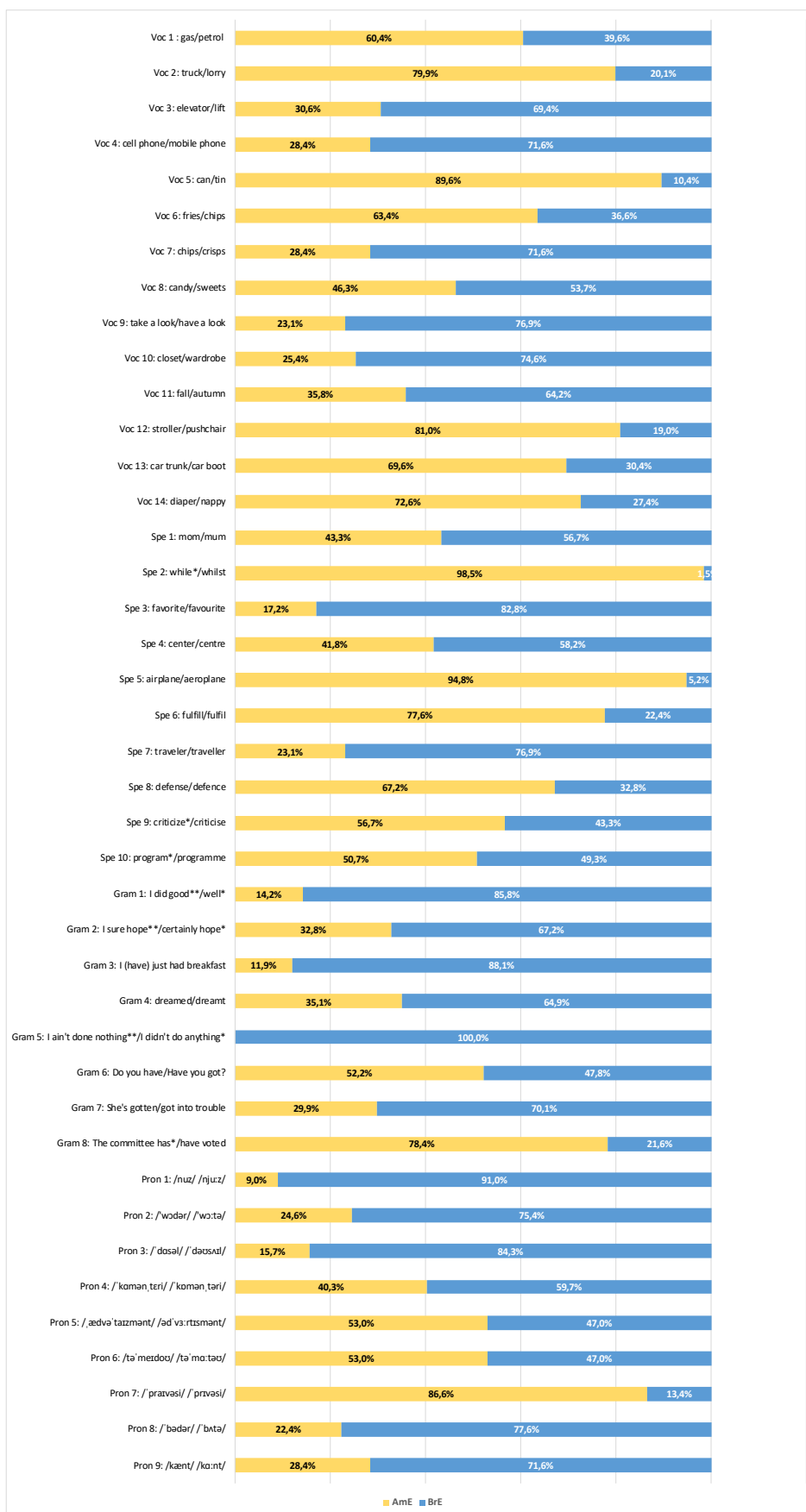


Figure 7.19 – Observed preference (Sections II.a and II.b) by item combination

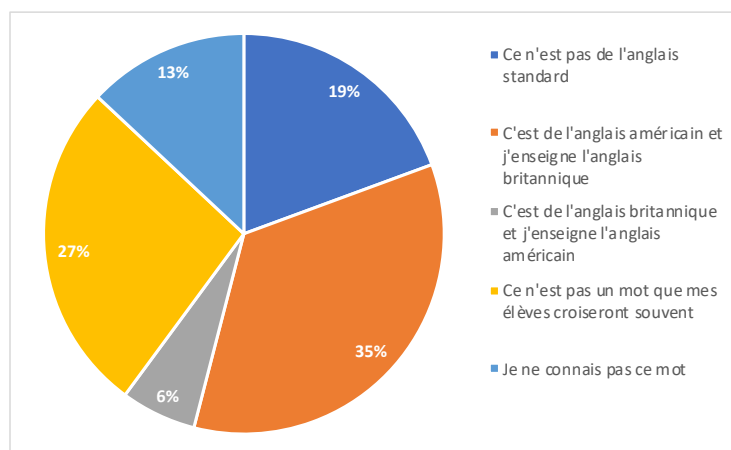


Figure 7.20 – Average distribution of the justifications given in Section II.c for the *Vocabulary* category

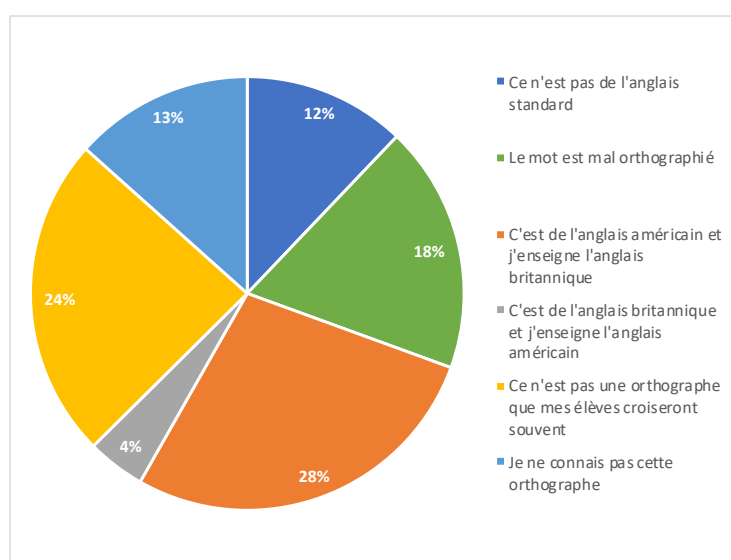


Figure 7.21 – Average distribution of the justifications given in Section II.c for the *Spelling* category

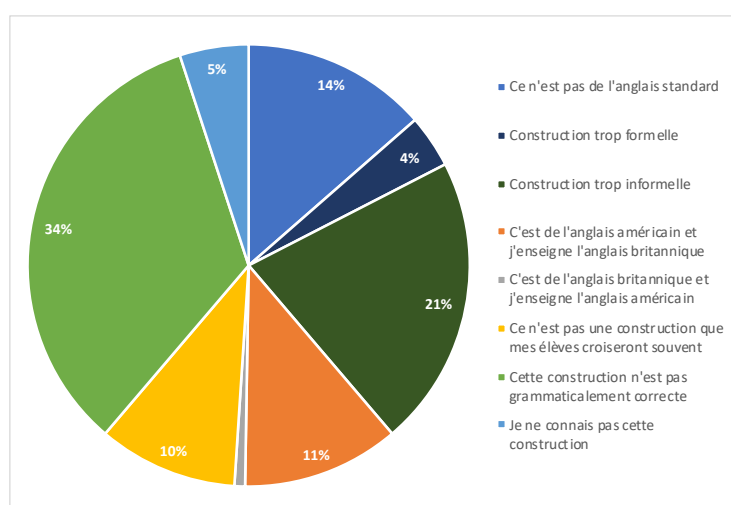


Figure 7.22 – Average distribution of the justifications given in Section II.c for the *Grammar & Usage* category

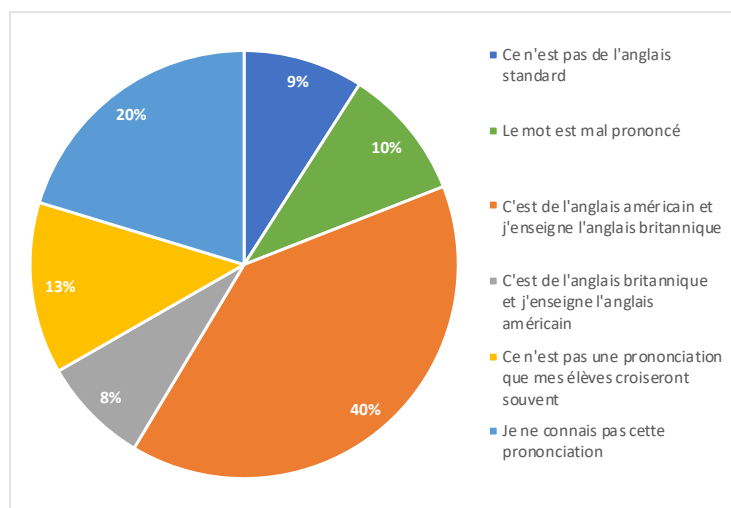


Figure 7.23 – Average distribution of the justifications given in Section II.c for the *Pronunciation* category

Table 7.10 – Distribution of the justifications given in Section II.c by item (*Vocabulary*)

Items	Justif.		Not St. Eng.		AmE		BrE		Not frequent		Don't know		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
gas	1	17	4	67	-	-	-	-	1	17	-	-	6	100
petrol	-	-	3	30	3	30	4	40	-	-	-	-	10	100
truck	1	25	3	75	-	-	-	-	-	-	-	-	4	100
lorry	2	20	1	10	2	20	4	40	1	10	-	-	10	100
elevator	2	29	5	71	-	-	-	-	-	-	-	-	7	100
lift	-	-	2	40	2	40	1	20	-	-	-	-	5	100
cell phone	1	11	7	78	-	-	1	11	-	-	-	-	9	100
mobile phone	-	-	-	-	1	50	1	50	-	-	-	-	2	100
can	1	33	2	67	-	-	-	-	-	-	-	-	3	100
tin	4	21	4	21	-	-	9	47	2	11	-	-	19	100
fries	2	17	10	83	-	-	-	-	-	-	-	-	12	100
chips	3	21	6	43	1	7	4	29	-	-	-	-	14	100
chips	16	43	16	43	2	5	3	8	-	-	-	-	37	100
crisps	1	17	2	33	-	-	1	17	2	33	-	-	6	100
candy	1	20	3	60	-	-	1	20	-	-	-	-	5	100
sweets	-	-	4	57	2	29	1	14	-	-	-	-	7	100
take a look	14	41	13	38	-	-	6	18	1	3	-	-	34	100
have a look	2	40	1	20	2	40	-	-	-	-	-	-	5	100
closet	5	19	11	42	1	4	6	23	3	12	-	-	26	100
wardrobe	-	-	2	50	1	25	1	25	-	-	-	-	4	100
fall	1	9	8	73	1	9	-	-	1	9	-	-	11	100
autumn	-	-	2	67	-	-	1	33	-	-	-	-	3	100
stroller	2	33	-	-	-	-	3	50	1	17	-	-	6	100
pushchair	2	6	5	14	1	3	16	44	12	33	-	-	36	100
car trunk	1	11	4	44	-	-	1	11	3	33	-	-	9	100
car boot	2	8	-	-	1	4	13	52	9	36	-	-	25	100
diaper	1	11	3	33	-	-	2	22	3	33	-	-	9	100
nappy	5	14	4	11	2	5	17	46	9	24	-	-	37	100
Total	70	19	125	35	22	6	97	27	47	13	361	100		

Not. St. Eng. = *Ce n'est pas de l'anglais standard*; AmE = *C'est de l'anglais américain et j'enseigne l'anglais britannique*; BrE = *C'est de l'anglais britannique et j'enseigne l'anglais américain*; Not frequent = *Ce n'est pas un mot que mes élèves croiseront souvent*; Don't know = *Je ne connais pas ce mot*

Table 7.11 – Distribution of the justifications given in Section II.c by item (*Spelling*)

Justif. Items	Not St. Eng.		Misspelled		AmE		BrE		Not frequent		Don't know		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
mom	4	18	4	18	8	36	-	-	6	27	-	-	22	100
mum	7	39	4	22	5	28	2	11	-	-	-	-	18	100
while*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
whilst	9	13	3	4	9	13	3	4	37	54	8	12	69	100
favorite	2	7	2	7	22	79	1	4	1	4	-	-	28	100
favourite	-	-	-	-	1	25	2	50	-	-	1	25	4	100
center	2	9	2	9	15	68	-	-	3	14	-	-	22	100
centre	-	-	3	25	5	42	1	8	3	25	-	-	12	100
airplane	-	-	-	-	2	100	-	-	-	-	-	-	2	100
aeroplane	6	8	4	5	9	12	5	7	40	54	10	14	74	100
fulfill	1	7	3	21	5	36	1	7	1	7	3	21	14	100
fulfil	8	12	21	31	10	15	2	3	10	15	17	25	68	100
traveler	3	6	19	40	17	35	1	2	5	10	3	6	48	100
traveller	2	17	5	42	-	-	-	-	2	17	3	25	12	100
defense	3	13	2	9	7	30	-	-	5	22	6	26	23	100
defence	10	23	13	30	7	16	1	2	5	12	7	16	43	100
criticize*	-	-	1	10	8	80	-	-	-	-	1	10	10	100
criticise	5	19	7	26	5	19	2	7	4	15	4	15	27	100
program*	1	5	2	9	15	68	1	5	2	9	1	5	22	100
programme	4	11	7	20	3	9	2	6	9	26	10	29	35	100
Total	67	12	102	18	153	28	24	4	133	24	74	13	553	100

Not. St. Eng. = *Ce n'est pas de l'anglais standard*; Misspelled = *Le mot est mal orthographié*; AmE = *C'est de l'anglais américain et j'enseigne l'anglais britannique*; BrE = *C'est de l'anglais britannique et j'enseigne l'anglais américain*; Not frequent = *Ce n'est pas un mot que mes élèves croiseront souvent*; Don't know = *Je ne connais pas ce mot*

Table 7.12 – Distribution of the justifications given in Section II.c by item (*Grammar & Usage*)

Justifications Items	Not St. Eng.		Too formal		Too informal		AmE		BrE		Not frequent		Not grammatical		Don't know		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
I did good**	11	10	3	3	36	34	5	5	-	-	11	10	32	30	8	8	106	100
I did well*	2	33	-	-	1	17	1	17	-	-	-	-	2	33	-	-	6	100
I sure hope**	13	17	3	4	21	28	9	12	-	-	8	11	15	20	6	8	75	100
I certainly hope*	2	9	8	36	-	-	1	5	-	-	8	36	2	9	1	5	22	100
I just had	12	11	-	-	6	6	15	14	-	-	4	4	68	65	-	-	105	100
I've just had	2	20	1	10	-	-	-	-	1	10	2	20	3	30	1	10	10	100
dreamed	4	9	1	2	3	6	8	17	1	2	4	9	25	53	1	2	47	100
dreamt	4	31	1	8	-	-	-	-	1	8	3	23	3	23	1	8	13	100
I ain't done nothing**	31	18	3	2	80	47	16	9	-	-	4	2	32	19	3	2	169	100
I didn't do anything*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Do you have?	3	12	-	-	2	8	8	32	1	4	2	8	9	36	-	-	25	100
Have you got?	4	21	3	16	1	5	2	11	1	5	7	37	-	-	1	5	19	100
gotten	4	6	4	6	9	13	15	22	-	-	13	19	16	24	7	10	68	100
got	4	14	2	7	6	21	3	11	1	4	1	4	9	32	2	7	28	100
The committee has*	1	7	-	-	-	-	-	-	-	-	2	14	10	71	1	7	14	100
The committee have	8	12	1	1	-	-	6	9	-	-	10	15	35	52	7	10	67	100
Total	105	14	30	4	165	21	89	11	6	1	79	10	261	34	39	5	774	100

Not. St. Eng = *Ce n'est pas de l'anglais standard*; Too formal = *Le registre n'est pas approprié : la construction est trop formelle*; Too informal = *Le registre n'est pas approprié : la construction est trop informelle*; AmE = *C'est de l'anglais américain et j'enseigne l'anglais britannique*; BrE = *C'est de l'anglais britannique et j'enseigne l'anglais américain*; Not frequent = *Ce n'est pas une construction que mes élèves croiseront souvent*; Not grammatical = *Cette construction n'est pas grammaticalement correcte*; Don't know = *Je ne connais pas cette construction*

Table 7.13 – Distribution of the justifications given in Section II.c by item (*Pronunciation*)

Justifications Items	Not St. Eng.		Mispron.		AmE		BrE		Not frequent		Don't know		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
/nuz/	5	7	10	14	29	39	4	5	8	11	18	24	74	100
/nju:z/	-	-	-	-	1	25	2	50	1	25	-	-	4	100
/'wɒdər/	4	10	5	12	26	63	-	-	3	7	3	7	41	100
/'wɒ:tə/	-	-	1	13	2	25	3	38	2	25	-	-	8	100
/'dæsəl/	6	8	4	6	23	32	4	6	9	13	25	35	71	100
/'dəʊsəl/	-	-	1	8	4	33	2	17	1	8	4	33	12	100
/'kəmən təri/	9	17	3	6	20	38	2	4	6	12	12	23	52	100
/'kɒmən təri/	2	9	3	13	4	17	4	17	5	22	5	22	23	100
/'ædvər taɪzmənt/	3	8	3	8	20	51	2	5	6	15	5	13	39	100
/əd'vɜ:rtismənt/	5	10	8	16	8	16	5	10	8	16	15	31	49	100
/tə'meɪdoo/	2	6	3	9	24	71	1	3	2	6	2	6	34	100
/tə'mɑ:təʊ/	5	15	4	12	5	15	5	15	7	21	8	24	34	100
/'praɪvəsi/	1	10	1	10	4	40	1	10	1	10	2	20	10	100
/'prɪvəsi/	4	5	10	12	21	26	6	7	15	19	25	31	81	100
/'bədər/	5	11	5	11	25	57	2	5	2	5	5	11	44	100
/'bʌtə/	1	8	-	-	2	17	5	42	3	25	1	8	12	100
/kænt/	6	13	3	6	35	73	1	2	3	6	-	-	48	100
/kɑ:nt/	-	-	-	-	-	-	3	75	1	25	-	-	4	100
Total	58	9	64	10	253	40	52	8	83	13	130	20	640	100

Not. St. Eng. = *Ce n'est pas de l'anglais standard*; Mispron. = *Le mot est mal prononcé*; AmE = *C'est de l'anglais américain et j'enseigne l'anglais britannique*; BrE = *C'est de l'anglais britannique et j'enseigne l'anglais américain*; Not frequent = *Ce n'est pas une prononciation que mes élèves croiseront souvent*; Don't know = *Je ne connais pas cette prononciation*

Table 7.14 – Average misestimation of the linguistic variety of the items by category

Varieties Categories	AmE		BrE		Misestimation	
	N	%	N	%	N	%
Vocabulary	36	28.8	4	18.18	40	27.21
Spelling	54	35.29	4	16.67	58	32.77
Grammar & Usage	13	14.61	2	33.33	15	15.79
Pronunciation	47	18.58	17	32.69	64	20.98
Overall	150	24.10	27	25.96	172	24.45

AmE = *C'est de l'anglais américain et j'enseigne l'anglais britannique*; BrE = *C'est de l'anglais britannique et j'enseigne l'anglais américain*; % = N/Total 'AmE' or 'BrE' in Tables 7.10-7.13

Table 7.15 – Distribution of the coded justifications given in the open-ended question at the end of Section II.c

Items	N	% ^{TAR}	% ^{TR}
Both varieties are fine → tolerance and no penalty	28	49.12	20.90
Little explanation given at the beginning of the language learning process	1	1.75	0.75
Explicit teaching	25	43.86	18.66
... of vocabulary differences	5	8.77	3.73
... of spelling differences	8	14.04	5.97
... of grammar & usage differences	10	17.54	7.46
... of pronunciation differences	11	19.30	8.21
Teacher (T) specifies the variety used by the pupil in their productions (using the UK/US sign)	2	3.51	1.49
T explains the difference in register between formal / informal / argot / ...	3	5.26	2.24
T specifies the frequency of occurrence of the word in question	3	5.26	2.24
T announces their preferred variety to pupils	5	8.77	3.73
... BrE	3	5.26	2.24
... AmE	2	3.51	1.49
T promotes BrE in the classroom	5	8.77	3.73
... considered as the standard reference language	1	1.75	0.75
... due to its geographical proximity	2	3.51	1.49
... to ensure consistency from teacher to teacher	1	1.75	0.75
T specifies that the variety favoured in textbooks is BrE	4	7.02	2.99
T asks for consistency and not to mix varieties	15	26.32	11.19
T believes that what is essential is communication and being understood	8	14.04	5.97
T asks pupils to speak the same variety to ensure understanding	1	1.75	0.75
T feels that pupils need to be aware of US/UK differences	3	5.26	2.24
T considers that the variety used by pupils is of little importance	4	7.02	2.99
T is of the opinion that one variety is more than enough, that there is no need to learn another one	1	1.75	0.75
T thinks that learning several varieties can be counterproductive in teaching a language	1	1.75	0.75
T recognises that one cannot know everything, that one must be humble	1	1.75	0.75
T says they check in an authoritative source (grammar, dictionary...) in case of doubt	3	5.26	2.24
T feels less comfortable with certain pronunciations/words	2	3.51	1.49
T requires a standard language to be used	4	7.02	2.99
... in terms of vocabulary	1	1.75	0.75
... in terms of spelling	1	1.75	0.75
... in terms of grammar and usage	2	3.51	1.49
... in terms of pronunciation	-	-	-
T considers non-standard language unacceptable or to be avoided in school	4	7.02	2.99
In terms of vocabulary and transparent words...	2	3.51	1.49
... T favours the word most similar to French because it is easier to remember	1	1.75	0.75
... T prefers that pupils remember the other word, which is less similar to French	1	1.75	0.75
Total	172		

%^{TAR} = N/Total of Answering Respondents to this open-ended question (TAR = 57); %^{TR} = N/Total of Respondents (TR = 134)

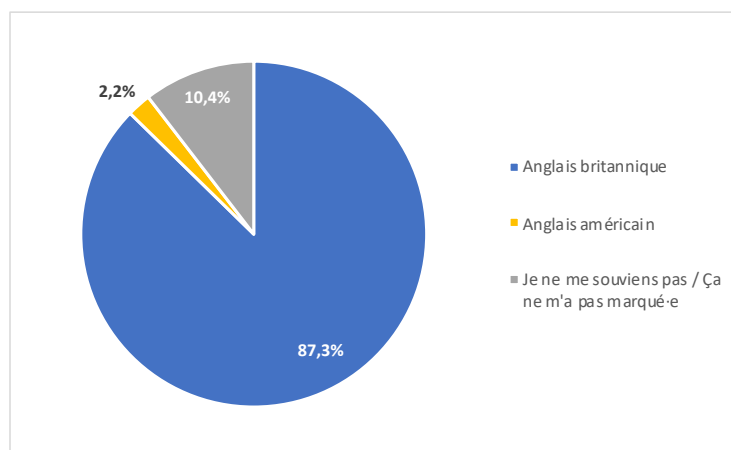


Figure 7.24 – Distribution of the variety of English learned by the respondents in secondary education

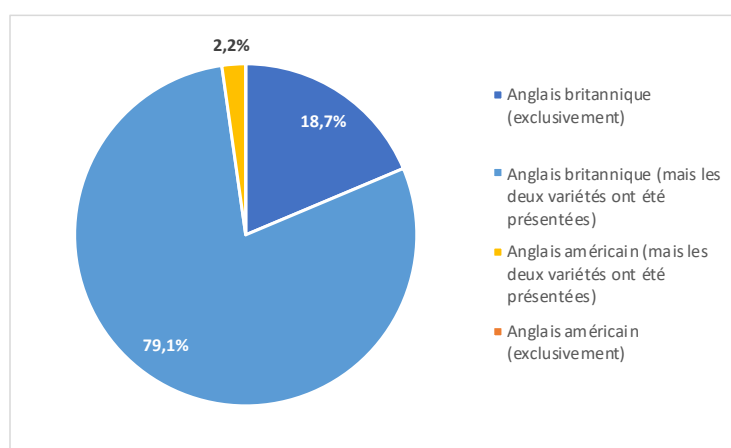


Figure 7.25 – Distribution of the variety of English learned by the respondents in higher education

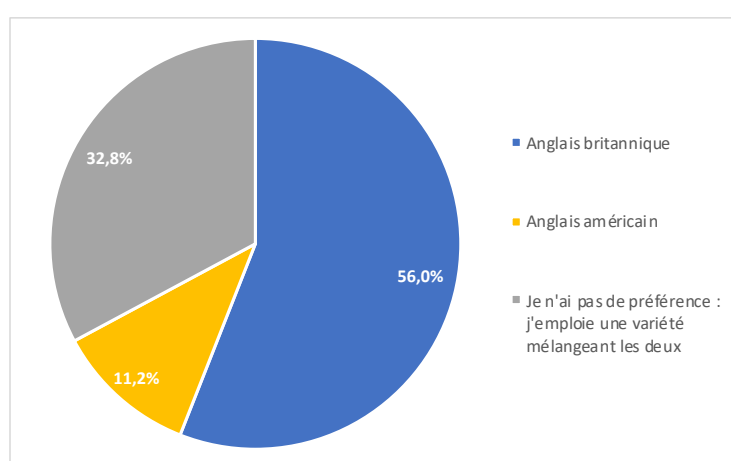


Figure 7.26 – Distribution of the variety of English used in the classroom by the respondents when addressing their pupils

Table 7.16 – Distribution of the variety of English learned by the respondents in secondary education according to their profile

Profile \ Varieties	BrE		AmE		Don't remember		Total	
	N	%	N	%	N	%	N	%
Enseignant·e	100	89.3	1	0.9	11	9.8	112	100
< 5 years	41	87.2	1	2.1	5	10.6	47	100
5-10 years	17	89.5	-	-	2	10.5	19	100
11-15 years	12	100	-	-	-	-	12	100
16-20 years	8	88.9	-	-	1	11.1	9	100
21-25 years	8	88.9	-	-	1	11.1	9	100
26-30 years	5	83.3	-	-	1	16.7	6	100
31+ years	9	90	-	-	1	10	10	100
Étudiant·e de l'AESS LLM	5	71.4	-	-	2	28.6	7	100
Étudiant·e en Master LLM à finalité didactique	9	75	2	16.7	1	8.3	12	100
Étudiant·e AESI Langues germaniques	3	100	-	-	-	-	3	100
Total	117	87.3	3	2.2	14	10.4	134	100

Don't remember = *Je ne m'en souviens pas / Cela ne m'a pas marqué·e*

Table 7.17 – Distribution of the variety of English learned by the respondents in higher education according to their profile

Profile \ Varieties	Only BrE		Mostly BrE		Mostly AmE		Only AmE		Total	
	N	%	N	%	N	%	N	%	N	%
Enseignant·e	20	17.9	90	80.4	2	1.8	-	-	112	100
< 5 years	4	8.5	42	89.4	1	2.1	-	-	47	100
5-10 years	3	15.8	16	84.2	-	-	-	-	19	100
11-15 years	1	8.3	11	91.7	-	-	-	-	12	100
16-20 years	2	22.2	7	77.8	-	-	-	-	9	100
21-25 years	2	22.2	6	66.7	1	11.1	-	-	9	100
26-30 years	2	33.3	4	66.7	-	-	-	-	6	100
31+ years	6	60	4	40	-	-	-	-	10	100
Étudiant·e de l'AESS LLM	1	14.3	6	85.7	-	-	-	-	7	100
Étudiant·e en Master LLM à finalité didactique	3	25	9	75	-	-	-	-	12	100
Étudiant·e AESI Langues germaniques	1	33.3	1	33.3	1	33.3	-	-	3	100
Total	25	18.7	106	79.1	3	2.2	-	-	134	100

Only = *Exclusivement*; Mostly = *Principalement (mais les deux variétés ont été présentées)*

Table 7.18 – Distribution of the variety of English used in the classroom by the respondents when addressing their pupils according to their profile

Profile \ Varieties	BrE		AmE		Mix BrE/AmE		Total	
	N	%	N	%	N	%	N	%
Enseignant·e	66	58.9	12	10.7	34	30.4	112	100
< 5 years	25	53.2	8	17	14	29.8	47	100
5-10 years	8	42.1	2	10.5	9	47.4	19	100
11-15 years	9	75	1	8.3	2	16.7	12	100
16-20 years	6	66.7	1	11.1	2	22.2	9	100
21-25 years	7	77.8	-	-	2	22.2	9	100
26-30 years	2	33.3	-	-	4	66.7	6	100
31+ years	9	90	-	-	1	10	10	100
Étudiant·e de l'AESS LLM	2	28.6	-	-	5	71.4	7	100
Étudiant·e en Master LLM à finalité didactique	7	58.3	3	25	2	16.7	12	100
Étudiant·e AESI Langues germaniques	-	-	-	-	3	100	3	100
Total	75	56	15	11.2	44	32.8	134	100

Mix BrE/AmE = *Je n'ai pas de préférence : j'emploie une variété mélangeant les deux*

Table 7.19 – Distribution of the reasons which have influenced the respondents' choice of variety

Reasons \ Likert items	No influence		Little influence		Influence		Strong influence		Total	
	N	%	N	%	N	%	N	%	N	%
1. School choice	82	73.2	10	8.9	15	12.5	6	5.4	112	100
2. Recommended by the curricula	83	61.9	21	15.7	22	16.4	8	6.0	134	100
3. Recommended by the educational advisors	78	69.6	17	15.2	11	9.8	6	5.4	112	100
4. Variety learned as a pupil	30	22.6	31	23.3	36	27.1	36	27.1	133	100
5. Personal preference	6	4.5	13	9.8	48	36.1	66	49.6	133	100
6. Consistency with the variety used in textbooks	38	28.6	28	21.1	47	35.3	20	15.0	133	100
7. Prestige	68	50.7	33	24.6	24	17.9	9	6.7	134	100
8. Variety of the world's most powerful country	96	72.2	15	11.3	16	12.0	6	4.5	133	100
9. Unawareness of the variety(-ies) one can teach in	116	92.8	2	1.6	4	3.2	3	2.4	125	100
10. Other(s), specify:	-	-	-	-	16	47.1	18	52.9	34	100
<i>Pleasant accent/sound</i>	-	-	-	-	1	50	1	50	2	100
<i>Geographic proximity</i>	-	-	-	-	5	71.4	2	28.6	7	100
<i>Belief that BrE = basic standard variety</i>	-	-	-	-	-	-	1	100	1	100
<i>Contact frequency</i>	-	-	-	-	1	100	-	-	1	100
<i>Personal life experiences</i>	-	-	-	-	3	27.3	8	72.7	11	100
<i>Recommended by AESI/AESS professors</i>	-	-	-	-	1	50	1	50	2	100
<i>Variety found in series, novels, internet, ...</i>	-	-	-	-	2	50	2	50	4	100
<i>Ease/difficulty of pronunciation</i>	-	-	-	-	1	100	-	-	1	100
<i>Sources that can be used in class</i>	-	-	-	-	-	-	1	100	1	100
<i>Easy to understand for pupils</i>	-	-	-	-	-	-	1	100	1	100
<i>Amount of native speakers</i>	-	-	-	-	2	100	-	-	2	100
<i>To ensure that pupils have a wide range of knowledge</i>	-	-	-	-	-	-	1	100	1	100

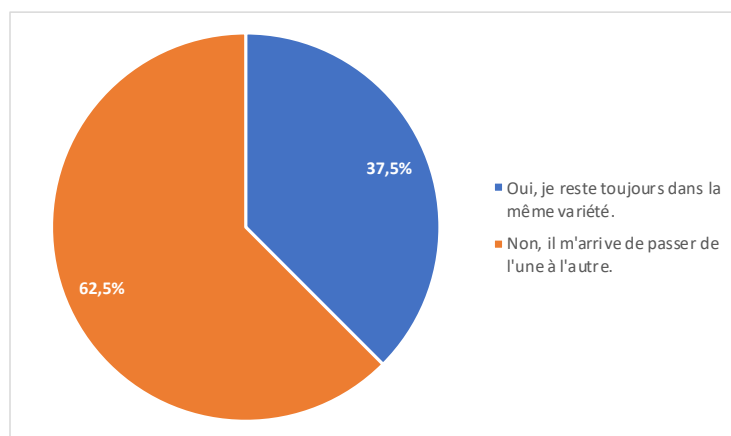


Figure 7.27 – Distribution of the teachers' reported consistency (N = 112)

Table 7.20 – Distribution of the reasons why respondents switch from one variety to another

Reasons	Strongly disagree		Disagree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%
1. To appear more formal	25	39.7	17	27.0	19	30.2	2	3.2	63	100
2. To appear more informal	17	27.4	8	12.9	30	48.4	7	11.3	62	100
3. To maintain a constant language bath	6	9.4	11	17.2	27	42.2	20	31.3	64	100
4. To explicitly teach the differences between AmE and BrE	6	9.4	1	1.6	25	39.1	32	50.0	64	100
5. When dealing with a subject that is exclusively typical in the country of the other variety	13	20.0	5	7.7	26	40.0	21	32.2	65	100
6. Other(s), specify:			-	-	5	38.5	8	61.5	13	100
<i>Fluency in the other variety</i>	-	-	-	-	1	100	-	-	1	100
<i>Doubt whether items are BrE or AmE</i>	-	-	-	-	1	100	-	-	1	100
<i>Does not bother with consistency</i>	-	-	-	-	-	-	1	100	1	100
<i>To provide vocabulary in AmE that pupils might be more familiar with</i>	-	-	-	-	1	50	1	50	2	100
<i>Says the first word that comes to mind without thinking about its origin</i>	-	-	-	-	-	-	4	100	4	100
<i>To develop pupils' general knowledge</i>	-	-	-	-	1	50	1	50	2	100
<i>To teach pupils to understand different varieties</i>	-	-	-	-	-	-	1	100	1	100
<i>The textbook is in BrE; compelled to return to BrE at certain times</i>	-	-	-	-	1	100	-	-	1	100

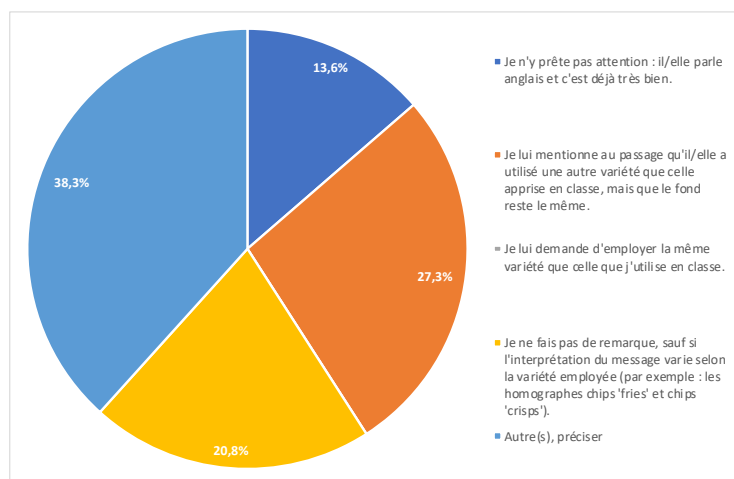


Figure 7.28 – Distribution of the respondents' reactions when a pupil speaks a different variety of English from that spoken by the respondents

Table 7.21 – Distribution of the coded additional reactions when a pupil speaks a different variety of English from that spoken by the respondents

Coded additional reactions	N	%
Shows tolerance → mastery not at secondary school level	3	4.6
Asks for consistency	4	6.1
Draws pupils' attention to the variety they use	7	10.7
Does not penalise	1	1.5
Congratulates the pupil on a language proficiency that exceeds expectations	1	1.5
Give synonyms for common words in both varieties	2	3.1
Does not react	1	1.5
Takes the opportunity to present the difference(s) to the class	1	1.5
Explains that, depending on the country and the register, several linguistic forms are correct	4	6.1
Different expectations between written and oral skills	1	1.5
Total	25	38.3

Table 7.22 – Distribution of respondents' reactions when a colleague speaks a variety of English other than the one they speak

Likert items Items	Strongly disagree		Disagree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%
1. More enriching for the pupils because they are then confronted to various sources of input ^{ALL}	-	-	1	0.8	44	33.1	88	66.2	133	100
2. Wrong choice according to the recommendations of the legal prescriptions ^{ALL}	83	61.9	45	33.6	6	4.5	-	-	134	100
3. They are constantly confronted with it anyway (Netflix, Internet, etc.) ^{BrE/Mix}	-	-	1	0.8	40	33.9	77	65.3	118	100
4. It would be better to teach pupils the variety of the country closest to Belgium ^{BrE/Mix}	80	67.2	35	29.4	3	2.5	1	0.8	119	100
5. It doesn't surprise me: the majority of my colleagues prefer to teach in BrE ^{AmE}	-	-	1	6.7	10	66.7	4	26.7	15	100
6. It would be better to teach pupils the variety that is most commonly found on the Internet, in films and series ^{AmE/Mix}	25	42.4	20	33.9	12	20.3	2	3.4	59	100
7. Other(s), specify:	-	-	-	-	5	50	5	50	10	100
<i>Prefers consistency between colleagues</i>	-	-	-	-	1	100	-	-	1	100
<i>Maintaining consistency can be stressful</i>	-	-	-	-	-	-	1	100	1	100
<i>Leaves them free to make their choice</i>	-	-	-	-	2	100	-	-	2	100
<i>Promotes openness to the world</i>	-	-	-	-	-	-	1	100	1	100
<i>Refrains from teaching differences so that pupils will not be penalised with stricter colleagues in later years</i>	-	-	-	-	1	100	-	-	1	100
<i>Important to introduce a little bit of everything so that pupils can make their choice</i>	-	-	-	-	-	-	1	100	1	100
<i>Important to introduce a little bit of everything so that pupils can handle all the varieties</i>	-	-	-	-	1	33.3	2	66.7	3	100

ALL = Item displayed to all respondents; BrE/AmE/Mix = Item displayed to respondents whose reported preference is BrE/AmE/a mixture of BrE and AmE

Table 7.23 – Distribution of English varieties in documents used by respondents in the classroom

Varieties Text genres	Mostly BrE		Mostly AmE		Mix BrE/AmE		Total	
	N	%	N	%	N	%	N	%
1. Press articles	51	43.2	6	5.1	61	51.7	118	100
2. Blogs	10	17.5	11	19.3	36	63.2	57	100
3. Books	49	49.5	3	3.0	47	47.5	99	100
4. TV news	37	41.6	2	2.2	50	56.2	89	100
5. Documentaries	26	24.8	11	10.5	68	64.8	105	100
6. Videos	9	6.8	30	22.7	93	70.5	132	100
7. Films	8	7.0	39	34.2	67	58.8	114	100
8. Series	5	4.8	47	45.2	52	50.0	104	100
9. Advertisements	10	14.1	5	7.0	56	78.9	71	100
10. Teasers	5	5.7	30	34.1	53	60.2	88	100
11. Debates	15	23.8	9	14.3	39	61.9	63	100
Total	225	21.63	193	18.56	622	59.81	1040	100

Mix BrE/AmE = Les deux variétés de manière équilibrée

Table 7.24 – Distribution of teachers' views on language variation in EFL instruction

Likert items Items	Strongly disagree		Disagree		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%
(1) I try to systematically give my pupils synonyms from the other variety.	10	7.5	50	37.3	61	45.5	13	9.7	134	100
(2) I allow my pupils to choose the variety in which they want to write .	3	2.2	10	7.5	68	50.7	53	39.6	134	100
(3) I allow my pupils to choose the variety in which they want to speak .	-	-	6	4.5	70	52.2	58	43.3	134	100
(4) Pupils must stick to the variety they choose: one cannot mix BrE and AmE when writing .	12	9.0	26	19.4	63	47	33	24.6	134	100
(5) Pupils must stick to the variety they choose: one cannot mix BrE and AmE when speaking .	13	9.7	48	35.8	53	39.6	20	14.9	134	100
(6) British English is better recognised worldwide than American English.	27	20.1	78	58.2	23	17.2	6	4.5	134	100
(7) Students who are proficient in British English will have more professional opportunities than students who are proficient in American English.	57	42.5	70	52.2	4	3.0	3	2.2	134	100
(8) I feel sufficiently well trained to differentiate between British and American English when reading .	6	4.5	36	26.9	57	42.5	35	26.1	134	100
(9) I feel sufficiently well trained to differentiate between British and American English when listening .	4	3.0	15	11.2	51	38.1	64	47.8	134	100
(10) The variety of English I use to address my pupils is the same as the one I speak personally (outside the classroom)	1	0.7	3	2.2	63	47.0	67	50.0	134	100
(11) When I enter the classroom as a teacher, I feel I have to speak an English which is as <i>standard</i> as possible.	12	9.0	33	24.6	63	47.0	26	19.4	134	100
(12) Learning different varieties has its place in the lower secondary English course.	5	3.7	37	27.6	61	45.5	31	23.1	134	100
(13) Learning different varieties has its place in the upper secondary English course.	1	0.7	4	3.0	53	39.6	76	56.7	134	100
(14) Learning different varieties has its place in the English course in higher education (college/university).	-	-	2	1.5	27	20.1	105	78.4	134	100
(15) Learning different varieties has its place in the English course in further education .	-	-	2	28.6	2	28.6	3	42.9	7	100

(16) Language variation should be an integral part of the curriculum in the initial scientific training of future teachers.	-	-	12	9.0	40	29.9	82	61.2	134	100
(17) Language variation should be an integral part of the curriculum in the initial teacher training of future language teachers.	-	-	15	11.2	43	32.1	76	56.7	134	100
(18) Language variation should be an integral part of the curriculum in the in-service teacher training of language teachers.	-	-	15	11.2	51	38.1	68	50.7	134	100
(19) Other varieties of English should be introduced in English courses (Australia, Canada, South Africa, India, Philippines, Uganda, etc.)	6	4.5	30	22.4	53	39.6	45	33.6	134	100

Table 7.25 – Average congruence between reported and observed preference by reported preference

$P_r = P_o?$ P_r	BrE	AmE	Mix BrE/AmE	Total
N	75	15	44	134
Average congruence P_r/P_o	69.1%	72.2%	51.3%	63.6%
Standard deviation (σ)	10.5%	11.9%	13.4%	
Minimum	44.7%	43.2%	25.6%	
Maximum	86.8%	89.5%	80.0%	

Table 7.26 – Distribution of respondents by reported preference and (in)congruence between reported and observed preference (cell percentage)

$P_r = P_o?$ P_r	BrE		AmE		Mix BrE/AmE		Total	
	N	%	N	%	N	%	N	%
OK	62	46.3	13	9.7	26	19.4	101	75.4
KO	13	9.7	2	1.5	18	13.4	33	24.6
Preference for BrE	-	-	-	-	8	6	8	6
Preference for AmE	-	-	-	-	10	7.5	10	7.5
Mix BrE/AmE	13	9.7	2	1.5	-	-	15	11.2
Total	75	56	15	11.2	44	32.8	134	100

Table 7.27 – Distribution of respondents by reported preference and (in)congruence between reported and observed preference (column percentage)

$P_r = P_o?$ P_r	BrE		AmE		Mix BrE/AmE		Total	
	N	%	N	%	N	%	N	%
OK	62	82.7	13	86.7	26	59.1	101	75.4
KO	13	17.3	2	13.3	18	40.9	33	24.6
Preference for BrE	-	-	-	-	8	18.2	8	6
Preference for AmE	-	-	-	-	10	22.7	10	7.5
Mix BrE/AmE	13	17.3	2	13.3	-	-	15	11.2
Total	75	100	15	100	44	100	134	100

Table 7.28 – Distribution of respondents by reported preference and (in)congruence between reported and observed preference according to the profile of the respondent

$\mathbb{P}_r = \mathbb{P}_o?$	BrE		AmE		Mix BrE/AmE		Total	
	N	%	N	%	N	%	N	%
OK	62	82.7	13	86.7	26	59.1	101	75.4
Enseignant·e	57	76	10	66.7	17	38.6	84	62.7
<5 years	17	22.7	8	53.3	4	9.1	29	21.6
5-10 years	10	13.3	-	-	6	13.6	16	11.9
11-15 years	4	5.3	1	6.7	1	2.3	6	4.5
16-20 years	3	4	1	6.7	2	4.5	6	4.5
21-25 years	6	8	-	-	2	4.5	8	6
26-30 years	1	1.3	-	-	2	4.5	3	2.2
31+ years	4	5.3	-	-	-	-	4	3
AESS LLM	2	2.7	-	-	4	9.1	6	4.5
Master LLM fin. dida	3	4	3	20	2	4.5	8	6
AESI LG	-	-	-	-	3	6.8	3	2.2
KO	13	17.3	2	13.3	18	40.9	33	24.6
Enseignant·e	9	12	2	13.3	17	38.6	28	20.9
<5 years	8	10.7	-	-	10	22.7	18	13.4
5-10 years	-	-	2	13.3	3	6.8	5	3.7
11-15 years	1	1.3	-	-	1	2.3	2	1.5
16-20 years	-	-	-	-	-	-	-	-
21-25 years	-	-	-	-	-	-	-	-
26-30 years	-	-	-	-	2	4.5	2	1.5
31+ years	-	-	-	-	1	2.3	1	0.7
AESS LLM	-	-	-	-	1	2.3	1	0.7
Master LLM fin. dida	4	5.3	-	-	-	-	4	3
AESI LG	-	-	-	-	-	-	-	-
<i>Preference for BrE</i>	-	-	-	-	8	18.2	8	6
Enseignant·e	-	-	-	-	8	18.2	8	6
<5 years	-	-	-	-	4	9.1	4	3
5-10 years	-	-	-	-	1	2.3	1	0.7
11-15 years	-	-	-	-	1	2.3	1	0.7
16-20 years	-	-	-	-	-	-	-	-
21-25 years	-	-	-	-	-	-	-	-
26-30 years	-	-	-	-	1	2.3	1	0.7
31+ years	-	-	-	-	1	2.3	1	0.7
AESS LLM	-	-	-	-	-	-	-	-
Master LLM fin. dida	-	-	-	-	-	-	-	-
AESI LG	-	-	-	-	-	-	-	-
<i>Preference for AmE</i>	-	-	-	-	10	22.7	10	7.5
Enseignant·e	-	-	-	-	9	20.5	9	6.7
<5 years	-	-	-	-	6	13.6	6	4.5
5-10 years	-	-	-	-	2	4.5	2	1.5
11-15 years	-	-	-	-	-	-	-	-
16-20 years	-	-	-	-	-	-	-	-
21-25 years	-	-	-	-	-	-	-	-
26-30 years	-	-	-	-	1	2.3	1	0.7
31+ years	-	-	-	-	-	-	-	-
AESS LLM	-	-	-	-	1	2.3	1	0.7
Master LLM fin. dida	-	-	-	-	-	-	-	-
AESI LG	-	-	-	-	-	-	-	-
<i>Mix BrE/AmE</i>	13	17.3	2	13.3	-	-	15	11.2
Enseignant·e	9	12	2	13.3	-	-	11	8.2
<5 years	8	10.7	-	-	-	-	8	6
5-10 years	-	-	2	13.3	-	-	2	1.5
11-15 years	1	1.3	-	-	-	-	1	0.7
16-20 years	-	-	-	-	-	-	-	-
21-25 years	-	-	-	-	-	-	-	-
26-30 years	-	-	-	-	-	-	-	-
31+ years	-	-	-	-	-	-	-	-

AESS LLM	-	-	-	-	-	-	-	-
Master LLM fin. dida.	4	5.3	-	-	-	-	4	3
AESI LG	-	-	-	-	-	-	-	-
Total	75	100	15	100	44	100	134	100

AESS LLM = *Étudiant-e de l'AESS en Langues modernes*; Master LLM fin. dida. = *Étudiant-e du Master en Langues et lettres modernes à finalité didactique*; AESI LG = *Étudiant-e AESI en Langues germaniques*

Table 7.29 – Distribution of respondents by (in)congruence between reported and observed preference and their respondent profile

Profile \ $\mathbb{P}_r = \mathbb{P}_o?$	OK		KO		Total	
	N	%	N	%	N	%
Enseignant-e	84	75	28	25	112	100
<5 years	29	61.7	18	38.3	47	100
5-10 years	16	76.2	5	23.8	21	100
11-15 years	6	75	2	25	8	100
16-20 years	6	100	-	-	6	100
21-25 years	8	100	-	-	8	100
26-30 years	3	60	2	40	5	100
31+ years	4	80	1	20	5	100
AESS LLM	6	85.7	1	14.3	7	100
Master LLM fin. dida	8	66.7	4	33.3	12	100
AESI LG	3	100	-	-	3	100
Total	101	75.4	33	24.6	134	100

AESS LLM = *Étudiant-e de l'AESS en Langues modernes*; Master LLM fin. dida. = *Étudiant-e du Master en Langues et lettres modernes à finalité didactique*; AESI LG = *Étudiant-e AESI en Langues germaniques*

Table 7.30 – Distribution of teachers by (in)congruence between reported and observed preference and their reported consistency (absolute frequency; N)

$\mathbb{C}_r \backslash \mathbb{P}_r = \mathbb{P}_o?$	BrE		AmE		Mix BrE/AmE		Total		
	OK	KO	OK	KO	OK	KO	OK	KO	Total
Consistency	31	3	6	-	1	1	38	4	42
Inconsistency	26	6	4	2	16	16	46	28	70
Total	57	9	8	4	17	17	84	28	112
	66		12		34				

Consistency = *Oui, je reste toujours dans la même variété*; Inconsistency = *Non, il m'arrive de passer de l'une à l'autre*

Table 7.31 – Distribution of teachers by (in)congruence between reported and observed preference and their reported consistency (relative frequency; %)

$\mathbb{C}_r \backslash \mathbb{P}_r = \mathbb{P}_o?$	BrE		AmE		Mix BrE/AmE		Total		
	OK	KO	OK	KO	OK	KO	OK	KO	Total
Consistency	47	4.5	50	-	2.9	2.9	33.9	3.6	37.5
Inconsistency	39.4	9.1	33.3	16.7	47.1	47.1	41.1	21.4	62.5
Total	86.4	13.6	83.3	16.7	50	50	75	25	100
	100		100		100				

Consistency = *Oui, je reste toujours dans la même variété*; Inconsistency = *Non, il m'arrive de passer de l'une à l'autre*