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Language attitudes towards English accent varieties: Hungarian secondary school students' labeling, evaluating and commenting on foreign accented Englishes

PhD dissertation

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Chapter 1: Introduction

Since the early twentieth century, attitude research in general has, indisputably, spread far beyond individual countries, and there are, presumably, no continents, from Europe through Africa, Asia and Australia to America, where attitude studies are not prevalent these days. Evidently, as circumstances vary from continent to continent, from country to country, attitudes can be analyzed from various perspectives since, in addition to its global prevalence, attitude measurement has permeated research also in various disciplines to a considerable extent, including, among other things, formal sciences, cognitive sciences, life sciences as well as social sciences. Overall, due to this omnipresent nature of attitude research, an infinite number and variety of attitude studies exists based on the particular models and paradigms the individual scientific fields offer, adjusting, naturally, to individual particularities emerging from the diversities of the various local contexts.

As a matter of fact, in many of the different scientific fields mentioned above, projects whose main aim is to investigate attitudes may be combined in an interdisciplinary manner since, in the majority of the cases, research concerning attitudes overlaps even beyond the frameworks of these individual disciplines. For example, regarding social sciences, attitude research ranges from sociology through social psychology to various subfields of linguistics. In fact, this simultaneous presence in multiple domains might appear to evoke debates in several issues related to attitudes such as, among other things, how to define the concept of attitude unambiguously. Nevertheless, in this respect, at least with regard to social sciences, there still exists a very straightforward and very coherent view concerning the definition of the concept of attitude, namely, attitudes, in general, are regarded as positive or negative evaluations of different issues. This unanimity among social scientists concerning main issues of attitude research, despite potential controversies caused by its interdisciplinarity, might be another reason for the prevalence of attitude studies that have been conducted in the various scientific fields in the last and in the present century as well.

Despite the great degree of agreement among social sciences in terms of several

vital issues, for example, the definition of attitude, the question of attitude measurement seems to be one of the subject matters where the different fields of social sciences are unable to compromise as far as the best attitude measurement technique is concerned. Although different influential tendencies exist, i.e. attitudes can be examined with the help of direct or indirect techniques as well, each field favors its own approaches and techniques allowing researchers of the individual fields to focus on the investigation of attitudes from a specific perspective of their own discipline. In some cases, though, methods from one field are integrated into the data collection of another field, enabling researchers to explore attitudes from more different aspects than applying a single technique would permit. As a consequence, the great variety of different methods that exist currently in attitude research as well as the combination of the various techniques across the different disciplines provides a further reason for the existence of the immense number of attitude studies.

All in all, in view of the fact that attitude studies are so numerous, the question of why a further attitude investigation is needed might arise. Therefore, in this introductory section of my dissertation I also want to discuss the relevance of the present attitude study with special reference to linguistics since the overall aim of the present paper is to focus on attitude research in this particular field.

First of all, attitudes, in particular, language attitudes, are omnipresent in the general public's everyday life, i.e. since people are considerably interested in questions regarding the evaluation of different languages and of the speakers of different language varieties, they frequently discuss attitudinal issues regarding various language phenomena (Cameron 1995:x). What is more, language attitudes are also repeatedly articulated publicly through the media (Meyerhoff 2006:55; Garrett 2010:23), or through formal education (Wardhaugh 2006:53; Garrett 2010:22). These attitudes reveal what people believe regarding matters of language. For example, people often claim that there are differences among the languages in terms of, for example, difficulty, i.e. some languages are regarded as more complex than other languages, therefore, according to the general public, they are more difficult to learn (Cook 2003:22). More specifically, with reference to individual languages such as English, people do not regard it as a unified language comprised in a dictionary, instead, they consider different English varieties in terms of

correctness and incorrectness or that of right or wrong (Cameron 1995:x; Trousdale 2010:8; Milroy 2007:133). As a consequence, on the basis of such attitudes towards languages or language varieties, people judge or position the speakers of these varieties along a hierarchy (Potter and Wetherell 1987:43), which might place the speakers into an advantageous or disadvantageous situation (Meyerhoff 2006:54), merely on the basis of the variety they speak. Therefore, in general, for applied linguists, an important goal is to study and to be capable of predicting what attitudes particular communities have towards particular language varieties (Garrett 2010:16; Mullany and Stockwell 2010:95).

Second, attitudes and value judgments appear particularly powerful in education (Wardhaugh 2006:53), both in native and in foreign language learning settings. Regarding native language settings, the native language variety which students naturally acquire is, in certain cases, evaluated as an incorrect variety, therefore, they are often required to learn another variety that is regarded as the correct version (Wardhaugh 2006:53; Milroy 2007:136). In fact, the controversial issue of which variety can be viewed as the correct version of a language evokes the notion of the native speaker who, according to the beliefs of the general public, may be the only person capable of differentiating between the acceptable and unacceptable varieties of a particular language. At the same time, the question of correctness versus incorrectness seems to be crucial in the case of a second or foreign language learning setting as well as in situations where the native speaker is supposed to guide the non-native speakers in the issue to what extent the variety they learn or acquire is correct (Trousdale 2010:10). Besides, despite the fact that second or foreign language learners receive instructions from the native speaker in matters concerning the (in)correct language varieties, which, therefore, enables them to master their second/foreign language, the language variety they speak, and also they themselves, might be discriminated against at times even by native speakers on the basis of the distinguishing features of their speech, i.e. their vocabulary usage or their accent (Smith et al. 2006:206). The above described scenarios predominantly emerge in connection with English language varieties, as English is used in the majority of international communication (Smith et al. 2006:206), where speakers for whom English is a second or foreign language outnumber English native speakers (Trousdale 2010:10). Consequently, applied linguists ought to pay more attention to attitudes towards native and non-native language varieties, regarding

particularly school settings.

Third, since attitude research in social sciences has always been more affected by sociology or social psychology rather than by linguistics (Milroy and Preston 1999:5), applied linguists argue for the need to extend linguistic influence to a far greater extent to this particular field of study (Milroy and Preston 1999; Garrett 2001; Preston 2002; Garrett 2010). So far, several studies have attempted to incorporate sociolinguistic or folk linguistic perspectives into attitude research, for example, Levon (2006) examines specific linguistic triggers that might be responsible for people's attitudes in determining gender differences in speakers, or Niedzielski and Preston (2003) elicit folk linguistic data in several attitude studies, specifically with regard to how respondents evaluate their own or others' linguistic performance. Nevertheless, the integration of a thoroughly linguistic view into attitude research has not been complete so far, therefore, more and different kinds of attitude investigations ought to be conducted with linguistic perspectives in focus, different from previous studies.

Finally, the present investigation aims to fill a gap in the study of language attitudes, since, to the best of my knowledge, no comprehensive investigation has been conducted whose objective was to examine the attitudes of the English learning population of a Hungarian secondary school in a Hungarian city towards different English accent varieties, whereby English is the language which respondents of the study, i.e. secondary school students, learn as a foreign language at their school, and all that from a quantitative sociolinguistic perspective. Indeed, I am very aware of the great number of attitude studies that have been recently carried out in Hungary, however, these investigations differ from the current study. For instance, Zsóka and her colleagues (Zsóka et al. 2013) as well as Dancs and Kinyó (2012) examine Hungarian (in the latter case, Szeged-based) secondary school students' attitudes, nevertheless, not towards different language varieties, but towards environmental protection and immigrants, respectively.

In the past decades, several attitude studies have been conducted in Hungary within the framework of applied linguistics as well, which, similarly to the present study, have measured respondents' attitudes towards various language varieties. From a sociolinguistic perspective, these studies aim, in general, to measure subjects' attitudes towards Hungarian language varieties and not towards foreign language varieties, as the present study does.

What is more, such studies carried out in Hungary are based mainly on representative samples of the Hungarian population in different cities of Hungary, for example, in Budapest (for such a study see Kontra 2003) or in Szeged (see Németh et al. 2012). Besides, similar studies are conducted among a certain social strata of the Hungarian population, for instance, Sándor and her colleagues (1998) examine university students' attitudes towards standard and non-standard Hungarian varieties in Budapest and in Szeged.

As opposed to Hungarian language varieties, studies exist investigating attitudes towards foreign language varieties, in particular, towards different English accent varieties. Nevertheless, they might also be more limited in scope, that is, the two examples that are cited here focus on a particular group of respondents, i.e. university students who study English at university as a foreign language (Balogh 2008a, Balogh 2008b). In addition, a study by Fenyvesi (2011) examines what attitudes minority primary and secondary school student respondents outside the borders of Hungary have towards their minority and the majority languages as well as towards English. In Hungary, such attitude studies have mainly been conducted from a second language acquisition perspective, and not from a sociolinguistics point of view, in order to investigate primary school students' motivation and attitudes towards several different languages they can learn at school (for such studies see, among other things, Dörnyei et al. 2006 or Csizér and Lukács 2010).

All in all, the study I have conducted from a mainly positivist sociolinguistics position fills the above specified gap with the objective of examining the attitudes of a Southern Hungarian, Szeged-based secondary school's students towards language varieties that are not their native, i.e. Hungarian language varieties, but accent varieties of English which they learn as a foreign language at school. The study I have conducted is presented in eight chapters of this dissertation as follows: after the present short introductory chapter that justifies the need for another attitude study and provides a brief outline of the research, the general literature on attitudes is reviewed in Chapter 2 with reference to the position of attitude research in the various social scientific disciplines, focusing in more detail on those subfields of linguistics – that is, on second language acquisition, applied linguistics, folk linguistics, perceptual dialectology and sociolinguistics – that are relevant to the investigation underlying this dissertation. Chapter 3 provides the detailed research

questions with reference to the literature presented in the previous chapter, while Chapter 4 outlines the planning, designing, piloting and finalizing procedures of the research instrument and the overall research methodology applied in the investigation. The results of the respondents' evaluation, labeling and commenting processes are presented in Chapter 5, and these findings are discussed in Chapter 6, where each research question is also responded to individually. The next chapter, i.e. Chapter 7, focuses on the follow-up parts of the research concerning overt evaluations and issues of pronunciation, while the conclusion is included in the last chapter of the dissertation, in Chapter 8.

Chapter 2: General background to the study of attitudes

Several issues of vital importance need to be raised in connection with attitude studies prior to the commencement of the actual attitude research. In fact, since the scope of these essential subject matters includes a research area of considerable size ranging from positioning the particular study of attitudes in one of the several intellectual fields within which attitude studies can be conducted to the specification of such conceptual factors as the attitude definition and the question of attitude measurement, the exhaustive discussion of these topics ought to indispensably precede any investigation in this domain. The current section of this paper serves this particular purpose, namely, in the first place, in section 2.1, the prevailing definition and predominant structural composition of attitudes are expounded. Second, section 2.2 elaborates on the diverse scientific disciplines attitude studies are a considerable part of. Third, the characteristic features of the most frequently employed measurement techniques in the process of investigating attitudes are elucidated in section 2.3. Finally, a separate section (2.4) is devoted to describing the main focus of interest of this dissertation and to providing a particular context for the research that underlies it, with special reference to the reviewed literature in the preceding sections.

2.1. The concept of attitude

Prior to positioning attitude studies in general in the diverse disciplinary contexts that currently exist in this research field, this dissertation ought to approach, first of all, the question of the attitude paradigm, in other words, general and more specific definitions and structures of attitudes are indispensable to be discussed in this part of the paper.

As indicated in the introduction, the concept of attitude is defined relatively unanimously in all the various social disciplines where research into attitudes is conducted. According to the general taxonomy provided by philosophers (Guttenplan 1994; Levy 2005; Brower-Toland 2007; Wasserman and Liao 2008; Ball 2009; Bykvist 2009; Finlay 2010; and Sommers 2010), sociologists (DeLamater 2000; Hitlin and Piliavin 2004; Weinberg 2006; and Pestello 2007), psychologists (Ajzen 1994; Davies and Ostrom 1994;

Bainbridge 2001b; Nguyen 2006; Smith et al. 2006; Dreezens et al. 2008; and Clarkson et al. 2009) and linguists (Fasold 1984; Wolfram and Schilling-Estes 1998; Garrett 2010), attitudes are, in general, positive or negative reactions to or evaluations of various social issues.

Similarly, researchers of these disciplines come to a unanimous agreement with regard to the elements attitudes comprise; that is, according to a common understanding, attitudes are tripartite social constructs that consist of three distinct components, namely, affective, cognitive and conative elements (Stahlberg and Frey 1996:207). In particular, affective elements refer to the feelings and emotions a person has towards the attitude object or objects, and these emotions include like and hatred a person experiences when they come into contact with the object(s) in question. Cognitive elements reveal people's beliefs of the attitude object(s), including their opinions of and ideas about the objects under consideration. That is, beliefs form an essential part of attitudes (Janicki 2006:35). Finally, conative elements represent a person's behavior towards the attitude objects, integrating behavioral intentions or tendencies towards the attitude objects that are investigated (Ajzen 1994:114; Stahlberg and Frey 1996:207).

Nevertheless, despite the unanimity of defining the core notion of attitude research in the various social disciplines, differences still exist among them concerning, on the one hand, the questions of attitude object(s), i.e. the social issues towards which people might have attitudes, and, which are, therefore, in the center of interest during attitude research. The various fields claim different issues as the object of investigation, for example, in sociology attitudes are examined, among other things, towards social organizations or institutions (DeLamater 2000:184); whereas in psychology, attitudes towards people's cultural orientation might be analyzed (Smith et al. 2006:150). On the other hand, as all the different social disciplines where research is conducted in the field of attitudes approach this domain from a specific perspective (McKenzie 2006:23), differences among them exist mainly concerning the types of data collection techniques, the methods of data analysis, and the various ways of the interpretation of these data. All in all, the following sections of the dissertation attempt to account for these differences in the perspectives and methodologies in more detail.

2.2. Attitude research in various disciplines

In general, researchers within the framework of numerous scientific fields, such as social and behavioral or formal sciences, investigate attitudes from several perspectives (McKenzie 2006:23). Within these scientific fields, several different disciplines and their subfields interact, thus, enabling researchers to gain a more comprehensive picture of the attitudes in question than a single subfield by itself could provide. For example, in social sciences, distinctive subfields and interfields of sociology, psychology or linguistics, i.e. social psychology or applied linguistics, respectively, assist researchers to obtain extensive information about specific attitudes they aim to examine. Hence, in this section of the dissertation, I want to give a concise overview of how the various fields of social sciences, e.g. philosophy, sociology, psychology and linguistics, are interdisciplinarily linked with reference to attitude research.

2.2.1. Philosophy

Philosophy, more precisely, social philosophy was the first field in social sciences in the nineteenth century that started to apply the term *attitude* to measure what mental positions people have towards particular attitude objects, i.e. any matters of interest to social philosophers (Bainbridge 2001a:7).

Concerning certain philosophical traditions, attitude studies today predominantly intend to investigate how attitudes are connected to the functioning of the human mind; moreover, they attempt to examine the processes that control actions taking place when people make moral judgments (Guttenplan 1994:8, Sinclair 2009:136–140). In fact, from a philosophical perspective, the main processes that govern the operations of the mind are experiencing, attitudinizing and acting. Experiencing occurs when people use their senses, for example, they see or hear something; the process of acting takes place when a person executes an action in reality, for instance, they grab a glass, whereas attitudinizing involves such feelings or beliefs as longing for something or believing in something. The conceptual outcomes of these processes are consciousness, actions and attitudes,

respectively (Guttenplan 1994:13).

In addition, in the field of philosophy, attitudes can also be the expressions of moral judgments. According to this point of view, in a practical sense, attitudes are opinions or strategies on the basis of which people perform their actions, i.e. judge objects or ideas morally (Sinclair 2009:137). Whichever way attitudes are concerned in the field of philosophy, the majority of philosophers generally agree that attitudes are particularly revealed by linguistic utterances (Kalderon 2008:133; Jenkins 2006:316); what is more, the very same linguistic expression can signify more than one (positive or negative) attitude at the same time (Gert 2006:464).

Evidently, the inference of attitudes from linguistic utterances invalidates the difficulties of the methodological problems of how to measure theoretical concepts that emerge in a person's mind (Guttenplan 1994:16–23).

2.2.2. Sociology and the sociology of language

Similarly to philosophy, numerous contemporary sociological studies undertake attitude research. Indeed, sociologists state that the investigation of attitudes is an obligatory part of the discipline of sociology (Stahlberg and Frey 1996:206).

Due to their central and essential position in the field, sociologists regard attitude studies as underlying representations of individual people's social positions in a particular society. In other words, as each individual holds attitudes towards all objects, persons, notions and social phenomena in their environment, their attitudes link them to other individuals, thus determining their location in a variety of social contexts (DeLamater 2000:184). Moreover, according to sociological attitude research, attitudes are in constant adaptation to the varying social reality (Desrosieres 2001:339), and, as a result, they contribute to a great extent to the arrangement and development of significant social structures, thus, relying on them, people form important social institutions (Johnson 1995:18).

Apart from identifying how attitudes are formed and how they operate within the framework of sociological research, another central question of attitude studies in sociology is the issues of attitude measurement. Essentially, sociology constantly develops

and generates techniques with the help of which attitudes can be assessed in reliable and valid ways (Pestello 2007:200). In contrast with philosophy, which proposes that attitudes can be inferred from utterances, sociology claims that data collection on attitudes is supposed to be not only explicit where story-telling narratives (Thomas et al. 2007:76), the discourse of official documents (Shaw 2000:32), or interviews (Ryan et al. 2011:45) are analyzed, but it ought to employ primarily implicit methods including experiments and tests (Wark and Galliher 2007; Thomas et al. 2007) that attempt to detect people's unconscious and automatic attitudes that they might not be otherwise, i.e. with the help of merely direct methods, recognizable.

Indeed, a subfield of sociology, i.e. the sociology of language, plays also a significant role as far as attitude research is concerned. Undoubtedly, it is such a closely related field to linguistics, more specifically, to sociolinguistics, that some researchers claim that, in actual fact, the two terms, i.e. the sociology of language and sociolinguistics, are interchangeable. However, on the contrary, some sociologists and linguists suggest that the two terms imply different subdisciplines of social research (Spolsky 2011:11). Indeed, the reason for maintaining their interchangeability might lie in the fact that both aim to observe systematic connections between language and society, in other words, both the sociology of language and sociolinguistics attempt to examine the potential relationship between language variation and other social behavior (Bainbridge 2001c:93). Still, the difference occurs in the perspective of how they conduct such an investigation, i.e. whereas the sociology of language concentrates on examining such correlations from a specifically sociological perspective, the objective of linguistics is, obviously, to consider the relationship between language and society from a specifically linguistic point of view (Bainbridge 2001c:100; Chambers 2009:10).

Although the above differentiation is rather clear-cut, a problem occurs in many cases, regarding especially language attitude research, when sociologists are unaware of the fact that the (language attitude) study they conduct is essentially linguistic work (Bainbridge 2001c:93). Therefore, as mentioned in the introductory chapter of the dissertation, greater linguistic awareness ought to be involved in attitude research within the framework of the sociology of language as well (Milroy and Preston 1999; Garrett 2001; Preston 2002; Garrett 2010). Overall, similarly to the subfield of the social

psychology of language, both the sociology of language and sociolinguistics investigate people's evaluative reactions towards different language varieties, nevertheless, the latter two subfields attempt to involve social factors as well, that is, in contrast to the social psychology of language, the sociology of language and sociolinguistics aim to correlate the evaluations of language varieties with respondents' different social patterns (Bainbridge 2001c:93).

2.2.3. Psychology and the social psychology of language

As a matter of fact, a number of sociological attitude studies refer to the term attitude as a partly "psychological" predisposition (Pedersen et al. 2006:106). Inevitably, attitudes are as much psychological as sociological phenomena, therefore, within psychology, the subfield of social psychology, at the intersection of sociology and psychology, is concerned with attitude research (Ajzen 1994:114).

Indeed, discrepancies between sociological and social psychological research exist, and these differences concern the attitude objects towards which the attitude evaluations are examined. Namely, in sociology attitude objects might be such social issues as poverty (Yun and Weaver 2010) or marriage and divorce (Alqashan and Alkandari 2010), whereas most social psychological research focuses on people's judgments of others, their self-reports of attitudes, or other interpersonal attitude processes (Davies and Ostrom 1994:113, Patterson 2008).

In particular, within social psychology, an extensive subfield, that is, the social psychology of language can be completely connected to linguistics by placing language into the center of social psychological research. As for language, it is a vital research topic in social psychology as being a fundamental and pervasive part of all social interactions among people and as being the main way through which a vast majority of our actions is executed (Potter and Wetherell 1987:9). Moreover, psychologically, the language structures we utilize in communication strongly depend on such conscious psychological processes as decision making, perception and interpretation (Kretzschmar 1999:xvii).

Generally speaking, the point of intersection between attitude research and the social psychology of language might be twofold: first of all, language represents a means

with the help of which attitudes are uttered and expressed. Indeed, several utterances that people articulate convey their underlying attitudes verbally towards particular phenomena (Eiser 1986:13). Such attitudinal utterances are analyzed in philosophy as well as in linguistics, the latter within the framework of discourse analysis (Potter and Wetherell 1987:33). Besides, language can be the object of attitude studies towards which people's attitudes are investigated (Toribio 2009:24), that is, people's language attitudes can be measured whereby their reactions to specific language varieties are analyzed (Toribio 2009:24–25).

2.2.4. Linguistics

In the domain of linguistics, despite reference to early empirical attitude research involving accent evaluation in the 1930s in Great Britain (McGroarty 2010:11), attitude research was not subjected to systematic experimental investigation until the middle of the past century. It was also the middle of the twentieth century when, in parallel with attitude research developing into a more scientific direction, the number of attitude studies in different linguistic fields, and within the subfields of these particular linguistic fields, started to increase significantly (Jenkins 2007:66), for example, in applied linguistics and in sociolinguistics, in second language acquisition, in perceptual dialectology, and in folk linguistics. Although in many cases no clear-cut borderlines can be drawn to separate one of these fields from another, they individually display somewhat different approaches both to the concept and methodology of the study of attitudes. Therefore, in this section of the paper, I want to present these linguistic (sub)fields separately by discussing their special perspectives and links to language attitude research.

2.2.4.1. Applied linguistics and second language acquisition

From the 1930s on attitude studies have become an essential part of applied linguistics and second language acquisition research. Within the framework of these two related linguistic fields, attitudes are, in general, investigated towards several different

issues of second or foreign language teaching and learning processes (McGroarty 2010:11). The subject matters towards which language learners' and language teachers' attitudes are measured can include, among other things, for example, working in groups (Littlewood 2001), classroom instruction (McGroarty 2010), what is more, language learners' attitudes can be investigated towards punctuation (Hirvela et al. 2012) or towards teaching in a foreign language (Gorges et al. 2012). Nevertheless, there are some core issues of great importance in applied linguistic and second language acquisition attitude research of which I want to provide a more specific overview in this subsection. First of all, I would like to elaborate on why attitudes are important in second/foreign language teaching and learning processes, and how they are connected to the concept of motivation. Furthermore, I aim to place special emphasis on two aspects of attitude research in this field, namely, on language learners' attitudes towards target languages and their attitudes towards the different accent varieties of the target languages they study, since these issues are of great significance not only to applied linguistics and second/foreign language acquisition but also to the study conducted for the purposes of this dissertation.

2.2.4.1.1. Attitudes and motivation

First of all, in applied linguistics and second language acquisition, researchers argue that the central importance of attitudes in these fields lies in the fact that, apart from cognitive and personality features, attitudes play a major role in affecting, among other things, the extent of proficiency of and the pace at which language learners are able to acquire or learn a second or foreign language (Clément and Gardner 2001:492–493). This influence, however, is mostly indirect, that is, positive attitudes towards the language or the group that speaks the language which language learners want to study first increases their motivation, which, as a consequence, enables them a faster and better mastery of the language in question (Gardner 2002:160). At the same time, negative attitudes towards a second/foreign language can have a negative effect on learners' specific skills, resulting in low achievements, for instance, in reading and spelling tasks (Scott et al. 2009).

2.2.4.1.2. Learners' attitudes towards different target languages

The majority of the studies in which language learners' attitudes are investigated towards different second or foreign languages that language learners aim to learn show that when language learners are asked to rank order different languages on the basis of which one(s) they would like to learn most, usually, the most popular foreign language students wish to study is still English. Researchers in applied linguistics and second language acquisition seem to have come to the same conclusion throughout the numerous studies they have carried out in the past decades, and several of the most influential attitude studies in this field happen to be studies conducted in Hungary by Dörnyei and his several colleagues (Dörnyei and Csizér 2002; Csizér et al. 2004; Dörnyei et al. 2006; Kormos and Csizér 2008; Kormos et al. 2008; Csizér and Lukács 2010).

In general, these studies rely traditionally on social psychology, however, they have been conducted within a clear-cut applied linguistics and foreign language acquisition framework. From these studies I would like to refer to Dörnyei et al.'s 2006 study in more detail as it provides the most general overview of the field in question and the closest connection to the actual study of this dissertation. According to Dörnyei and his colleagues (Dörnyei et al. 2006:10), attitudes appear in their study as one of the seven components of motivation besides integrativeness, instrumentality, milieu, linguistic self-confidence, cultural interest and vitality of the L2 community. In this study, this component refers specifically to attitudes towards contact with the foreign language community, i.e. traveling to the foreign country and meeting speakers directly (Dörnyei et al. 2006:13). Data were collected with the help of questionnaires in three surveys in 1993, 1999 and 2004, with the same participating schools, each time with participants of the same age group, including altogether 13,391 Hungarian school children aged 13-14. The study examined language learners' motivation and attitudes towards five target languages: English (two varieties of it, to cover the different communities of the UK and of the USA), German, French, Italian and Russian. Of these English, German and French were selected as they are regarded as socioculturally important languages either in a global or in a regional context, Russian was chosen because of its previous, compulsory status in foreign language education in Hungary, and Italian was included as a control language (Dörnyei et

al. 2006:22–23). Overall results show a consistent rank order across all the languages, namely, whereas both English varieties are evaluated the most positively, Russian is judged the most negatively, and German, French and Italian are assessed as in between these two extremes on all variables (Dörnyei et al. 2006:42). Considering attitudes specifically, the results concerning attitudes towards L2 speakers/community are presented in the following table (adapted from Table 3.4, Dörnyei et al. 2006:44):

Table 2.1. Comparison of 1993, 1999 and 2004 mean attitude scores (on a 5-point scale) towards L2 speakers/community by primary school students (Dörnyei et al. 2006:44, Table 3.4)

	Mean scores, 1993	**Mean scores, 1999**	**Mean scores, 2004**
English (US)	4.49	4.39	3.98
English (UK)	4.20	4.09	4.02
German	3.97	3.81	3.49
French	3.97	3.82	3.62
Italian	4.01	3.86	3.74
Russian	2.42	2.36	2.53

The attitude results display two main tendencies. On the one hand, based on the different mean scores, almost the same rank order of languages can be observed concerning the attitudes towards foreign language speakers and communities. In particular, the two English varieties are evaluated more positively than all the other languages in all three years, however, there is a significant decrease in US English scores from 1999 to 2004, which results in the fact that in 2004 UK English is evaluated more favorably than US English. This outcome, according to the authors, is attributable to the effects of the American-Iraq war (Dörnyei et al. 2006:48). Interestingly, the Italian language, which was originally included in the study as a control variable, follows the English varieties in terms of positive attitudes. Italian is, in turn, followed by French and German, where, by 2004, a clear difference can be seen between the scores of the two languages. Russian, eventually, is evaluated the most negatively in all three years, however, except for 1999, Russian is the only language where increase in the mean scores can be observed between 1993 and 2004. Indeed, the other main tendency displayed in the scores is a general decline in the

respondents' attitudes towards the speakers and communities of these languages, with the exception of Russian. The authors attempt to explain this tendency by the change, more precisely, by the decrease in importance attached to intercultural contact during the years of the studies (Dörnyei et al. 2006:127, 130).

Dörnyei and his colleagues also aimed to examine whether gender influences respondents' attitudes in this particular study (2006:55). On the whole, the results indicate that girls' scores tend to be significantly higher than boys' scores, except for only 22 instances where boys outscore girls (Dörnyei et al. 2006:56). In fact, though, variation in the overall scores due to gender differences also significantly decreased in the period between 1993 and 2004, which reflects an increasing homogeneity of language learners (Dörnyei et al. 2006:144). However, variation is still present in the attitude scores, as it can be seen in Table 2.2 below (adapted from Table 4.1, Dörnyei et al. 2006:57):

Table 2.2. Gender differences in 1993, 1999 and 2004 mean attitude scores (on a 5-point scale) by primary school students (Dörnyei et al. 2006:57, Table 4.1)

		Mean scores		
		1993	**1999**	**2004**
English (US)	**Boys**	4.42	4.29	3.83
	Girls	4.56	4.49	4.15
English (UK)	**Boys**	4.10	3.96	3.83
	Girls	4.31	4.24	4.24
German	**Boys**	3.96	3.70	3.39
	Girls	4.00	3.92	3.59
French	**Boys**	3.77	3.55	3.36
	Girls	4.17	4.09	3.90
Italian	**Boys**	3.83	3.65	3.53
	Girls	4.19	4.06	3.96
Russian	**Boys**	2.34	2.28	2.46
	Girls	2.50	2.43	2.60

Table 2.2 above also confirms the general tendency according to which girls' evaluations generally outscore boys' evaluations, what is more, in the case of attitudes towards speakers and communities of particular languages there are no exceptions from this tendency as girls' scores are higher in all these instances than boys' mean scores.

To sum up, Dörnyei and his colleagues (2006) found that respondents in their studies clearly differentiate between world languages, including the UK and US varieties of English, and non-world languages involving all the other languages in question. What is more, concerning their language preferences, Hungarian language learners tend to choose to learn English as a foreign language as it is considered to be a world language. However, regardless of whether they are world or non-world languages, Hungarian primary school students' motivation to learn foreign languages and their positive attitudes towards the speakers and communities of these languages have decreased in the period between 1993 and 2004, which is explained by the authors with the fact that foreign language education, in general, became an essential and rather obligatory part of teaching during this time, therefore, language learners seem to be less motivated to learn these languages to any further extent (Dörnyei et al. 2006:143–144).

Apart from Dörnyei and his associates, several other researchers, both in Hungary and in other countries of the world, aim to examine language learners' attitudes towards various languages and the reasons behind these attitudes, in the majority of the cases with special reference to English. For example, Nikolov (1999) examines where Hungarian primary school students place English among the other school subjects, with some reference to other foreign languages such as Russian and German. The outcome of the study shows that age is a determining factor in placing English among other school subjects, more specifically, the majority of the respondents, that is, 114 of 152 students, in the first and second grades tend to place English in the first place, i.e. in front of other subjects, whereas in the third to fifth grades and in the sixth to eighth grades, fewer and fewer respondents, i.e. 108 out of 169 and 76 out of 134, respectively, claim that for them English precedes the other subjects in popularity (Nikolov 1999:48). Concerning other foreign languages, as Russian lost its obligatory status in Hungarian foreign language education after 1989, German became the second most frequent foreign language respondents chose besides English. However, as German gradually lost its novelty value, it

became another school subject and lost its previously higher status (Nikolov 1999:50). In a 2003 study, Nikolov (2003) investigated students' attitudes and motivation towards English and German: she examined Hungarian school children's language learning attitudes and motivation with the help of a questionnaire on a representative sample of 6th, 8th and 10th graders (N= about 30,000) concerning the English and the German languages. The results of the study reveal that Hungarian primary and secondary school students generally find the English language, culture and the speakers of the English language more attractive than the German language, culture or German speakers (Nikolov 2003:72). What is more, the findings show that, with reference to English, 8th grader respondents evaluate this language the most negatively, while both 6th and 10th grader participants judge it more positively in terms of attitudes towards the language and its speakers. As far as German is concerned, 6th grader respondents display the most positive attitudes towards the language and its speakers, whereas both 8th and 10th graders evaluate it less positively (Nikolov 2003:67). The author attempts to explain this phenomenon with the fact that in the case of English, students generally select it more often than German at secondary school, that is, after 8th grade; however, those who do not favor the language are likely to drop out of school and do not even reach 10th grade, therefore, the results of the evaluations of the 10th grader respondents might be more positive in general. Moreover, the same phenomenon can explain the more negative attitudes towards German in the higher grades (Nikolov 2003:66). Similarly, in a more recent study, Csizér and Lukács (2010) also compare and contrast Hungarian secondary school students' motivations and attitudes towards English and German. All in all, the respondents of the study learn these two foreign languages simultaneously at secondary school, the only difference among them being the order of the two languages compared to each other, that is, the participants can be divided into two groups on the basis of which language is their first or their second foreign language. The results of the study show that respondents (but only those who learn English as the first and German as the second foreign language, N=132), have positive attitudes towards English (3.58), and towards only English (their German mean score being 2.81). The other group of participants, who learn German as the first and English as the second foreign language (N=100), show less positive attitudes both towards English and towards German as well, with the mean scores of 3.34 and 3.08, respectively (Csizér and Lukács 2010:8).

On the whole, English in Hungary seems to have the highest status among foreign languages, and in language education, positive attitudes are attached to it. Interestingly, some research findings outside of Hungary are similar, while others are quite unlike them. In Japan (Sakuragi 2008), in Spain (Cid et al. 2009) and in Jordan (Abu-Ghazaleh and Hijazi 2011), for example, in studies investigating language learners' attitudes towards target languages, English proves to have a very prominent position for learners, while there are clear gender differences in language learners' attitudes towards English, that is, generally, female learners evaluate English more favorably than male learners, for example, in Japan (Kobayashi 2002), which findings are completely in line with the previously described research in this field. In contrast, however, Henry and Apelgren (2008) examined primary school students' attitudes towards foreign languages, including English, French, Spanish, German and sign language, with special reference to age and gender variation. The authors found that before the introduction of a second foreign language other than English into education, both girls and boys had favorable attitudes towards the English language, nevertheless, girls were found to have more positive attitudes than boys in general. After the introduction of another foreign language, though, previously positive attitudes to English declined for both genders, and with growing age, participants started to show more positive attitudes towards other foreign languages than towards English. Indeed, there was still a general decline in attitudes towards English and other foreign languages as well from fourth to sixth grade, among both girls and boys. Similarly, Oakes (2013) in his study at a UK university found that regardless of whether they were learning French or Spanish as a foreign language, participants showed similar attitudes to these languages, i.e. both languages were judged equally positively by their learners.

2.2.4.1.3. Attitudes towards different accent varieties of the target language(s)

Beside studies examining language learners' attitudes towards various target languages, research within the framework of applied linguistics or foreign language acquisition also aims to investigate whether different, usually accent, or in applied

linguistic and foreign language acquisition terms *pronunciation,* varieties of the same language are judged positively or negatively by language learners since learners' attitudes might influence their choices of a pronunciation model during their language studies. As stated in the previous section, English is the most popular foreign language among language learners almost all over the world, therefore, it is not surprising that in attitude studies in applied linguistics and second language acquisition learners' and teachers' attitudes are measured frequently towards the different accent varieties of the English language. The accent varieties under investigation can be twofold, that is, they can be either native or non-native varieties of English.

As a matter of fact, the native accent varieties towards which teachers' and learners' attitudes can be examined are, generally, the so-called model accent varieties that teachers frequently aim at as the ultimate pronunciation for learners to be mastered. These accent varieties involve two English accents in particular, which are the British and the American English accent varieties. For instance, in Poland, Janicka et al. (2005) investigated Polish English-major university students' attitudes and preferences, first of all, towards British and American accent varieties. Respondents were also asked to participate in an accent recognition task which included several different British accent varieties, such as RP, Cambridge, Liverpool, Newcastle, Belfast and Dublin accents. In addition to identifying them, participants also had to rank these varieties according to how good a pronunciation model the individual accents would make. The results reveal that Polish students perceive a clear difference between the British and American accent varieties, and they evaluate the American accent as more neutral since it evokes less emotions for them and they find it less attractive than the British accent. In addition, students encounter problems identifying accents other than the British RP, and, at the same time, these regional accent varieties are evaluated less positively than the RP accent as suitable models for learning purposes. Overall, the authors conclude that Polish university students display a very prominent need for a native, in particular, for the British RP, pronunciation model.

Concerning non-native English accent varieties, studies usually contrast learners' attitudes towards the native vs. non-native varieties in question. Frequently, these studies investigate students' attitudes to their teachers' non-native and to other, native speaker teachers' pronunciations (Butler 2007; Ling and Braine 2007; Üstünlüoglu 2007), however,

in some cases, students are simply asked whether they prefer a native or a non-native accent as pronunciation model (Sung 2013). Butler (2007) in her attitude study found that Korean primary school children rate native, i.e. American English-accented teachers in the English classroom significantly more positively in terms of potential pronunciation models than non-native teachers who speak Korean-accented English. Similar results can be observed in Turkey (Üstünlüoglu 2007). However, Ling and Braine (2007) claim, on the basis of their research in Hong Kong, that, despite eventual shortcomings, university students are able to assess their non-native English teachers positively. Age differences also played a role in how respondents evaluated their teachers, namely, students in their third year of study have more favorable attitudes towards their non-native teachers than first year students. Similarly to Ling and Brain, Sung (2013) also states that Hong Kong university students do not necessarily perceive native English speakers, compared to non-native speakers, to be superior pronunciation models for EFL purposes. Moreover, some of the students have more positive attitudes towards local, or in some cases even foreign, non-native speakers of English as possible pronunciation models.

The last study I consider important to cite on this topic can be linked to Jenkins (2005, 2007, 2009, 2010). Her investigations into attitudes towards foreign-accented Englishes and English as a lingua franca have evoked probably the most controversial debates among many linguists around the world. In one of her studies (Jenkins 2007), she elicits non-native English speaker respondents' attitudes towards native and non-native accent varieties of English, within the language education domain. Contrary to the majority of attitude studies aiming to examine similar attitudes, Jenkins is particularly interested not in language learners', but in English language teachers', more specifically, non-native English teachers' attitudes towards native and non-native English accent varieties. The 326 respondents of her major study teach English in twelve different countries all around the world, specifically in Austria, Brazil, China, Finland, Germany, Greece, Japan, Poland, Spain, Sweden, Taiwan and Canada. Another difference to previous studies is the method of data collection, as Jenkins claims (2007:149) that the methodologies that perceptual dialectology and folk linguistics apply are the most suitable ones in order to attain data not only on what attitudes these teachers have towards the different English accent varieties, but also to obtain information on the reasons why

teachers have these particular attitudes (for more details about perceptual dialectology and folk linguistics see subsection 2.4.2 below).

In fact, ten different English accent varieties were selected for the study: six varieties from non-native English speaking countries, such as, Brazil, China, Germany, Japan, Spain and Sweden; three accent varieties from native English speaker countries, i.e. from the UK, from the US and from Australia; and Indian English was selected as the tenth accent variety because of its peculiar position as although it is not an inner circle variety, i.e. not the first or dominant language in such countries as the US, the UK, Australia, Canada or New Zealand (Kachru and Nelson 2001:13), still, it is a widely recognized and legitimate accent variety of the English language (Jenkins 2007:150). In the actual study, respondents' first task was a ranking task, that is, English teachers were asked to rank order the ten varieties, more specifically, to select and rank order the five accent varieties they regard as the best English accent varieties worldwide. The results show that respondents evaluate native English varieties, especially the UK and US varieties, significantly more favorably than non-native English accent varieties. For example, the UK variety was ranked as the best variety 167 times, along with the US variety that was ranked first 100 times (N=326), which clearly shows that the majority of the respondents believe that these two native speaker varieties are the best English accent varieties. In addition to differentiating between native and non-native varieties, participants clearly indicate differences among non-native varieties as well, namely, non-native varieties that are more distantly related to native speaker varieties are evaluated less favorably than varieties more closely related to native English varieties, that is, they are less frequently claimed to be the best English accents by the respondents (Jenkins 2007:156–161).

For the second task, participants in Jenkins' 2007 study were asked to rate the ten accent varieties individually on a six-point scale on four dimensions, i.e. correctness, worldwide acceptability, pleasantness and participants' own familiarity with the accent variety in question. Similarly to the ranking task, the native varieties, i.e. the UK, the US and the Australian English accent varieties were rated the most positively on all four dimensions (see the results in Table 2.3 below, adapted from Table 6.2, Jenkins 2007:163), the UK variety being the most correct and most pleasant one and the second most acceptable and familiar one, and, in contrast, the US variety being the most acceptable and

familiar and the second most correct and pleasant one, while the Australian variety was judged as third on all dimensions. According to the author, the two most surprising results in these evaluations were the very positive ratings for two non-native, i.e. the Swedish and the German accent varieties as well as the very poor overall ratings for the Indian English variety despite its good position in the ranking task where it often directly followed the Swedish and German accent varieties in the rank order (Jenkins 2007:163–164).

Table 2.3. Rank orders of English ten accent varieties along correctness, acceptability, pleasantness and familiarity (Jenkins 2007:163–164)

Rank	**Correctness**	**Acceptability**	**Pleasantness**	**Familiarity**
1	UK	US	UK	US
2	US	UK	US	UK
3	Australian	Australian	Australian	Australian
4	Swedish	Swedish	Swedish	Chinese
5	German	German	Brazilian	German
6	Indian	Spanish	German	Japanese
7	Spanish	Chinese	Spanish	Spanish
8	Chinese	Brazilian	Chinese	Swedish
9	Brazilian	Indian	Indian	Indian
10	Japanese	Japanese	Japanese	Brazilian

On the basis of the rating task Jenkins concludes (2007:166) that a distinctive hierarchy exists not only between the native and the non-native English accent varieties, but also within non-native varieties. In other words, whereas native speaker accents are evaluated the most favorably of all the accent varieties in terms of correctness, pleasantness and acceptability, non-native speaker varieties are divided into two different groups, namely, certain European accent varieties, particularly Swedish and German, are evaluated higher than other non-native accent varieties. What is more, Asian English accent varieties are judged, in general, the least favorably on all three dimensions, therefore, an existing hierarchical difference can be observed between European and Asian English varieties as well, not only between native and non-native accent varieties.

In the third task of the study, participants were requested to comment on the ten

English accent varieties as well as on any other variety they felt they wanted to make a remark about. The comments show that respondents have very strong opinions not only about the ten previously selected accents but also about other English accent varieties as well. All in all, in this section I do not want to cite the comments on all English accent varieties that appeared in Jenkins' study, but only the ones that correspond to the research underlying this dissertation, namely, the ones which include the American, German, Indian, French and Russian English accent varieties. Concerning the American variety, respondents have, in general, favorable remarks on it in terms of intelligibility, casualness and pleasantness. However, these comments are in complementary distribution with remarks on the UK English accent variety, that is, only those respondents comment positively about the US variety who prefer this variety to the UK variety, whereas those who like the UK accent variety more than the US variety tend to make rather negative comments about the intelligibility or pleasantness of the US variety. Nevertheless, the correctness features of the US variety have not been questioned by any of the respondents (Jenkins 2007:168). With reference to the German English accent variety, participants' comments are, on the one hand, positive, namely, this variety is generally considered a very correct accent, on the other hand, respondents find negative features of it as well, that is, they perceive it to be inferior in terms of aesthetic qualities (Jenkins 2007:170). Regarding the Indian English accent variety, the most frequent comment refers to, on the negative side, its unintelligibility and incorrectness, referring to some concrete phonetic characteristics due to which this variety is considered difficult to understand and incorrect. Nevertheless, some participants make positive comments, claiming that this variety is easy to understand especially because of the very prosodic features its critics disapprove of (Jenkins 2007:172). Indeed, these three accent varieties were originally included in the ten pre-selected varieties on which respondents were supposed to comment, nevertheless, apart from these ten varieties, participants were encouraged during data collection to comment on any other English accent variety they wanted to. The first five of these additional varieties involved in this task remarked on by the respondents were the French, Canadian, Korean, Italian and the Russian English accent varieties, commented on in 30, 27, 22, 21 and 14 instances, respectively (Jenkins 2007:177). Concerning French English, comments focus mainly on its great degree of accentedness which, according to the

participants, leads to its unintelligibility. There are some positive remarks as well, though some respondents regard it as an “elegant” or “charming” English accent variety (ibid.). With reference to the Russian English accent variety, participants' comments are unanimously and exclusively negative, i.e. respondents evaluated this variety as being “harsh”, “unfriendly” and “aggressive” (Jenkins 2007:178). On the whole, taking into consideration all the comments the respondents provided on all the English accent varieties present in the study, Jenkins concludes (2007:179) that the outcome of the commenting task verifies the results of the previous two tasks to a great extent, in other words, non-native English teachers from all around the world evaluate native English accents more favorably than non-native English accents; moreover, there seems to be an obvious hierarchy among non-native English accent varieties, in which hierarchy Western European English accents occupy the highest positions, whereas Asian English accents, along with the Russian variety, hold the lowest positions.

To sum up, these studies of language learners' and teachers' attitudes towards different varieties of their target language, more specifically, towards English accent varieties, reveal that the majority of language learners and language teachers have more positive attitudes towards native English accent varieties, in particular, towards the British and American accents, than towards non-native English accent varieties. Interestingly, there is a further division among attitudes to the non-native varieties, i.e. some non-native varieties undoubtedly evoke more positive attitudes from the respondents than other non-native varieties, and, seemingly, in addition to the degree of accentedness, the geographical origin of these varieties plays a major role in determining the extent to which the accent varieties in question are considered positively. That is, as Jenkins' 2007 study reveals, even though in some cases – for example, concerning European English accents, in particular, German English – participants evaluate the accent variety as being heavily accented and very distant from native English accents pronunciation-wise, these varieties are still considered by the respondents with very positive attitudes as opposed to some Asian European accents, for example, in particular, the Indian English variety, which is also regarded as heavily accented and only remotely similar to native English accents – however, the latter variety is evaluated more negatively than its European counterparts.

2.2.4.2. Folk linguistics

In general, folk linguistics aims to examine folk beliefs about various linguistic topics (Preston 2011:15). More specifically, folk linguistics aims to investigate the folk's comments about and reactions and attitudes to various linguistic notions and phenomena (Niedzielski and Preston 2003:32; Sloboda 2006:217) as well as to understand the particular implicit assumptions these comments, reactions and attitudes encompass (Milroy and Preston 1999:7; Berthele 2008:301; Niedzielski and Preston 2009:356). Not surprisingly, therefore, the concept *folk* is of central significance in this field. Straightforwardly, it involves all the people with the exception of professionally trained linguists (Cameron 1995:xi; Niedzielski and Preston 2003:323). In this sense, folk linguistics can be referred to as an umbrella term, being incorporated, to some extent, into the majority of social disciplines that deal with attitude research since attitude studies generally report about the folk's, i.e. non-linguists', comments, beliefs, reactions and attitudes towards such specific linguistic issues as different languages or language varieties. As a consequence, folk linguistics also relates to all of the previously discussed disciplines in this paper, to each of them in a different manner, though. Just to mention some examples, Niedzielski and Preston argue (2003:ix; 2009:357) that, in contrast to the social psychological claim that treats them as separate entities, folk linguistics regards overt and subconscious (attitude) responses as a dynamic continuum, and not as a conscious–unconscious dichotomy. In addition, regarding, for instance, language teaching, several people have folk beliefs about language issues that can be related to different aspects of second language acquisition (Niedzielski and Preston 2009:360, Pasquale 2011:89). As a result, one main aim of folk linguistics ought to be to investigate the differences and similarities between scientific and folk information, especially because different languages or language varieties are regarded differently by experts vs. the folk (Preston 1999a:xxiv).

Within the framework of folk linguistics, several linguists, Garrett (2007), Cameron (1990/2009), Niedzielski and Preston (2009) and Wilton and Stegu (2011) among others, raise the need for applying a wider range of data collection and data interpretation techniques than employed previously in this field in order to enable researchers to study

folk comments and beliefs about and reactions to language issues in a more systematic way. According to Preston (2011:15–16), folk linguistic methods of data collection and interpretation can be categorized as traditional, operational, experimental and discoursal. Traditional techniques include the folklorist-literary and the anthropological-cultural traditional approaches, where data is collected from a wide range of public sources, including the internet, or through observation or participant observation, respectively. As far as data interpretation is concerned, the former approach utilizes cultural and historical knowledge, while the latter interprets data in an ethnographic manner (Preston 2011:17–18). Discoursal techniques apply different discourse analysis methods to approach the content of talk about linguistic issues (Preston 2011:34). As a matter of fact, techniques from the operational and experimental methods contribute to the data collection and interpretation of this dissertation to a great extent, therefore, I devote separate subsections to each of these methods below.

2.2.4.2.1. Operational techniques

The operational methods can be fully linked to perceptual dialectology, which is a major subfield of folk linguistics and which aims to investigate where non-linguists indicate geographical borders of languages or language varieties (Preston 2011:16). Apart from obtaining folk linguistic data on where the folk judges particular language boundaries geographically, perceptual dialectologists also aim to investigate what linguistic and non-linguistic factors can be attributed to the respondents' judgments (Preston 1999a:xxix). In order to do so, several data collection techniques have been developed and with the interpretation of the data from these studies, important generalizations emerged in this and related topics, especially in the field of attitude research. First of all, the specific techniques employed when perceptual dialectology data is collected involve drawing a map of the perceived dialect borders by the respondents, ranking these regions on the basis of the perceived degree of dialect differences, usually on an even number of scales; ranking the same regions on dimensions of correctness and pleasantness; identifying individual dialects on a dialect continuum; and participating in conversations about the tasks that have been carried out, about language varieties and the speakers of these

varieties or other language-related topics (Preston 1999a:xxxiv). The most important findings of such studies so far have been two-fold: on the one hand, the general rankings of perceived dialect regions as correct and pleasant have proved that respondents' perceptions are influenced by the degree of linguistic security of their local areas. Namely, participants who come from areas where the degree of linguistic security is high usually rate their local area as especially correct and they perceive a larger region as pleasant, whereas respondents who come from areas where the level of linguistic security is low rate their local area as most pleasant, however, at the same time, they evaluate more areas as correct than respondents coming from areas where the level of linguistic security is higher (ibid.). On the other hand, dialect identification studies have shown that non-linguists can differentiate between dialects to a great extent, nevertheless, the proximity of dialects to respondents' local regions affects how well they can identify the individual dialects, i.e. the closer the dialects are to the respondents' local areas, the more they are able to distinguish between them (Preston 1999a:xxxv).

In particular, several studies have been conducted in the domain of perceptual dialectology, and a great number of such investigations focus on the perceptions of some English dialect varieties. The majority of these studies investigate native English speakers' perceptions concerning their own dialect varieties, however, few researchers are concerned with examining how non-native speakers of English perceive English native or even non-native dialects. In the following part of this subsection, studies are discussed that examine these phenomena, concentrating first on native speakers, turning, subsequently to some perceptual dialectological studies that focus on non-native speakers' perceptions.

In the UK, Coupland, Williams and Garrett (1999) investigate, first of all, how Welsh secondary school teachers evaluate different varieties of Welsh English. The results of the study reveal that respondents, contrary to general finding of previous studies in this field, do not assess Welsh English varieties on the correctness–pleasantness dichotomy, instead, they evaluate the varieties on four dimensions, i.e. pleasantness, dynamism, prestige and “Welshness” or “Englishness”. In a subsequent study, the same researchers examine whether Welsh secondary school students can differentiate between various Welsh English varieties (Williams et al. 1999). The results show that, in general, Welsh adolescent participants were unable to provide high recognition rates, as the uppermost

percentage of correct identification was 44% among the participants. The authors explain the results with the fact that, due to their young age and due to the fact that adolescence is the time period that raises adolescents' awareness concerning the social significance of their dialects (Williams et al. 1999:347), adolescents have not had enough experience in judging in what ways different sociolinguistic varieties of a given language are socially significant (Williams et al. 1999:357). Besides, a more recent study by Montgomery (2012) shows that proximity affects how respondents perceive dialect variation, that is, they tend to attach the phenomenon of dialect variation to their local areas.

In the US, within the framework of perceptual dialectology, Niedzielski and Preston (2003) collected data on folk beliefs about, reactions to and comments on the English language varieties in the United States. The study included several parts, the first of them being drawing regional boundaries on a US map where respondents had to indicate where they presuppose speech zones of the United States can be found (Niedzielski and Preston 2003:45–46). As the next tasks, participants had to rank the states in terms of how correctly and how pleasantly speakers speak there, and they also had to identify, on the basis of speech samples, which state particular speakers come from. Subsequently, they were interviewed in order for the researchers to understand the underlying assumptions behind the respondents' drawings, rankings and recognitions of the speech samples. According to the results, non-linguists in the United States have prejudices against some American English varieties and their speakers, particularly, against Southern US and New York City English (Niedzielski and Preston 2003:95). Furthermore, the findings also show that non-linguists differentiate geographically between correct and incorrect US regions, and, on the basis of this differentiation, they relate various affective dimensions to these areas (Niedzielski and Preston 2003:98).

Martínez (2003) also investigates folk perceptions of dialects as social constructs in the Texas-Mexico border area. The research aims to uncover what social values are attached to the various dialects along the border and what these values are supported by. The outcome of the study shows that whereas national boundaries and physical distance seem to be the strongest issues that determine social values in dialect perceptions, younger participants of the study undervalue the significance of the national border, thus, they consider the border area as one homogeneous dialect region.

Bucholtz and her colleagues have conducted several studies in folk linguistics in California. In their 2007 study (Bucholtz et al. 2007) they analyze how Californian respondents label the map of California in terms of dialect regions, while in a subsequent study (Bucholtz et al. 2008) they investigate how respondents evaluate the varieties people speak in the Californian region. The results of their map-labeling study show that, surprisingly, the Californian areas are not correlated with different English varieties but with different languages, i.e. English or Spanish by the respondents. Besides, their 2008 study indicates that, interestingly, when respondents evaluate the different varieties, they differentiate between further varieties within, for example, the English language; what is more, they contrast varieties with each other and assess them differently, that is, less (the Southern Californian variety) or more (the Northern Californian variety) favorably.

Overall, there are three studies that contribute to a great extent to the present paper. The first paper, i.e. Jenkins' 2007 study was described in more detail in the previous section (2.2.4.1.3). The second study was conducted by Evans and Imai (2011), where the authors investigated how Japanese university students perceive different English varieties. The respondents' first task was to identify native English varieties around the world. The results show that four native English varieties are the most salient ones for Japanese students as 100% of them indicated the US English variety; besides, the UK, the Canadian and the Australian English varieties were named by 94%, 75% and 73% of the respondents, respectively. Naturally, participants identified other English varieties as well, however, to a significantly lesser degree, for example, 7% of them mentioned Indian English, and 6% named Irish English as native language varieties of English (Evans and Imai 2011:318). The respondents' second task was to make comments and remarks about these varieties, and not surprisingly, the US and the UK varieties were mainly commented on. Participants' evaluations differed to a great extent, namely, whereas the UK English variety was considered the most socially attractive variety, that is, its attractiveness dimension was judged the most positively by the respondents, the US English variety was perceived as the most superior of all English varieties in terms of correctness (Evans and Imai 2011:322). The authors explain this outcome with the (political) relationship of the United States with Japan as well as with the remarkable switch from the UK to the US English variety for teaching/learning model in Japanese education policy (Evans and Imai

2011:324).

The third study is Lindemann's 2005 study, which examined native English speakers' attitudes exclusively towards non-native English varieties. The objective of the study was to examine American university students' attitudes towards the English varieties of non-native English speaking students. Respondents in the study were asked, first of all, to rate different countries on a scale of one to ten on the basis of the English accent variety that is spoken by the residents of the particular country, see Table 2.4 below.

Table 2.4. Respondents' ratings of different English accent varieties: rank order of countries (mean scores on a 10-point scale) (Lindemann 2005:192, Table 1)

Familiarity	**Country**	**Evaluations (rank order and mean scores)**		
		Correct	**Pleasant**	**Friendly**
1	United States	1 (9.3)	1 (8.7)	2 (8.5)
2	Canada	2 (9.0)	2 (8.4)	1 (8.5)
3	United Kingdom	3 (8.8)	3 (8.3)	5 (7.9)
4	Mexico	26 (6.0)	21 (6.1)	15 (6.6.)
5	Australia	4 (8.3)	4 (8.1)	3 (8.4)
6	Jamaica	6 (7.1)	5 (7.8)	4 (8.0)
7	France	7 (7.1)	8 (7.0)	11 (6.7)
8	China	38 (5.4)	38 (5.5.)	31 (5.9)
9	Germany	12 (6.8)	31 (5.8)	32 (5.9)
10	Ireland	5 (7.7)	6 (7.7)	6 (7.8)
11	Japan	30 (5.8)	35 (5.6)	28 (6.0)
12	Italy	8 (6.9)	7 (7.5)	7 (7.5)
13	India	24 (6.0)	32 (5.7)	24 (6.1)
14	Spain	10 (6.8)	9 (6.8)	8 (6.9)
15	Russia	23 (6.0)	49 (4.8)	49 (5.0)

To do the rating, a list of 58 countries were given to the respondents, and they had to evaluate the English of the speakers from these countries on the basis of how familiar the accent variety was to them, and how correct, pleasant and friendly they judged the English varieties in question and their speakers. Of the first 15 most familiar accent varieties I want to present the comments on those five varieties which are relevant for the

research underlying this dissertation. The students' evaluations concerning the first fifteen most familiar varieties can be seen in Table 2.4 above (adapted from Table 1, Lindemann 2005:192).

Not surprisingly, American students found the American English accent variety the most familiar, and they also evaluated it as the most correct and most pleasant variety, however, in terms of friendliness they judged it as second only, after Canadian English, which was considered the most friendly English variety. The mean scores, in general, tended to be similar on the correctness, pleasantness and friendliness dimensions, as it can be seen in the case of the French and the Indian English variety, for example. However, concerning the German English variety, despite high scores on the correctness dimension, this variety was evaluated rather negatively in terms of pleasantness and friendliness. Similarly, the Russian English variety was also downgraded on the pleasantness and friendliness dimensions, although its correctness was also evaluated rather negatively. All in all, the ratings show a general hierarchy among these English varieties, with the US English variety on the top of the hierarchy, followed by other native English varieties. Lower in this hierarchy there are some Western European varieties, that is, in particular, the French, the Italian and the Spanish English varieties are assessed very positively, however, more negatively than native English varieties. Even lower in the hierarchy Central European, i.e. German, and familiar Asian English, i.e. Indian, Japanese and Chinese accent varieties can be found, whereas Eastern European accents such as the Russian English variety are at the bottom of the hierarchy (Lindemann 2005:194). A further map labeling task the respondents were required to do shows similar results. In general, American participants clearly differentiate between “good” (correct) and “bad” (incorrect) non-native English varieties, “good” varieties including Western European varieties, such as French or Italian, while “bad” varieties include Latin-American, Asian-American and some non-Western-European English varieties, for example, Russian. Correctness, though, is not the only dividing line between the varieties: some varieties that are considered correct can be regarded as unfriendly or unpleasant, like, for example, the German English variety (Lindemann 2005:207). In particular, when respondents' labels of the individual varieties are analyzed in more details, comments reveal that participants do not perceive these varieties in a unanimous manner, since, for example, concerning Indian

English, such contradictory remarks appear in the labels as “very clearly and slowly spoken” and “speak fast and not always clear” (Lindemann 2005:201). In fact, the Indian English variety was positively evaluated in all the cases when the respondents associated the variety with British English. However, whenever they associated it with an Indian cartoon character from *The Simpsons*, this variety was no longer judged positively (ibid.). As for the Russian English accent, it was commented on to the greatest extent, and in the majority of the cases these comments were negative. Participants described Russian English as a “harsh”, “forceful” and “very masculine” variety, which, in some cases, is difficult to understand (Lindemann 2005:203). Regarding the German English accent, positive comments were observed in terms of its correctness, probably when respondents linked this accent variety with other, high prestige Western European varieties, however, the negative comments were in line with the remarks about the Russian accent, that is, respondents regarded the German English variety also as “harsh”, “angry” and “fighting” (Lindemann 2005:204). In general, the French English accent was considered to be a very positive variety, it was described as “poetic”, “sweet”, “romantic” and “feminine”, however, some participants commented on it as being “arrogant” and criticized French English speakers because of their French sounding English (Lindemann 2005:205).

2.2.4.2.2. Experimental techniques

As far as attitude research is concerned, Preston claims that, as the study of language attitudes is an important topic both in folk linguistics and social psychology of language research, experimental techniques in folk linguistics also consist of mainly social psychological experiments that the social psychology of language generally applies to measure language attitudes (Preston 2011:16). Indeed, the principle of the basic experimental technique applied in such research has remained the same despite several alterations of the original version (Preston 1999a:xxviii, 2011:28). Namely, in these experiments respondents are presented with diverse language varieties and they are asked to evaluate the varieties in terms of opposite adjective pairs on an odd- or even-numbered scale. Modifications can occur, first of all, in the methods of how language varieties are shown to the respondents, that is, language varieties can be presented by their names, for

example, as *British English* or *American English*, or through speech samples of the varieties under investigation. Speech samples can also vary, i.e. the same speaker can be asked to provide more different language varieties or even more different varieties of the same language. The latter type of presentation generally occurs in matched-guise studies. Moreover, speech samples can be provided by different speakers who are representatives of the actual language or language variety in question, which is usually applied in verbal-guise research. Furthermore, speech samples can be modified with the help of computers, indeed, in the case of such samples, researchers usually alter only some very specific phonetic features of the individual speech samples in order to see which of the actual features trigger differences in respondents' evaluations.

Several shortcomings of the above described techniques evolve in language attitude research, and Preston, among others, frequently complains about the drawbacks of these methods as follows. In connection with the question of the speech samples, Preston (1999b:359) criticizes the current research practice according to which, in the case of the latter types of presentations, i.e. when language varieties are not named but presented in an acoustic manner, studies generally do not require respondents to determine where they believe the speakers of the speech samples come from. In addition, he claims (Preston 2011:32–33) that presenting the speech samples to the respondents for evaluation is a rather passive way of data collection, instead, as the folk is surprisingly proficient in imitating several language varieties, participants ought to be involved actively in the research by asking them to provide the imitated samples, which can be later evaluated by another group of participants. Concerning the evaluation of the different types of speech samples, adjective pairs ought to be elicited also from the folk, that is, from the community where the concrete participants of the study come from (Preston 2011:27). Finally, Preston draws attention to the fact (2013:93) that cognitive facts have not yet been considered in language attitude research to a sufficient extent.

On the whole, non-linguists' perceptions and comments on language provide linguists in the field of attitude research with essential information which enables a deeper insight into people's attitudes towards language varieties and the speakers of these varieties (Trousdale 2010:10; Preston 2010:112), as well as towards language usage in various contexts (Cameron 1995:1; Meyerhoff 2006:65). An additional aim and

achievement of folk linguistics regarding attitude research is to establish a theoretical framework for language attitudes (Niedzielski and Preston 2009:356–360). Specifically, analyzing non-linguists' comments on language and underlying assumptions behind their opinions on several language issues can provide researchers with a theoretical model that positions folk linguistics and language attitudes on the two opposite ends of a continuum of consciousness in the process of the general study of language. In this theoretical model, the study of language attitudes is considered to aim at examining automatic attitude processes at the one end of the continuum, whereas folk linguistics, at the other end, is claimed to concentrate on deliberate attitude processes, with the two different fields thus complementing each other. Furthermore, the model also argues for attitude processes being dynamic processes, consequently, it regards the separation of language attitude research from folk linguistic studies as unattainable. All in all, on the basis of this theoretical framework, attitude investigations within the framework of any discipline in social sciences – in particular, in linguistics – should be conducted simultaneously with or fully involving folk linguistic research. Thus, it does not offer an exclusive theory for the study of attitudes, but it maintains the necessity for a merger of attitude and folk linguistic research. In their 2009 paper, after further analyzing their data collected initially, Niedzielski and Preston (2009) identify a principal theory of language that originates from (American) non-linguists' beliefs about language and that contradicts the theory of language linguists maintain. As opposed to the linguistic claim that language is an abstract notion that exists in several equally correct varieties, non-linguists believe that language is a cognitive reality that possesses merely one ultimate norm, and any divergence from this form may be considered as an error (Niedzielski and Preston 2009:372). What is more, the folk perceives some varieties as inherently more correct or aesthetically pleasing than others despite the fact that for linguists a variety cannot be linguistically superior to any other language variety (McKenzie and Osthus 2011:100).

To sum up, with the help of folk linguistics research, not only more conscious attitudes about language and language use are elicited (Jenkins 2007:75), but such investigations might contribute to the recognition of people's explanations that lie behind their expressed attitudes (Cameron 1990/2009:111). Therefore, folk linguistics becomes an essential part of attitude research, complementing other social science fields such as the

social psychology of language, the sociology of language or sociolinguistics whose main aim is attitude measurement.

2.2.4.3. Sociolinguistics

How people evaluate different languages and language varieties, i.e. the study of attitudes, is one of the central areas of sociolinguistic research (McKenzie 2006:47). Therefore, in this subsection various issues concerning language attitude investigations in sociolinguistics will be discussed. Indeed, attitude research in sociolinguistics differs, to some extent, from attitude research in other social fields, principally from social psychology (Milroy and Preston 1999:6), and also from attitude investigations in other linguistic subfields, such as second language acquisition or perceptual dialectology. As the starting point of these differences, attitude research became the main focus of investigation in the social psychology of language in the 1920s (McKenzie 2006:23), for several years the majority of attitude research was conducted by social psychologists before it started to appeal to linguists as well. The central and original aim of such research was to examine how people evaluate different languages at a global level (Milroy and Preston 1999:5). Indeed, this is one of the main differences between social psychological (and any other social sciences) and sociolinguistic attitude research, namely, that social psychology and other social fields consider people's attitude formation as a social-psychological process that principally determines their behavior in evaluating diverse languages (McKenzie 2006:46), therefore, it does not take into consideration that variation exists within language (McKenzie 2006:i). In contrast, sociolinguistics focuses on people's evaluation processes not necessarily in terms of different languages but of different (dialect or accent) varieties of the same language, or, in many cases also towards the speakers of different language varieties. In this respect, sociolinguistics also differs from such linguistic subfields as second/foreign language acquisition where respondents are generally asked, similarly to social psychological attitude research, to evaluate different languages and not necessarily language varieties.

Moreover, even if social sciences and some subfields of linguistics provide speech samples for the listeners that represent different dialect or accent varieties of the same

language, these varieties tend to differ either only in their categorization – for example, respondents are presented with the categories of British English and American English – or they display such broad phonetic differences that, as a consequence, researchers are unable to explain the elicited judgments on the basis of specific linguistic features of the speech samples. These speech samples are rarely analyzed linguistically in order to identify the actual linguistic differences between them (Milroy and Preston (1999:5), therefore, sociolinguists ought to attempt to do such analysis and to correlate particular language features with people's attitudinal evaluations (Preston 1999a:xxix, xxxviii). Indisputably, attempts have been made in previous years to fulfill these requirements of sociolinguistics, i.e. reactions to specific linguistic features of different language varieties have been examined also in sociolinguistics since the introduction of Lambert's matched-guise experiment (Lambert et al. 1960 cited in Milroy and Preston 1999:4). An example of such studies is Labov's seminal study in which he examined how the absence or the presence of postvocalic /r/ affects people's evaluations of the speaker (Labov 1966 cited in Milroy and Preston 1999:6–7; Garrett 2010:16; Labov 2006). In a more recent paper by Levon (2006), the researcher digitally modified specific phonetic features to trigger people's judgments on the speaker's sexuality. Specifically, the author attempts to investigate whether two prosodic variables, i.e. pitch range and sibilant duration, affect how college students identify the sexuality of a speaker when they hear variously modified speech samples.

Apart from the different research objectives, a further major difference in the various fields of attitude study relates to the listeners whose task is to evaluate the speech samples, and, therefore, the different language varieties or the speakers of these varieties. Whereas in attitudinal research social psychologists focus on psychological states, for example, on the anxiety, of the respondents during evaluations, linguistic subfields, including folk linguistics and sociolinguistics as well, argue that attitudes are shaped more frequently by social variables of the listeners, that is, by their age, nationality, gender or educational background (Bradac et al. 2001:137–138). What is more, recently, linguistics has started to require different methodologies in attitude research rather than relying on the matched-guise experiment that is considered as a fundamentally social psychological attitude measurement technique. Some sociolinguists along with folk linguists argue that qualitative approaches, such as interview or discourse analysis, ought to be incorporated in

the study of attitudes to a greater extent than at present (Garrett 2007:120; Preston 2011:34).

To sum up, as described in this brief subsection, the study of attitudes forms a major part of social science research; nevertheless, even when language attitudes are in the focus of investigation, the field of linguistics does not seem to play a role to a significant extent in attitude research in other social fields. Consequently, linguistics, in particular sociolinguistics, ought to show other social sciences that deal with attitude investigation how it can influence this field in order to gain a more comprehensive picture of attitudes.

2.2.4.3.1. Definitions, models and theories of attitudes in sociolinguistics

Conventionally, the umbrella term *language attitude* covers a wide range of specific attitudes with reference to the different applied linguistic subfields of second language acquisition, folk linguistics or sociolinguistics (McKenzie 2006:32). As it was pointed out in section 2.2.4.1.1 above, the notion of attitude in second language acquisition is mostly associated with the phenomenon of motivation or with processes regarding language learning (Dörnyei et al. 2006), for example, parents' and students' attitudes to language lessons, attitudes to learning another language, or attitudes to language preferences (McKenzie 2006:32). According to folk linguistics research, as seen in section 2.2.4.2 above, people's language attitudes apparently determine how positively or negatively non-linguists regard speakers of different language varieties (Preston 2010:112). Language attitudes in folk linguistics, thus, can be equated with the folk's explicit assumptions and comments regarding language issues (Niedzielski and Preston 2003:ix; Berthele 2008:301; Preston 2010:118). In fact, in sociolinguistics, the term 'language attitude' refers to attitudes towards different dialect or accent varieties of the same language, which tendency is, by no means, remarkable due to the general sociolinguistic claim that language exists merely in varieties (Coupland and Jaworski 2009:3). Furthermore, not only different language varieties but also speakers of the different varieties can be examined under the comprehensive term of language attitudes (Fasold 1984:147; Preston 2010:112). Besides, to reinforce the previous statement, the fact ought to be referred to that even though, originally, the Lambert study (Lambert et al.

1960) was carried out to measure people's attitudes towards different languages, i.e. towards English and French, the majority of attitude studies since then have been conducted towards different dialect or accent varieties of one particular language under investigation, at least as far as linguistic attitude research is concerned.

As a matter of fact, the question of theory with reference to attitudes is rather problematic in the field of sociolinguistics as, despite the enormous amount of empirical language attitude data, purely linguistic theories concerning attitudes do not exist, that is, there are no theories whose scope and focus refers to language attitudes exclusively (Milroy and Preston 1999:7; Hudson 2008:91–92). Indeed, there are some theories that attitude studies might apply, however, each of them with some restrictions. One of the objectives of this brief section is, therefore, to discuss some of these theories and to attempt to link them to sociolinguistic attitude research to the greatest possible extent.

First of all, originating from the domain of social psychology, either the mentalist (or cognitive) or the behaviorist theoretical approaches are employed in sociolinguistic attitude research in general (McKenzie 2006:26; Ihemere 2006:194–195). According to the behaviorist perspective, people reveal their attitudes in the way they behave in different social situations, therefore, the aim of attitude research ought to be the direct observation of people's explicit behavior to various attitude objects. As opposed to this view, the mentalist approach claims that attitudes are mental states that can result in different behavioral reactions. Consequently, mentalists argue that attitudes cannot be observed directly in people's reactions but they have to be inferred from their overall feelings, beliefs and opinions they have towards the attitude objects. Indeed, the majority of sociolinguistic attitudinal investigations apply the mentalist view as the studies in this domain do not only investigate participants' behavior, but they also aim to analyze their cognitive, affective and conative introspection (McKenzie 2006:26).

Secondly, Preston proposes a new, cognitive model of language attitudes, in which model language attitudes form a part, together with metalinguistic beliefs about language, of what is called *language regard* (Preston 2013:93). It incorporates conscious regard reactions, i.e. beliefs about certain speakers and speaker groups of particular language varieties, and unconscious regard reactions that are evoked by noticed and classified linguistic features (Preston 2013:95). In other words, when the hearer notices a certain

linguistic form, they classify it as a particular (dialect) variety, subsequently, they associate certain characteristics with the variety guided by cognitive processes, and, finally, hearers produce a regard response to what they have heard (ibid.). As for sociolinguistics, it is important to gain information about how people's language usage and how their language regards interact, as with the help of such information certain language variation and change processes that are traditionally part of sociolinguistic research can be better explained (Preston 2013:103).

Finally, within sociolinguistics, two major philosophical orientations, positivism and constructionism, enable researchers to approach the general correlations between language and society from different standpoints, either a quantitative or a qualitative one (Coupland and Jaworski 2009:2). Positivism aims to predict people's social behavior objectively by generalizing results collected with the help of experiments where the research target is based on fully developed structural models provided by society (Coupland and Jaworski 2009:15). Constructionism, however, claims that the aim of social research is, with the help of language, to construct the structural models that positivism argues to be already existing and fully developed (Coupland and Jaworski 2009:16). Although both stances offer wide ranging perspectives for general sociolinguistic research, neither of them dedicates much focus to the study of attitudes in particular. Nevertheless, the majority of attitude investigations adopt the positivist approach, maintaining that the structures of language attitudes are accessible with different techniques, although some recent research examines the process of constructing language attitudes as well (Coupland and Jaworski 2009:17).

2.2.4.3.2. Native and non-native English varieties as objects of attitude studies

With reference to language varieties, attitudes can be analyzed towards several forms of dialect varieties of a given language, for example, regional, social or ethnic ones (Wolfram 2009:36), age or gender varieties (Kachru and Nelson 2001:10), and even within one particular social, regional or gender variety the difference might be significant (Coupland and Jaworski 2009:4; Wardhaugh 2006:44–49). Nevertheless, dialect varieties

ought to be distinguished from accent varieties (Coupland and Jaworski 2009:4; Mullany and Stockwell 2010:37), which can be further classified as, for example, social or regional varieties. What is more, these accent varieties can be further categorized into native and non-native varieties, however, distinction within these varieties is present as well (Mullany and Stockwell 2010:40). Indisputably, the most frequently and extensively applied accent varieties in attitude research are currently the accent varieties of the English language (Kachru and Nelson 2001:9). There are several different English accent varieties in existence (Edwards 2009a:349), such as, for example, British Received Pronunciation (RP) (Jenkins 2010:10), or North American English accent varieties (Wardhaugh 2006:45). In fact, the existence of the large number of different English accent varieties, towards which native and non-native English speakers' attitudes can be measured, provide several different scenarios and angles in sociolinguistic attitude research that will be elaborated on in the subsequent subsection of this paper. These include scenarios where native English speakers' attitudes can be investigated towards their own or towards different other native English varieties as well as towards various non-native English varieties. Non-native English speakers' attitudes can also be examined towards the same attitude objects, i.e. different native and non-native English varieties, including their own non-native varieties.

In the first one of these scenarios, native speakers' attitudes are examined concerning their local native English varieties. In other words, many attitude surveys, as will be shortly demonstrated with examples, measure native speakers' attitudes towards English language varieties in their own countries, such as the United Kingdom, the United States, Australia or New Zealand, where these varieties are native varieties. For example, Thorne (2005) examined in his study in Birmingham, UK, what the population of Birmingham thinks of the local Birmingham English variety, that is, whether local people favor their own variety. In this particular instance, the majority of the Birmingham respondents evaluated the local English variety very positively.

Another attitude study, in many respects very similar to Thorne's, was carried out in Memphis, Tennessee, by Fridland and Bartlett (2006). In this paper, the authors attempt to examine how people from Memphis judge national American English varieties including, indeed, their own, that is, a Southern American English, and two further, i.e. a Northern and a Western speech sample. Also, in contrast with the previous study, in Thorne's,

respondents were not required to provide their overall evaluations of the speakers of the different language varieties – instead, they were asked to assess the speech samples on the basis of two criteria, namely, correctness and pleasantness. In comparison to Thorne's study, this paper found that participants do not differentiate between the different varieties in terms of pleasantness, however, variation can be detected in their evaluations concerning the correctness of the particular varieties, according to which they judge their own, Southern state variety as the most incorrect one. Besides, Garrett (2010) reports on studies conducted in Wales to investigate secondary school teachers' and students' attitudes towards Wales varieties of English. Garrett claims (2010:222) that the diversity of methods applied in this study enabled him and his colleagues to observe clearer details of respondents' attitudes to the varieties in question.

A further scenario of attitude research aims to investigate native speakers' language attitudes also to their local varieties, however, from a different perspective, namely, in contrast to non-local but native English varieties. For example, in New Zealand, Ray and Zahn (1999) conducted a study in order to investigate New Zealand listeners' attitudes to the New Zealand and the General American English accent varieties. In the study, the researchers also modified the pitch and rate of the speech samples to observe which of these features are most influential in the respondents' attitude evaluations. First of all, the results reveal that whereas 71% of the respondents could identify the American variety, 76% of the New Zealand listeners were able to recognize the other speech sample as a New Zealand English accent variety. Participants evaluated the two samples on the dimensions of social attractiveness, dynamism and competence. The researchers also found that rate and pitch had slightly more impact on the evaluations than accent did.

Furthermore, Hiraga (2005) examined British university student respondents' attitudes towards three different British English varieties, i.e. RP, Birmingham and rural West Yorkshire, and three different American English varieties, i.e. Network American, New York City and rural Alabama. The author employed three types of data collection methods including a verbal-guise experiment, a questionnaire, and a debate. First, the results of the experiment show that, concerning their overall evaluations of the six English accent varieties, respondents do not differentiate between the varieties on the basis of whether they are American or British English accents, but on the basis of whether they

belong to standard, urban or rural groups of accent varieties, namely, whereas participants evaluated the RP and the Network American varieties the most favorably, they judged the rural (West Yorshire and Alabama) accents more unfavorably, and, at the same time, they assessed the New York City and the Birmingham urban accent varieties the most unfavorably (Hiraga 2005:299). Nevertheless, in terms of status and solidarity, the accent variety evaluations differed considerably from the rank order of the overall evaluations. That is, as for the status dimension, with the exception of the RP variety, the American English accent varieties were evaluated more positively than the British accent varieties, while regarding the solidarity dimension, RP preceded only both the American and the British urban varieties (Hiraga 2005:297). On the whole, no significant gender differences were found between male and female respondents of the study concerning the evaluations of the six English accent varieties (Hiraga 2005:299). Second, the results of the questionnaire reveal that British university respondents are more prejudiced against American English than against regional British English accent varieties, however, at the same time, more participants would choose to speak with an American accent, in particular, with Network American accent, than with a regional British accent (Hiraga 2005:302). Finally, during a debate about the same issue, that is, which accent variety respondents would choose to speak English with, participants provide several reasons for their choices of speaking English with an American rather than with a British English regional accent since, according to the respondents, the American accent variety is more neutral and more intelligible compared to the British accent variety which is, in turn, associated with such social connotations that discourage respondents from wanting to speak with a British regional accent (Hiraga 2005:304).

One last study ought to be cited, Bayard et al. (2001), which again analyzes native English speakers' attitudes towards their native language varieties. However, in contrast to the above mentioned two papers, this study was conducted not in one particular English-speaking country, but in several, i.e. in New Zealand, Australia and in the United States. Participants in the study were requested to evaluate not one given native English language variety, but more, including New Zealand English, Australian English, American English and British English varieties. Interestingly, as the results show, participants from these English speaking countries judged the American speaker the most positively, even more

positively than the British speaker, contrary to the researchers' hypothesis, whereas the most negatively evaluated speech sample was that of the New Zealand speaker. All in all, these general findings are attributed to the global presence of the American English variety in the media in these countries.

A wide range of attitude studies are conducted where native English speakers' attitudes are investigated not only towards native but also towards non-native English varieties. For instance, Ryan and Bulik (1982) examined American university students' attitudes towards Standard American English and German-accented English. Despite the authors' hypothesis, according to which German-accented English has a relatively high status among foreign-accented English varieties in the United States, the speakers of the German-accented English variety were evaluated negatively on both status and solidarity dimensions (see the concept of dimensions in detail in subsection 2.2.4.3.3 below).

Similarly, in another study (Bresnahan et al. 2002), where American students' attitudes were examined also towards American and foreign-accented English, researchers found that non-native English accents were evaluated significantly more negatively than was the native speaker US accent of the study. Nevertheless, in the latter study the authors found that respondents differentiated in their evaluations between non-native English accents on the basis of their intelligibility, that is, the more intelligible foreign-accented English was judged more favorably than the non-intelligible variety.

Also, Bauman (2013) investigated native English speakers' attitudes towards American as well as Asian-accented and Brazilian Portuguese-accented English varieties in an online study. The results of her study show that the Asian-accented English variety was evaluated significantly more negatively than either of the two other accent varieties. In the UK, also in an online study, respondents' attitudes were examined towards several different English accent varieties, including regional British and global English varieties as well as English accents that can be related to other countries (Coupland and Bishop 2007). According to the outcome of the study, UK participants, except for young people who assign less prestige to standard-like accents, assess English accents that are close to standard English varieties more positively both in terms of prestige and attractiveness.

In Australia, Ball (1983) conducted several verbal-guise experiments in order to investigate Australian people's attitudes towards a great range of native and non-native

English varieties. Native varieties included RP, Scottish, Liverpool, Australian and American English accent varieties, while non-native varieties included German-accented, French-accented and Italian-accented Englishes. The results show that Australian respondents evaluate RP more positively in terms of competence, confidence and sociability than the American accent variety, however, both accent varieties are judged rather negatively on attractiveness. Indeed, concerning the RP variety, Ball also concluded that the age of the respondents was a crucial factor in the evaluations, namely, late adolescents assessed RP as more prestigious than early adolescent participants (Ball 1983:170). With reference to the non-native varieties, the French English accent variety was evaluated as highly attractive, however, respondents found this variety rather neutral in the other dimensions, i.e. competence and integrity. Regarding German English, this variety was considered, in general, more attractive than some native speaker varieties, and it was also evaluated more positively than the other non-native accent varieties in terms of competence. As for the Italian accent variety, participants found it rather negative, namely, they regarded it as incompetent, insecure and a little unattractive, nevertheless, at the same time, it was also evaluated as highly sociable (Ball 1983:178).

As a matter of fact, beside focusing on English as the indigenous or quasi-indigenous language varieties of a particular country, another perspective regarding English as an object of attitude research might frequently incorporate diverse native and non-native English language varieties into language attitude research in non-English speaking countries as well. Although the majority of attitude studies still investigate native speakers' attitudes towards different English accent varieties, the number of studies conducted among non-native speakers has increased significantly in the past years. Such a study was conducted, for example, in Denmark where Danish students were asked to evaluate an American, an Australian, an RP-type British, a Scottish and a Cockney accent, or rather, the speakers of these English accent varieties (Ladegaard and Sachdev 2006). On the whole, the researchers found that, in comparison to the other accent varieties, the RP-type British accent was judged the most favorably, whereas the Cockney accent variety was the least favorably evaluated variety in many respects by the Danish respondents.

Likewise, in Nigeria, in addition to investigating Nigerian people’s language attitudes towards their native vernacular Ikwerre, Ihemere (2006) examined whether

respondents evaluate Nigerian Pidgin English favorably or unfavorably. On the basis of the results, Ihemere concludes that whereas older participants prefer the Ikwerre variety, younger generations develop preferences for the Nigerian Pidgin English variety. Moreover, respondents (older and younger as well) generally associate the Nigerian Pidgin English variety with modern people who are upwardly mobile at the same time.

Another example of incorporating native and non-native English varieties as attitude objects into attitude research is provided by McKenzie who investigates Japanese students' language attitudes towards native and non-native, i.e. Japanese-accented, English varieties (McKenzie 2006, 2008a, 2008b, 2008c, 2010). More specifically, the author attempts to examine to what extent English language learners in Japan are able to differentiate between different English accent varieties; whether they have different attitudes towards native and non-native English varieties, and, if so, which social variables – that is, gender, previous exposure to English as well as English proficiency, place of residence in Japan, and attitudes to the Japanese language – influence their attitudes (McKenzie 2010:73–74, 84). The speech samples selected for the verbal-guise study included six different English varieties, i.e. Glasgow and Scottish Standard English, Southern and Midwest United States English as well as a heavily and a moderately accented Japanese English variety. The study consisted of three parts, the first part involving a Japanese students' evaluations of the six speech samples on a semantic differential scale, the second task involving a dialect recognition item, and the third part of the study aiming to investigate students' attitudes towards the Japanese language with the help of perceptual dialectological techniques. The results of the identification task show that 90% of the Japanese student respondents could identify the heavily accented Japanese English variety, however, the moderately accented Japanese English accent was correctly identified by only 30% of the participants, the latter percentage being the lowest of the identification ratios, and, at the same time, not different significantly from the identification ratio concerning the Glasgow and Scottish varieties, which were identified correctly by 31% and 32% of the respondents, respectively. Finally, more than half of the Japanese students could identify the two American English accent varieties as an American variety of English (McKenzie 2010:125). The results of the evaluation task, that is, when respondents evaluated the speakers of the individual speech samples along eight character

traits, reveal that Japanese students evaluate both American English varieties more positively that the two UK English varieties, which, in turn, are more positively evaluated than the Japanese-accented English varieties. Interestingly, the evaluation results display no significant differences between the heavily and the moderately accented Japanese English varieties (McKenzie 2010:103). Nevertheless, in terms of competence and social attractiveness, the results seem to display a different picture, namely, considering competence, the rank order of the varieties remains the same with the exception of the two Japanese-accented varieties, as there is a significant difference between the two: the moderately accented Japanese English is evaluated significantly more positively than the heavily accented Japanese English variety, as far as, of course, competence is concerned. As opposed to the rank order of the competence ratings, the evaluations on social attractiveness show that the heavily accented Japanese English variety is regarded as the most socially attractive by the respondents, while the native and standard varieties score rather low on the attractiveness dimension (McKenzie 2010:146). Finally, the results on the basis of the social variables show that female participants judged the speaker generally more favorably than the male respondents in the case of the two American and the Standard Scottish English varieties, whereas male participants evaluated the other varieties, i.e. the Glasgow English and the two non-native Japanese-accented English varieties, more positively (McKenzie 2010:110).

2.2.4.3.3. General results of sociolinguistic attitude research

The general results of sociolinguistic attitude studies deserve special attention as well since the overall findings suggest that people attach different values to the different accent varieties and their speakers (Edwards 2009a:349; Blommaert 2009:253). What is more, these attitudinal evaluations do not occur arbitrarily (Edwards 1999:102) but can be systematized along regular patterns (Milroy and Preston 1999:4). Namely, factor analysis of the results of language attitude evaluations shows that semantic differential paired adjectives, along which respondents evaluate the individual language/accent varieties, can be organized into various evaluative dimension patterns. These patterns show that listeners clearly differentiate between different varieties and evaluate the speakers of these varieties

positively or negatively on the basis of these dimensions. These evaluative dimensions most frequently include the two categories of status and solidarity (Ryan et al. 1982:8), however, several researchers claim that, apart from this classical twofold structure, numerous other dimension patterns might exist (Garrett 2001; Giles 2003:389; Jenkins 2007:162; Edwards 2009b:92–93). For example, a tripartite structure is also very common in attitude research. Such structures include categories like competence (with character traits like *educated* or *wealthy),* personal integrity (with adjectives such as *honest* or *polite),* and social attractiveness (comprising of qualities like *friendly* or *kind)* (Ryan et al. 1982:8; Chambers 1995:225; Bayard et al. 2001:23). On the whole, a further aim of attitude research ought to be to identify universal dimensions that are valid for several different contexts and for several different respondent populations (Garrett 2010:56).

In the past decades, attitude studies have proved that patterns such as *status traits* and *solidarity traits* exist. In addition, concerning the evaluative dimensions, an overall finding of attitude studies is that respondents differentiate between prestige and non-prestige variety speakers and assess these speakers in a reverse way in their evaluations, that is, a speaker with a prestigious language or accent variety is judged higher than a non-prestige variety speaker on dimensions that signify status (e.g. competence), whereas, at the same time, the speaker with a higher prestige variety is evaluated lower than a low prestige variety speaker on dimensions implying solidarity (Giles and Ryan 1982; Milroy and Preston 1999:5; Bayard et al. 2001:23; Giles 2003:389; Niedzielski and Preston 2009:358; Garrett 2010:56). In particular, when respondents judge a standard and a non-standard variety of the same language, in most cases the standard variety speakers are evaluated more favorably on the basis of the status dimension including intelligence or ambition features, while the non-standard variety speakers are assessed less favorably along this dimension – however, at the same time, they are typically judged more positively on the solidarity dimension that involves friendliness or generosity traits (Edwards 1999:102; Milroy and Preston 1999:4–5).

More specifically, with reference to English, varieties that are considered more standard, for example, the British RP or Northern American English accent varieties, are generally evaluated higher in terms of status and lower in terms of solidarity (Preston 1989:93; Hiraga 2005:297; Wardhaugh 2006:45) than varieties that are regarded as non-

standard, for example, regional British English varieties (Hiraga 2005:297), Southern American English accent varieties (Preston 1989:93) or English as a lingua franca (Jenkins 2009:203–204).

2.3. Attitude measurement

As has been discussed in a previous subsection of the dissertation, attitude is a mental construct (McKenzie 2006:23), therefore, emerging from this definition, attitudes, whether overt or covert, are rather problematic to measure (Garrett 2007:116; Toribio 2009: 24–25; McGroarty 2010:11). Indeed, the particular methods different studies apply to collect attitude data enable researchers only partial understanding of what attitudes really are (Garrett 2010:59). As a consequence, the procedure of designing an attitude study requires a lot of circumspection. In this section, I discuss the general methodology with the help of which attitudes are investigated in the various linguistic fields.

As for second language acquisition and applied linguistics, there are various methods with the help of which attitudes can be observed. Most frequently participants are asked to complete questionnaires, generally, motivational questionnaires (Littlewood 2001; Ling and Braine 2007; Young 2006; Dörnyei and Csizér 2002; Kormos and Csizér 2008; and Kormos et al. 2008). Interviews or semi-structured interviews can also be conducted to examine attitudes in a second/foreign language acquisition or applied linguistic context (Kormos et al. 2008, Ling and Braine 2007). Additionally, classroom settings can also be examined where interactions and subjects' behaviors may reveal their attitudes (McGroarty 2010:11–18). Rarely, second language acquisition attitude studies employ the matched-guise study in their research, a method more frequently applied in sociolinguistic attitude research (Butler 2007).

Concerning folk linguistics, Preston (2011) provides an exhaustive description of the current classification of methods of how data can be acquired mainly for folk linguistic purposes, but, at the same time, also for the purposes of attitude research. He claims that naturally occurring data can be acquired with the help of interviews, questionnaires, public and media sources, and from long term or participant observation, which data Preston

characterizes as traditional data (2011:15–18). The second group of data collection methods includes perceptual dialectological techniques, i.e. map drawing, map labeling and commenting, or ranking of geographical regions on the basis of the varieties spoken in the individual areas, all in all, these techniques together are called operational methods by Preston (2011:19). The third group of methods consists of experimental techniques, mainly those that are applied in social psychological attitude research, that is, the matched-guise and the verbal-guise techniques (Preston 2011:27). These classifications of data collection methods of folk linguistics seem to be parallel with the classification of fundamental attitude measurement techniques of sociolinguistics, namely, according to the latter field, attitudes can be collected with the help of societal treatment of language, direct and indirect techniques, respectively (Borbély 1995/1996:313; McKenzie 2006:50; Garrett 2007:116; Garrett 2010:37), which, in many cases even overlap with folk linguistic techniques, for example, the matched-guise or the verbal-guise techniques. These three types of data collection methods will be elaborated on in details in this section.

First of all, in the study of language attitudes, the societal treatment method is a qualitative approach that is generally based on content analysis of respondents' observed behavior or discourse practices (Giles and Billings 2004:200), or of official documents or texts available in the public domain of written culture or the media, for example, advertisements, television programs, novels or different autobiographies (Borbély 1995/1996:313; McKenzie 2006:51; Garrett 2007:116; Garrett 2010:37). Studies investigating attitudes with the help of the societal treatment method might be conducted through observational or ethnographic techniques in contexts where researchers have access to naturally occurring data (McKenzie 2006:51). Despite the fact that this approach does not have a mainstream position in current language attitude research, studies conducted this way may precede direct or indirect data collection as a considerable introductory basis of the actual attitude research (Garrett 2007:116; McKenzie 2006:51). Examples of attitude studies from the societal treatment approach are Schmied's 1991 and Curzan's 2002 studies which I cite here. Schmied (1991, cited in Garrett 2010:46–48) investigated attitudes towards English in an African context by studying letters to the editor that contained arguments for or against English. Having analyzed the topics the arguments of the letter referred to, he found that their writers expressed both positive and

negative attitudes towards using the English language in different African contexts. Besides, Curzan (2002) also studied articles that were published on the topic of standard and non-standard American English dialect varieties. After analyzing the articles, the author concluded that the writers of the article have more positive attitudes, both linguistically and socially, towards standard than to non-standard dialects.

Second, the direct method in attitudinal research involves the respondents' self-reports about their language attitudes. This method, in general, questions participants on their beliefs, feelings and opinions of different language varieties under investigation either in written form with the help of questionnaires or in an oral form, using individual or group interviews (Borbély 1995/1996:313; McKenzie 2006:51; Garrett 2007:117). The direct approach, in fact, enables researchers to conduct large-scale research, however, participants' responses might be biased, on the one hand, as they might not be able to report completely accurately on their attitudes since they might be unable or unwilling to identify their exact attitudes; on the other hand, they might provide attitudinal responses that they think meet the researchers' expectations (Garrett 2007:117; Wittenbrink and Schwarz 2007:2). Indeed, language attitudes can be directly approached from various discourse analytical perspectives. This method involves a content-based approach that infers people's language attitudes directly, and with the help of constructive and interpretive analysis, from the various discourses they articulate (Giles and Billings 2004:200; Liebscher and Dailey-O'Cain 2009:195–197). Similarly to folk linguistic studies, this approach can help researchers to identify the reasons behind people's attitudinal evaluations (Liebscher and Dailey-O'Cain 2009:198).

Finally, indirect methods involve different experiments in laboratory conditions (Mullany and Stockwell 2010:48), for example, the matched-guise or the verbal-guise tests where respondents are not aware of the fact that they are being tested subtly on their attitudes (Toribio 2009:24–25). In language attitude research, the most frequently applied indirect method in attitude investigation is the matched-guise technique (Garrett 2010:37). This technique was developed by Lambert and his colleagues in the 1960s (Lambert et al. 1960), and it gradually became a major methodology in the study of attitudes, as it enables researchers to elicit respondents' unconscious attitudes, while, at the same time, control for individual speech characteristic variation (Preston 1989:11; Milroy and Preston 1999a:4;

Garrett 2010:57). On the whole, in an experiment based on the matched-guise technique, first and foremost, a speaker is selected to provide speech samples either of two or more different languages, or of two or more different dialect or accent varieties of the same language by reading out the same, usually very short text in both/all the varieties they are capable of speaking. After the speech samples are elicited, respondents are requested to listen to and evaluate them as if they came from different speakers (Eiser 1986:12; Potter and Wetherell 1987:43). As a matter of fact, in such matched-guise experiments, attitudes towards the speakers of the different language varieties under investigation are measured by respondents providing evaluative judgments of the speakers with the help of a bipolar scale with semantic differential paired adjectives (Preston 1989:50; Niedzielski and Preston 2009:358). These adjectives usually involve opposite personality character traits, such as, for example, “friendly–unfriendly” or “polite–impolite” (Preston 1989:11–12; Bradac et al. 2001:139; Bailey 2003:134; Jenkins 2007:66; Niedzielski and Preston 2009:358), and they are situated at the two ends of the even or odd numbers of a scale where the end with the lowest number generally represents the negative, while the highest number the positive side of the scale. In a matched-guise experiment, participants are usually required to assign various adjectives to the speaker of the individual speech samples to a different extent on the rating scale, in other words, they are asked to assess the speakers by selecting a number on the scale closer to the end with the adjective they find more characteristic of the speaker of the particular variety in question (Fasold 1984:150–151). For example, the more positively the speaker is judged, the closer the selected number on the scale is to the positive adjective, and vice versa, if the speaker is assessed more negatively, respondents are likely to choose a number near the negative adjective end of the scale. Indeed, as a result of employing a 'guise' in the experiments, on the one hand, all individual speaker vocal variables can be controlled for, that is, the differences in the speakers' voice characteristics that are unrelated to the independent variable under scrutiny can be eliminated (Preston 1989:12; Bainbridge 2001b:82). On the other hand, as respondents believe that each speech sample comes from a different speaker – whereas, in reality, the same person provides all the samples – their evaluations are triggered, in fact, by the stereotypes the linguistic cues of the different language varieties imply (Jenkins 2007:66). In fact, an additional advantage of this method is that it measures

unconscious attitudinal reactions (Niedzielski and Preston 2003:ix), since, although participants might generally have some low awareness of what occurs during the evaluation process (Bradac et al. 2001:140), the speaker assessment on the scale requires a rapid reaction from them. Consequently, they are not allowed to process their options mentally for a long time, which prevents respondents to provide socially desirable, and therefore, prejudiced responses (Garrett 2010:56). Thus, the application of the matched-guise experiments prepares the ground for further explanatory types of attitudinal reactions, for example, in the field of folk linguistics (Niedzielski and Preston 2009:358).

Nevertheless, despite being a seminal method in attitude research hitherto, the matched-guise technique has also aroused some considerable controversies and criticism at the same time (Bradac et al. 2001:139; Garrett 2010:59). As a result, researchers have been experimenting with modified versions of the technique, such as, for example, the verbal-guise technique (Jenkins 2007:66). Indeed, the matched-guise technique was modified shortly after its emergence in the 1960s into the verbal-guise technique, where different speakers, and not the same one, provide the speech samples, which is then technically not the matched-guise method any more. However, the technique remains the same, namely, a speaker of a particular variety (in the verbal-guise) or more different varieties (matched-guise) provides a speech sample which is then evaluated by listeners along several personality traits (Preston 2011:28).

Overall, several examples were cited for both the matched-guise (see, for example, Ball 1983 or Bradac et al. 2001) and the verbal-guise (see, for instance, Hiraga 2005 or McKenzie 2010) experiments in the previous sections of the paper, nevertheless, an additional study conducted by Sándor, Langman and Pléh (1998) ought to be referred to as well. In this study, the researchers aim, on the one hand, to justify the validity of the matched-guise experiments in a Hungarian, more precisely, in a Budapest-based and in a Szeged-based setting. On the other hand, the authors attempt to investigate Hungarian university students' attitudes towards standard and non-standard Hungarian language varieties (Sándor et al. 1998:29). The study has proved to be particularly interesting from several points of view. First of all, the speech samples of the speaker were not recorded beforehand and were not played for the respondents with the help of a technical devise, but the speaker provided the speech samples in person in one of two different guises at the

place of the data collection. Indeed, the language varieties of the speech samples were recorded during data collection, and their subsequent analysis revealed that the speaker attempted, unconsciously, to adjust his non-standard variety to the standard variety while he was delivering his speech in his non-standard guise (Sándor et al. 1998:32). The overall results of the study show that, unlike in previous attitude studies, the standard speaker was evaluated more positively not only on the status dimension, but also in terms of kindness (ibid.).

What is more, participants in Szeged judged the speaker more favorably than respondents in Budapest, regardless of whether he used the standard or the non-standard guise. In fact, factor analysis reveals the existence of five factors that are responsible for 65.5% of the total variance. The factors include such categories as social relations (friendly, good-mannered, kind, helpful), personal characteristics (modest, ambitious, reliable), competence/efficiency (efficient, strict), competence/thoughtfulness (reliable, sensible) and attractiveness (handsome, good humored, not serious). All in all, these factors confirm the dimensions of previous research, however, it is remarkable that the traits of intelligence and persuasiveness do not belong to any of the above listed factors, on the basis of which the authors conclude that Hungarian university students pay more attention to character traits that are important in social relationships when evaluating a university instructor than to traits that can be connected to competence (Sándor et al. 1998:33). As an addition to the experiment, researchers encouraged respondents to participate in a debate after the data collection with the help of which they gained a more complex and detailed picture of the respondents' stereotypes and prejudices concerning standard and non-standard varieties of Hungarian.

Despite the availability of several different techniques and methods, researchers in the field of language attitude study urge, first of all, three types of action regarding attitude measurement in order to be able to examine and gain a more complex picture of attitudes in more exhaustive and detailed ways and from as many angles as possible (Garrett 2010:59). First of all, researchers attempt to develop new techniques with the help of which attitudes can be examined from perspectives not yet known to the study of attitudes. Nevertheless, this way of action seems to be rather difficult, and, to the best of my knowledge, no specific and completely new methodology, which differs from the above

described three basic types of methodologies, concerning how to measure language attitudes, has been developed or described so far in the past decades.

In addition, the second kind of action, that is, the redefinition and modifications of methods that were previously applied in other social scientific fields and their adjustment to the purposes of the actual linguistic field where attitudes are measured occurs more frequently. For example, very shortly after the emergence of the matched-guise technique within the framework of social psychological research in the 1960s, the method was modified by linguists and became the most seminal standard method used to measure attitudes in sociolinguistics (Jenkins 2007:66). A more recent example is provided by Speelman and his colleagues (Speelman et al. 2013), where the researchers attempt to apply a method called *affective priming* within the framework of cognitive sociolinguistics, which method was originally developed in experimental social psychology. Moreover, in the third respect, researchers might aim to integrate several different techniques into their research simultaneously, for example, Hiraga (2005) investigated respondents' language attitudes utilizing three different ways of data collection techniques: first, respondents were required to rate speech samples as usual in matched-guise experiments; second, respondents were asked to respond to open and closed questions; and, third, the subjects were asked to reason for their answers in the questionnaire within the framework of some interviews (Hiraga 2005:295–302). In another instance, in the case of Garrett's study (2010), Welsh respondents' attitudes towards Welsh dialect varieties were investigated first with the help of perceptual dialectological methods, i.e. rating various dialects, labeling and commenting on them, and finally, a verbal-guise study was conducted (Garrett 2010:201–223).

2.4. The dissertation in view of the reviewed literature

As stated in the introduction, the aim of this dissertation is, in general, to examine Hungarian secondary school students' attitudes towards different English accent varieties whereby a mainly quantitative sociolinguistic approach is employed. In this short section, I aim to summarize and further discuss the previously cited literature in Chapter 2; what is

more, with reference to the literature, I want to outline the actual research that underlies this dissertation in detail. However, at the same time, several issues raised in the literature review section of the dissertation are not intended to form a vital part of the current dissertation research, a summary of which subject matters is presented below in this section.

First of all, the general definition of attitudes is accepted as the basis of the research, according to which attitudes are positive or negative evaluations of different issues or concepts (McKenzie 2006:32; Garrett 2010:23; Preston 2010:112), in this specific case, of different English accent varieties. In other words, the main aim of my research is to investigate how favorably or unfavorably secondary school respondents evaluate five different foreign accented English varieties.

Second, applied linguistics and second language acquisition attitude research focuses on attitudes that concern issues of second or foreign language teaching and learning (McGroarty 2010:11). Thus, attitudes in this field can be measured as components of language learning motivation, that is, subjects' attitudes towards target languages and cultures can be investigated in order to enable researchers to observe participants' language learning preferences. The outcome of international research in this field reveals similar significant tendencies regarding language learners' language preferences, motivation and attitudes. Namely, first of all, the majority of studies show that English is the most preferred target language among second or foreign language learners worldwide, and other target languages, for example, German or Russian, appear lower on the target language preference hierarchy (Dörnyei et al. 2006; Nikolov 1999, 2003; Csizér and Lukács 2010).

Furthermore, both attitudinal and motivational differences appear regarding the respondents' gender or age as well as the fact whether the target language is their first or second foreign language at school. In particular, research shows that female respondents' attitudes towards target languages are more favorable than male respondents' attitudes (Kobayashi 2002; Dörnyei et al. 2006; Henry and Apelgren 2008). What is more, in some cases, the age of the language learners plays an important role in their positive or negative attitudes towards language learning issues, namely, primary school children and older secondary school children show more positive attitudes than primary school leavers towards target languages and their speakers and cultures (Nikolov 2003).

Finally, researchers find that the position of the target language as first or second foreign language can also influence language learners' attitudes, for example, respondents' have more positive attitudes towards English and other target languages when English is their first foreign language (Csizér and Lukács 2010); in addition, when a second foreign language is introduced into education, the positive attitudes towards the first foreign language generally decline, even if the first foreign language is English (Henry and Apelgren 2008).

The first problematic point with attitude research within the framework of applied linguistics and second language acquisition concerns the fact that second language acquisition researchers do not view attitudes as separate, individual concepts but rather as components of a more complex concept, i.e. motivation. In contrast to this, the main focus of the current paper is not to investigate and analyze secondary school students' motivation towards language learning or their target language preferences, but to concentrate exclusively on attitudes which are considered as complex notions in themselves, and not as part of the concept of motivation.

Also, when respondents' language preferences are investigated in second language acquisition research, the notion of language is interpreted in contrast with sociolinguistic claims, according to which language exist only in different varieties (Wardhaugh 2006:53). Although some effort is made, for example, by Dörnyei et al. (2006) to view the English language in varieties, eliciting respondents' attitudes towards UK and US English, other English varieties are excluded from the research, and also the fact is ignored that even UK and US Englishes have different varieties. Unlike second language acquisition, the present investigation aims to treat English as a compound of different varieties, therefore, studying respondents' attitudes towards its different varieties.

Even though I disagree with how second language acquisition studies view the concept of language and attitude, I believe that the general tendencies that second language acquisition attitude research revealed concerning important variables such as age and gender are applicable to sociolinguistic attitude research as well. Therefore, the main social variables of the present study concern the gender and the age of the respondents.

A further problematic issue is related to second or foreign language acquisition attitude research of the kind where attitudes to different accent varieties of the target

languages are examined. With English being the center of the majority of such research, these studies mainly ask language learner respondents to select a pronunciation model of their target language(s) they would most like to learn, or they are most likely to regard as acceptable. The main problem, in my view, lies in the fact that these studies take it for granted that language learners aim to learn one ultimate target language pronunciation. I believe that respondents should be asked if they really want to do so before they are required to indicate their pronunciation model preferences. Furthermore, these pronunciation models are often selected along a native–non-native dichotomy, especially as far as English is concerned, or attention is paid only to the UK and US varieties. In these contexts it is not surprising that the general findings of these studies show that language learners differentiate, on the one hand, between native vs. non-native English accent varieties in terms of preferences; what is more, language learners also display different preferences concerning non-native English pronunciation model varieties. For example, language learners evaluate the native English accent varieties as the most favorable pronunciation models for language learning purposes, with special emphasis on UK and US varieties that are, at the same time, evaluated more positively than any other English native varieties, for instance, Australian or Canadian English (Janicka et al. 2005; Evans and Imai 2011). This approach is problematic, especially since there are studies that reveal that language learners are willing to accept non-native, for example, Chinese English accent varieties as pronunciation models (Sung 2013) or are able to evaluate, in some respects, their non-native accent variety speaker teachers more positively than native speaker teachers (Ling and Braine 2007).

The main aim of the dissertation is not to focus on secondary school students' preferences for English pronunciation models, still, a minor part of the actual research concentrates on some issues concerning pronunciation as this subject matter appeared to be a significant question during the piloting stage of the research for many of the respondents who participated in the pilot studies. A separate section of the research instrument contains questions that ask respondents to indicate, among other things, if they have any preferred English pronunciation models. If so, the current study does not aim to restrict the number or the scope of model pronunciations to UK or US or to any other native accent varieties, instead, it requires participants to provide their own preferences with the help of open-

ended questions.

Indeed, further studies at the borderline of second language acquisition/applied linguistics and perceptual dialectology/folk linguistics also attempt to investigate the folk's attitudes towards native and non-native English accent varieties by diverse techniques that are common in perceptual dialectology or folk linguistics, for example, dialect/accent identification or map-labeling and commenting tasks (Lindemann 2005; Jenkins 2007). Unlike researchers in perceptual dialectology or folk linguistics attitude research, I want to situate this study into a main framework where attitudinal evaluations are based on acoustic stimuli in the first place for two reasons.

First, I believe that an attitude study without acoustic stimuli to which participants are asked to respond is rather artificial since respondents, especially secondary school students, will hardly encounter such a context where they are given a questionnaire with a map of the world or different countries, and then are requested to indicate where different language varieties are spoken and to evaluate them – with the exception, of course, when in an experiment their attitudes to different varieties are investigated within a perceptual dialectological or folk linguistics framework. Nevertheless, they are more likely to be involved in situations when they hear a person or more people speaking with one ore more different English accent varieties, and have to judge the speakers for various – personal, or even professional – purposes. Therefore, as far as I am concerned, using acoustic stimuli in attitude research is a more suitable and relevant method to investigate respondents' attitudinal evaluations.

Second, providing respondents with speech samples by labels (Preston 1999a:xxxviii) or asking them to complete a map-labeling task rather than relying on acoustic speech sample stimuli would eventually prove to be inefficient with adolescent participants due to their presumably insufficient knowledge concerning both several different English accent varieties or geographical knowledge to locate English accent varieties around the world. As Jenkins (2007:151) claims, in her study, non-native English teachers around the world found it rather difficult, owing to lack of sufficient knowledge in geography, to associate different international English accent varieties with their particular country of origin. Therefore, I believe, if teachers of English cannot or should not be expected to be able to complete such tasks, secondary school students cannot be

anticipated to do so either.

At the same time, I believe that some elements of perceptual dialectology and folk linguistics methodology, in particular, operational techniques, should appear in the present study, as they can complement the main data collection method, i.e. the matched-guise technique, to a considerable extent. Namely, the identification or labeling task will make it possible to gain a more precise picture of which varieties the respondents claim they evaluate in actual fact. In addition, the final task of commenting will enable respondents to add any further remarks to the previously completed evaluations and quasi-commenting task concerning the speaker of the individual accent varieties.

Following sociolinguistic research traditions, in order to examine people's attitudinal reactions to different language varieties, the matched-guise technique, or its modifications, for example, the verbal-guise technique, is frequently employed (see, for example, Ball 1983; Bresnahan et al. 2002; Ladegaard and Sachdev 2005; McKenzie 2010). With the help of these methods, researchers gain quantitative data that reveals how respondents evaluate different English accent varieties or the speakers of these varieties. Nevertheless, sociolinguists themselves often criticize these techniques; the former for its artificiality, and the latter for the lack of control for the speakers' phonetic variables (Hiraga 2005; Garrett 2010; McKenzie 2010). As far as I am concerned, when attitudes towards different varieties of a language are examined, the control for phonetic variables is inevitably necessary. Therefore, as the main aim of this study is to investigate Hungarian secondary school students' English accent evaluations, the central method of investigation is the matched-guise technique.

Furthermore, in general, the analysis of the attitudinal evaluations in sociolinguistics shows different patterns, that is, attitudinal evaluations can be organized into different dimensions, mostly of the solidarity and status dichotomy (Ryan et al. 1982:8; Preston 1989:93; Hiraga 2005:297, Jenkins 2009:203–204). Nevertheless, other patterns and dimensions might exist, and sociolinguistic attitude research ought to attempt to find universal dimensions (Garrett 2010:56), or at least ought to examine the evaluation patterns in the case of every attitude study conducted. Besides investigating the overall English accent variety evaluations provided by the Hungarian secondary school respondents, a further aim of the present study is to analyze the patterns along which these

evaluations are organized.

Finally, the study aims to target a respondent population that has not been thoroughly researched so far. For example, the respondents in the Lindemann (2005) study are native English speakers, i.e. American university students, while the participants in Jenkins' study (2007) are non-native English speakers, i.e. English teachers from all around the world. In the current investigation, however, respondents are non-native English speakers, that is, Hungarian secondary school students who learn English as a foreign language at school. The reasons for selecting secondary school respondents are clear-cut; first of all, as a secondary school English teacher, I have access to a large number of secondary school students, and even though a study involving non-native English teachers would have been very interesting, lack of access to a great number of both Hungarian and international non-native English teachers would have impeded the possibility of conducting a large-scale study. Moreover, during my English teaching experience in the past years I have encountered several manifestations of naturally occurring attitudes towards different English accent varieties in the classroom settings. In fact, the most common example of such attitude expressions is when foreign-accented English speakers are evaluated negatively or positively by the students during listening tasks. Consequently, the need for empirical research emerged which enabled me to investigate this phenomenon more accurately among the students population with which I have the most frequent interaction. Finally, adolescence appears to be the key period when people's positive or negative attitudes develop (Williams at al. 1999:346), therefore, if research detects negative attitudes towards particular issues, this is probably the best time period also for shaping or changing the negative attitudes into positive ones.

As this part of the paper has outlined the investigation in light of the reviewed literature on attitudes, a more elaborate and more detailed presentation of the research questions, hypotheses and methods follows in the next sections that describe the research underlying this dissertation to a full extent.

Chapter 3: The research questions of the dissertation

The objective of this section is to elucidate the actual research questions underlying the current study. In general, the dissertation attempts to answer the question of what attitudes Hungarian secondary school students have towards five different English accent varieties, mainly from the perspective of quantitative sociolinguistics, complemented with methods from folk linguistics.

In particular, the main research question of the dissertation is as follows:

Research Question 1: On the basis of acoustic stimuli, how do Hungarian secondary school students evaluate five different English accent varieties, more precisely, the speakers of these varieties, in terms of personality character traits?

This research question attempts to find an answer to whether secondary school students are able and willing to differentiate between English accent varieties. It also aims to observe which accent variety respondents regard as positive and negative English varieties, and along what pattern they judge a variety favorably or unfavorably. Finally, it is to be examined to what extent gender and age affect respondents' English accent variety evaluations.

Besides, the current study aims to respond to several other questions connected to the main research question. These questions are listed below:

Research Question 2: Can Hungarian secondary school students label the different English accent varieties in question? What factors, i.e. age, gender, listening or speaking habits might affect respondents' recognitions of the individual varieties in line with the imitator's intention? Do the respondents' evaluations display any differences based on the labels as compared with the evaluations by acoustic stimuli?

Research Question 3: Apart from evaluating the English varieties and their speakers in terms of personality character traits, what other characteristics (appearance, personal preferences, family status) do they associate with the speakers of the varieties?

Research Question 4: What are Hungarian secondary school students' beliefs and opinions concerning several issues of pronunciation such as its importance during learning English, the reasons and methods of how pronunciation can be improved, as well as what are the subjects' preferences in terms of English pronunciation models?

Research Question 5: Are Hungarian secondary school students able to reflect consciously on the processes of and reasons behind their identifications and evaluations of the different English accent varieties?

In order to answer these questions, several different steps of research were designed, and both the methodology and the research instrument design are presented in detail in the following chapter.

Chapter 4: Methodology

In order to be able to answer the research questions of the dissertation, the following methodology and techniques are applied. Regarding the main research question, that is, how respondents evaluate different English accent varieties and the speakers of these varieties, first, the English accent varieties were selected (section 4.1) towards which respondents' attitudes were measured. Subsequently, the matched-guise experiment was designed (section 4.2.2) with the help of which the attitudinal data was eventually collected. Concerning the second research question, i.e. how respondents of the study label different English accent varieties, a labeling task was employed (section 4.2.1). Furthermore, with reference to the third research question, i.e. what other features including appearance, personal preferences and family status participants attribute to the speakers apart from the personality traits of the matched-guise study, an open and closed commenting task (section 4.2.3) was assigned to the respondents where they could indicate the speaker's other features, both in forms of selecting these features from previously determined, controlled and limited sets of phrases based on the results of the pilot studies as well as of being able to provide any additional comments they feel necessary to characterize the speaker of the given variety. To answer Research Question 4 concerning various pronunciation issues, an open-ended question task was created (section 4.3) and attached to the main research questionnaire where respondents were able to provide their opinions, beliefs and preferences with reference to different questions regarding pronunciation. This section (4.3) also describes the attempt and failure of the group discussions that were conducted with the participants in the piloting phase of the research, and also provides information concerning the final research question, namely, whether respondents are able to reflect on the processes that operate their recognition and evaluation of foreign accented English varieties. Apart from describing these methods and techniques in more detail, other important issues that need to be reflected on are also elaborated on in this section, which include the background information about the participants of the study (section 4.4), the actual procedure of the data collection (section 4.5), and a section (4.6) on the limitations of the study.

4.1. English accent varieties

The independent variables of attitude studies are inevitably the attitude objects which can be, particularly in linguistic attitude investigations, language varieties towards which respondents' attitudes are measured. These varieties can involve several different dialect or accent varieties of a particular language under investigation, however, the less linguistic, or more specifically, phonological variation these varieties show, the more closely it can be assumed which specific linguistic features trigger the participants' attitudes. However, even if researchers control for all linguistic or phonological variables of the different varieties that form the basis of the speech samples as attitude objects in language attitude studies, still, very firm and comprehensive links between the attitudes measured towards these varieties and their (linguistic/phonological) triggers can probably never be made (Jenkins 2007:106). Nevertheless, the selection of the speaker or speakers who are supposed to provide the speech samples as well as the selection of the potential varieties that are utilized in the attitude research are vital elements of the attitude study design. In this section, the process of how the actual speech samples have been chosen for the purposes of the current research will be elaborated on.

Regarding speaker selection, the main question that arises is whether there are any speakers at all who can produce different varieties of the same language in a naturally occurring manner, where varieties differ from each other only concerning some phonetic details. Indeed, the production of different varieties is considered to be an ordinary phenomenon that is present in speakers' everyday life when they attempt to imitate each other's phonetic and phonological characteristics, such as, for example, each other's speech rate or intonation patterns (Adank et al. 2010:1903). There is evidence also for the existence of speakers who can produce accent varieties that are apparent varieties of other social or ethnic groups. This phenomenon can be found in popular media performances, for example, in films or videos where, as a rule, European American actors aim to perform African American English identities with the help of special linguistic performances of the saliently stereotypical features of African American Vernacular English (Johnstone 1999:506; Lopez 2009:110; Bucholtz and Lopez 2011:680). Whereas these actors perform, in general, a different identity with the help of language crossing for the sake of their film

characters, other sources, for example, the internet, more precisely, such video sharing websites as YouTube, provide the opportunity for everybody, not merely for actors of displaying similar language crossing events. In fact, an increasing number of videos can be watched on YouTube nowadays which show speakers who deliver short oral texts imitating different accent varieties of their native language or even particular non-native accent varieties of their native language as well. Usually, while actors in films imitate a character of one particular social or ethnic variety, the main aim of speakers in YouTube videos is to produce as many different accent varieties as they are able to, challenging their abilities to do so in the first place, as well as providing entertainment for the viewers of such videos (Segerup 1999:121). Indeed, as far as the validity of such imitations is concerned, Preston (2011:33) claims that the folk, i.e. speakers in general, can be so proficient in imitating various accent varieties that non-native listeners might not be able to distinguish between imitated and non-imitated varieties of a particular language.

A study by Neuhauser and Simpson (2007) shows that in an experiment where German native speaker listeners judge native and non-native (imitated) German accents, respondents are not able to identify in reality which German accent varieties are provided by native German speakers imitating non-native German speech and which accent varieties are produced by non-native speakers of German. The authors explain this phenomenon with the speakers' ability to imitate non-native accents in an excellent manner (Neuhauser and Simpson 2007:1805). All in all, even though it is fairly implausible that there are speakers of particular languages who can easily present several different native varieties of the language they speak, speakers among the folk do exist who are capable of imitations of different accent varieties of their native language to such an extent that listeners can perceive them as having been provided by native speakers of the particular variety in question.

The phenomenon of imitation additionally conveys the notions of salience and authenticity, both of which needs to be considered in more detail. Evidently, in order to produce successful imitations, the speakers are not required to imitate all but merely the salient characteristic features of the target varieties. Salience in a given variety can be defined by unusual linguistic features (Hickey 2000:62), which implies, first of all, that speakers either have to be consciously aware of or possess some knowledge of the salient

features of the variety they attempt to imitate (Segerup 1999:121; Hickey 2000:57). Even though salient linguistic features of a particular variety are most frequently linguistic elements that are rooted in stereotypes, speakers do not need to experience directly these prominent features as stereotypes in order to be able to produce them. As a matter of fact, such imitation events are frequently claimed to be incorrect due to the fact that, first, speakers do not necessarily base the imitated stereotypical features on direct experience, second, they eventually attach features to varieties that they do not possess (Lopez 2009:118), and, finally, in most cases, they intentionally manipulate these elements (Hickey 58–68), which, consequently, raises the issue of the authenticity of the imitated varieties (Neuhauser and Simpson 2007:1805). According to Lopez (2009:118), even though the majority of studies in the field of imitations suggest that imitated speech should be regarded as inauthentic, in some cases, language crossing can be considered authentic. That latter claim is also reinforced by Neuhauser and Simpson (2007) whose experiment shows that even native (German) speaker listeners are not able to distinguish between authentic non-native and non-authentic, that is, imitated (German) accent varieties. In other words, respondents in the study are not able to evaluate how authentic the individual speech samples were, which also confirms Lopez's claim that imitation might be authentic to some extent.

With reference to the actual varieties speakers might produce for the purposes of attitude research, it is necessary to point out that several different varieties make up any particular language (Wardhaugh 2006:53), that is, essentially, language can only be realized by its varieties (Bauer 2002:3), where the actual varieties differ, to various extents, in their linguistic structures, i.e. in their lexicon, syntax, morphology or phonology (Kristiansen 2008:47). For example, considering the case of a particular language, English, in reality, exists in numerous different varieties around the world (Mullany and Stockwell 2010:39). The individual linguistic features of the different varieties provide the listeners with some cues concerning, among other things, for instance, the place where the speakers of the given variety are from, or which social class they belong to (Wardhaugh 2006:53). What is more, they evoke the listeners' social judgments regarding the speakers (Jenkins 2007:77); all in all, as Kristiansen claims (2008:58–59), varieties are diagnostic with reference to the speakers' social status and social categorization.

As a matter of fact, evidence based on several studies indicates that specifically phonological and phonetic varieties are responsible for triggering listeners' evaluations and beliefs of the speakers, in short, their language attitudes (Kachru and Nelson 2001:15; Jenkins 2007:77; Kristiansen 2008:58). Since this phenomenon is in complete accordance with the objectives of the present paper, the emphasis will be placed on accent varieties. First and foremost, the significance of English phonetic/phonological/accent varieties is enormous, both generally speaking and particularly in the present research. Globally, English accent varieties are the most widespread varieties in communication around the world (Graddol 2001:27), and they vary extensively both geographically and socially (Milroy 2007:134). Consequently, they evoke different attitudinal reactions that might be rather complicated, even opposing. For instance, whereas native British or American English speakers evaluate non-native English accent varieties negatively, in Asia British English accent varieties are assessed positively as mostly this variety is used in business (Kachru and Nelson 2001:15). What is more, there is also a further difference in judgments concerning the various non-native English accent varieties, that is, the more distant they are from native speaker accents, the more negatively they might be evaluated (Jenkins 2007:147).

In the field of education, English accent varieties are also of crucial pedagogical importance. Besides the controversial question of which variety to teach and learn, both teachers and students are confronted with the problem of how and to what extent the accent varieties in question differ at all (Kachru and Nelson 2001:13). Moreover, evaluation of the varieties may also vary to a considerable extent, however, both teachers and students have to be aware of the fact that differences in the accent varieties do not necessarily imply that one variety is more correct or more incorrect than any other variety (Kachru and Nelson 2001:12).

To reinforce the issues raised above, I want to refer to an example from my personal experience as an English teacher that illustrates that such problems do exist in the practice of English language teaching among language learners. A student in 9th grade, who had just started to attend the school and had been assigned to one of my groups, asked me in our very first English lesson whether she would receive a worse mark in English because of her very strong American English pronunciation. Clearly, the student believed

that the American English accent variety was regarded as an incorrect variety, consequently, that it was supposed to be evaluated negatively. Such examples are numerous, for instance, a Chinese-accented English speaker was assessed more negatively than an American English speaker in the context of teaching in a classroom (Cargile 1997, cited in Bradac et al. 2001:141).

Having presented the most important issues concerning the speakers who can provide the varieties that can be the objects of attitude research, a further step to take is to select the speaker and the varieties of this particular study, in which process, naturally, some principles have to be followed meticulously. In this part of the paper, I aim to describe briefly the series of actions that resulted in the final decision concerning the speech samples of my research. The uttermost important factor in selecting the speaker was the aim to control as many variables as possible. Therefore, choosing one speaker who provides all the speech samples by retelling the same text in different varieties seemed to suffice this criterion perfectly. Thus, for the purposes of the current research, a video (Rehany 2010) was selected from YouTube where a male speaker produces speech samples by reciting a rather neutral passage of a nursery rhyme while imitating eleven different English accent varieties, including an American, a British, a French, a German, an Israeli, a Yiddish, an Arabic, an Iranian, a Russian, an Indian and a Taiwanese English accent varieties, in this order. The text which the speaker repeated eleven times, each accent imitation lasting for between 8 and 12 seconds, was the following: *Mary had a little lamb whose fleece was white as snow, and everywhere that Mary went the lamb was sure to go.*

Once the speaker was chosen, further questions had to be reconsidered, namely, which speech samples and how many out of the available eleven should be selected. Due to the fact that the respondents of the current study are adolescents whose ability to pay attention is considered not to be more than 45 minutes, i.e. the length of a regular classroom lesson, the actual data collection section of the research had to be calculated within this time period, therefore, the decision was made not to include more than five speech samples into the final study.

The selection of the five speech samples occurred in three stages, analyzing, first of all, the comments concerning the individual speech samples the viewers of the video left on the website concerning the authenticity of the individual speech samples. Second, a

pilot study was conducted in order to observe which varieties secondary school students might be able to or cannot recognize at all, narrowing down the number of speech samples to only those that students in the pilot studies were able to recognize at least to some degree. Finally, the English accent varieties that were referred to in previous attitude studies were also taken into consideration, thus, making the results of the present study comparable to previous findings worldwide to some extent.

Indeed, first, the comments are investigated with special reference to the content of the remarks, that is, the actual speech samples are examined in terms of the extent to which the viewers regarded them as authentic. The video was viewed, in total, more than 20,000 times, and there were 64 comments on the actual accent varieties. Sixteen out of the 64 remarks alluded to the general phenomenon of the video, praising or criticizing the author, however, without any special reference to any of the accent varieties in question. The remaining 48 remarks were distributed as follows: the American and the Yiddish accent varieties were not commented on at all, therefore, the extent to which these two English accent varieties are considered authentic by an international audience is not possible to judge. Both the Israeli and the Iranian English accent varieties received only one remark each. Whereas the evaluation of the Israeli variety concerned the speed of the sample, the comment on the Iranian variety originated from an Iranian native speaker indicating the mistakes the speaker makes in the pronunciation of a particular phoneme – therefore, evidently, this speech sample cannot be considered authentic. Moreover, three different viewers assessed the British and the German speech samples as well, and while the German variety was accepted as a truly entertaining variety in general, all three comments on the British variety were rather negative, one of them claiming that this speech sample is not a good imitation of the British English variety, and the other two emphasizing the problematic (phonetic) details in the sample, thus, questioning the authenticity of the British speech sample. In addition, the Arabic sample received four comments, however, these four remarks were rather controversial, namely, on the one hand, the variety was regarded as amusing, on the other hand, it was simply described as a bad imitation. Nevertheless, the authenticity of the Arabic English variety was not debated by any of the viewers. Furthermore, the Taiwanese accent variety and the Russian and French varieties were commented on eight and nine times, respectively. With reference to the Taiwanese

speech sample, although it evidently entertains the viewers in general, two of the eight comments alluded to the variety as rather unusual, and one apparently Taiwanese speaker strongly objected to it, maintaining that Taiwanese speakers' English accent does not show great similarity to the accent presented in the video. Consequently, this speech sample ought to be regarded as inauthentic as well. The French sample divided the viewers, that is, some listeners found it appealing, while others regarded it as appalling, nevertheless, without any reference to its authenticity or non-authenticity. As opposed to the French speech sample, the Russian English accent variety can be confirmed to be partly authentic as a viewer in a comment stated that the image the accent variety projects was clearly that of a Russian person. Apart from that, the Russian sample was regarded as a likeable imitation. Finally, the Indian English accent variety was commented on in the majority of the cases, and it was evaluated predominantly positively with the exception of one viewer who evaluated it as insulting. In fact, six of the 17 comments appeared to substantiate the authenticity of this sample. First of all, one viewer stated that s/he was usually exposed to a very similar accent at work, therefore, s/he claimed that the sample was an authentic Indian English accent variety. Another viewer referred to the speaker of the sample as a yoga instructor from India. In addition, four comments associated the speaker of the Indian variety with a cartoon character, that is, with an Indian person named Apu Nahasapeemapetilon operating the fictional chain store Kwik-E-Mart in *The Simpsons*. On the whole, judged by an international audience community, the speaker was considered to provide three imitations that proved to be unsuccessful in authentically representing the English accent varieties in question. Therefore, these three varieties, i.e. the Iranian, the British and the Taiwanese accent varieties, are better excluded as they do not offer appropriate objects for the present attitude study. The remaining eight imitations seem to be suitable for the purposes of the current research.

As the second stage in selecting the speech samples for the research, Pilot Study 1 was conducted, whose main aim was to select the varieties that respondents were able to identify as being the specific accent varieties the speaker claims them to be. Indeed, Pilot Study 1 (for the questionnaire used, see Appendix A) was administered in three sessions, that is, in three subsequent English lessons, in November 2012. Respondents participated in the study from three different groups, namely, one group from Grade 9, a second group

from Grade 10, and the third group from Grade 12, each group having between 10 and 14 students.

In the first session (N=31) each group was asked to evaluate two speech samples, the American and the British English varieties, while they assessed the French, German, Russian, Israeli, and Yiddish varieties, and the Arabic, Iranian, Indian and Taiwanese speech samples in the second (N=32) and third (N=30) sessions, respectively. The respondents were able to listen to the speech samples twice, while they were required to answer questions concerning each speaker's nationality and occupation, and evaluate each and every speaker along six character traits of a six-point semantic differential scale. Pilot Study 1 is further recounted in this chapter below in more details, however, for the purpose of selecting the ultimate speech samples, the results of Pilot Study 1 were analyzed in terms of, first of all, whether the respondents participating in the pilot study were capable of specifying which countries the imitated accents may originate from. The results of the pilot study show that the majority of the respondents were able to recognize only three varieties in line with the imitator's intention, the French, the German and the Russian samples, and, at the same time, respondents were not able to identify the Israeli, the Yiddish and the Iranian speech samples at all. Therefore, the former three samples could be included, whereas the latter three varieties had to be excluded from the final study since if respondents in the pilot study were not capable of conjecturing the assumed nationality of the speakers, the subjects of the final research were also not likely to do so.

As far as the American and British English varieties were concerned, a peculiar phenomenon can be observed, namely, whereas the American sample was considered American by seven respondents, at the same time, it was regarded as a British English variety by ten subjects, and vice versa, while the British variety was identified as British English by five respondents, it was also evaluated as an American English variety by nine subjects. Moreover, even though the fact that the samples were supposed to represent native English varieties had not been mentioned to the participants before the study, the American English sample was evaluated as a native variety 20 times, specifically, as American (N=7), British (N=10), Canadian (N=2), and Welsh (N=1) varieties. The British English variety was regarded as native variety 14 times, including the American (N=9), and the British (N=5), while other subjects judged the sample as a non-native variety. In

addition, regarding the Arabic, the Indian and the Taiwanese English varieties, respondents recognized them in one, five and two cases, respectively.

On the whole, as the Taiwanese, the British and the Iranian English accent varieties were excluded from the study due to them being considered inauthentic by YouTube viewers from all over the world, and since the Israeli and the Yiddish English accent varieties I decided to omit on the basis of the results of Pilot Study 1 for not being recognized by the potential respondents of the final study, six varieties remained from which one had to be eliminated because the duration of the final study was planned not to exceed 45 minutes, and tasks connected to only five samples could be included into this time frame. This elimination was done with the help of the revision of the attitude study literature where ample reference was found to five of the remaining accent varieties, i.e. the American, the French, the German, the Russian and the Indian English accent varieties, while, at the same time, reference to the Arabic English accent variety was scarce. Therefore, after careful consideration of the English accent varieties on the basis of the above described procedures, five final speech samples were selected for the purposes of this attitude research: the American, the French, the German, the Russian and the Indian English accent varieties. At this point it is necessary to clarify that the reference to these five accent varieties will follow this format, that is, they will be referred to as American, French, German, Russian and Indian English accent varieties, even though they are imitated versions.

The phonetic differences between the individual varieties in question should be highlighted in this section. Phonetically, the consonantal differences between the individual accent varieties are as follows: all five English accent varieties are rhotic, which can be heard in the word *sure.* Also, there is dark /l/ in the American and Russian English accent varieties, while there is clear /l/ in the French and German English accent varieties, in the word *little*. The other distinguishing features include flapping in the case of the American English variety (in the phrase *white as snow*), and devoicing of syllable-final consonants, i.e. in the French English accent variety, devoicing appears only in the case of /z/ in the word *whose*, while concerning the German English accent variety, devoicing occurs in the case of two word-final consonants, that is, /z/ and /d/, in *whose* and *had*, respectively. Devoicing does not appear in the Russian and the Indian English accent

varieties in this text, even though in real life it would. Yet, the word-final alveolar plosive becomes palatalized in the Russian English accent variety in the word *had* (despite the fact that in Russian it would not happen). Concerning the voiced dental fricative in the word *that*, it is replaced in the French, German and Indian English accent varieties by voiced post-alveolar affricates in the case of the two former accent varieties, and by voiced alveolar plosives in the case of the latter.

As for the vowels, there are no differences in the pronunciation of the vowels between the varieties in the words *whose*, *was* and *white.* Moreover, even though the KIT vowel becomes the FLEECE vowel in all varieties in the words *Mary* and *everywhere*, it affects all five varieties, therefore, with reference to this phoneme, no differences can be detected between the varieties. However, other vowel differences can be observed between the varieties. Namely, the TRAP vowel, which is present in the American English accent variety in the words *had* and *lamb*, is replaced by the DRESS vowel in the French, German, Russian and Indian English varieties, showing a great degree of shortening in the case of the Indian English accent variety. Nevertheless, in the French and the Russian accent varieties, the second occurrence of the DRESS vowel in the word *lamb* tends to sound longer than in the first occurrence of *lamb*, however, this phenomenon is not observable in the case of the German and the Indian accent varieties. Furthermore, the length of the FLEECE vowel of the American English accent variety in the word *fleece* also changes in the other varieties, that is, it becomes considerably shorter in the French, German, Russian and Indian accents.

As far as the diphthongs are concerned, the word *go* shows variation in pronunciation. While the vowel of the GOAT diphthong in the American English accent variety is back and rounded, in the other accent varieties the vowel resembles more the THOUGHT vowel than the vowel of the GOAT diphthong, only with different length in the individual accents – with the French and the Russian English varieties displaying a THOUGHT vowel, and in the German and the Indian English varieties the phoneme resembles more the LOT than the THOUGHT vowel. Finally, the CURE diphthong in the word *sure* undergoes some shortening in all the English accent varieties except American English.

4.2. The research instrument

After the selection of the English accent varieties towards which respondents' attitudes are measured in this particular study, the research instrument was designed and piloted, the research procedure was planned and also piloted, the subjects of the research were selected and the research was finally conducted. In this section of the paper, the research instrument is introduced in detail.

The final research instrument consists of three parts (see Appendix E). The first part inquires about the participants' background concerning their gender and year of birth. These two features were selected as the main variables of the study, based on previous investigations that claimed that gender (Dörnyei et al. 2006; Henry and Apelgren 2008) and age (Ling and Braine 2007; Henry and Apelgren 2008) played a role in attitudinal evaluations. Also, participants are asked to indicate the extent of their exposure to different English accent varieties. Namely, participants are asked to indicate which English accent varieties, if any, they listen to rarely and which more frequently, and speakers of which English accent variety they communicate with rarely and which more frequently. In the last task of the first part of the questionnaire, the participants are required to indicate the extent of their interest in English accents on a four-point scale.

The second part of the research instrument consists of three tasks: a labeling task (4.3.1) where respondents are asked to attempt to identify the different English accent varieties under investigation; an evaluation task (4.3.2) that asks participants to evaluate the speaker of the different accent varieties on different character traits; and a commenting task (4.3.3) where students have to choose additional characteristics of the speaker from a previously determined set of features concerning the speaker's appearance (height, age, color and length of hair, and look), his preferences concerning food and drinks, and his family status. As a complementation to this task, respondents are invited to provide any further comments on the speaker they consider necessary.

The language of the questionnaire is Hungarian throughout the tasks since all the Hungarian secondary school student participants speak English at different levels, to various extents, with some of them speaking English fluently at an advanced level; however, the majority of the subjects might find it difficult to complete tasks in English,

due to their lower, i.e. elementary, or even with their intermediate levels of English.

4.2.1. The labeling task

In language attitude research, the language variety stimuli towards which attitudes are measured can be presented in different forms to the respondents. First of all, respondents might be exposed to the stimulus by the name of the language variety without any acoustic input, that is, participants might be asked to describe and comment on *British English*, or *Scottish English* or *New York City English*. Or, alternatively, acoustic versions of the individual varieties can be produced in many forms, for instance, with the same speaker (matched-guise technique) or with different speakers (verbal-guise technique) (Preston 1999a:xxxviii). In the latter cases, though, where respondents are presented with acoustic stimuli, the need for identification emerges in order to determine where respondents thought the speakers of the different varieties come. That is, participants' labels of the different varieties enable researchers to have an insight into the issue towards what varieties respondents have the particular attitudes that emerge while they provide their evaluations (Preston 1999b:359). For the same reason, in the present study, a labeling section has been designed as the first task of the research instrument that asks respondents to attempt to identify where the English accent variety they listen to originates from. The identification task had been piloted twice before it was included in a modified and final form into the actual research instrument.

In Pilot Study 1, the instructions of the labeling task ask respondents to listen to different speakers reciting the same nursery rhyme and attempt to identify where the individual speakers come from. In reality, the respondents listened to the same speaker throughout the study who presented the speech samples with different English accents. In fact, during Pilot Study 1, one or two respondents recognized nearly immediately after they heard the second speech sample that the two speech samples were, in fact, provided by the same speaker, and they also shared their finding with the other subjects in the study. Nevertheless, respondents did not consider this situation problematic, that is, although their attention was drawn to the fact that all the speech samples were provided by the same

speaker, they continued to evaluate them as if they were different speakers. Still, for the final questionnaire, I modified the instruction of the identification task, in other words, instead of responding to the question of where the speaker might have come from, respondents were asked to indicate the origins of the different English pronunciations they listened to.

In addition to identifying the particular English accent varieties, in Pilot Study 1 respondents were also asked to indicate what they thought the occupation of the speakers was. In general, whereas respondents attempted to speculate on the nationality of the speakers in an ordinary manner, the question with reference to the speaker's occupation turned out to be rather problematic as, first, many participants did not answer the question. Second, even when they responded to the question, the answers either displayed very general professions in the case of all varieties, for example, all the speakers were regarded as *tanár* 'teacher', or they assigned occupations to the speakers such as *csöves* 'bum' or *zászlóvarró* 'a person who sews flags', that can be regarded, generally, as rather absurd occupations. For this reason, the question regarding occupation was eliminated from the final questionnaire.

In Pilot Study 2, participants were asked to listen to the same short text performed with five different English accent varieties. After listening to the individual speech samples, the respondents' first task was to identify the accent variety as well as to explain their accent identification, that is, they were asked to reflect on their identifications and attempt to clarify or define what particular features of the speech samples helped them to infer the origin of a certain accent variety. However, when the participants were asked to reflect on their ideas concerning the origins of the speech samples, 12 of the 36 respondents (so, one-third) did not provide any answer to this question at all; 19 of the 36 gave only partial answers, that is, they answered the question in the case of either one or a maximum of four speech samples, and only five of the 36 respondents provided some answers in connection with all five speech samples.

Also, the clues respondents claim they based their identifications on are generally repetitive, that is, many of them refer, for example, to the pronunciation and the articulation of the speaker as a clue in identification. In addition, participants mention *hangsúly* 'stress' as one of the main reasons for their actual identification. Furthermore, the

pronunciation of 'r' is very frequently cited as an influencing factor in determining where the speaker comes from. From these explanations it can be seen that the majority of the respondents were unable or unwilling to reflect in a written form on their decision of identification and to give a suitable explanation with reference to the clues that helped their identification of the speech sample. As a consequence, this particular question was deleted from the final written questionnaire, however, the question was planned to be included into the follow-up interviews since I believed that participants might be more willing and active to express their views or opinions on the issue more freely verbally than in writing.

4.2.2. The evaluation task

The evaluation task of this investigation consists of a classical matched-guise study. The design of a matched-guise experiment generally occurs in two stages. In the first stage, the speaker and the varieties are selected, and the acoustic stimuli in forms of speech samples are prepared. The second step involves designing the semantic differential scale, where, first of all, the personality character trait adjectives need to be selected along which respondents in the study evaluate the speaker or speakers of the different varieties, besides, decisions have to be taken with reference to the type, range and division of the actual scale. As varieties for the present study have been already selected (for the selection procedure see subsection 4.1 above), the design of the semantic differential scale is discussed in this section of the paper.

Character trait adjectives being one of the most fundamental parts of attitude investigations, the method of how to select these adjectives is of considerable importance. According to Garrett (2010:56), character trait adjectives can be chosen, for example, from character trait adjectives that were used in previous studies, or they can be elicited from control group participants who are comparable to the respondents in the final investigation. Preston claims (2011:27) that character trait adjectives ought to be elicited from the actual respondent community that will participate in the study. Therefore, the selection of the character trait adjectives for the purposes of this research was paid great attention to and was completed in several steps.

First, the comments were examined that the viewers of the video provided concerning the different English accent variety speech samples. The main aim of this examination was to discover whether the remarks displayed certain evaluative dimension patterns. All in all, the comments can be grouped into three categories, namely, first of all, the majority of the remarks reveal the viewers' feelings in connection with the video. That is, people who comment mostly express their approval or disapproval, and although the number of 'likes' (N=73) and 'dislikes' (N=144) indicates that generally the video is not considered likeable, in the comments, the majority of the viewers state how much they "like" or "love" the video, with comments such as "i think this video made my life", whereas comments that display that the viewer hates the video are scarce. Second, viewers also address the speaker by, on the one hand, commenting on his overall achievements in the video, claiming, for instance, that he is "incredible", on the other hand, giving the speaker some advice on how he could improve his performance, for example, they advise him to "practice more", or they indicate thoroughly which phonetic features the speaker ought to change in order to sound more authentic in connection with the particular English accent varieties he imitates. Finally, the last category of comments includes miscellaneous adjectives describing the varieties in the video, which either typify the extent to which, according to the viewers, the imitated varieties in question represent the actual English varieties they intend to imitate well, badly or in a weird way, with adjectives such as "awesome" or "perfect", "terrible" or "ridiculous", and "strange", respectively. On the whole, the analysis of the comments does not provide appropriate character traits that suffice the final research, as they merely describe the speaker and the speech samples along the correctness–incorrectness dimension, however, the issue of the extent to which the actual imitated English accent varieties can be considered correct by the general public is beyond the scope of the present paper.

As a consequence, as the next step in finding suitable character trait adjectives for the purposes of the current research, the classical tripartite dimension pattern that has been applied in a large number of previous studies is taken into consideration (Ryan et al. 1982:8; Chambers 1995:225; Bayard et al. 2001:23; Edwards 2009b:91). Two opposite character trait adjectives are picked from each of the three categories, i.e. *clever–stupid* and *poor–rich* from the category of competence, *honest–dishonest* and *polite–impolite*

from the dimension of personal integrity, and *friendly–unfriendly* and *boring–entertaining* from among the adjectives belonging to the group of social attractiveness.

When these adjective pairs were selected, attention had to be paid to the fact that the questionnaire would be in Hungarian, therefore, the selected adjectives had to be simple and unambiguous in Hungarian to the greatest possible extent. In order to test the unambiguity and the relevance of these adjectives, Pilot Study 1 was carried out where respondents were asked to rate the speech samples they had to listen to along these character traits on a 6-point scale. Concerning the selection of the adjective pairs for the final study, the results of the evaluation part of Pilot Study 1 were analyzed first statistically, i.e. with the help of factor analysis in order to confirm the existence of the three traditional dimensions along which the adjective pairs were included into Pilot Study 1. However, due to the rather small number of the respondents who participated in the three sessions of Pilot Study 1, namely, between 30 to 32 participants evaluated each speech sample, the statistical analysis revealed the existence of only one factor that was responsible for 85% of the total variance, at a loading higher than 0.7. As a result, a different analysis had to be conducted in order to elicit the suitable adjective pairs for the purposes of the final research. Consequently, the other remarks respondents provided during the pilot study were analyzed additionally with the help of the key word approach (Jenkins 2007:93; Garrett 2010:37).

The last section of the questionnaire of the pilot study enabled participants to complete the description of the speaker of the individual variety under scrutiny with any comments they wanted to give. Although this was an optional, open-ended question task, many subjects responded to it. Overall, their responses could be categorized into (1) personality character trait adjectives that included character traits along which respondents were asked to evaluate the speaker in the previous task; (2) adjectives describing the speaker's appearance; and a third category (3) that contained, among other things, the speaker's assumed personal preferences regarding some food and drink, also information concerning his family and lifestyle as well as his speech and speaking abilities. At this point, from these descriptions, the personal characteristic trait adjectives are of crucial importance as they needed to be analyzed, which made it possible to finalize the adjectives for the main study.

The results of the analysis of these adjectives show that the majority of the adjectives the respondents used in the open-ended question to describe the speaker in more details confirm the existence of the three main classical evaluative dimensions that were cited above. In other words, the majority of these adjectives were synonyms of *rich* or *clever, honest,* and *friendly* or *entertaining,* which adjectives belong to the competence, the personal integrity and the social attractiveness dimensions, respectively. Nevertheless, one particular adjective, i.e. *polite,* was not referred to in the open questions of the pilot study. The remaining adjectives indicate the presence of an additional dimension that could be characterized as the dimension of dynamism, including such character traits as *conceited, egocentric, crazy* or *dangerous*. All in all, as a consequence of the above described findings, eight adjective pairs were selected in total with reference to the four dimensions, i.e. personal integrity, competence, social attractiveness and dynamism, the pilot study confirmed. Five character trait adjectives remained the same as in the pilot study, namely, *poor–rich*, *stupid–clever*, *honest–dishonest*, *friendly–unfriendly*, and *boring–entertaining*. Instead of the *impolite–polite* adjective pair, another one was chosen, namely, *helpful–not helpful*. Two other adjective pairs were selected on the basis of the dimension of dynamism, and these pairs were *modest–not modest* and *harmless–harmful*.

In Pilot Study 2, these adjective pairs were also tested, and their results were subsequently analyzed statistically as well, nevertheless, even though the results of the analysis reveal the existence of three factors, which are not completely identical to the four classical dimensions referred to above, these results cannot be considered reliable since the number of respondents was relatively small in this pilot study as well (N=37). As statistics in this case did not prove to be helpful in the determination of the final character trait adjectives, the decision was made that the eight adjective pairs of Pilot Study 2 would be utilized also in the final study.

With reference to the type, the range and the division of the semantic differential scales, generally, matched-guise experiments apply scales with an either odd or even number of divisions, with a range between one to seven to one to four. In this study, the range of one to six was selected, therefore, respondents could not opt for a neutral position, i.e. they had to decide either for a positive or for a negative evaluation in case of the speech samples. The character trait adjectives were ordered on the semantic differential

scale in a way that the negative character traits were placed at one end of the scale where the number '1' could be found, and the positive character traits were situated at the other end of the scale close to the number '6', therefore, respondents had to evaluate the accent varieties from 1 = most negative to 6 = most positive.

4.2.3. The quasi-commenting task

Originally, a commenting task was not designed to be included in the first version of the research instrument, however, the data collection procedure during Pilot Study 1 showed that there is a need for some kind of commenting task to be included in the final study as the third part of the questionnaire. Besides the identification and the evaluation tasks, the third part of Pilot Study 1 asked participants to provide any additional comments and remarks about the speaker if they wanted to. Although this part included an optional, open-ended task, the majority of the pilot study participants responded to it. Overall, their comments and remarks were categorized, on the one hand, into personality trait adjectives some of which formed the basis of the semantic differential scale of the evaluation task (see previous subsection). On the other hand, several other categories emerged that described the speaker in various ways, for example, such major categories were the appearance of the speaker, including comments about his hair, his height and the clothes he might wear.

In addition to these, respondents provided information about his assumed age, his preferences in food and drinks, about possible animals he might have, about his lifestyle and his marital status and family. These comments and remarks were, in most cases, very detailed, and many topics or categories recurred in the comments of several of the respondents. Also, the number of comments and remarks showed that respondents believed that there are other important features of the speakers to evaluate, alongside assessing their personality. Therefore, after analyzing these comments and remarks, a third task was designed consisting of two parts, namely, participants in the final study were still able to add any comments and remarks about the speaker they wanted to in forms of an open-ended question. This task also offered them some previously selected categories of the

most frequent comments from Pilot Study 1, where subjects were asked to choose the features they believed to be also characteristic of the speaker.

Naturally, not all of the remarks but only the most general ones were taken into consideration, therefore, in total, six categories were selected with three to nine items in each category. These categories included references to the speaker's hair (*grey, blond, dark, short*, and *long*), height (*short, medium-height*, and *tall*), age (*young, middle-aged,* and *old*) as well as to what he was wearing (*glasses, sunglasses, a moustache, a beard, scruffy clothes, a suit, a white shirt, a vest*, or *a leather jacket*), preferences for food and drinks (whether he liked *chocolate, beer, pizza, sushi,* or *cheese*) and references to his marital status and family (whether he had *no family*, if he was *married* or *divorced,* if he was an *orphan*, and whether he *had children* or *grandchildren).*

In Pilot Study 2, this part of the questionnaire was also tested, and the overall reaction to this type of task was very positive among the respondents. They were told to choose as many items in this task as they wanted to. Participants were very enthusiastic about the task, they found especially the category of preferences amusing, that is, during completing this task, many participants commented on the task aloud, claiming that "everybody likes chocolate" or "everybody likes beer". Participants also made some remarks during this part of the completion of the questionnaire concerning the length of the task, therefore, the number of features in all previously determined categories was limited to a maximum of five items. This modification concerned two categories, namely, the category of what the speaker wears, that is, five adjectives remained in this set including the speaker wearing *glasses,* a *moustache,* a *beard, scruffy clothes* and *elegant clothes,* and the category referring to his family status, which set in the final study included four features, i.e. if the speaker was *married, divorced,* an *orphan* or if he *had any children*. Moreover, respondents were also encouraged to add further remarks concerning the speaker if they had any, however, as opposed to Pilot Study 1, participants' own comments were scarce, most likely having found the three tasks together sufficient for overall speaker evaluation. Therefore, this part of the questionnaire was finalized in this form for the purposes of the current research.

4.3. The follow-up parts of the research

Originally, following the quantitative data collection, group discussions were planned to be conducted to complement the matched-guise study in a qualitative manner with the aim of eliciting the reasons behind the respondents' evaluations. That is, the main objective of the follow-up group discussion was supposed to make the participants of the study reflect consciously on the reasons behind their evaluations of the English accent varieties and their speakers, i.e. to make them try to identify the (linguistic or phonetic) clues that guided them in evaluating the speakers and the varieties. Nevertheless, the attempt to conduct group discussions concentrating on the clues that led to respondents' evaluations did not prove to be successful during the piloting process of these group discussions since no real discussions evolved during the piloting sessions.

Pilot Study 3 (N=7) and Pilot Study 4 (N=4) were conducted in the last week of May and in the first week of June 2013, respectively. The objective of the two pilot studies was, first of all, to encourage secondary school student participants to debate various issues concerning their attitudes towards the English accent varieties they evaluated in the experimental stage of the research. In particular, I intended to examine the reasons behind their evaluations of the accent varieties and the speakers of these varieties, and also regarding potential linguistic and phonetic clues that assisted them both to evaluate and to recognize the different accent varieties in question.

As the first step in these pilot studies, the respondents listened to the individual speech samples again, and they were asked to identify the varieties again and attempt to provide some explanation behind both their identification of the particular variety as well as their evaluation of the speaker along the different characteristic traits. I anticipated debates concerning both the correct or incorrect identification of the speech samples and also regarding the evaluations of the speaker.

However, during both sessions of piloting, even though one or two active participants shared their opinions and beliefs with the other respondents concerning the actual topic, the rest of the group did not react to these opinions. When they were specifically asked to contribute, they provided very brief answers with reference to the questions, nevertheless, a real discussion could not develop in either of the pilot discussion

groups. Their explanations were not detailed, and they corresponded to a considerable extent to the general answers that Pilot Study 2 respondents provided. Also, respondents of these pilot studies were not able to define any particular linguistic or phonetic features that triggered their evaluations. With reference to the identification of the individual speech samples, respondents were willing to provide only some phonetic clues. Consequently, on the one hand, due to the failure of eliciting group discussions from the participants in these pilot studies, and, on the other hand, due to the fact that the extent, the range and the variation of the respondents' answers in Pilot Studies 3 and 4 did not differ from the responses in Pilot Study 2, this part of the study was discarded.

At the same time, though, participants during the nine sessions of Pilot Study 1 raised several other questions and issues which they seemed to be more interested in than in the topic of consciously reflecting on the background and reasons for evaluations and identification. Consequently, a follow-up stage of the research was designed in the form of a written questionnaire that was attached to the research instrument on a separate page and consisted of six questions regarding two topics. One of the questions referred to the issue of a speaker who is able to provide the pronunciation of several different English accent varieties. Namely, the speaker who provided the speech samples for the research was commented on by several people who had watched the video on YouTube in which he presented the different English accent varieties. Also, participants of the first two pilot studies, after they evaluated the speaker individually on the basis of each and every speech sample of a different English accent variety during the pilot studies, frequently and overtly expressed their opinions verbally about speakers who are able to speak English (or other languages) with several different pronunciations. As only a fraction of these verbal comments were written in the appropriate section, i.e. further remarks, of the pilot study questionnaires, a separate open-ended question task was designed to be included into the final follow-up part of the research instrument asking respondents to provide their overt opinion of speakers who are able to speak English with different accent varieties, similarly to the way video viewers made comments on the person speaking English with several different pronunciations.

Respondents of the present study were also asked to provide the possible reasons for the motivation behind a person's intention to learn to speak English with different

accents. Furthermore, additional comments and remarks on the speakers the participants provided during the piloting process showed that the issue of pronunciation played a central role both as a general topic in respondents' lives as well as in connection with their speaker evaluations. As pronunciation per se did not originally form a central part of the study underlying this dissertation, a separate written follow-up section was designed to obtain information and data about some matters of pronunciation that might be, and, on the one hand, of interest to the respondents, on the other hand, can contribute to a more elaborate picture of the mapping and understanding of the participants' attitudes towards different English accent varieties. Consequently, a task was included in the research instrument that consisted of open-ended questions concerning various issues with reference to pronunciation. First of all, respondents were asked to indicate the degree of importance of teaching or learning pronunciation during the process of learning English, moreover, respondents were requested to provide information about their pronunciation model preferences as well as their ideas or opinions of how these model pronunciations can be acquired.

4.4. Participants of the study

In selecting the participants of the study, the general aim was to measure the attitudes of the entire student population of a Hungarian secondary school, naturally, on a voluntary basis.

An adolescent population was chosen for two reasons, namely, the practical reason behind selecting this particular age group of respondents was that I had access to a great number of respondents this way. Moreover, according to attitude research findings, adolescence is the period when attitudes are developing, that is, adolescents aged 12-18 start to be sensitive and aware of the extent to which their own language varieties have social significance, and that there are differences concerning early (aged 12) and late (aged 17) adolescents in their attitudinal evaluations of different language varieties (Ball 1983:170; Williams et al. 1999:346). Research showing that the sensitivity and awareness of the social significance of one's own language variety evolves during adolescence raises

an interesting question, namely, whether the period of adolescence is meaningful in attitude formation only with reference to the language variety adolescents speak as a native language, or this phenomenon can also be observed among adolescents concerning different varieties of a foreign language or foreign languages they learn at school. Therefore, respondents were chosen from a Hungarian secondary school, from the adolescent student population between the ages of 15 and 19.

In actual fact, not the whole student population of the school participated in the final research, as, due to some particular circumstances, some students had to be excluded from the study, namely, I wanted to examine only those students' attitudes who were studying English as a foreign language at the school at the time of the data collection. This excluded two types of students: first, some students who do not learn English as a foreign language at school since the first foreign language they learn is either German or French, and for the second, optional, foreign language they did not choose English for some reasons at the beginning of their secondary school years, but opted for other foreign languages, for example, Italian, Russian or Spanish. Second, students who had taken their final, school-leaving English test before the time of the data collection, and, therefore, were no longer part of the English education at school, were also excluded. This factor concerned mainly students born in 1994, which age group is thus somewhat underrepresented in the actual study (N=43), and also some students who were born in 1995, which, at the same time, did not affect data to a great extent regarding this age group since the number of participants born in 1995 is almost identical with the number of participants born in 1996 and 1997 (N=111, N=110, and N=109, respectively). Concerning further age groups, one respondent who participated in the study was born in 1994, therefore, this age group cannot be represented in the study at all. There was another age group, with 28 participants, which was formed by the youngest students of the school who were born in 1998. In addition, three other groups of students were also excluded from the study: first, my own students from my English groups not only to avoid potential biases from the student–teacher/researcher situation, but also because they actively participated in all of the piloting phases of the study. Second, students who did not have the parental consent form (Appendix I) allowing them to participate in the study signed by the time of the data collection were also excluded from the study. Finally, there was a small group of

students whose parents permitted them to participate in the study, however, they decided at the phase of the actual data collection not to take part. Thus, from the more than 600 students who attend the school, a total number of 402 students participated in the first part of the data collection (Table 4.1 below).

Table 4.1. Number of respondents of the final study by age and gender

Year of birth	**Total number of respondents**	**Number of girls**	**Number of boys**
1993	1	1	0
1994	43	24	19
1995	111	60	51
1996	110	55	55
1997	109	49	60
1998	28	17	11
Total	402	206	196

4.5. The data collection procedure

As has been referred to above, before the final data collection, two pilot studies were conducted to test the research instrument. In this section of the paper, the procedure of the pilot studies as well as the actual data collection of the final study are described in detail.

Pilot Study 1 was conducted in one 9th-grade, one 10th-grade and one 12th-grade group where I taught English, in three subsequent English lessons each, using three different Task sheets in the different sessions. The three task sheets differed in the instructions given concerning tasks. In Task sheet 1 (Appendix A), during Listening task 1, respondents were first asked to imagine the speaker while listening to a nursery rhyme in English, whereas in Listening task 2, according to the instruction, they were asked to imagine another speaker telling the same nursery rhyme. In the two other task sheets (Task sheet 2 and Task sheet 3, Appendices B and C, respectively), all the further instructions asked participants to listen to speech samples provided by another, a different speaker in

each case. The subsequent tasks were the same open-ended questions and judgment tasks in all task sheets.

In the first session, respondents were asked to assess two speech samples, whereas they were required to judge five and four speech samples in the second and third sessions, respectively, hence, in total, each participant of Pilot Study 1 was asked to evaluate eleven speech samples. However, in some cases the respondents were absent from the particular lesson when the data was collected, therefore, the number of participants (N) in each session varies between 30 and 32 (with N=31, N=32, and N=30 in sessions one, two and three, respectively). Subjects could listen to each speech sample twice.

Originally, Pilot Study 1 was conducted in order to select the speech samples as well as the character trait adjective pairs for the final study. In the end, Pilot Study 1 contributed, in general, to the modification of the originally planned questionnaire and the data collection procedure to a considerable extent. First of all, the instructions of the research instrument were modified since many of the respondents realized very shortly after the second listening task that the speech samples were provided by the same speaker. Consequently, the instructions in the final questionnaire do not refer to different speakers but to different accents. Second, another minor change was instituted in the number of how many times the respondents were able to listen to the individual speech samples. Originally, this number was two, that is, participants could listen to each speech sample twice. However, they frequently asked for a further opportunity to listen to some of the speech samples, therefore, in the final study, respondents were allowed to listen to the recordings three times.

In addition to these modifications, the questionnaire was redesigned fundamentally from another point of view, namely, besides evaluating the speakers of the speech samples very meticulously, respondents completed the last question concerning any further characteristic features of the speakers in detail. From their comments it was not only the character trait adjective pairs that could be selected, but a new part of the questionnaire was also developed. The respondents' remarks showed that apart from the internal personality character traits along which they evaluated the speech samples, listeners found the speakers' external appearance features also crucial to the same extent as their internal features. As a consequence, the original research design was modified in a way that in the

questionnaire, beside the judgment task, respondents were given an additional task of quasi-commenting where they would select some external features of the speaker from previously determined categories containing the adjectives and descriptors respondents used to provide further comment on the speaker.

Pilot Study 2 was administered in one 9th-grade and one 10th-grade group where I taught English, however, these were different from the groups that participated in Pilot Study 1, with 19 and 18 students participating, respectively. The time of the questionnaire completion was also measured since the final study was planned to fit into a 45-minute English lesson, therefore, attention was also paid to the allocated time for the study. As respondents could complete the questionnaire within a 45-minute English lesson, the length of the actual questionnaire was regarded as appropriate.

The tasks of the questionnaire in Pilot Study 2 (see Appendix D) was very similar to the final questionnaire. After piloting the research instrument for the second time, some minor modifications still had to be done, however, the overall layout of the questionnaire remained unchanged. The first task asked participants to attempt to identify where the accent variety they hear originated from. Subsequently, respondents were requested to judge the speakers of the speech samples on eight opposite character trait adjectives as well as to select further characteristic features of the speaker concerning his hair, height, age and family status, what he was wearing, and what his preferences were regarding food and drinks. A minor alteration concerning this part of the questionnaire occurred in the final version of the questionnaire, namely, instead of asking “What is the speaker like?”, respondents were asked to imagine the speaker and mark their characteristic features on the basis of this image.

Third, respondents were enabled to provide any additional information they wanted about the individual speaker. Indeed, participants had to listen to five speech samples that had been carefully selected (the selection procedure is described in details in subsection 4.1 above), they could listen to each variety three times, and during the three listening tasks they were required to finish all the evaluation tasks. In the final part of the questionnaire, respondents were asked to respond to five open-ended questions. The first two of these questions referred to people similar to the speaker, namely, people who learn to speak the English language in many different accent varieties. In the first two questions

subjects were asked to attempt to provide the reason why people learn different English varieties as well as their opinion of such people. The following two questions referred to the participants themselves, asking them whether they would like to learn different English accent varieties, and what English accent(s) they would like to learn. The final question concerned the extent to which learning pronunciation is important while one is studying English. In the last, open-ended part of the questionnaire, a further question was added to the last section of the final questionnaire regarding the importance of learning English pronunciation: participants were asked how people should or could learn the pronunciation they aimed to learn, while the other questions were considered suitable and remained intact. Overall, on the basis of Pilot Studies 1 and 2, the research instrument for the current research was finalized (for the final research instrument, see Appendix E).

The final experimental study was conducted in January, 2013, and lasted for 35-40 minutes per session. Respondents completed the research instrument in their own English group during an English lesson. At the beginning of each data collection session, students were asked to show the signed parental consent form that enabled them to participate in the study. Students who did not have the form or did not have it signed, were automatically excluded from the study, and they were given a 40-minute English grammar exercise to work on while the others participated. Students with the form signed were asked again if they wanted to participate, and those who decided not to were also given a grammar exercise sheet to practice. Then, the research instruments were distributed and students were encouraged to ask any questions if they had problems understanding the task or with anything else during data collection. The speech samples were played with the help of a desktop or laptop computers and high quality speakers, therefore, the listening part of the questionnaire was perfectly audible despite the fact that it was not in a language laboratory and students did not have headphones. The language of the data collection procedure was Hungarian, with the exception of the language of the speech samples.

After some raw analysis of the data, the two pilot studies for the group discussions were organized and conducted. As this form of data collection did not prove to be successful, no further data collection sessions were arranged.

4.6. Limitations of the study

Reflections on the limitations of the present research ought to be also provided here. One of the major limitations of the study is attributable to the mainly quantitative manner of data collection and analysis. In general, most attitude research is conducted quantitatively, and the research design underlying this dissertation follows this tradition. Nevertheless, the qualitative aspects of language attitudes could have been emphasized as well by incorporating further data collection methods and techniques. For example, naturally occurring attitudinal data could have been collected by recording English classroom conversations and lessons concerning language and accent varieties. Also, students could have been asked to write narratives on the topic. This way, the paper would be able to reflect on further aspects of language attitudes beyond the quantitative perspective. At the same time, this provides some implications for further qualitative research in the field of the study of attitudes.

In some cases, the number of variables was limited on purpose, which, subsequently, contributed to limitations concerning the outcome of the study. For example, the decision to maximize the number of English accent varieties in five and not to include more varieties in the study inevitably restricted the scope of the present investigation. Nonetheless, this provides space for some further research where respondents can evaluate more and different English accent varieties and the speakers of these varieties.

Finally, as the research was conducted in one particular school, the number and characteristics of the respondents led to some limitations as well. A comparison of primary and secondary schools, that of different secondary schools in Szeged or in other towns or cities of Hungary could have provided more generalizable results to the language attitudes of Hungarian school children and adolescents. Indeed, this implies the need for extending similar attitudinal research to different respondent populations as well.

Chapter 5: Results

In this chapter of the dissertation, the results of the main parts of the questionnaire are presented, in which participants were asked, on the one hand, to evaluate the speakers of the particular English accent varieties; and, on the other hand, to label and comment on the accent varieties in question.

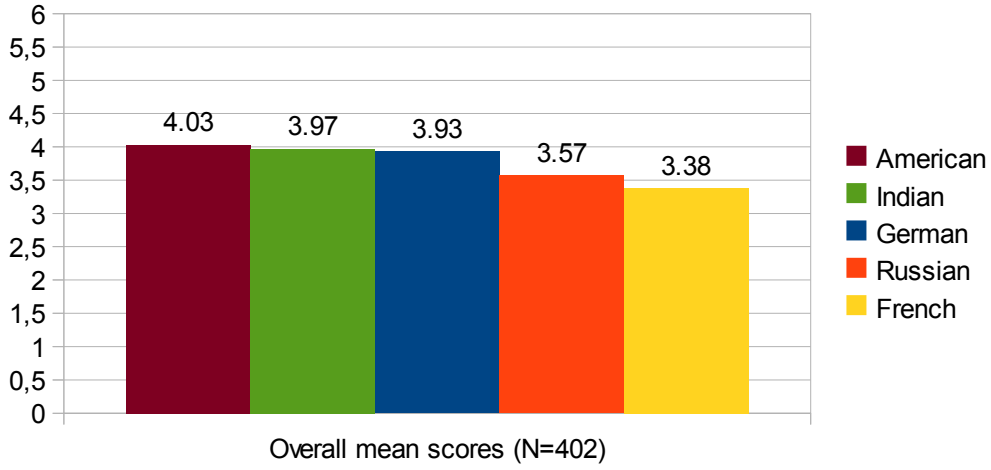
5.1. The evaluation task

The evaluation task of the present investigation was particularly designed in a way that required respondents to assess the speakers on the basis of the acoustic stimuli, that is, of the speakers' pronunciation or accent that participants could hear. In Pilot Studies 3 and 4, respondents were also specifically requested to indicate whether they based their evaluations on the speech samples, i.e. on the acoustic stimuli, or on the labels they themselves provided in the previous task where they attempted to identify where the speakers originated from. As respondents of Pilot Studies 3 and 4 unanimously stated that they all relied on the acoustic stimuli while evaluating the speakers, and as the design of this task also specifically aimed to elicit responses to speech samples, the overall outcome of this task is assumed to display respondents' evaluations of the speakers in question on the basis of the pronunciation or accent varieties they speak. As a consequence, the core of the results is presented and analyzed in subsection 5.1.1 by speech samples. Nevertheless, the possibility ought not to be precluded that the evaluations that respondents provided of the speakers are affected by the actual labels with which they identified the speakers. Therefore, a brief subsection (5.1.2) is devoted to the evaluation results based on the labels of the English accent varieties in question. The responses in both subsections are analyzed statistically with the Statistica program (Version 11).

5.1.1. Results by acoustic stimuli

The first stage of the analysis of the results involved the calculation of mean scores of the overall speaker evaluations for each accent variety (as presented in Figure 5.1 below). The overall mean scores show that Hungarian respondents differentiate between the different accent varieties and rank order them in a hierarchical manner as follows (in descending order, from the most positive to the most negative overall evaluations): American, Indian, German, Russian and French English accent varieties.

Figure 5.1. The overall mean scores of evaluations for each accent variety



A t-test for dependent samples was conducted to see whether there are statistically significant differences between the mean scores. As indicated in Table 5.1 below, there are no statistically significant differences between the means of the subsequently ordered accent varieties ($p < 0.05$). A pattern seems to evolve dividing the accent varieties into two groups: the means of the evaluations of the American, Indian and German accent varieties show no statistically significant differences compared to each other (in case of the mean scores of the American and Indian accent varieties, $p=0.745$; in case of the mean scores of the American and German varieties, $p=0.207$; and in case of the mean scores of the Indian and German English accent varieties, $p=0.189$). The means of the American and Indian accent varieties indicate statistically significant differences compared to the means of the

Russian and French accent varieties (in case of the mean scores of the American and Russian and the American and French accent varieties, p=0.014 and p=0.009, respectively; while p=0.029 and p=0.007 in case of the mean scores of the Indian and Russian and the Indian and French English accent varieties, respectively). The German accent variety shows statistically significant mean differences with the French accent variety (p=0.005). The Russian and French accent varieties show no statistically significant differences in their mean scores compared to one another (p=0.085). The overall results show that the participants of this study evaluate the American, the Indian and the German accent varieties significantly more positively than the Russian and French accent varieties.

Table 5.1. Statistical significance of the differences of the total evaluation means (p < 0.05, * indicates statistical significance at the level in brackets in the same cell)

	American	Indian	German	Russian	French
American	-	0.05 (p=0.745)	0.25 (p=0.207)	0.45* (p=0.014)	0.65* (p=0.009)
Indian	0.05 (p=0.745)	-	0.20 (p=0.189)	0.40* (p=0.029)	0.60* (p=0.007)
German	0.25 (p=0.207)	0.20 (p=0.189)	-	0.20 (p=0.155)	0.40* (p=0.005)
Russian	0.45* (p=0.014)	0.40* (p=0.029)	0.20 (p=0.155)	-	0.20 (p=0.085)
French	0.65* (p=0.009)	0.60* (p=0.007)	0.40* (p=0.005)	0.20 (p=0.085)	-

Concerning the speaker evaluations, overall results were also calculated with reference to two variables, namely, the mean scores of the evaluations were calculated by gender and age (see the mean scores in Table 5.2 below). As the results show, there is no difference in the rank order concerning the gender variable compared to the above rank order of the accent varieties, which is: American, Indian, German, Russian and French. However, regarding the age variable, differences in this order can be seen in the case of participants who were born in 1994, 1995 and 1996 as well (changes concerning the rank order are highlighted in bold, and the place of the new rank order is indicated after the

mean scores in brackets). Respondents who were born in 1994, have the reverse order for the Indian and the German accent varieties, evaluating the German accent variety more positively than the Indian variety. For respondents born in 1995, the rank order of the three most positively evaluated varieties differs greatly from the rank order provided by the overall results. That is, this age group judges the German English accent variety the most favorably, followed by the American accent variety, and the Indian accent variety is the third. The actual rank order is not altered to a considerable extent by the evaluations of the respondents born in 1996, however, the Indian English accent variety is assessed by these respondents as favorably as the American English accent variety.

Table 5.2. The mean scores of acoustic stimuli evaluations by gender and age

	American	French	German	Russian	Indian
Girls	4.05	3.46	3.99	3.65	4.00
Boys	4.00	3.28	3.85	3.49	3.94
1994	4.14	3.42	**4.07 (2)**	3.57	**3.90 (3)**
1995	**3.97 (2)**	3.34	**4.02 (1)**	3.45	**3.96 (3)**
1996	**4.06 (1)**	3.31	3.97	3.62	**4.06 (1)**
1997	4.00	3.47	3.73	3.59	3.93
1998	4.07	3.37	3.82	3.77	3.98

Independent t-tests were carried out to see whether the mean score differences concerning the gender and the age variables presented in Table 5.2 above are significant. According to results of the t-tests, the gender differences in the mean scores are not statistically significant in the case of any of the accent varieties (significance: $p < 0.05$; results of the t-tests regarding gender are American: $p=0.82$; French: $p=0.3$; German: $p=0.28$; Russian: $p=0.22$; and, Indian: $p=0.61$). With reference to the age variables, the t-tests show significant differences between the age groups only in two cases: the German English accent variety mean score differences are statistically significant between respondents born in 1994 vs. in 1997 ($p=0.03$), and with reference to the Russian English accent variety, statistical significance can be observed between respondents' mean scores

who were born in 1995 vs. in 1998 (p=0.04). In all the other comparisons, the differences between the mean scores are not statistically significant.

A further step of the analysis was to attempt to locate the evaluative dimensions within the data. First, mean scores were calculated of the evaluations of the five samples for each of the eight traits (the mean scores can be seen in Table 5.3 below, N=402).

Table 5.3. The mean scores of acoustic stimuli evaluations by character traits

	Accent varieties				
Traits	**American**	**French**	**German**	**Russian**	**Indian**
Friendly	4.36	3.07	3.93	3.42	4.15
Entertaining	3.35	3.63	3.97	3.28	4.24
Rich	4.06	3.94	4.22	3.83	3.74
Clever	4.27	3.69	3.88	3.98	3.76
Honest	4.24	3.21	4.00	3.67	4.03
Helpful	4.20	3.21	4.03	3.51	4.09
Modest	3.41	3.15	3.37	3.44	3.67
Harmless	4.31	3.11	4.00	3.44	4.10
Total	**4.03**	**3.38**	**3.93**	**3.57**	**3.97**

Afterwards, factor analysis was conducted on the overall mean scores. Factor analysis extracted three factors on to which the traits loaded (as can be seen in Table 5.4 below, based on a loading > 0.7), in particular, the personality traits *friendly*, *honest*, *helpful*, *modest* and *harmless* are loaded on to Factor 1, the traits *entertaining* and *clever* loaded on to Factor 2, and the trait *rich* loaded on to Factor 3 with eigenvalues of 57.48%, 24.02% and 16.23% accounting for total variance, respectively.

Table 5.4. Factors of the acoustic stimuli evaluations

	Factor 1	**Factor 2**	**Factor 3**
Friendly	**0.977**	-0.082	0.192
Entertaining	0.197	**-0.976**	-0.009
Rich	0.006	0.079	**0.995**
Clever	0.607	**0.742**	0.262
Honest	**0.917**	0.262	-0.279
Helpful	**0.945**	-0.172	0.270
Modest	**0.759**	-0.326	-0.467
Harmless	**0.954**	-0.126	-0.162

Concerning Factor 1, the mean scores of the traits *friendly*, *honest*, *helpful*, *modest* and *harmless* were statistically compared in order to observe the rank order of accent varieties along this factor as well as to see whether the differences between the scores are statistically significant (for the mean scores along this dimension see Table 5.5 below; changes concerning the rank order are highlighted in bold, and the place of the new rank order is indicated after the mean scores in brackets). The results of the analysis show that the rank order of the mean scores along this dimension corresponds with the rank order of the overall variety evaluations, i.e. the American English accent variety is evaluated the most favorably along this dimension as well, subsequently, the Indian, the German, the Russian and the French English accent varieties are evaluated less and less favorably in this order. Regarding statistical significance, with one exception, mean score differences are the same as in the case of the overall evaluations (see Table 5.1 above for significant differences between the overall mean scores). However, even though the mean score difference is not significant between the Russian and the French accent varieties concerning the overall evaluations, statistical significance can be observed here, along Factor 1 between these two accent varieties (p=.000).

Table 5.5. Mean scores of acoustic stimuli evaluations by gender and age along Factor 1

	American	French	German	Russian	Indian
Total (N=402)	4.10	3.15	3.86	3.50	4.01
Girls	4.13	3.21	3.92	3.56	4.02
Boys	4.08	3.08	3.81	3.43	3.99
1994	**4.28 (1)**	3.29	**4.05 (2)**	3.59	**3.95 (3)**
1995	4.01	3.15	3.98	3.37	4.00
1996	4.11	3.00	3.94	3.47	4.09
1997	4.13	3.25	3.62	3.56	3.96
1998	4.12	3.09	3.73	3.70	3.97

With reference to the gender and age variables, differences between the mean scores along Factor 1 based on the gender variable do not seem to be significant when $p < 0.05$ (for the American variety $p=0.85$; for French $p=0.19$; for German $p=0.55$; for Russian $p=0.14$; and for the Indian accent variety $p=0.77$). Also, the rank order of the accent varieties remains the same as based on the overall evaluations, regardless of respondents' gender. Concerning the age variable, compared with the overall evaluations where significant differences emerged regarding the German and the Russian English varieties, along Factor 1, significant differences between the mean evaluation scores of the traits *friendly*, *honest*, *helpful*, *modest* and *harmless* can be observed in four instances, two of which concern the French, and two the Russian English accent varieties. Regarding the French variety, significant differences exist between the evaluations of the participant groups born in 1994 vs. in 1996 ($p=0.03$) as well as of respondents born in 1996 vs. in 1997 ($p=0.01$). As for the Russian English accent variety, differences between the means provided by participants born in 1995 vs. in 1998 ($p=0.01$) as well as respondents born in 1996 vs. in 1998 ($p=0.01$) are statistically significant. In the former case, i.e. the 1995 and 1998 age groups, differences are also statistically significant concerning the overall mean scores, not only Factor 1. In addition, rank order of the accent varieties changed in the case of respondent group born in 1994 as by this age group, the German accent variety (4.05) precedes the Indian English accent variety (3.95), based on the mean scores of Factor 1.

As far as Factor 2 is concerned (results are presented in Table 5.6. below; changes concerning the rank order are highlighted in bold, and the place of the new rank order is indicated after the mean scores in brackets), the mean scores of the traits *entertaining* and *clever* were statistically compared to determine the rank order of the English accent varieties along this factor. Analysis was also conducted in order to see whether there are significant differences between the mean scores of this factor. The results show, first of all, that the rank order of the means along this dimension changes compared with the rank order based on the overall variety evaluations, although none of the differences between the mean scores are statistically significant. Indeed, the Indian English accent variety, which was rated as second in the overall evaluations, is assessed the most positively on the traits *entertaining* and *clever*. The Indian variety is followed by the German English accent variety, which was judged as third in the overall evaluations. The American English accent variety is regarded as the third most favorable accent variety, even though in the ranking based on the overall evaluation this variety was judged as the most positive accent variety. The French and the Russian English accent varieties are assessed along this factor in a reverse way, that is, in contrast to the rank order of the overall evaluations, the French variety precedes the Russian variety here.

Table 5.6. Mean scores of acoustic stimuli evaluations by gender and age along Factor 2

	American	French	German	Russian	Indian
Total	3.81	3.66	3.93	3.63	4.00
Girls	**3.84 (3)**	**3.82 (4)**	**4.02 (1)**	**3.75 (5)**	**4.00 (2)**
Boys	**3.78 (3)**	**3.50 (4)**	**3.83 (2)**	**3.50 (4)**	**3.93 (1)**
1994	**3.80 (3)**	3.56	**4.08 (1)**	3.63	**3.90 (2)**
1995	**3.77 (3)**	**3.49 (4)**	**4.03 (1)**	**3.41 (5)**	**3.98 (2)**
1996	**3.90 (3)**	3.69	**3.98 (2)**	3.83	**4.08 (1)**
1997	**3.75 (4)**	**3.83 (2)**	**3.76 (3)**	**3.61 (5)**	**4.02 (1)**
1998	**3.87 (2)**	3.73	**3.75 (4)**	**3.79 (3)**	**3.88 (1)**

With reference to the gender and age variables, despite no statistical significance in the differences between the mean scores, both variables display differences in how respondents regard the rank order of the individual accent varieties based on their gender or age. Namely, concerning gender, girls rank order the English accent varieties as follows: the German English accent variety (4.02) is evaluated the most positively by them along the dimension of Factor 2. The second most favorably assessed accent is the Indian English variety (4.00), followed by the American English variety (3.84) in the third place. The French (3.82) and the Russian English (3.75) accent varieties occupy the fourth and the fifth places in the evaluations, respectively. In comparison with the girls', the boys' rank order of the varieties differs slightly, namely, the Indian English accent variety (3.93) is evaluated the most favorably, and the German accent variety (3.83) follows it in the second place. The American English accent variety (3.78) occupies the third place, similarly to the girls' evaluations, while the French and the Russian English accent varieties are both judged as the least favorable accent varieties with a mean score of 3.5 each.

The mean scores based on age have also altered the rank order of the accent varieties based on the mean scores of the overall evaluations. While older participants, i.e. participants born in 1994 and 1995, find the German English accent variety as the most favorable, the other age groups, that is, respondents born in 1996, 1997 and 1998 evaluate the Indian accent variety the most positively along Factor 2. Participants born in 1994 and 1995 show consistency in rank ordering the other varieties, namely, both age groups consider the Indian accent variety as the second, and the American accent variety as the third most favorable variety. However, the two age groups differ in their evaluations concerning the French and the Russian varieties since while participants born in 1994 prefer the Russian to the French variety, respondents born in 1995 judge the French English accent as more favorable compared to the Russian accent variety.

There is no further consistency among the other age groups, other than the one with reference to the most positively evaluated Indian English accent variety. That is, for respondents born in 1996, the second most positive variety is the German English accent, followed by the American, the Russian, and finally by the French. In contrast with this and to the overall evaluations, respondents born in 1997 regard the French English accent

variety as the second most favorable variety, followed by the German, the American and the Russian English accent varieties. The evaluations by this age group are also peculiar concerning not only the French but also the American variety, since, in general, the American English accent variety is never evaluated as the fourth most favorable – in effect, as the second least favorable. Participants born in 1998 judge the American variety as second, the Russian variety as third, the German variety as fourth, and the French variety as the fifth in the rank order. The evaluations of this age group are also striking with reference to the very low position of the German English accent variety.

Factor 3 includes only one character trait, that is, the trait *rich* (the mean scores of this trait or factor can be seen in Table 5.7 below; changes concerning the rank order are highlighted in bold, and the place of the new rank order is indicated after the mean scores in brackets).

Table 5.7. Mean scores of acoustic stimuli evaluations by gender and age along Factor 3

	American	French	German	Russian	Indian
Total	4.06	3.94	4.22	3.83	3.74
Girls	**4.07 (2)**	**4.04 (3)**	**4.30 (1)**	**3.88 (4)**	**3.74 (5)**
Boys	**4.06 (2)**	**3.83 (3)**	**4.13 (1)**	**3.78 (4)**	**3.75 (5)**
1994	**4.07 (2)**	**3.74 (3)**	**4.33 (1)**	**3.37 (5)**	**3.63 (4)**
1995	**4.20 (2)**	**3.95 (3)**	**4.22 (1)**	**3.93 (4)**	**3.68 (5)**
1996	**4.09 (2)**	**4.08 (3)**	**4.15 (1)**	**3.98 (4)**	**3.86 (5)**
1997	**3.86 (2)**	**3.83 (3)**	**4.21 (1)**	**3.69 (4)**	**3.61 (5)**
1998	**4.21 (3)**	**4.00 (5)**	**4.39 (1)**	**4.07 (4)**	**4.25 (2)**

Regarding the mean scores of the evaluations along Factor 3, the rank order of the accent varieties differs from the rank order based on the mean scores of the overall evaluations. That is, the German English accent variety is evaluated the most favorably in terms of the speaker's richness, with a mean score of 4.22. This variety is followed by the American English accent (4.06), the French English accent (3.94), the Russian English accent (3.83) and finally by the Indian English accent (3.74) varieties. The difference

between these mean scores is not statistically significant in any of the pairs of comparisons.

Concerning the gender variable, first of all, no differences can be observed between the girls' and boys' rank order of the different English accent varieties. What is more, the rank order of the varieties based on the gender variable does not differ to any extent from the general rank order based on the overall mean scores of Factor 3. The mean score differences, however, are not statistically significant.

With reference to the age variable, more differences can be seen in the rank order, even though no statistically significant differences exist concerning the mean scores. In fact, three age groups seem to provide the same rank order of the varieties along this dimension, namely, respondent groups born in 1995, 1996 and 1997 rank order the varieties correspondingly to the general order along this factor, that is, in the order of German, American, French, Russian and Indian English. In contrast, respondents born in 1994 show a reversal in the rank order of the Russian and the Indian accent varieties, while the order of the first three most positively judged accent varieties remains the same. In contrast, more differences can be observed in the evaluations of the respondents born in 1998. Similarly to other age groups, the German English accent variety is assessed the most favorably by respondents born in 1998. However, the subsequent order of the accent varieties differs to a great extent from the general rank order based on this factor. The Indian accent variety seems to be the second most favorable variety, followed by the American accent variety in the third place, then by the Russian, and finally by the French English accent varieties, in the fourth and the fifth place, respectively.

5.1.2. Results by labels

The first stage of the analysis included the completion of a list consisting of all the labels respondents provided for the English accent varieties in question (for the complete list see Appendix F; the labels according to the speech samples are presented in more detail in the following chapter, specifically, in section 6.2). In total, 49 labels are provided by the participants; indeed, there are considerable differences between the actual numbers

of the individual labels, that is, while the label *German* is used in 335 instances, the labels *Columbian* or *Thai* are each employed only once. Thus, as the same statistical analysis of all the labels would not have been able to provide comparable and valid results, only those varieties were selected for further statistical analysis whose total number of labels excessed 100. These labels (N=8) are as follows: *German* (N=335); *French* (N=278); *Russian* (N=195); *American* (N=188); *British* (N=174); *Chinese* (N=145); *Italian* (N=129); and *Japanese* (N=123).

As a second stage of the analysis, the participants' evaluation scores given for the individual labels were extracted from the overall data, however, only those scores were considered that were provided for only one label. In other words, in case a participant labelled an accent variety as both *Chinese* and *Japanese,* the evaluation score in question was not taken into account by the final analysis. After the extraction of these data, the mean scores of the participants' evaluations were calculated by labels for each variety and for each of the eight traits (the mean scores are presented in Table 5.8 below).

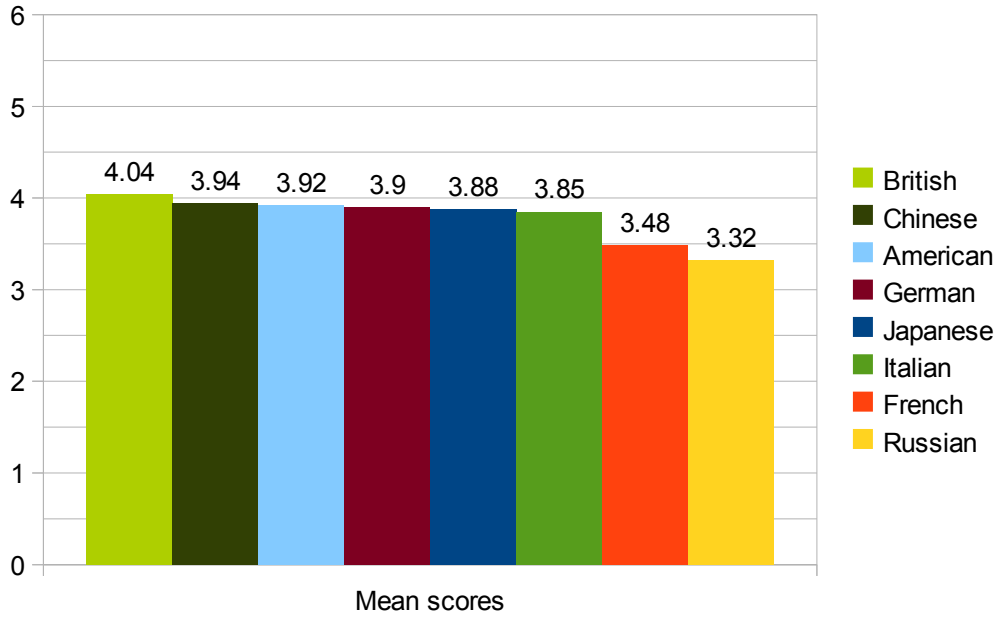
Table 5.8. The mean scores of label evaluations by character traits

	Varieties							
Traits	**German (N=325)**	**French (N=275)**	**Russian (N=185)**	**American (N=185)**	**British (N=171)**	**Chinese (N=121)**	**Italian (N=120)**	**Japanese (N=101)**
Friendly	3.86	3.24	2.98	4.18	4.33	4.13	4.08	3.82
Entertaining	3.98	3.52	3.52	3.51	3.26	4.08	4.14	3.57
Rich	4.31	4.32	3.95	4.06	4.04	3.44	4.12	4.02
Clever	3.93	3.80	3.78	4.09	4.40	3.78	3.85	4.17
Honest	3.93	3.40	3.10	4.01	4.27	4.09	3.84	3.85
Helpful	3.99	3.24	3.15	4.18	4.13	4.27	3.87	3.93
Modest	3.31	2.85	3.30	3.18	3.56	3.60	3.38	3.85
Harmless	3.88	3.45	2.76	4.17	4.36	4.10	3.55	3.80
Total	**3.90**	**3.48**	**3.32**	**3.92**	**4.04**	**3.94**	**3.85**	**3.88**

All in all, the mean scores make it possible to establish a rank order of the diversely labeled varieties, to extract the factors along which respondents arranged their evaluations concerning the varieties as well as to observe the differences in the rank orders of the

labeled varieties along the different factors. Nevertheless, this data extraction does not allow for investigating the distinctions between the varieties in question based on the gender or the age of the participants. The rank order of the eight selected varieties based on the overall mean evaluation scores is presented in Figure 5.2 below.

Figure 5.2. The overall mean scores of evaluations for the eight label varieties



The mean scores in Figure 5.2 show that the participants of the study differentiate between the differently labeled varieties and judge them more positively or negatively, and their assessments range from the most favorable to the least favorable as follows: British, Chinese, American, German, Japanese, Italian, French and Russian.

In order to see statistically significant differences between the mean scores, a t-test for dependent samples was carried out. As Table 5.9 below shows, the Russian and the French English varieties are rated, in general, significantly more negatively than the other English varieties. In particular, the mean score of the Russian English variety has statistically significant differences in comparison with the means of six English varieties in the list, i.e. British, Chinese, American, German, Japanese and Italian, except for the French variety ($p=0.46$). Also, the ratings of the French English variety display statistically significant differences compared to those of five of the previously mentioned varieties,

with the exception of the Italian English variety (p=0.06). The British, the Chinese, the American, the German, the Japanese and the Italian English varieties show no statistically significant differences in their mean scores compared to one another. All in all, a pattern appears that divides the differently labeled English varieties into two groups: the British, the Chinese, the American, the German, the Japanese and the Italian English varieties are evaluated significantly more favorably than the French and the Russian English varieties.

Table 5.9. Statistical significance of the differences of the total evaluation means by labels (p < 0.05, * indicates statistical significance at the level in brackets in the same cell)

	British	Chinese	American	German	Japanese	Italian	French	Russian
British	-	0.10 (p=0.56)	0.12 (p=0.55)	0.14 (p=0.43)	0.16 (p=0.31)	0.19 (p=0.30)	0.56* (p=0.02)	0.72* (p=0.00)
Chinese	0.10 (p=0.56)	-	0.02 (p=0.94)	0.04 (p=0.80)	0.06 (p=0.63)	0.09 (p=0.60)	0.46* (p=0.03)	0.62* (p=0.00)
American	0.12 (p=0.55)	0.02 (p=0.94)	-	0.02 (p=0.89)	0.04 (p=0.76)	0.07 (p=0.68)	0.44* (p=0.05)	0.60* (p=0.01)
German	0.14 (p=0.43)	0.04 (p=0.80)	0.02 (p=0.89)	-	0.02 (p=0.85)	0.05 (p=0.75)	0.42* (p=0.04)	0.59* (p=0.01)
Japanese	0.16 (p=0.31)	0.06 (p=0.63)	0.04 (p=0.76)	0.02 (p=0.85)	-	0.03 (p=0.85)	0.40* (p=0.03)	0.57* (p=0.00)
Italian	0.19 (p=0.30)	0.09 (p=0.60)	0.07 (p=0.68)	0.05 (p=0.75)	0.03 (p=0.85)	-	0.37 (p=0.06)	0.53* (p=0.01)
French	0.56* (p=0.02)	0.46* (p=0.03)	0.44* (p=0.05)	0.42* (p=0.04)	0.40* (p=0.03)	0.37 (p=0.06)	-	0.16 (p=0.46)
Russian	0.72* (p=0.00)	0.62* (p=0.00)	0.60* (p=0.01)	0.59* (p=0.01)	0.57* (p=0.00)	0.53* (p=0.01)	0.16 (p=0.46)	-

Subsequent analysis attempted to detect the evaluative dimensions within the data by conducting factor analysis on the overall mean scores (for the factors see Table 5.10 below). Factor analysis extracted three factors to which the traits loaded (based on a loading > 0.7). In fact, the traits *friendly, honest, helpful* and *harmless* loaded on to Factor 1; the traits *entertaining* and *clever* are loaded on to Factor 2; and the traits *rich* and *modest* loaded on Factor 3 with eigenvalues of 57.80%, 21.93% and 13.01% accounting for total variance, respectively.

Table 5.10. Factors of the label evaluations

	Factor 1	Factor 2	Factor 3
Friendly	**0.965**	-0.006	0.186
Entertaining	0.168	**-0.936**	0.126
Rich	-0.089	0.255	**-0.867**
Clever	0.569	**0.804**	0.078
Honest	**0.975**	0.063	0.194
Helpful	**0.932**	-0.078	0.321
Modest	0.325	0.182	**0.830**
Harmless	**0.950**	0.162	0.076

Concerning the three factors, the mean scores of the traits on each factor were compared to see the rank order of the individual labeled varieties along each factor (Table 5.11).

Table 5.11. Mean scores by factors of label evaluations

	Factor 1	Factor 2	Factor 3
British	4.27	3.83	3.80
Chinese	4.15	3.93	3.52
American	4.14	3.80	3.62
German	3.92	3.96	3.81
Japanese	3.85	3.87	3.94
Italian	3.84	4.00	3.75
French	3.33	3.66	3.59
Russian	2.98	3.65	3.63

As for Factor 1, the rank order of the mean scores along this dimension corresponds to the rank order of the overall variety evaluations, that is, the rank order of the British, Chinese, American, German, Japanese, Italian, French and Russian English varieties remains the same. Nevertheless, despite the fact that the original rank order is not altered, statistical analysis shows that, with reference to Factor 1, the mean score differences (see Table 5.12 below) display statistical significance in more instances than the mean scores of the overall evaluations (see Table 5.9 above). In other words, while the overall mean score show statistical significant differences only in the case of the French

and the Russian English varieties, the mean scores along Factor 1 display statistically significant differences in the case of the German, the Japanese, and the Italian varieties beyond the French and Russian varieties. Indeed, a pattern seems to emerge from the mean scores that divides the eight varieties in question into two groups: the British, the Chinese and the American varieties do not display any statistically significant differences of their mean scores compared with each other along Factor 1 (for the British and Chinese varieties p=0.26; for the British and American English varieties p=0.79; and for the Chinese and American English varieties p=0.13); however, they appear to show statistically significant differences in their mean scores compared to the other varieties, except for the Italian English variety in some instances.

Table 5.12. Statistical significance of the differences of the mean scores by Factor 1 (p < 0.05, * indicates statistical significance at the level in brackets in the same cell)

	British	Chinese	American	German	Japanese	Italian	French	Russian
British	-	0.13 (p=0.26)	0.14 (p=0.13)	0.38* (p=0.02)	0.42* (p=0.01)	0.44* (p=0.01)	0.94* (p=0.00)	1.26* (p=0.00)
Chinese	0.13 (p=0.26)	-	0.01 (p=0.79)	0.23* (p=0.00)	0.30* (p=0.00)	0.31* (p=0.00)	0.82* (p=0.00)	1.15* (p=0.00)
American	0.14 (p=0.13)	0.01 (p=0.79)	-	0.22* (p=0.03)	0.29* (p=0.01)	0.30* (p=0.01)	0.80* (p=0.00)	1.14* (p=0.00)
German	0.38* (p=0.02)	0.23* (p=0.00)	0.22* (p=0.03)	-	0.07* (p=0.00)	0.08* (p=0.00)	0.59* (p=0.00)	0.92* (p=0.00)
Japanese	0.42* (p=0.01)	0.30* (p=0.00)	0.29* (p=0.01)	0.07* (p=0.00)	-	0.02 (p=0.90)	0.52* (p=0.00)	0.85* (p=0.00)
Italian	0.44* (p=0.01)	0.31* (p=0.00)	0.30* (p=0.01)	0.08* (p=0.00)	0.02 (p=0.90)	-	0.50* (p=0.05)	0.84* (p=0.00)
French	0.94* (p=0.00)	0.82* (p=0.00)	0.80* (p=0.00)	0.59* (p=0.00)	0.52* (p=0.00)	0.50* (p=0.05)	-	0.34 (p=0.08)
Russian	1.26* (p=0.00)	1.15* (p=0.00)	1.14* (p=0.00)	0.92* (p=0.00)	0.85* (p=0.00)	0.84* (p=0.00)	0.34 (p=0.08)	-

With reference to both Factor 2 and Factor 3, on the one hand, the mean scores affect the original rank order of the English varieties (see Table 5.11 above). In fact, regarding Factor 2, the rank order of the varieties is modified as follows: Italian is evaluated the most favorably (4.00) by the participants, the Italian variety is followed by

the German (3.96), the Chinese (3.93), the Japanese (3.87), the British (3.83) and the American (3.80) English varieties. The two least positively judged varieties include the French (3.66) and the Russian (3.65) English varieties. Concerning Factor 3, the Japanese variety is evaluated the most positively by the respondents (3.94). The German (3.81), the British (3.80), the Italian (3.75), the Russian (3.63), the American (3.62), the French (3.59) and the Chinese (3.52) English varieties are evaluated more and more negatively in this order by the respondents. In contrast, however, the mean score of the different varieties display no statistically significant differences in any instances along either Factor 2 or Factor 3.

5.2. The labeling and commenting tasks

The questionnaire included three tasks that required the participants of the study, first, to attempt to identify the five English accent varieties they listened to by providing labels concerning the origins of the varieties in question; second, to select adjective from a previously determined set of characteristics of the speakers of the spoken English accent varieties that describe the speakers not in terms of personality traits but rather in terms of appearance (hair, age and height), family status and personal preferences; and, finally, to provide any additional comments concerning the speakers of the varieties in question.

5.2.1. Results of the labeling task

In this subsection of the dissertation, the general results of the identification task are reported, i.e. what specific categorizations respondents provided in the case of the speech samples of the different English accent varieties.

Concerning the American English accent variety, Table 5.13 below displays the different classifications of how the participants of the study perceived the origins of this English variety. The results show that an almost identical number of respondents claim that the English variety they heard is *American* or *British* (N=158 and N=156, respectively).

Apart from labeling the speech sample as an *American* or *British* accent variety, respondents identified the variety as *Scottish* in 15, *Irish* in 10 and *Australian* in 6 instances. Besides, in two cases the accent was labeled as *Belgian,* and in two other cases as *Slovak.* The last category includes one instance each of *Albanian, Canadian, European, French, German, Hungarian, Italian* and *North American* classifications. In 30 cases the variety was identified as *English*, without any further, more specific identification. Altogether, including the number of respondents who claim that the variety is *American* or *British,* 86% (N=345) believe that the accent variety is a native English variety.

Table 5.13. Labels of the American English accent variety

Labels	**The total number of times each label was used**
American	158
British	156
English	30
Scottish	15
Irish	10
Australian	6
Belgian, Slovak	2
Albanian, Canadian, European, French, German, Hungarian, Italian, North American	1
No response	20

As for the French English accent variety, the different labels can be seen in Table 5.14 below.

Table 5.14. Labels of the French English accent variety

Labels	**The total number of times each label was used**
French	201
Russian	43
Chinese	25
Italian	20
Japanese	15
American	10
Arabic, Spanish	6
Irish	5
Asian, Australian, British	4
African, Bulgarian, Turkish, Scottish	3
Canadian, English, Indian, Jamaican, Korean, Pakistani, Swedish, Ukrainian	2
Albanian, Colombian, Far-Eastern, German, Latin, Lithuanian, Mexican, Serbian, Slavic, South Chinese, South Korean, Welsh, Western European	1
No response	24

The numbers show that exactly half of the respondents labeled this variety as a *French* accent variety. Participants also identified the variety as *Russian* (N=43), *Chinese* (N=25), *Italian* (N=20), *Japanese* (N=15), or *American* (N=10). Apart from *American,* in 19 other cases participants labeled the variety as a sort of native variety, including *Irish, Australian, British, Scottish, Canadian* and *Welsh* accents. Further identifications included a wide range of different labels, such as, for example, *Arabic, African, Jamaican* or *Colombian.* Nevertheless, as opposed to the American English accent, this variety was labeled as *English* without any further specifications only in two cases. In the other cases, respondents either provided no labels at all (N=24), or they attempted to identify the

variety more specifically, attaching various labels of nationalities to it.

As far as the German accent variety is concerned, 79% of the respondents (N=319) concluded that the variety in question is *German.* Apart from the 319 respondents who described it as German, there were two other respondents who claimed that the speaker was Swiss and another one who claimed that he was Austrian. Only a minority of the participants labeled the variety as *Japanese* (N=15), *Chinese* or *Scottish* (N=12 in both latter cases). On the whole, variation in the identifications was the lowest in the case of this variety, and even though some respondents associated the variety with such countries as France, Italy, Spain, Britain, America, Russia, Australia, the Netherlands, India, Canada and different parts of the United Kingdom, such as, Scotland or Wales, these occurred only in a limited number of cases. Interestingly, this is the only variety that respondents did not label as *English;* in 13 instances they did not provide any answers, however, in the other cases participants attempted to identify the variety as a different accent from the rather general classification of *English.*

Table 5.15. Label of the German English accent variety

Labels	**The total number of times each label was used**
German	319
Japanese	15
Chinese, Scottish	12
French	6
Italian, Spanish	4
Asian, British	3
American, Russian, Swiss, Welsh	2
Australian, Austrian, Canadian, Far-Eastern, Dutch, Indian	1
No response	13

With reference to the Russian English accent variety, the classifications of the identification are detailed in Table 5.16 below. The results show that the most frequently used label was *Russian* (N=142). Besides, the labels *Italian* (N=61), *French* (N=39), *Spanish* (N=16), *American* and *Australian* (for both N=13), *Romanian* (N=11), and *Scottish* (N=10) were the most frequent. The other classifications display a large variation, including such labels as *Belgian, British, Irish, Serbian, German, Ukrainian*, *Polish, Dutch* and also in one instance *Hungarian.* In three cases, the variety in question is identified by the respondents as *English,* without any further specifications.

Table 5.16. Labels of the Russian English accent variety

Labels	**The total number of times each label was used**
Russian	142
Italian	61
French	39
Spanish	16
American, Australian	13
Romanian	11
Scottish	10
Belgian	9
British, Irish	8
Serbian	7
German	6
Slavic, Ukrainian	5
Polish	4
English, Dutch	3
Chinese, Danish, Hungarian, Nordic, Portuguese, Swedish, Welsh	2
African, Arabic, Asian, Belorussian, Benelux, Czech, Cuban, Finnish, Indian, Inuit, New Zealand, Norwegian, Swiss, Turkish	1
No response	30

Regarding the Indian English accent variety, Table 5.17 below shows the categories of the identifications. The majority of the respondents labeled this variety as either *Chinese* (N=109) or *Japanese* (N=93), while only 11 of the 402 participants identified the variety as an Indian English accent variety. Further labels of this variety included *Italian* (N=43), *French* (N=31) and *Asian* (N=14). The range of the labels is the largest in the case of this accent variety, that is, altogether 46 different labels were assigend by the respondents to identify the origin of the speaker of the particular English accent variety in question, including, for example, such labels as *Arabic, English, Hungarian, Portuguese, Turkish,* etc.

Table 5.17. Labels of the Indian English accent variety

Labels	**The total number of times each label was used**
Chinese	109
Japanese	93
Italian	43
French	31
Asian	14
Indian	11
German, Russian, Korean	8
Irish, Scottish	7
Spanish	6
American	5
Norwegian, Belgian	4
British, Swiss	3
Austrian, Finnish, Greek, Polish, Scandinavian	2
Arabic, Argentinian, Australian, Canadian, Cuban, East Asian, Egyptian, English, Far-Eastern, Flamish, Hungarian, Lithuanian, Mongolian, New Zealand, Pakistani, Portuguese, Romanian, Serbian, Slovak, South African, Swedish, Thai, Turkish, Ukrainian	1
No response	34

5.2.2. Results of the quasi-commenting task

In this subsection, the results of the quasi-commenting task are presented with reference to the individual accent varieties.

As for the American English accent variety speaker, the summary of the previously determined adjective choices is presented in Table 5.18 below. As can be seen, the speaker of the American English accent variety is regarded as a middle-aged, medium-height man with short hair who wears elegant clothes, likes beer and is associated mostly with having children as far as his family status is concerned.

Table 5.18. Results of the quasi-commenting task concerning the American English accent variety

	American	
hair	short (N=269)	dark (N=197), grey (N=154), long (N=21), blond (N=8)
height	medium (N=277)	tall (N=103), short (N=21)
age	middle (N=275)	old (N=119), young (N=9)
wearing	elegant (N=191)	glasses (N=170), moustache (N=101), beard (N=94), scruffy (N=42)
likes	beer (N=255)	cheese (N=148), chocolate (N=89), pizza (N=78), sushi (N=28)
family	has children (N=262)	married (N=235), divorced (N=65), orphan (N=6)

Concerning the French English accent variety speaker, the results are summarized in Table 5.19. All in all, this speaker is characterized by most of the respondents as a short, middle-aged man with short hair and a moustache, who likes cheese and is divorced.

Table 5.19. Results of the quasi-commenting task concerning the French English accent variety speaker

	French	
hair	short (N=212)	dark (N=187), grey (N=124), long (N=61), blond (N=38)
height	short (N=209)	middle (N=113), tall (N=79)
age	middle (N=219)	old (N=141), young (N=42)
wearing	moustache (N=176)	elegant (N=137), glasses (N=114), scruffy (N=111), beard (N=104),
likes	cheese (N=177)	beer (N=167), sushi (N=82), chocolate (N=81), pizza (N=77)
family	divorced (N=175)	married (N=111), has children (N=70), orphan (N=71)

With reference to the German English accent variety speaker, respondents' options concerning several features of the speaker can be seen in Table 5.20 below. The speaker of the German English accent variety is described as a blond, medium tall, young, married man who wears glasses and likes beer.

Table 5.20. Results of the quasi-commenting task concerning the German English accent variety speaker

	German	
hair	blond (N=255)	short (N=231), dark (N=90), grey (N=22), long (N=37)
height	medium (N=155)	tall (N=141), short (N=109)
age	young (N=236)	middle (N=135), old (N=35)
wearing	glasses (N=158)	elegant (N=146), moustache (N=102), scruffy (N=54), beard (N=37)
likes	beer (N=271)	chocolate (N=133), pizza (N=108), cheese (N=83), sushi (N=59)
family	married (N=169)	has children (N=105), orphan (N=70), divorced (N=52)

Concerning the Russian English accent variety speaker, respondents' labels are presented in Table 5.21 below, according to which the speaker is thought to be a dark haired, middle-aged, married man of medium height, who has a moustache and who likes beer.

Table 5.21. Results of the quasi-commenting task concerning the Russian English accent variety speaker

	Russian	
hair	dark (N=185)	short (N=180), grey (N=128), long (N=64), blond (N=47)
height	medium (N=206)	tall (N=104), short (N=89)
age	middle (N=200)	old (N=182), young (N=21)
wearing	moustache (N=165)	beard (N=148), elegant (N=132), glasses (N=113), scruffy (N=82)
likes	beer (N=186)	cheese (N=124), pizza (N=94), chocolate (N=89), sushi (N=54)
family	married (N=172)	divorced (N=144), has children (N=140), orphan (N=34)

Finally, as for the Indian English accent variety speaker, the results of the quasi-commenting task are summarized in Table 5.22 below. On the basis of the comments it can be seen that the speaker is described as a short-haired, middle-aged, short, married man

who wears glasses and likes sushi.

Table 5.22. Results of the quasi-commenting task concerning the Indian English accent variety speaker

	Indian	
hair	short (N=237)	dark (N=223), grey (N=63), long (N=48), blond (N=46)
height	short (N=252)	middle (N=110), tall (N=39)
age	middle (N=195)	young (N=115), old (N=90)
wearing	glasses (N=171)	moustache (N=135), elegant (N=101), scruffy (N=80), beard (N=75)
likes	sushi (N=211)	beer (N=116), pizza (N=103), chocolate (N=99), cheese (N=95)
family	married (N=191)	has children (N=167), divorced (N=64), orphan (N=41)

5.2.3. Results of the commenting task

In this subsection, the numerous comments are presented that respondents provided when they were asked to comment further on the speakers if they wanted to.

Concerning the American English accent variety speaker, the further comments the respondents provided can be classified into five groups. First of all, additional remarks are attached to the previous previously selected categories, for example, a participant claims that the speaker is bald, while many other participants add different food types to the 'likes' category, such as, hot-dogs, hamburgers and beef. A second group of comments concerns the actual speech style and in some cases the pronunciation of the speaker of this variety. Generally, these remarks evaluate the speaker in a positive way, for example, they praise the speaker for being a *jó történetmesélő* 'good story-teller', and for *jól olvas fel* 'reading aloud well'; what is more, they approve of the speaker's voice claiming that it is *erőteljes, kellemes* 'strong and pleasant' as well as *nagyon szimpatikus* 'very likeable'. Despite the overall positive comments, some respondents judge the speaker's speaking ability negatively by making remarks such as *beszédhibás* 'has a speech impediment' or *kicsit érthetetlenül beszél* 'speaks a bit unintelligibly'. Two comments are made regarding the speaker's pronunciation, one of them being that *kb. ez "az" angol kiejtés* 'this is approximately "the" English pronunciation', and the other one suggesting that the speaker's

pronunciation is *amerikai vidékies* 'American provincial'. The third category of comments refers to the speaker's good or bad general characteristics, habits or abilities, where the bad characteristics outnumber the good ones to a considerable extent, for example, four respondents claim that the speaker is *fat*, two participants remark that he *smokes*, and further participants maintain that he is *not sporty*, is *an alcoholic*, a *strange*, *rude* and *bad person*, while only two remarks state something positive about him, one remark adding that the speaker is *wise*, while the other one claiming that *he can play the guitar.* The fourth category concerns the speaker's job, however, only three remarks are made in this category, according to which the speaker *irodai munkát végez* 'works in an office', or *középvezető* he is a 'middle manager' or a *TV bemondó* 'TV announcer'. The final group of comments contains miscellaneous descriptors of the speaker, for example, a participant believes that the speaker is *fekete bőrű* 'of black skin color', while others think that he *közéosztálybeli* 'middle class', or that he *fotelben ül egy kandalló mellett* 'sits in an armchair in front of a fireplace' while reciting the text.

With reference to the French English accent variety speaker, the general comments can be classified into the same categories as in the case of the American English accent speaker, nevertheless, as opposed to the relatively great number of remarks for all categories for the American speaker, the majority of the comments that concern the French English accent speaker fall into the category of characteristics, habits and abilities, what is more, apart from one positive and one neutral comments, i.e. the speaker is *menő* 'cool' and *nyugodt* 'calm', respectively, the remaining remarks are very negative. The respondents claim that this speaker is *fura* 'weird', *ijesztő* 'frightening', *kövér* 'fat', *megbízhatatlan* 'unreliable', *elmebeteg* 'insane', *részeg* 'drunk' and *gonosz* 'evil', what is more, he is associated in several cases with criminal activity, namely, he is said to be a *gengszter* 'gangster', *bérgyilkos* 'hitman', *kém* 'spy', *maffia* 'a member of the maffia' and *kicsit pedofilnak hangzik* 'sounds a bit pedophile'. In the category concerning his speech style, the speaker is claimed to *raccsol* 'have a burr' and *érthetetlenül beszél* 'speak unintelligibly', while another respondent comments that *a hangja alapján nem szeretnék találkozni vele* 'on the basis of his voice, I would not like to meet him'. In addition, the respondents frequently associate film features with the speaker's speech style, for example, five participants claim that the speaker reminds them of the Godfather, or a cartoon called

Kaleido Star which is a Japanese anime about a Japanese girl who travels to the United States to become an acrobat in a famous circus called *Kaleido Star*. Also, another respondent believes that the speaker is *tökéletes filmekbe, amikor valami veszélyesre kell felhívni a figyelmet* 'perfect for films, when attention is to be drawn to something dangerous', while another respondent thinks that he is *mint egy akciófilmben a főszereplő, odaszól a kedveséhez, mert tudja, hogy valami történni fog* 'like a lead character in an action movie, he tells something to his sweetheart because he knows that something is about to happen'. In the other categories, the remarks are scarce, for example, as an addition to the previously selected adjectives, some respondents make the following comments on the speaker: *kopasz* 'bald', *vörös haj* 'red-hair', *nyers hal* 'raw fish', *zöldség* 'vegetables' and *bor* 'wine', however, the other categories, for example concerning the speaker's occupation, do not include any further comments.

Regarding the German English accent variety speaker, remarks are added to the previously determined adjectives that describe the speaker as *kék szeme van* 'having blue eyes', what is more, seventeen respondents believe that the speaker is single and two that he has a girlfriend as far as his family status is concerned. On the basis of his speech style, respondents provide rather negative comments, namely, a participant describes the speaker as being *pösze* 'lisping', another respondent criticizes the speaker for *sok helyre h-t rakott* 'putting “h” sounds in a lot of places', while a further participant claims that the speaker *nem helyesen hangsúlyoz, valószínűleg nem régóta beszéli a nyelvet* 'has an incorrect intonation, he has probably not been speaking the language for a long time'. An interesting phenomenon can also be observed in connection with this accent variety, i.e. two participants provide their comments partly or fully in German, such as identifying the variety as *echte* 'genuine' German and providing a generally positive remark about the speaker's achievement with the expression *sehr schön* (sic!) *Arbeit* 'very nice job'. In the category of occupation, three remarks appear concerning the speaker's possible job, according to which the speaker is either a *katona* 'soldier', or a *kőműves* 'bricklayer' or *német képeslapárus* 'a German postcard salesman'. Indeed, the category of general characteristics, habits and abilities contains an equal number of positive and negative comments on the speaker. Positive remarks claim that he is energetic, i.e. *mindig tele van energiával* 'is always full of energy', *tervekkel teli* 'full of plans' and *lelkes* 'enthusiastic',

moreover, he is *mosolygós* 'smiley' and *aranyos* 'cute', whose *előtte az élet* 'life is ahead of him', who *szereti a focit* 'likes football', *arisztokratikus kézmozdulatokkal gesztikulál* 'uses aristocratic gestures', and *éppen randizik egy szép lánnyal* 'is currently on a date with a nice girl'. At the same time, he is imagined to be a fellengzős 'pompous' person who is *idegesítő* 'annoying', *indulatos* 'short-tempered', *mogorva* 'sullen', and a *divatmajom* 'glamour boy'.

The general comments concerning the speaker of the Russian English accent variety mainly suggest a criminal character for the speaker, therefore, the remarks in this category are rather negative. Nevertheless, in the other categories where remarks are made about the speaker, the comments tend to be positive even though they are not numerous. Thus, the speaker is characterized as a *maffiafőnök* 'mafia boss' and *the keresztapa* 'the Godfather' who has *éles lőfegyver* 'live weapons'. Further negative comments made by the respondents consist of such phrases as *átlagos mindenben, de van egy sötét oldala* 'he is average in everything but has a dark side', several comments referred to him as *mint egy alkoholista* 'like an alcoholic', *van az úrban már pár vodka* 'there are a few shots of vodka in the gentleman', or *barátságos orosz alkoholista bácsi* 'friendly Russian alcoholic old geezer', and two respondents believed that he was *hajléktalan* 'homeless'. Interestingly, in the category where participants referred to his speech style, negative remarks were not provided, his voice was characterized as *kellemes* 'pleasant', and *nyugodt* 'calm', and even though one participant wrote that *szomorú a hangja* 'his voice is sad', generally, remarks concerning his speech style cannot be described as negative. Moreover, the speaker was also commented on with reference to *őszinteség* 'sincerity', *tapasztalat* 'experience' and as a *háborús hős* 'war hero'. Additional character traits to the pre-defined adjectives were provided also by the respondents, these included some appearance features, for example, brown hair or blue eyes, and some of them referred to his family status with the term *egyedülálló* 'single'. As far as his occupation is concerned, the speaker was thought to work either as a *főnök* 'boss' or is *nyugdíjas* 'pensioner'.

In general, most of the comments concerning the speaker of the Indian English accent variety fall into three categories. First of all, the speaker's speech style is criticized as there are only negative remarks in this category. In particular, several respondents claim that *gyorsan beszél* 'speaks rapidly', *nagyon hadar* 'speaks too fast' in some cases, which

makes his speech *érthetetlen* 'unintelligible'. What is more, his speech style is considered *vicces* 'funny' by more respondents, while his pronunciation is regarded as *nagyon rossz angoltanára van/volt, pocsék a kiejtése* 'he must have had a very bad English teacher, his pronunciation is lousy'. Secondly, many remarks and comments refer to the potential occupation of the speaker which include both blue-collar and white-collar jobs, for example, *farmer* 'farmer', *cowboy* 'cowboy', or *cégvezető* 'company director', *programozó matematikus egy szoftvercégnél* 'programing mathematician at a software company' or *matematikus* 'mathematician'. Apart from these categories, the remaining comments concerned further characteristics, habits and abilities of the speaker, and they included almost exclusively negative characteristics such as *munkamániás* 'workaholic', *kövér* 'fat', or *nem túl érdekes* 'not too interesting', though one respondent believed that the speaker *zongorázik* 'plays the piano'.

Chapter 6: Discussion of the results

Overall, this chapter of the dissertation aims to provide the possible explanations and discussion of the findings as presented in the previous chapter, as well as to compare and contrast the results of the current investigation with those of previous studies in the same field. Also, one of the principal objectives of this section is to answer the research questions of the dissertation, that is, to examine how participants evaluate, label and comment on the different English accent varieties and their speakers.

6.1. Evaluations

The overall results of the respondents' evaluations show three general tendencies. First of all, the participants of the study are able and willing to differentiate between various English accent varieties on the basis of acoustic stimuli, and they evaluate the speaker's personal characteristics differently on the basis of the individual speech samples they listen to. That is, they judge the varieties they hear and their speakers more or less positively compared to each other, rank ordering them in a hierarchical manner. In addition, when respondents' evaluations are taken into consideration with reference to the individual labels of English varieties, their assessments show similar differentiations between and rank ordering of the varieties in question. Second, respondents' hierarchical evaluations in both cases, i.e. both in the case of evaluations by acoustic stimuli and by labels, differ to a considerable extent along different dimensions, i.e. whereas certain varieties are assessed positively along one particular factor, the same varieties are evaluated negatively on another dimension. Finally, concerning gender and age as variables where they are applicable, while the former offers a more balanced tendency of the general evaluations, namely, girls tend to assess the speakers and the varieties more positively in almost all cases than boys, the variable age seems to play a greater role in accounting for the evaluation differences that emerge among the respondents.

6.1.1. Rank orders of the varieties

Respondents' overall evaluations of the English accent varieties by acoustic stimuli show the following rank order: the American accent variety is generally evaluated the most positively, the Indian English variety is assessed the second most positively, followed by the German English accent variety as the third most positively judged variety. The last two places in the hierarchy are occupied by the Russian and the French English accent varieties in this order. Even though the differences between the mean scores of the individual varieties are not statistically significant in the case of each variety, the evaluations show some important differentiations between particular English accent varieties. Namely, respondents classify the varieties into two clearly separate groups, that is, they evaluate the American, the Indian and the German English accent varieties significantly more positively than the Russian and the French varieties.

This classification of the English accent varieties into these two groups seems difficult to explain. First of all, the reasons behind this classification cannot be attributed to the phonetic differences between the varieties, since while the American English accent variety shows phonetic features that are closest to a standard variety, the Indian English variety displays phonetic features that can be associated with a very heavy and broad foreign English accent, still, respondents assess it as the second most favorable English accent variety, positioning it as directly following the American English variety and as preceding the other foreign accented English varieties. Second, the classification of the accent varieties into these two groups does not seem to be based on the geographical divisions corresponding to the countries associated with the varieties in question. For example, there is a clear dividing line between the two Western European, i.e. the German and the French accent varieties, which shows that respondents assess varieties differently even if they belong to the same greater geographical region, in this case, to Western Europe. Finally, the second languages respondents learn at school do not appear to play a role in the differentiations between the English accent varieties as participants have the opportunity to learn German, Russian and French as second languages at school, still, there are significant differences between their evaluations of the German-accented and the French-accented English varieties.

As far as the respondents' overall evaluations of the English varieties by labels are concerned, the following rank order of the eight varieties in question can be observed: the British variety is judged the most favorably, the Chinese variety is regarded as the second most favorable variety, followed by the American, the German and the Japanese varieties in the third, fourth and fifth places, respectively. The least favorably assessed varieties include, in decreasing order, the Italian, the French and the Russian English varieties, that is, these three varieties were evaluated the most unfavorably by the respondents among the eight varieties. These evaluations also show a clear differentiation, namely, participants divide these varieties into two groups, where, similarly to the classifications based on acoustic stimuli, the French and the Russian varieties form a group distinct from all the other varieties, by receiving significantly lower mean scores compared with the higher mean scores of the other six varieties. Overall, the respondents' differentiation among these English varieties shows an interesting pattern, that is, the native varieties, i.e. the British and the American English varieties, seem to be evaluated more positively than the other, non-native varieties, with the exception of the Chinese English variety. The English varieties spoken in Asia, i.e. the Chinese and the Japanese English varieties appear to be judged as less favorable varieties than the native English varieties. However, at the same time, they are evaluated more favorably than the English varieties spoken in a geographical proximity of Hungary, that is, in Western or Southern Europe, i.e. in the case of the German and the French varieties, and of the Italian variety, respectively, or in Russia.

The comparison of the evaluations by acoustic stimuli and by labels can be seen in Table 6.1 below. Both types of evaluations show similar patterns, namely, varieties that are considered closer to the standard or native English varieties are evaluated the most favorably of all the varieties in question. Also, English varieties spoken in Asian countries, i.e. Indian English in the case of acoustic stimuli and Chinese and Japanese English varieties in the case of labels are judged very positively, especially compared to English varieties spoken in Europe.

Table 6.1. Rank orders of the English varieties by acoustic stimuli and by labels

Varieties	least favorably evaluated → → → → → → → → most favorably evaluated		
by acoustic stimuli	French, Russian	German, Indian	American
by labels	Russian, French	Italian, Japanese, German	American, Chinese, British

Among the English varieties that are spoken in Europe, German occupies a prominent position in both cases, while the French and the Russian English varieties are evaluated the least favorably, regardless of whether respondents judge the English varieties with the help of acoustic stimuli or labels.

All in all, these results conform only partly to the findings of similar investigations in this field. Namely, these studies, in general, show a division between native and non-native English accent varieties, or standard and non-standard varieties, where native or standard varieties are evaluated more positively than non-native or non-standard English accents. However, even though research shows that there is a further division within the group of non-native accent varieties, concerning how positively or negatively these varieties are evaluated, the findings with reference to the division of the non-native English accent varieties are different from those in the present study. For example, Lindemann (2005) found (cf. subsection 2.4.2.1 of this paper) that geography clearly plays a role in the division of more positively and more negatively evaluated non-native English accent varieties where Western European varieties such as French, Italian, Spanish or German English accent varieties are judged more favorably in terms of correctness, pleasantness and friendliness than the Russian English accent or other English accent varieties spoken in Asian countries like India, China and Japan.

Jenkins' study (2007, discussed in detail in subsection 2.4.1.3 of this paper) confirms Lindemann's findings completely, claiming that there is a clear geographical division among the non-native English accent varieties with reference to their evaluations in terms of correctness, pleasantness and friendliness where Western European English accent varieties, for instance, Swedish, German, Spanish or French English accents, are judged more positively than the Russian English accent variety and other English accent

varieties spoken in Asian countries including the Indian, and the Japanese accent varieties. Another common result of these studies is shown by the positions of the different English varieties within their own groups, i.e. within a group of varieties spoken in Europe and within another one spoken in Asia. That is, generally, the French accent variety is evaluated more favorably than the German variety within the European English accent group, whereas the Russian variety is judged the most negatively, i.e. more negatively than not only varieties spoken in Asia, such as, for example, the Indian English variety, of this group, but also than any other English accent variety in the particular studies.

A very similar division is confirmed by Dörnyei et al. (2006, see subsection 2.4.1.2 for a discussion), even though they did not examine evaluations of different English accent varieties but attitudes towards different target languages. Nevertheless, they found a similar rank order of the different languages that are completely in line with the rank order of the correspondingly accented English varieties, that is, Hungarian language learners in their study evaluate both the UK and the US varieties of English more positively than the other languages, and among the other languages, Russian occupies the lowest position, i.e. Russian is judged the most negatively by the respondents in terms of attitudes. With reference to German and French, respondents' evaluations have changed and although German and French were evaluated similarly by the participants in 1993, in 2004 French was evaluated slightly more positively than German.

As opposed to both Lindemann's (2005) and Jenkins' (2007) study, the evaluation results of the current study show that respondents do not always favor Western European English varieties to English varieties spoken in Asia. For example, in both of these studies the French English variety is generally judged more positively than any of the Indian, Chinese or Japanese English varieties. However, participants of the present study evaluate the French English variety more negatively than the Indian, the Chinese or the Japanese varieties. Also, in comparison with the Dörnyei et al. study (2006), where the French language occupied a prominent position among other languages, the respondents of the present study assign the French English variety a rather negative and unfavorable position among English varieties.

6.1.2. Factors of evaluations

Apart from the above presented rank order based on the overall speaker evaluations, an analysis of the data also shows that respondents' attitudes towards the English varieties differ along three different dimensions, and whereas overall results overlap with the first factor, evaluations along the remaining two factors display different rank order patterns both in the case of evaluations by acoustic stimuli and by labels, even though the factors of assessments by acoustic stimuli and by labels do not completely correspond to each other.

First of all, along the first dimension, evaluations by acoustic stimuli include the personality traits *friendly, honest, helpful, modest* and *harmless*, while evaluations by labels contain the personality traits *friendly, honest, helpful* and *harmless.* In both cases, the evaluations along Factor 1 do not differ significantly from the patterns of the overall speaker evaluations since the majority, i.e. five and four of the total number of eight character traits along which the speakers of the varieties were evaluated belong to this factor, respectively; therefore, a complete overlap between them is inevitable. Indeed, the rank order of the English varieties remains the same, i.e. American, Indian, German, Russian and French in this order for evaluations by acoustic stimuli, and British, Chinese, American, German, Japanese, Italian, French and Russian for evaluations by labels.

Even though the rank orders of the different English varieties are not different along Factor 1, the number of statistically significant differences between the mean scores of the individual varieties is higher. That is, concerning the overall evaluations by acoustic stimuli, no statistically significant differences can be observed between the mean scores of the French and the Russian English accent varieties. Nevertheless, along Factor 1, the mean score difference between these two varieties shows statistical significance. In addition, as opposed to the overall evaluations by labels where statistically significant differences can be seen between the mean scores of six English varieties in comparison with the French and the Russian varieties, along Factor 1, not only the French and the Russian, but also the Italian, the Japanese and the German English mean scores display statistically significant differences in comparison with the remaining three English varieties, i.e. British, Chinese and American. Overall, although the rank orders are the

same along this dimension, the differences between the individual English varieties appear to be greater.

In contrast to Factor 1, Factors 2 and 3 show differences in the rank order of the varieties both in the case of acoustic stimuli and labels evaluations. Factor 2 includes the traits *entertaining* and *clever* by both evaluations of acoustic stimuli and by labels. By the former, the rank order of the varieties is different in a way that along this dimension the Indian English accent variety is evaluated the most favorably by the participants, whereas the German English accent variety is judged as the second most positive accent variety. The speaker of the American English accent variety is evaluated as third in terms of entertainingness and cleverness, and, following the French variety speaker, the speaker of the Russian English accent variety is judged as the least *entertaining* and *clever*. However, the two most striking evaluations concern the Indian and the American English accent varieties, namely, the Indian variety is evaluated very positively both along Factors 1 and 2 by the Hungarian respondents, therefore, it can be claimed that, in general, the Hungarian secondary school students of the current study evaluate this variety as a very favorable accent variety and regard the speaker of the variety very positively along almost all character traits. Another surprising feature of the evaluations by acoustic stimuli along Factor 2 is the positioning of the American English accent variety as the third along the traits *entertaining* and *clever*. Consequently, while the speaker of the American English accent variety is considered *friendly, honest, helpful, modest* and *harmless* to a great extent, he is evaluated only moderately positively as *entertaining* and *clever*.

When evaluations by labels are taken into consideration, the rank order of the varieties is as follows: the Italian English variety is judged the most favorably of the eight varieties in question. The German English variety occupies the second, while the Chinese variety the third most favorable position among the English varieties. The Chinese variety is followed by the Japanese, the British and the American English varieties in this order, and the French and the Russian varieties are evaluated the least favorably among the eight English varieties by the respondents. An interesting feature of these evaluations along Factor 2 is the switch in positions of the Italian and German, and the British and American varieties. That is, whereas the overall evaluations by labels position the native English, i.e. the British and the American varieties among the most positively evaluated varieties, along

this dimension, when the speaker is evaluated to the extent of how entertaining and clever he is, the native varieties are not judged as the most favorable ones. Instead, the Italian and the German varieties are assessed as the most favorable varieties by the respondents, while the British and American varieties are evaluated more positively only than the French and the Russian English varieties.

The comparison of the rank orders along this factor can be seen in Table 6.2 below. The rank orders of the varieties along this dimension display that while the English varieties spoken in Asian countries such as in Indian, China or Japan are evaluated very favorably by the respondents, the native or standard, i.e. the American and the British, varieties are assessed as less favorable varieties by the respondents in terms of how *entertaining* and *clever* their speakers are. Yet, the French and the Russian English varieties are still judged more negatively, similarly to the overall evaluations and the evaluations along Factor 1. In addition, evaluations by labels seem to display a division of the Western European English varieties, that is, whereas the Italian and the German English varieties are assessed most positively, the French English variety maintains its rather unfavorable position.

Table 6.2. Rank orders of the English varieties by acoustic stimuli and by labels along Factor 2

Varieties	least favorably evaluated → → → → → → → → most favorably evaluated		
by acoustic stimuli	Russian, French	American, German	Indian
by labels	Russian, French	American, British, Japanese	Chinese, German, Italian

Finally, varieties along Factor 3 are evaluated differently from the overall or the other factor evaluations regardless of whether the evaluations are elicited by acoustic stimuli or labels. Nevertheless, Factor 3 differs slightly with reference to evaluations by acoustic stimuli and evaluations by labels. While in the case of the former, this factor involves only one character trait, i.e. *rich*; the latter, besides containing the character trait *rich,* includes also the trait *modest.*

As for evaluations by acoustic stimuli, along Factor 3, the German English accent variety is assessed the most positively by the respondents, this variety is followed by the American and the French accent varieties, while the Russian and the Indian varieties are considered the least negatively in terms of wealth. The most significant difference between the evaluations along the three factors concerns the Indian English accent variety; namely, it is judged very positively along Factors 1 and 2, but as the most negative of all the varieties along Factor 3. Moreover, Factor 3 is the only dimension where the German English accent variety is evaluated the most positively even though it belongs, generally, to the more positively judged varieties along the other two factors as well. Interestingly, the German accent variety is assessed more positively than the American accent variety along two factors, i.e. in terms of the traits *entertaining, clever* and *rich.* What is more, although the speaker of the French English accent variety is evaluated very low on both of the previous dimensions, in terms of wealth the French variety is considered the third favorable accent variety, preceding both the Russian and the Indian English accent varieties. All in all, the position of the Russian variety does not differ since along all three factors this variety occupies either the last or the penultimate position, therefore, it can be stated that this variety is generally regarded as the most negatively rated accent variety by the respondents.

As far as evaluations by labels are concerned, along Factor 3, the Japanese variety is judged the most positively by the respondents. It is followed by the German, the British, the Italian, the Russian and the American English varieties, in this order. The least favorably evaluated varieties along this dimension include the French and the Chinese English varieties. Overall, evaluations by labels along Factor 3 display three important position changes in the rank order of the English varieties. First, there is a clear-cut division between the English varieties that are spoken in Asian countries, i.e. between the Japanese and the Chinese varieties, even though both along Factors 1 and 2 they are evaluated similarly favorably and positively in comparison with each other. However, in terms of how *rich* and *modest* the speaker is considered, these two varieties are clearly separated, namely, while the Japanese English variety is evaluated the most favorably along this dimension, the Chinese English variety is regarded as the most unfavorable variety by the respondents. Second, there seems to be a division between the two native

English varieties as well, where the American English variety is evaluated far more negatively than the British English variety. The low position of the American variety in the rank order of the varieties along Factor 3 corresponds to its low position along Factor 2 as well. That is, the participants of the study judge the speaker of the American English variety rather negatively compared with the other varieties along the personality traits *entertaining*, *clever*, *rich* and *modest*. Finally, the most crucial difference between the evaluations by labels along the three factors concerns the Russian English variety since the Russian variety is evaluated rather negatively both along Factors 1 and 2, however, along Factor 3, this variety is judged more positively. That is, the Russian variety is regarded as a more favorable variety in terms of wealth and modesty than in terms of the other characteristic traits such as *friendly*, *entertaining*, *clever*, *honest*, *helpful* and *harmless*.

The differences between the rank orders of the acoustic stimuli and label evaluations can be seen in Table 6.3 below. The differences between the rank orders of evaluations of the varieties by acoustic stimuli vs. by labels might be attributed to the fact that the character traits of this factor differ. That is, the rank order of the evaluations by acoustic stimuli shows how wealthy participants judge the varieties in question, at the same time, the rank order of the evaluations by labels is affected by how *rich* and *modest* the respondents perceive the speakers of the English varieties to be. Nevertheless, a similarity can be observed between the two types of evaluations, which concerns two English varieties that are spoken in Asian countries, i.e. the Indian and the Chinese English varieties. As demonstrated before, along Factor 2, for example, these two English varieties are evaluated the most positively by the respondents, however, along Factor 3 they are assessed as the least favorable English varieties.

Table 6.3. Rank orders of the English varieties by acoustic stimuli and by labels along Factor 3

Varieties	least favorably evaluated → → → → → → → → most favorably evaluated		
by acoustic stimuli	Indian, Russian	French, American	German
by labels	Chinese, French	American, Russian, Italian	British, German, Japanese

Still, as the Japanese variety occupies a prominent position along Factor 3, no generalizations can be made concerning English varieties spoken in Asian countries.

On the whole, the factor patterns of the evaluations do not correspond, first of all, to the original dimensions which the final study employed. Namely, six of the character trait adjectives along which respondents evaluated the speakers are based on classical dimension patterns of previous attitude studies, that is, the adjectives *rich* and *clever* belong to the competence dimension, the character traits *honest* and *helpful* form the personal integrity dimension, while the traits *friendly* and *entertaining* are part of the social attractiveness dimension. The remaining two character trait adjectives, i.e. *modest* and *harmless* are obtained from the results of Pilot Study 1, forming the fourth, dynamism dimension. Despite the general results of previous attitude studies that proved that these dimensions exist in this pattern, the outcome of the present study suggests a different pattern that does not correspond to the original pattern.

For example, in Ball's study (1983), while the French English accent variety is evaluated more positively on the social attractiveness dimension, along the competence and personal integrity dimensions it was judged as rather neutral. Similarly, the German English accent variety was regarded very positively on the competence, but rather negatively on the attractiveness dimension. In the present study, the competence dimension includes only the trait *rich* as far as acoustic stimuli evaluations are concerned, and the traits *rich* and *modest* for evaluations by labels. Moreover, the personal integrity and dynamism dimensions appear to merge here into one factor, additionally including *friendly* from the social attractiveness dimension. What is more, the trait *clever* from the competence dimension and the personality trait *entertaining* from the social attractiveness dimension form a further factor in the current study, regardless of the type of evaluation. This indicates that for Hungarian respondents the trait *clever* is more likely to convey attractiveness than competence, whereas *rich* is attached to the latter dimension more than any other personality trait. Furthermore, participants of the final study do not seem to differentiate between personality traits in terms of personal integrity and dynamism, treating the two dimensions as one.

Apart from not corresponding with the original dimensions, the factors in the present study do not seem to confirm the classical dimension patterns of status and

solidarity that were previously determined by attitude research. In particular, several attitude studies have proved that varieties are generally evaluated along these two dimensions by the respondents in a way that usually standard or native varieties are evaluated more positively on the status dimension than non-standard or non-native varieties, whereas the latter are generally judged more positively on the solidarity dimension than the standard or native varieties (Milroy and Preston 1999:5; Bayard et al. 2001:23; Jenkins 2009:203–204; Garrett 2010:56).

Such results emerge, for example, from McKenzie's 2010 study, where Japanese respondents evaluate native English varieties more positively in terms of status, while they judge non-native English varieties more positively in terms of solidarity. However, a particular study conducted by Sándor et al. (1998) reveals that, unlike in previous research, the standard speaker is evaluated more positively than the non-standard speaker both on the status dimension and also in terms of kindness by Hungarian university student respondents (Sándor et al. 1998:32). What is more, this study found that the evaluations showed patterns along five dimensions that did not correspond with the classical two-way or three-way patterns of previous attitude research. Therefore, they needed to redefine the categories concerning the factors as follows: (1) social relations *(friendly, good-mannered, kind,* and *helpful),* (2) personal characteristics *(modest, ambitious,* and *reliable),* (3) competence/efficiency *(efficient,* and *strict),* (4) competence/thoughtfulness *(reliable,* and *sensible),* and (5) attractiveness *(handsome, good humored,* and *not serious).* In addition, according to Sándor and her colleagues, the traits *intelligent* and *persuasive* do not belong to any of the above listed factors (Sándor et al. 1998:33). In comparison, the dimensions of the present study reveal a different pattern and also include different character traits in the different categories, for example, Factor 1 shows the category of social relations including the character traits *friendly, honest, helpful, modest* and *harmless,* or in the case of evaluations by labels, the traits *friendly, honest, helpful* and *harmless*. Furthermore, Factor 2 involves the category of social attractiveness with the traits *entertaining* and *clever,* and finally, Factor 3 shows the dimension of competence, however, it includes only the character trait *rich* when evaluations by acoustic stimuli are taken into account, and the traits *rich* and *modest* as far as evaluations by labels are concerned.

6.1.3. The gender and age variables

The gender and age variables can be taken into consideration when the evaluations by acoustic stimuli are examined.

Concerning gender, generally, there are no differences between the female and male respondents' rank orders of the varieties, except for Factor 2, where, as opposed to both the overall and the boys' evaluations according to which Indian is the most favorable accent variety followed by the German English accent, girls evaluate the German English accent variety more positively than the Indian variety. Nevertheless, apart from this difference, evaluations do not differ depending on gender in this study. Still, a general tendency can be observed which, at the same time, also confirms the results of previous speaker evaluation studies, for example, a study by Dörnyei et al. (2006) or Henry and Apelgren's study (2008), namely, overall, female respondents tend to judge different varieties generally more positively than male respondents along all character traits and on all dimensions. In fact, the findings of this study reveal that girls' evaluations are in all cases higher and more positive than boys' evaluations.

Nevertheless, with reference to the variable of age, there seem to be more differences between the evaluations and rank orders of the individual age groups than in the case of gender. In general, concerning the overall evaluations, younger respondents – who were born in 1996, 1997 and 1998 – do not deviate from the general rank order of American, Indian, German, Russian and French English accent varieties, however, the older participants – who were born in 1994 and 1995 – place the German accent variety in a more favorable position, that is, respondents born in 1994 rank order the German English accent variety as second, whereby it precedes the Indian English accent variety, while participants born in 1995 position the German variety as the first most favorable in the rank order of the varieties, preceding both the American and the Indian English accent varieties.

When taking the three factors into consideration, even more variation can be observed between the age groups regarding their evaluations of the speaker and the varieties along the individual factors, especially Factors 2 and 3. With reference to Factor 1, though, the only difference the age groups reveal concerns the respondents who were

born in 1994 since they, similarly to the overall evaluations, favor the German English accent variety over the Indian English variety, positioning the former as the second, and the latter as the third most positive accent variety. Concerning Factor 2, there is a clear-cut dividing line between age groups of respondents born in 1994 and 1995 and of respondents born in 1996, 1997 and 1998 regarding the most positively evaluated variety. In the case of the former group, the German English accent variety is evaluated the most favorably, whereas the latter age groups find the Indian English accent variety the most favorable in terms of how entertaining and clever its speaker is. Nevertheless, the rank order of the other varieties is not judged so unanimously, especially in the case of the younger respondents. The two oldest age groups, i.e. respondents who were born in 1994 and 1995, seem to be largely unanimous in the rank order of the varieties despite interchanging the last two varieties. The rank orders of the varieties are particularly interesting in the two youngest age groups, as respondents born in 1997 judge the French English accent variety as the second most positive even though this variety is generally evaluated very negatively. In addition, the same respondents assess the American English accent variety as being in the fourth most favorable position, which is the lowest possible place this variety obtains throughout the study. Also, this is the only age group and the only factor showing preference to the French over the German English accent variety as, in general, the German variety is evaluated more favorably than the French English accent regarding the whole study. Similarly, a peculiar rank order is provided by the respondents born in 1998 since they evaluate the German English accent variety as the fourth most positive variety that is the lowest position this variety obtains during the overall evaluations of the present study. Regarding Factor 3, unanimity between the age groups concerning the rank order of the varieties seems to appear to a greater extent than in the case of Factor 2, with slight deviations from the general pattern provided by the oldest and the youngest respondents. Participants born in 1994 exchange the rank order of the last two, i.e. the Russian and the Indian English varieties, compared to the general pattern along this factor, whereas participants born in 1998 evaluate the Indian variety as the second most positive English accent variety. At the same time, they continue to position the French English accent variety rather negatively, into the last place, even though along this factor this variety is generally judged as a very favorable English accent.

To sum up, regarding the age variable, a tendency can be observed in the results, namely, that there is alteration from the general evaluational rank order pattern, and older respondents tend to judge the German English accent variety more positively than the average and than younger respondents, while younger participants tend to favor the Indian English accent variety over the other varieties and contrary to older respondents' preferences. On the one hand, the great amount of variation in the evaluations of the younger respondents reveals that, in their case, the awareness of the social significance of the different language varieties might not have developed yet. On the other hand, the preference of the German English accent variety over the other varieties by the older respondents, who are about to leave the secondary school and start university or start to work, indicates a stronger positive attachment not only to the variety but also to the country that respondents might consider as a potential future place for any opportunity to study or work there.

6.2. Labels

All in all, participants of the study provided 49 labels for the five English accent varieties (for the complete list see Appendix F). In connection with the overall results of the labeling task two issues are worth discussing, namely, first, the labels respondents of the present study provide correspond with the speaker's labels of the same varieties to a considerable extent. In other words, except for the Indian English accent variety, the majority of the respondents recognize the accent varieties in line with the imitator's intention. Second, the range of the labels respondents provide for each individual accent variety shows differences, which is accountable, first of all, for the gender variable as girls tend to provide less labels for each accent variety than boys do. On the other hand, with the exception of the American English accent variety, the total number of labels for each variety correlates with the number of respondents who identify the variety in question in line with the speaker's intention. That is, the more respondents recognize the variety correspondingly to the imitator's intention, the less variation the labels of that particular variety display.

6.2.1. Identification of the English accent varieties

Concerning the American English accent variety, altogether 84% of the respondents regard the first speech sample as a native English accent variety, i.e. as American (N=158), British (N=156), Scottish (N=15), Irish (N=10), Australian (N=6), or Canadian (N=1). As this accent variety is phonetically the closest to an English accent variety that can be considered standard, the respondents' labeling of this variety as native is, therefore, not surprising.

Nevertheless, the American–British dichotomy appears with reference to the labels, which is an important issue that needs to be elaborated on. Even though a slight difference evolves in the number of respondents who identify the accent variety in question as either American or British, (N=158 and N=156, respectively), when percentages are considered, the same percentage (39%) of the participants identify the variety either as an American or as a British English accent. The main reason for this phenomenon might lie in the fact that students are exposed to both American and British English accent varieties to a considerable extent, that is, at school, the majority of English teaching materials are based on different varieties of British English, while mass media, such as films, internet resources and music, provide them with many different varieties of American English accents. Not surprisingly, in the present study, 296 respondents claim to listen to American English frequently, while 70 other participants claim that they sometimes listen to American English. Still, even though 91% of the respondents stated that they listened to American English varieties to some extent, only 39% of the participants were able to recognize the variety as an American accent variety. Speaking with people who have American English accents affects the number of the identification even less, namely, altogether 49 students claimed to speak frequently with American-accented English speakers, while 77 students maintained that they sometimes communicated with such speakers. However, only 37% of them, that is, of those who spoke to American English speakers at all, identified the first accent variety as an American English accent. This means that despite a wide variety of exposure to several, probably different, American and British English accent varieties, respondents were unable to differentiate between one or the other, and the reason behind this might be that students are not taught systematically

how to differentiate between various accent varieties. Namely, although the Hungarian national core curriculum (Nemzeti alaptanterv 2012) necessitates the improvement of language learners' sociolinguistic competences, these competences refer to such issues as the address system, body language, different registers and dialects of the foreign language (Nemzeti alaptanterv 2012:2134), but the competence to identify or differentiate between different accent varieties or different pronunciations of the foreign/target language(s) is not included. Therefore, even though language learners are constantly surrounded by and exposed to different English varieties, when they hear a particular accent of one or the other variety, they might not be able to identify it as they lack the basic knowledge for comparison and contrast.

Three other varieties – the French, the German and the Russian English accent varieties – were identified in line with the imitator's intention, that is, the majority of respondents recognized them as French (N=201), German (N=319), and Russian (N=142) accent varieties, respectively. The only variety that was not readily recognized by the participants is the Indian English accent variety, which was identified as an Indian English accent by only 11 respondents, while the majority of participants labeled it as either Chinese (N=109) or Japanese (N=93) English. Two factors might account for such differences in recognition, one of them is geographical distance to the particular countries where these varieties of English are spoken, and the other one is exposure to the actual foreign languages that form the basis of the varieties in question, that is, German, French and Russian.

Concerning geographical distance, Wells (1982:33) claims that people's accuracy of their perceptions of accent varieties that are different from their own local accents are influenced by the geographical distance between the area where the accent varieties in question are spoken and their own local region. That is, people recognize accents different from their own local varieties more precisely when the region where these varieties are spoken is closer to their local area, and vice versa, the farther the particular area is where the actual variety is spoken from people's local territory, the less accurately they can identify the variety under investigation. Indeed, this phenomenon provides a suitable explanation for the identifications with reference to the English accent varieties of the present study, namely, as geographical distance increases between Hungary and the

countries where the varieties are likely to be spoken, the participants seem to be less able to recognize the actual varieties. In particular, German English accents can be located as the closest because of the proximity of both Austria and Germany to Hungary, and this English accent was the most widely recognized variety among the respondents. Similarly, France, Russia and India, in this order, are situated farther and farther from Hungary, consequently, on the basis of the principle of geographical distance, the English accent varieties spoken in these countries were identified to lesser and lesser extents by the participants. Moreover, this is also in line with Preston's claim (1999a:xxxv), according to which non-linguists can distinguish between varieties to a very great extent, however, this extent depends on the geographical proximity to their own local regions, that is, the closer particular areas are to their local region, the more distinctions they can make within the varieties that are spoken in those particular areas. In this case, students were able to distinguish between different European English accent varieties, however, even though they identified the variety as an English variety spoken in Asia, they were unable to distinguish the Indian English accent variety from other Asian English accent varieties, Asia being very far from the students' local region.

The other factor that might play an important part in the extent to which the accent varieties in question were recognized by the respondents concerns the respondents' second foreign language they learn at school. Nowadays, the majority of students' first foreign language is English at secondary schools of all types in Hungary. In addition, in grammar schools (or *gimnázium*, in Hungarian, the most academically oriented secondary school type in Hungary), students have to choose another, a second foreign language, which, at the particular school where the data was collected, can be German, French, Italian, Spanish, Latin or Russian. The most popular second foreign language is German, followed by French, Spanish and Italian, with Russian and Latin being the least popular second foreign languages the students want to learn. As not more than 50 respondents of the study claimed that they listened to French, German or Russian accented English speakers at least sometimes, and approximately the same number of students reported that they sometimes or frequently communicate with French, German or Russian accented English speakers, the high recognition rates of the French, German and Russian English accent varieties cannot be attributed to their listening or speaking exposure to the different accent varieties,

but it has to be attributed to the effects of the second foreign languages the respondents learn at school. That would also reinforce, beside the geographical distance, the very low identification ratio of the Indian English accent variety.

The identification of the Indian English accent variety is different from the identification of the other accent varieties, namely, it is the only variety that was not recognized as an Indian English variety by the majority of the respondents: its recognition rate is 0.03%. Interestingly, respondents could identify the general geographical region, that is, altogether 59% of the participants assigned the variety to various countries of Asia, however, only a minority of the 59% could locate the origin of the variety as India. This result can be accounted for in two ways. First of all, Jenkins in her study (2007:151) claims that, for her English teacher participants, the task of drawing the borders of countries on a world map where different English accent varieties are spoken would not be feasible due to the respondents' probable lack of sufficient knowledge of geography. If so, secondary school students these days are even less likely to possess adequate geographical knowledge that would enable them to identify a very particular country in a geographically distant region. That is, the vast majority of students, even though they identified the larger region of the origin of the Indian English accent variety as Asia, associated the region they identified with the most salient countries of the area, i.e. China and Japan. Indeed, Japanese and Chinese appear to some extent in the labels of all non-native English accent varieties of the study, that is, concerning the French English accent, 25 respondents labeled it as Chinese and 15 as Japanese English, while the German English accent was regarded as Chinese by 12 and Japanese by 15 respondents. Interestingly, the Russian English variety was also considered Chinese by two respondents, however, none of the participants labeled it as a Japanese English variety. Other Asian varieties scarcely appeared among the identification, that is, generally, the term 'Asian' was applied in some cases, however, more specific classifications, such as Korean, Thai or Indian, occurred in less then 20 instances in the entire study. These classifications reflect students' listening and speaking exposure to Asian English accent varieties, namely, 26 respondents claim that they listen to or communicate with speakers of Chinese English accents to some extent, 12 state to sometimes or frequently have interaction either in form of listening or speaking with Japanese English accent speakers, whereas each Korean, Taiwanese, Indian and Thai

English accent variety is mentioned in the same context between 1 and 3 respondents. This, thus, leads to the second potential reason behind the labeling of the Indian English accent variety as Chinese or Japanese English variety, namely, the vast majority of the students are not regularly exposed to English accent varieties spoken in Asia, therefore, their inexperience of English accent varieties spoken in Asian countries results in opting for the most likely varieties available for them.

Related to previous studies conducted on a similar topic, Lindemann's study (2005), despite several differences, offers a fine basis for comparison despite several differences (for a more detailed discussion of the study see subsection 2.4.2.1). In Lindemann's study, US university students self-report, among other things, on the degree of their familiarity with diverse English accent varieties. In comparison, the US student respondents' self-reported degree of familiarity is the highest concerning their native, more specifically, North American, English accent varieties. They report a lower degree of familiarity with European English accents, including, in decreasing order, the UK, French and German accented varieties. Finally, they claim the least familiarity concerning the Russian and the Asian, i.e. Chinese, Japanese, and Indian, English accent varieties. As opposed to this, Hungarian secondary school students' inferred degree of familiarity with English accent varieties varies, that is, the highest degree of familiarity can be observed regarding European, i.e. German and French, English accent varieties. A lower degree of familiarity can be seen with native, i.e. the US (and the UK) varieties, whereas their lowest degree of familiarity seems to include Asian accent varieties, with Russian preceding the Indian (as well as the Chinese or the Japanese) English accent varieties. Concerning these findings, exposure seems to play a smaller role, in general, in familiarity with different accent varieties than geographical proximity.

In other words, both groups of respondents are exposed directly to different English accent varieties, for example, US students might have daily interaction with students who speak English with an accent different from the US accent, and Hungarian students self-reportedly listen to and have conversation with speakers of different English accent varieties. Also, both groups can have indirect experience with these accent varieties based on the background knowledge they have concerning the basic phonological characteristic features of the individual foreign languages that underlie the foreign accented English

varieties. Despite exposure, both groups of respondents report or project greater familiarity based on the proximity between the region where they assume that the different varieties originate and their local area of residence.

6.2.2. Variation in labels

The other important issue concerns variation in the number of labels that respondents assigned to each individual accent variety under investigation. As for the American English accent variety, participants provided 13 different labels when they attempted to recognize the accent variety. The number the different labels are used is 29, 17, 32 and 39 for the French, the German, the Russian and the Indian accent varieties, respectively. Also, the label *English*, without any further specifications concerning the origin of the variety, was applied in 30 cases with reference to the American English accent variety, yet, respondents used the unspecified label *English* between 0 and 3 instances in the case of the other accent varieties (see Table 6.4 below).

All in all, concerning the range of variation in the labels participants provided for the individual accent varieties in question, two phenomena need to be discussed in more details. On the one hand, the range of variation, i.e. the number of different labels that the respondents assigned to the individual English accent varieties, negatively correlates, with the exception of the case of the American English accent variety, with the number of recognitions, i.e. with the number of identifying the individual varieties in line with the speaker's intention (for the correlation see Table 6.4 below). For example, the number of recognitions of the last accent variety as an Indian English accent was 11, while respondents provided altogether 38 different labels (including the label *Indian)* when they attempted to identify the variety in question. At the same time, the number of recognitions of the other speech samples as a Russian, French or German English accent variety was 142, 201, and 319, respectively, and respondents applied 32, 29, and 17 different labels, including the label *Russian, French* or *German*, accordingly, to identify the particular variety in question. It seems that the more likely respondents were able to recognize a given variety correspondingly with the imitator's intention, the lower number of different

labels they used in the process of recognition.

Table 6.4. Number and variation of labels by accent varieties

Varieties	American	German	French	Russian	Indian
Number of recognitions	158	319	201	142	11
Number of different labels	13	17	29	32	38
Number of the labels *English*	30	0	2	3	1
Number of missing responses	20	13	24	30	34

On the other hand, the range of variation of the different labels used for the individual English accent varieties appears to be influenced by the gender of the subjects. Namely, there is a clear-cut difference between the girls' and the boys' overall labeling patterns. That is, the range of the different countries or nationalities that girls offered in the labeling process of the individual accent varieties is considerably smaller in the case of all five varieties than the boys'. For example, with reference to the American English accent variety, in addition to providing the label *American,* both girls and boys offered several other options, however, whereas girls provided 6, boys provided 12 additional country or nationality labels. The same phenomenon can be observed regarding all other accent varieties, that is, boys constantly offer a wider range of labels with all varieties than girls do. In particular, while girls use an additional 19 different labels for the French, 11 for the German, 25 each for the Russian and the Indian accent varieties, boys provide 33, 16, 32 and 37 different labels, respectively. Overall, the range of girls' additional labels does not exceed 25 in any case, boys' range of classification is, generally, above 30, except in the cases of the American and the German English varieties.

On the whole, variation in the labels respondents provided while identifying the accent varieties is affected by the gender of the participants as well as to what extent they could recognize the varieties in question as varieties the imitator intended them to be.

6.3. Comments

The general results of the commenting tasks, i.e. the quasi-commenting and the open-ended commenting task, display, on the one hand, respondents' stereotypes concerning the speakers of the individual English accent varieties. On the other hand, the comments highlight other crucial issues of the process of evaluating speakers of different accent varieties. Namely, respondents clearly express that the evaluation of a speaker or speakers does not include attaching only positive or neutral characteristics to them, but also negative ones. What is more, participants' further comments also show that, beyond the fact that they are willing to judge the speaker's characteristic traits in a quantitative way, they strongly desire to evaluate the speaker's accent, speech style and other linguistic issues in connection with his speech in a descriptive manner.

6.3.1. Quasi-comments

First of all, when respondents form an image of a speaker on the basis of previously determined physical characteristics, his dress, family status and personal preferences, stereotypes, i.e. “simplified images” (Hottola 2012:54) or “generalizations” (Hottola 2012:50), of the speakers or the nations they represent inevitably appear. As demonstrated in Table 6.5 below, the participants of the present study characterize the speakers of the individual English varieties by slightly different images (the differences are given in red in Table 6.5 below).

Concerning appearances, the German and the Russian English accent variety speakers stand out due to their hair color, i.e. the German variety speaker is regarded as *blond,* while the Russian variety speaker is considered to have *dark* hair. There seem to be no further differences on the basis of hair among the other variety speakers, however, when the second most frequent descriptors for hair are taken into consideration, even more unanimity among the evaluations can be observed, namely, in the case of the American, French and Indian English accent varieties, where the most frequently opted adjective is *short,* the second most frequently chosen description is *dark* (N=197, N=187, and N=223,

respectively). What is more, in the case of the Russian English accent variety, where the most frequent adjective is *dark,* the second most frequently selected adjective is *short* (N=180). Since the second most frequently applied description concerning the German English accent variety is *short* as well (N=231), consequently, the only difference regarding hair color and style between the speakers of the individual varieties concerns the German variety, namely, all the other variety speakers appear to be described as having dark hair, whereas the German variety speaker is considered to have fair, i.e. blond, hair.

Table 6.5. Comparison of the general features based on the quasi-commenting task

	American	**French**	**German**	**Russian**	**Indian**
hair	short (N=269)	short (N=212)	blond (N=255)	dark (N=185)	short (N=237)
height	medium (N=277)	short (N=209)	medium (N=155)	medium (N=206)	short (N=252)
age	middle (N=275)	middle (N=219)	young (N=236)	middle (N=200)	middle (N=195)
wearing	elegant (N=191)	moustache (N=176)	glasses (N=158)	moustache (N=165)	glasses (N=171)
likes	beer (N=255)	cheese (N=177)	beer (N=271)	beer (N=186)	sushi (N=211)
family	has children (N=262)	divorced (N=175)	married (N=169)	married (N=172)	married (N=191)

Since attitude studies are more likely to focus on asking respondents to evaluate the speakers of different varieties by personality traits and not, for example, physical characteristics, comparison with other studies concerning images of speakers is rather difficult. However, some studies provide generalized images of different speakers. For example, Hottola (2012:54) claims that the stereotypical image of an American male is that he has short, brown hair, is tall and wears jeans. In the current study, the American speaker is also described as having short, dark hair, however, with reference to his height, as opposed to the previously mentioned study where he is described as tall, here he is considered to be of average height. In addition, regarding his clothes, while in Hottola's study (ibid.) the typical American wears jeans, in this study the American English speaker is assigned elegant clothes. A study by Shiyong (2012:58) also shows that the keywords

short and *family* appear among the nine most frequently used words when Americans describe Asian, in particular, Chinese people. This shows some similarity to how the respondents of the current study imagine the Asian, in particular, the Indian English accent speaker, as the stereotype of this speaker is that he is short and has a family.

Regarding the age of the speakers, no considerable differences can be observed among the speakers, that is, while the German English accent variety speaker is characterized as *young,* the speakers of the other varieties are judged as *middle-aged.* The general favorable evaluation of the German-accented variety might lead to the conclusion that the speakers of more positively evaluated varieties are considered to be younger than the speakers of more negatively evaluated varieties, however, in this case, the American and the Indian accent variety speakers ought to have also been judged younger than the French and the Russian variety speakers due to the significantly more favorable general evaluations they obtained from the respondents.

With reference to the remaining features, i.e. what the speakers wear, what their preferences are concerning food and drinks, as well as their family status, the greatest variation can be observed regarding the appearance of the speakers, where the adjective *scruffy* seems to be the biggest predictor of the overall evaluations of the speaker. Namely, the French English accent variety speaker is considered to wear scruffy clothes by the most, i.e. 111 respondents, followed by the Russian and the Indian variety speakers (N=82 and N=80, respectively). Scruffy clothes are associated to the least extent with the German and the American English accent speakers (N=54 and N=42, respectively). This corresponds to a considerable extent with the general positive and negative evaluations of the speakers, that is, the French and the Russian English speakers are judged more negatively than the Indian, the German and the American English accent speakers. Besides, a similar phenomenon can be seen in the family status category, where the description *divorced* corresponds with the overall evaluations similarly to the way the adjective *scruffy* accounts for the differences in the respondents' judgments of the speakers. That is, the French and the Russian English accent varieties speakers are characterized as *divorced* by the most respondents (N=175 and N=144, respectively), whereas the American, the Indian and the German English accent variety speakers are considered *divorced* by significantly fewer participants (N=65, N=64 and N=52,

respectively).

Similarly, according to the overall evaluations, the two most unfavorably judged accent variety speakers are the French and the Russian English speakers, whereas the American, the Indian and the German English variety speakers are frequently evaluated more favorably. Finally, regarding the speaker's preferences concerning food and drinks, participants generally claim that beer is either the most favorable or the second most favorable drink of all variety speakers, that is, while beer is chosen by most respondents in the case of the American, German and Russian English accent variety speakers, it is considered as the second most favorite in the case of the French (N=167) and the Indian (N=116) English accent variety speakers, while concerning the former, cheese is chosen by most respondents as the speaker's preference for food or drinks, while in the case of the latter, sushi is selected by most participants in this category. These choices indicate some stereotypes connected to the eating or drinking habits of the particular nationalities the varieties supposedly originate from, that is, whereas beer is considered a very popular drink both in the United States and in Germany, French cuisine is more likely to be associated with cheese, while sushi can inevitably categorized as Asian food.

On the basis of the gender variable (see quasi-comments by gender in Appendix G), on the one hand, there are no statistically significant differences between the most frequently applied adjectives describing the individual variety speakers of the male and the female respondents, nevertheless, these differences appear in three cases and consist solely of the reversal of the order of the most and second most frequently selected adjectives to describe the different speakers. For example, as for the German English accent variety speaker, whereas female respondents judge the speaker as married in the first place and having children in the second place, male respondents evaluate the speaker in the opposite way, maintaining in the first place that the speaker has children, while he is considered to be married only second most frequently by the male participants. A similar evaluation is present in the case of the Russian English accent variety speaker, where the categories *married* and *divorced* are reversed in order by the female and male participants, while with reference to the Indian English accent variety, its speaker is described as having *dark* hair in the first place and having *short* hair in the second place by the female respondents, and vice versa by the male respondents. On the other hand, a noticeable difference between the

adjective selection of the female and male participants can be observed regarding the speaker's preferences for food, which, at the same time, only partly influences the overall labeling of the individual speakers. Overall, female respondents seem to base their adjective selections more on stereotypes than male respondents, namely, whereas boys choose *beer* most frequently as something the speaker likes for all except the Indian English accent variety speaker, girls' selection differs from the generally favored *beer* not only concerning the Indian but also the French variety speaker where the Indian English accent variety speaker's preference is linked to *sushi* by both gender respondents, while the French English accent speaker's preference for food is connected to *cheese* rather than to *beer* by the female participants. In addition, respondents of both genders tend to project the preferences of their own gender on the speakers in the cases of chocolate and pizza, namely, concerning all the speakers with the exception of the German variety speaker, female participants position *chocolate* as opposed to *pizza* always in a higher place of preference than the male participants, according to whom *pizza* is a more preferred food than *chocolate* for the speakers of all, except for the German, English accent varieties.

With reference to the age variable (see quasi-comments by age in Appendix H), one tendency can be observed in the case of the adjective selections of the respondents of the different age groups, that is, younger respondents tend to deviate from the general selections to a more considerable degree than older respondents. For example, the quasi-commenting of respondents born in 1994 differs significantly only in one particular instance, namely, when they select the adjective *divorced* the most frequently to describe the Russian English accent variety speaker while, at the same time, all the other age groups concerning this speaker opt for the adjective *married.* Nevertheless, respondents born in 1997 or 1998 tend to have more responses that deviate to a considerable extent from the general and overall picture the other age groups form of one particular variety speaker. For instance, respondents born in 1998 chose *cheese* as the most preferred food for the Indian English accent variety speaker, whereas the respondents of all the other age groups chose *sushi* for that speaker rather than the other food and drink choices in the list. During this task, younger respondents showed more deviation from the generalized pictures that can be attached to the individual variety speakers based on their perceived country of origin.

6.3.2. Further comments

Respondents' additional comments which they provided in the last task of the questionnaire were also categorized. The majority of these remarks can be grouped into four categories that are presented in Table 6.6 below, with one or two examples for each category. First, participants attempted to provide a more complex image of the speaker that the quasi-commenting task allowed them, therefore, they added more specific comments regarding the speaker's appearance, personal preferences for food or drinks, and family status to the previously determined adjectives of the quasi-commenting task. These remarks are not considerable in number, however, they enable participants to form a more precise picture of the speaker in terms of these characteristics.

Table 6.6. Categorization of the additional comments with examples

Categories / ***Varieties***	**Further comments in the quasi-commenting task**	**Job**	**Negative characteristics**	**Issues concerning the speech of the speakers**
American	'bald', 'hot-dogs'	'television announcer'	'rude'	'speech defect', 'American provincial pronunciation', 'unintelligible'
French	'bald', 'raw fish'	---	'insane', 'criminal', 'pedophile'	'speech defect', 'unintelligible'
German	'blue eyes', 'single'	'soldier', 'bricklayer'	'nerve-racking', 'short-tempered'	'speech defect', 'incorrect intonation'
Russian	'brown hair', 'single'	'boss', 'retired'	'alcoholic', 'mafia boss', 'has a dark side'	'pleasant', 'relaxed', 'sad' voice
Indian	---	'farmer', 'mathematician'	'workaholic', 'not too interesting'	'too fast', 'unintelligible', 'terrible pronunciation'

Second, another category that the respondents considered important was the issue of the speaker's profession. The fact that participants commented to a great extent on the speaker's potential occupation is rather controversial since in Pilot Study 1 respondents were asked to indicate the speaker's profession, nevertheless, only few respondents did so. In the final study, though, with the exception of the French English accent variety speaker, participants provided one or two possible professions for each variety speaker.

In fact, there are two more categories that ought to be elaborated on in greater detail. On the one hand, a common feature of the additional descriptions of the speakers of the individual varieties the respondents provided is that the majority of these remarks referred to negative personality traits (rudeness or insanity) or unhealthy habits (smoking or drinking) of the speakers. The appearance of the negative remarks about the speaker is not surprising since respondents are likely to compensate for the lack of negative descriptors in the quasi-commenting task by providing almost exclusively negative comments on the speakers. Some of these negative features the respondents of the current study produce overlap with the characteristic features of the varieties that respondents provided in the studies by Jenkins (2007) and by Lindemann (2005), even though both of them asked their respondents to make comments on different English accent varieties and not on the speakers of such varieties. A recurring main feature of both the speaker and the variety descriptions is the issue of harshness, aggressiveness and danger. While in Jenkins' study (2007:178), only the Russian English accent variety was judged to be harsh and aggressive, Lindemann found (2005:203, 205) that both the Russian and the German English accent varieties were perceived as harsh, angry and quarrelsome by the respondents. The results of the present investigation also show that harshness, aggressiveness and danger are linked to the French and the Russian English accent variety speakers, that is, participants associate the speakers of these accent varieties with criminal activities, fear and danger. Furthermore, contrary to evaluations of the French English accent variety as “elegant”, “charming” (Jenkins 2007:177) or “poetic”, “romantic” and “sweet” (Lindemann 2005:205), the respondents in the current study label the French English accent variety speaker exclusively with negative comments and remarks.

The final phenomenon that needs to be discussed in more detail concerns issues associated with different language and language-related features of the speaker, such as his

pronunciation, voice, intonation and general speech style. In general, the negative remarks concerning the speaker's different language and speech-related features outnumber the positive remarks. Positive comments refer to the pronunciation of the American English accent variety speaker since his pronunciation is regarded as 'the' English pronunciation. Also, speakers' voice quality is evaluated positively in the cases of the American ('strong', 'pleasant', and 'lovely') and the Russian ('pleasant' and 'lovely') English accent variety speakers. The other comments are rather negative, in three instances the speakers are claimed to have a 'speech defect' (the American, the French and the German variety speakers), while also in three cases, their speech is claimed to be 'unintelligible' (the American, the French and the Indian varieties). Further negative remarks concern either the pronunciation of the speaker ('terrible' in the case of the Indian English accent variety speaker), or his intonation ('incorrect' as far as the German English accent variety is concerned), or his voice that makes the listener unwilling to meet him (in the case of the French English variety speaker).

These results of the present study do not fully confirm the findings of Jenkins (2007) and Lindemann (2005). First of all, according to the findings of both Jenkins and Lindemann, both native and non-native speakers of English regard the native English accents as correct and the non-native English accents as incorrect varieties. However, in the present study, all the English accent varieties, regardless of whether they are considered native or non-native varieties, are commented on mostly negatively by the respondents. What is more, studies by both Jenkins and Lindemann show that a rank order exists among the non-native English accent varieties as well, namely, some of the non-native varieties are considered to be more correct than other non-native English accent varieties. In terms of correctness, both studies find that Western European English accent varieties, especially German-accented English, are regarded as correct, whereas non-Western European, Asian and Latin-American English accent varieties are generally considered to be incorrect varieties. The results of the current study do not correspond with these findings since the English accent varieties under investigation are not rank ordered in terms of correctness or incorrectness. Finally, interestingly, a considerable degree of contradiction can also be observed concerning the comments on the Indian English accent variety, namely, according to some respondents it is intelligible (Jenkins 2007:172) and

clear (Lindemann 2005:201), while other respondents claim that it is unintelligible and unclear (ibid.). In contrast with the comments on the Indian English accent variety, participants of the present study provided their comments on the basis of acoustic stimulus, therefore, their remarks with reference to the speaker of the Indian English accent variety show less contradiction as they generally agree on its unintelligibility and incorrectness. Indeed, the contrast between the results of this research and the studies Jenkins and Lindemann conducted can be accounted for with the fact that while Jenkins and Lindemann asked their participants to evaluate the varieties and their speakers by labels, this study requested participants to base their evaluations on acoustic stimuli in the first place.

6.4. Summary of the results

In this section of the paper, the overall results are summarized from two angles, namely, first, I attempt to provide a detailed answer to the first three research questions of the study. In addition, I want to give an overview of respondents' labeling, evaluation and commenting on the individual English accent varieties in question.

6.4.1. Summary of the results according to the research questions

All in all, this part of the paper aims to summarize the responses to Research Questions 1, 2 and 3 of the study.

First, the objective of the main research question of this study was to examine how Hungarian secondary school students evaluate the speakers of five English accent varieties. All in all, the results reveal that the respondents of the study clearly differentiate between the different English accents and judge the speakers of the particular varieties more positively or more negatively compared to each other. The evaluations also show different patterns along different character traits, namely, the participants of the study evaluate the speakers of the different English accent varieties diversely along three different dimensions. That is, the evaluations along the three factors rank order the English

accent varieties differently, still, in a hierarchical manner. Furthermore, the outcome of the evaluations indicates that while the age of the participants does not seem to affect the evaluations, the variable of gender contributes to the different judgments of the speakers, that is, the female respondents evaluate the speakers generally more positively along all dimensions than the male respondents.

Moreover, the second research question aims to observe how Hungarian secondary school students label the English accent varieties under investigation. In four of five cases, the respondents label the variety for a variety that the imitator intended it to be. The results reveal that the age, the gender and the listening and speaking habits of the respondents do not appear to have any effect on what labels subjects attach to the varieties. The other factors that might be responsible for the recognition of the accent varieties include geographical proximity to the country where the accent varieties in question are spoken, and familiarity with the actual language on which the English varieties are based. Besides, when the evaluation results are compared by acoustic stimuli and labels, the factors along which evaluations are distributed show similarities; however, different varieties occupy different positions in the hierarchy based on the evaluations by acoustic stimuli vs. by labels.

The third research question attempted to examine what other characteristic features Hungarian secondary school respondents associate with the speakers of the different English varieties. The results show that, apart from evaluating the speakers differently on personality character traits, the participants of the study assign different features to the individual speakers based on the stereotypes they possess in connection with the assumed nationality of the speakers. Respondents seem to pay special attention to additional negative characteristic features of the speakers. Also, the speakers' language and language-related features are specifically judged by the respondents, that is, in the case of all five accent varieties, the speaker is commented on and evaluated mostly negatively with reference to his pronunciation, voice, general speech style as well as to the general intelligibility of his speech.

All in all, it can be concluded that when the Hungarian secondary school students who participated in the present study hear people speaking English with different accents, most of them can recognize where the speaker comes from. Even though not all of them

are able to identify precisely the speaker's country of origin, in most cases these secondary school students are able to recognize the general geographical region where the speaker is from. Beyond recognizing where the speaker comes from, the Hungarian secondary school students participating in the study attach different personality traits to the same speaker depending on which English accent he speaks in that particular instance. Nevertheless, they do not assess speakers entirely positively or entirely negative on the basis of their accented Englishes, but they rate a speaker more favorably in terms of certain personality traits, while, at the same time, they judge the same speaker more unfavorably in other personality traits. In addition, the subjects consider the speaker's physical characteristics, appearance, personal preferences, and speech characteristics just as important as his personality. Still, apart from some basic stereotypes, for example, that German people are blond and Asian people like sushi, in general, respondents of the study do not differentiate further among the speakers of different English accents in terms of physical characteristics or appearance. Also, the Hungarian secondary school respondents tend to highlight the negative aspects of the speaker's speech characteristics, linking the difference accent features to speech impediment(s), to incorrectness and unintelligibility.

6.4.2. The main points of the findings

To sum up, this brief section aims to highlight the most important findings of the research that underlies this dissertation.

First of all, the Hungarian secondary school student participants displayed different attitudes towards the different English accent varieties they listened to during the experiment, which shows that these language learners are likely to have different, either positive or negative attitudes towards varieties of a particular language that is not their native language, but a target language they study at school as a foreign language.

Second, the gender variable played an important role in language attitudes towards English accent varieties. Namely, female respondents of the present study evaluated the individual English varieties generally more positively than the male respondents, which is in line with previous research (see, for example, Dörnyei et al. 2006, or Henry and

Apelgren 2008). In addition to more favorable attitudes, female vs. male participants behaved differently when they were asked to identify where different English accent varieties came from. That is, male respondents tended to offer a wider range of potential countries or nationalities when they labeled varieties than the female respondents.

Third, respondents of the study were motivated to evaluate the speakers of the different English accent varieties even beyond the required tasks. In other words, participants were willing to evaluate the speakers of the different varieties in terms of personal characteristics, in terms of physical characteristics, dress and other positive or negative qualities, as well as in terms of the language-related features the speakers displayed, for example, the speaker's voice quality, intonation, pronunciation, and the intelligibility of his speech. This provides some implications for further research, namely, beyond evaluating personal and physical characteristics, which technique is commonly applied in attitude research at present, tasks need to be included in the studies that ask respondents to evaluate the speech characteristics of the speakers as well.

Finally, even though through a post hoc analysis of the speaker evaluations by labels interesting results emerge which otherwise might not be elicited, for example, comparing British and American accent varieties by acoustic stimuli in a matched-guise study is rather problematic, the two types of evaluations in attitude research ought to be handled differently. Also, preference should be given to acoustic stimuli evaluations since respondents are more likely to encounter different English accent variety speakers than having to evaluate English varieties on the basis of different labels of a country or a nationality.

Chapter 7. The follow-up part of the research

This section of the dissertation aims to find the answers to two additional issues. First of all, this chapter focuses on the Hungarian secondary school student respondents' overt attitudes and opinions of speakers who are able to speak English with different accent varieties (7.1). Second, issues concerning pronunciation in general arose, therefore, respondents were asked to indicate the importance of learning pronunciation as well as their preferences for English pronunciation models. Besides, subsection 7.2 discusses respondents' opinion of the most suitable ways of the acquisition of these model pronunciations.

7.1. Overt evaluations of the speaker: results and discussion

Apart from asking respondents to evaluate and comments on the five English accent varieties and their speakers, one further question of the current research was to observe the participants' reaction to the concept of 'a speaker who is able to speak English with multiple accents'. Such a speaker was available for the viewers of the video from which the speech samples were extracted (Rehany 2010), therefore, in addition to examining the Hungarian secondary school respondents' overt comments on such a speaker, their comments can be compared to those provided by the video watchers.

In general, the Hungarian respondents' overt comments on the speaker who is able to speak English with several different accents fall into three main categories, that is, participants provide positive, negative and neutral evaluations, where the majority of the respondents show very positive attitudes towards such speakers, and where negative or neutral remarks with reference to such speakers are scarce. The positive comments either attempt to describe the speaker with personality trait adjectives, for example, *szorgalmas* 'diligent', *tehetséges* 'talented', *okos* 'clever', *intelligens* 'intelligent', *kommunikatív* 'communicative', *türelmes* 'patient', *nyitott/nyílt* 'open-minded', *vicces* 'funny', *lelkes*

'enthusiastic', *aranyos* 'cute', *előrelátó* 'far-seeing', *alapos* 'meticulous', or *kitartó* 'persevering', or they regard the idea of learning a language in the form of several different accent varieties as very good, for instance, *hasznos* 'useful', *pozitívum* 'positive', or unique, i.e. *valami olyat csinálnak, amit nem tud mindenki* 'they are doing something that not everybody is able to do', or as *kedves, ez egy gesztus* 'nice, it is a gesture'. Finally, positive comments include respondents' personal feelings towards such people, namely, participants claim *tisztelem* 'I respect', *támogatom* 'I support', or *elismerem* 'I appreciate' such speakers, *egyetértek* 'I agree' with them, *élvezem a tásaságukat* 'I enjoy their company', and *tetszik a hozzáállásuk* 'I like their attitude'. In fact, negative comments also refer to three different areas, namely, to the speaker himself, to the idea of learning different accent varieties of the same language as well as to some advice respondents attempt to give such people. For example, negative personality comments include adjectives like *kissé túlbuzgóak* 'a bit over-zealous', *sznobok* 'snobbish', or *képmutatóak* 'pretentious', whereas the idea is characterized as *felesleges* 'unnecessary' and as *időpazarlás* 'a waste of time', and respondents suggest these people *inkább különböző nyelveket kellene megtanulniuk* 'should learn different languages instead' of learning different accent varieties of the same language, what is more, they advise them to *sokkal jobban is válhatnának az emberiség javára* 'be beneficial to humankind in a better way' as well as to *vállalja fel, hogy okkal született egy országban, és okkal olyan az angol kiejtése, amilyen* 'accept the fact that they were born in a given country, as a consequence of which they have a certain pronunciation that ought not to be changed'. Finally, respondents' neutral comments show some degree of indifference towards such people as they claim that *azt csinálnak, amit akarnak* 'they can do whatever they want to do' and *nincs velük bajom* 'I do not have any problems with them' or *nincsenek előítéleteim velük szemben* 'I do not have prejudices towards them'.

In comparison, the video viewers' likes and dislikes in connection with the speaker appear in two ways, that is, first, visitors of the website can indicate whether they like or dislike the video itself, and at the time of the video download, 73 persons indicated that they liked the video, while 144 people opted for the *dislike* option. In addition, 64 viewers provided some comments on the video in its forum section, however, 33 of the 64 viewers commented on the video in a favorable way, while 13 of the 64 remarks were rather

negative or expressed some degree of criticism. These comments and remarks can be categorized into three groups, where one group offers comments with reference to the speech samples, for example, they are described as being “funny”, “perfect”, “awesome”, “the best”, but, at the same time, as “terrible”, “offensive”, “not good”, “ridiculous” and “strange”.

Concerning the description of the speech samples, the number of positive and negative remarks is almost equal. Furthermore, similarly to the Hungarian secondary school participants, the video viewers expressed their feelings towards the speaker and his performance, for instance, they claimed they liked it, they loved it and they could confirm the authenticity of one or the other accent varieties. What is more, viewers also gave some advice to the speaker with reference to his presentation of the accent varieties, for example, a viewer suggested that the speaker needed more practice, while others provided more detailed suggestions concerning particular phonemes or suprasegmental features of the speech samples that they saw as needed improvements.

On the whole, the viewers of the video evaluate the speaker and his achievement overall more negatively than the Hungarian respondents of the current study. An explanation for this might lie in the fact that while video viewers, who could listen to more speech samples than the Hungarian participants, willingly commented on the actual speech samples of the different varieties, Hungarian respondents' opinions of such speakers were asked in the form of open-ended questions without them being able to listen repeatedly to all the speech samples.

7.2. Issues of pronunciation: results and discussion

This section offers a brief summary of the vital issues concerning pronunciation in general that emerged during data collection and analysis. These issues include the degree of importance of learning pronunciation as well as respondents' preferences for English pronunciation models, and finally, the ways pronunciation can be acquired.

First and foremost, the majority (N=324) of the Hungarian secondary school participants maintain that teaching and learning pronunciation is a vital part of learning

English, or if it is not, it should be. Nearly half of these respondents (N=157) argue for the importance of learning pronunciation with the phenomenon of general intelligibility, namely, they claim that pronunciation is vital for understanding other speakers of English and, at the same time, also being understood by them. Besides, whereas several respondents maintain that learning pronunciation is important for aesthetic reasons, for example, respondents claim that *tiszta* 'clean', *szép* 'beautiful', and *anyanyelvi kiejtés fontos* 'native-like pronunciation is important' or *a beszéd akkor szép, ha a kiejtés is* 'speaking is only nice if pronunciation is nice, too'. Indeed, some participants state explicitly that pronunciation ought to be learned in order to avoid biases, prejudices and negative stereotypes that insufficient pronunciation might evoke. For instance, a respondent claims that learning pronunciation is important otherwise *elítélhetnek vagy tudatlannak hihetnek* 'people can be prejudiced towards you or believe you are uneducated', *sokkal szimpatikusabb az angoloknak, ha jó a kiejtésem* 'English people like you more if I have a good pronunciation', *nem néznek hülye külföldinek, ha úgy beszélsz, mint ők* 'they do not consider you a stupid foreigner if you speak like them', or *ez alapján ítélnek meg az emberek* 'people judge you on the basis of that'. However, there are some participants (N=47) who reject the idea of the importance of learning pronunciation, claiming that the ability to communicate in an understandable manner in English is sufficient, and that there are more important things than pronunciation to learn, for example, vocabulary or grammar.

Second, concerning the respondents' preferences for an English pronunciation model, the majority of participants indicate that the most favorable pronunciation models to learn are the native speaker English accents, in particular, the American (N=242), the British (N=172), the Australian (N=33), the Irish (N=15), the Scottish (N=14), the Canadian (N=3) and the Welsh (N=1) English accent varieties. Apart from these standardized labels referring to different varieties, some participants reveal a deeper knowledge of language variation and express their wish to learn some more specific social or geographical varieties of the different English accents, namely, concerning American English, a respondent claims that they would like to learn the Chicago, the New York and the Los Angeles varieties of English, while another participant states that they want to acquire a specific Black English variety from Detroit. With reference to British English, a

respondent would like to learn Cockney, two participants wish to learn Oxford English, while some respondents prefer *kulturált angol (olyat, amilyet a kiránynő is beszél)* 'cultured English, the one the Queen speaks' or *a tiszta, eredeti angol kiejtést* 'the pure, genuine English pronunciation'. Yet, two participants want to learn slang.

Besides native varieties, a rather large number of respondents (N=95) claim that they would prefer learning non-native English pronunciations, for example, Chinese, German, Russian, Arabic, Spanish, French, Japanese or Italian English accents. All in all, the results of this part of the present study show that, as opposed to findings of previous research in this field, for example, Janicka et al. (2005) or Sung (2013), Hungarian secondary school students reveal very strong preferences to native English accent varieties, more specifically, to American English accent varieties as potential pronunciation models. This phenomenon cannot be observed in the results of Janicka and her colleagues' 2005 study, according to which Polish university students consider the RP British English accent variety as a more prestigious and more attractive pronunciation model than the American English accent varieties, whereas Sung claims (2013) that Hong Kong university students believe that both native and non-native English accent varieties can be equally suitable and appropriate pronunciation models for learners of English as a foreign language.

Finally, Hungarian respondents believe that the best scenarios for learning English pronunciation are, first, when one lives, studies or works in a native English speaking country or accepts the help of a native English speaker. According to them, English pronunciation is thought to be learned best through listening to the actual accent variety that needs to be acquired, for example, with the help of films, TV series, music, the radio or the internet, finally, according to the participants, pronunciation needs to be practiced via speaking and phonetic exercises in order to learn it thoroughly.

Chapter 8: Conclusion

The main aim of this dissertation has been to investigate Hungarian secondary school students' language attitudes towards five English accent varieties. After a brief introduction in Chapter 1, the literature review section of the dissertation (Chapter 2) has provided an overview of the general background to the study of attitudes, including sections focusing on the concept of attitude, attitude research in various disciplines as well as the various ways of how attitudes can be measured. A reflection where the dissertation is linked more specifically to the reviewed literature has been included in this chapter as well. While Chapter 3 has elaborated on the particular research questions of the paper, Chapter 4 has offered a detailed description of the methodology of the data collection, the background of the participants and the actual data collection procedures. Chapter 5 has presented the results of the study, while Chapter 6 has discussed these findings. A brief section (Chapter 7) has dealt with other important issues that emerged during data collection, such as, for example, the importance of pronunciation, while this final chapter aims to draw a conclusion on the outcome and the implications of the research.

The study underlying this dissertation offers a lot of room for reflection, concerning not only the participating students, but also me, both as a teacher and a researcher. As for the subjects, while having to reflect on their own feelings and opinions and express their thoughts and beliefs during the tasks, they were probably made aware of the fact that different English accent varieties do exist around the world, and that there are several issues connected to English pronunciation that are worth discussing.

Furthermore, the results have certain implications for my (and possibly my colleagues') English language teaching practices of our school. As far as English teaching materials are concerned, we have to become aware of the fact that what these materials offer is not in line with what students feel or think they need or want. That is, even though these teaching materials, i.e. coursebooks, student books, and workbooks, deal with the issues of pronunciation and accent varieties to some extent, e.g. with listening tasks that involve non-native English speakers as well, the range of these varieties is not shown to their full potential. In addition, these materials do not have any added value, that is, they do not provide any additional cultural or (socio)linguistic explanation or information that

would enable both teachers and students to engage in activities that could contribute to raising awareness about the existence of different English accent varieties and to developing understanding, tolerance and more positive attitudes towards the speakers of the diverse English accent varieties. Also, as for students' attitudes towards different English varieties, gender differences should be paid more attention to as it appears that while girls reveal more positive attitudes towards different varieties, boys have a more widespread knowledge about the different varieties that exist in the English language. Finally, it is reassuring to learn that, contrary to a widespread belief that today's youth have more materialistic views about things, when a speaker is judged as the poorest of a group of speakers (here I refer to the Indian English speaker), the same person is assessed as the cleverest and the most entertaining person at the same time. That is, wealth or the lack of it does not appear to influence students' reactions to the speakers in judging their personality characteristics.

With reference to future research, I believe that the topic is worth investigating further. The present study, its results and the issues it has raised can be a solid basis for further experiments, or for further research in the field, with employing different additional methods, for example, classroom observation studies or student narratives, and with extending the number of the variables in a matched-guise experiment.

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Appendix A

Feladatlap 1 (the original, Hungarian version)

Listening 1

a) Hallgassunk meg egy mondókát angolul! Képzeld el a beszélőt! Próbáld meg kitalálni, hogy szerinted melyik országból jön a beszélő, és mi a foglalkozása!

Szerinted melyik országból jön a beszélő? _____
Szerinted mi a foglalkozása a beszélőnek? _____

b) Most meghallgatjuk még egyszer! Próbáld meg bejelölni, hogy szerinted a beszélő mennyire

barátságtalan	1	2	3	4	5	6	barátságos
buta	1	2	3	4	5	6	okos
becstelen	1	2	3	4	5	6	becsületes
szegény	1	2	3	4	5	6	gazdag
udvariatlan	1	2	3	4	5	6	udvarias
unalmas	1	2	3	4	5	6	szórakoztató

Szerinted milyen egyéb tulajdonságai vannak a beszélőnek?

_____
_____

Listening 2

a) Most meghallgatjuk a versikét egy másik beszélő előadásában. Képzeld el ezt a beszélőt is! Próbáld meg kitalálni, hogy szerinted ez a beszélő melyik országból jön, és mi a foglalkozása!

Szerinted melyik országból jön a beszélő? _____
Szerinted mi a foglalkozása a beszélőnek? _____

b) Most meghallgatjuk még egyszer. Próbáld meg bejelölni, hogy szerinted a beszélő mennyire

barátságtalan	1	2	3	4	5	6	barátságos
buta	1	2	3	4	5	6	okos
nem becsületes[1]	1	2	3	4	5	6	becsületes
szegény	1	2	3	4	5	6	gazdag
udvariatlan	1	2	3	4	5	6	udvarias
unalmas	1	2	3	4	5	6	szórakoztató

Szerinted milyen egyéb tulajdonságai vannak a beszélőnek?

_____
_____

1 The term *becstelen* should have been used in Listening 2 instead of *nem becsületes*. This oversight has been corrected in the further versions of the questionnaires.

Task Sheet 1 (English version)

Listening 1

a) Listen to a nursery rhyme in English. Imagine the speaker. Try to figure out which country the speaker comes from, and what his job is.

In your opinion, which country does the speaker come from? _____

In your opinion, what is the speaker's job? _____

b) Listen to him again. Try to indicate to what extent is the speaker

unfriendly	1	2	3	4	5	6	friendly
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
poor	1	2	3	4	5	6	rich
impolite	1	2	3	4	5	6	polite
boring	1	2	3	4	5	6	entertaining

What other characteristics do you think the speaker has?

_____

_____

Listening 2

a) Now let's listen to the nursery rhyme from another speaker. Imagine this speaker, too. Try to figure out which country this speaker comes from, and what his job is.

In your opinion, which country does the speaker come from? _____

In your opinion, what is the speaker's job? _____

b) Listen to him again. Try to indicate to what extent is the speaker

unfriendly	1	2	3	4	5	6	friendly
stupid	1	2	3	4	5	6	clever
not honest	1	2	3	4	5	6	honest
poor	1	2	3	4	5	6	rich
impolite	1	2	3	4	5	6	polite
boring	1	2	3	4	5	6	entertaining

What other characteristics do you think the speaker has?

_____

_____

Appendix B

Feladatlap 2 (the original, Hungarian version)

Listening 1

a) Hallgassunk meg egy újabb beszélőt!

Szerinted melyik országból jön a beszélő? _____
Szerinted mi a foglalkozása a beszélőnek? _____

b) Most meghallgatjuk még egyszer! Próbáld meg bejelölni, hogy szerinted a beszélő mennyire

barátságtalan	1	2	3	4	5	6	barátságos
buta	1	2	3	4	5	6	okos
becstelen	1	2	3	4	5	6	becsületes
szegény	1	2	3	4	5	6	gazdag
udvariatlan	1	2	3	4	5	6	udvarias
unalmas	1	2	3	4	5	6	szórakoztató

Szerinted milyen egyéb tulajdonságai vannak a beszélőnek? _____
_____

Listening 2

a) Hallgassunk meg egy újabb beszélőt!

Szerinted melyik országból jön a beszélő? _____
Szerinted mi a foglalkozása a beszélőnek? _____

b) Most meghallgatjuk még egyszer! Próbáld meg bejelölni, hogy szerinted a beszélő mennyire

barátságtalan	1	2	3	4	5	6	barátságos
buta	1	2	3	4	5	6	okos
becstelen	1	2	3	4	5	6	becsületes
szegény	1	2	3	4	5	6	gazdag
udvariatlan	1	2	3	4	5	6	udvarias
unalmas	1	2	3	4	5	6	szórakoztató

Szerinted milyen egyéb tulajdonságai vannak a beszélőnek? _____
_____

Listening 3

a) Hallgassunk meg egy újabb beszélőt!

Szerinted melyik országból jön a beszélő? _____
Szerinted mi a foglalkozása a beszélőnek? _____

b) Most meghallgatjuk még egyszer! Próbáld meg bejelölni, hogy szerinted a beszélő mennyire

barátságtalan	1	2	3	4	5	6	barátságos
buta	1	2	3	4	5	6	okos
becstelen	1	2	3	4	5	6	becsületes
szegény	1	2	3	4	5	6	gazdag
udvariatlan	1	2	3	4	5	6	udvarias
unalmas	1	2	3	4	5	6	szórakoztató

Szerinted milyen egyéb tulajdonságai vannak a beszélőnek? _____
_____

Listening 4

a) Hallgassunk meg egy újabb beszélőt!

Szerinted melyik országból jön a beszélő? _____
Szerinted mi a foglalkozása a beszélőnek? _____

b) Most meghallgatjuk még egyszer! Próbáld meg bejelölni, hogy szerinted a beszélő mennyire

barátságtalan	1	2	3	4	5	6	barátságos
buta	1	2	3	4	5	6	okos
becstelen	1	2	3	4	5	6	becsületes
szegény	1	2	3	4	5	6	gazdag
udvariatlan	1	2	3	4	5	6	udvarias
unalmas	1	2	3	4	5	6	szórakoztató

Szerinted milyen egyéb tulajdonságai vannak a beszélőnek? _____
_____

Listening 5

a) Hallgassunk meg egy újabb beszélőt!

Szerinted melyik országból jön a beszélő? _____
Szerinted mi a foglalkozása a beszélőnek? _____

b) Most meghallgatjuk még egyszer! Próbáld meg bejelölni, hogy szerinted a beszélő mennyire

barátságtalan	1	2	3	4	5	6	barátságos
buta	1	2	3	4	5	6	okos
becstelen	1	2	3	4	5	6	becsületes
szegény	1	2	3	4	5	6	gazdag
udvariatlan	1	2	3	4	5	6	udvarias
unalmas	1	2	3	4	5	6	szórakoztató

Szerinted milyen egyéb tulajdonságai vannak a beszélőnek? _____
_____

Task Sheet 2 (English version)

Listening 1

a) Now let's listen to another speaker.

In your opinion, which country does the speaker come from? _____
In your opinion, what is the speaker's job? _____

b) Listen to him again. Try to indicate to what extent is the speaker

unfriendly	1	2	3	4	5	6	friendly
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
poor	1	2	3	4	5	6	rich
impolite	1	2	3	4	5	6	polite
boring	1	2	3	4	5	6	entertaining

What other characteristics do you think the speaker has?_____
_____

Listening 2

a) Now let's listen to another speaker.

In your opinion, which country does the speaker come from? _____
In your opinion, what is the speaker's job? _____

b) Listen to him again. Try to indicate to what extent is the speaker

unfriendly	1	2	3	4	5	6	friendly
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
poor	1	2	3	4	5	6	rich
impolite	1	2	3	4	5	6	polite
boring	1	2	3	4	5	6	entertaining

What other characteristics do you think the speaker has?_____
_____

Listening 3

a) Now let's listen to another speaker.

In your opinion, which country does the speaker come from? _____
In your opinion, what is the speaker's job? _____

b) Listen to him again. Try to indicate to what extent is the speaker

unfriendly	1	2	3	4	5	6	friendly
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
poor	1	2	3	4	5	6	rich
impolite	1	2	3	4	5	6	polite
boring	1	2	3	4	5	6	entertaining

What other characteristics do you think the speaker has?_____
_____

Listening 4

a) Now let's listen to another speaker.

In your opinion, which country does the speaker come from? _____
In your opinion, what is the speaker's job? _____

b) Listen to him again. Try to indicate to what extent is the speaker

unfriendly	1	2	3	4	5	6	friendly
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
poor	1	2	3	4	5	6	rich
impolite	1	2	3	4	5	6	polite
boring	1	2	3	4	5	6	entertaining

What other characteristics do you think the speaker has?_____
_____

Listening 5

a) Now let's listen to another speaker.

In your opinion, which country does the speaker come from? _____
In your opinion, what is the speaker's job? _____

b) Listen to him again. Try to indicate to what extent is the speaker

unfriendly	1	2	3	4	5	6	friendly
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
poor	1	2	3	4	5	6	rich
impolite	1	2	3	4	5	6	polite
boring	1	2	3	4	5	6	entertaining

What other characteristics do you think the speaker has?_____
_____

Appendix C

Feladatlap 3 (the original, Hungarian version)

Listening 1

a) Hallgassunk meg egy újabb beszélőt!

Szerinted melyik országból jön a beszélő? _____
Szerinted mi a foglalkozása a beszélőnek? _____

b) Most meghallgatjuk még egyszer! Próbáld meg bejelölni, hogy szerinted a beszélő mennyire

barátságtalan	1	2	3	4	5	6	barátságos
buta	1	2	3	4	5	6	okos
becstelen	1	2	3	4	5	6	becsületes
szegény	1	2	3	4	5	6	gazdag
udvariatlan	1	2	3	4	5	6	udvarias
unalmas	1	2	3	4	5	6	szórakoztató

Szerinted milyen egyéb tulajdonságai vannak a beszélőnek? _____
_____

Listening 2

a) Hallgassunk meg egy újabb beszélőt!

Szerinted melyik országból jön a beszélő? _____
Szerinted mi a foglalkozása a beszélőnek? _____

b) Most meghallgatjuk még egyszer! Próbáld meg bejelölni, hogy szerinted a beszélő mennyire

barátságtalan	1	2	3	4	5	6	barátságos
buta	1	2	3	4	5	6	okos
becstelen	1	2	3	4	5	6	becsületes
szegény	1	2	3	4	5	6	gazdag
udvariatlan	1	2	3	4	5	6	udvarias
unalmas	1	2	3	4	5	6	szórakoztató

Szerinted milyen egyéb tulajdonságai vannak a beszélőnek? _____
_____

Listening 3

a) Hallgassunk meg egy újabb beszélőt!

Szerinted melyik országból jön a beszélő? _____
Szerinted mi a foglalkozása a beszélőnek? _____

b) Most meghallgatjuk még egyszer! Próbáld meg bejelölni, hogy szerinted a beszélő mennyire

barátságtalan	1	2	3	4	5	6	barátságos
buta	1	2	3	4	5	6	okos
becstelen	1	2	3	4	5	6	becsületes
szegény	1	2	3	4	5	6	gazdag
udvariatlan	1	2	3	4	5	6	udvarias
unalmas	1	2	3	4	5	6	szórakoztató

Szerinted milyen egyéb tulajdonságai vannak a beszélőnek? _____
_____

Listening 4

a) Hallgassunk meg egy újabb beszélőt!

Szerinted melyik országból jön a beszélő? _____
Szerinted mi a foglalkozása a beszélőnek? _____

b) Most meghallgatjuk még egyszer! Próbáld meg bejelölni, hogy szerinted a beszélő mennyire

barátságtalan	1	2	3	4	5	6	barátságos
buta	1	2	3	4	5	6	okos
becstelen	1	2	3	4	5	6	becsületes
szegény	1	2	3	4	5	6	gazdag
udvariatlan	1	2	3	4	5	6	udvarias
unalmas	1	2	3	4	5	6	szórakoztató

Szerinted milyen egyéb tulajdonságai vannak a beszélőnek? _____
_____

Task Sheet 3 (English version)

Listening 1

a) Now let's listen to another speaker.

In your opinion, which country does the speaker come from? _____
In your opinion, what is the speaker's job? _____

b) Listen to him again. Try to indicate to what extent is the speaker

unfriendly	1	2	3	4	5	6	friendly
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
poor	1	2	3	4	5	6	rich
impolite	1	2	3	4	5	6	polite
boring	1	2	3	4	5	6	entertaining

What other characteristics do you think the speaker has?_____
_____

Listening 2

a) Now let's listen to another speaker.

In your opinion, which country does the speaker come from? _____
In your opinion, what is the speaker's job? _____

b) Listen to him again. Try to indicate to what extent is the speaker

unfriendly	1	2	3	4	5	6	friendly
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
poor	1	2	3	4	5	6	rich
impolite	1	2	3	4	5	6	polite
boring	1	2	3	4	5	6	entertaining

What other characteristics do you think the speaker has?_____
_____

Listening 3

a) Now let's listen to another speaker.

In your opinion, which country does the speaker come from? _____
In your opinion, what is the speaker's job? _____

b) Listen to him again. Try to indicate to what extent is the speaker

unfriendly	1	2	3	4	5	6	friendly
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
poor	1	2	3	4	5	6	rich
impolite	1	2	3	4	5	6	polite
boring	1	2	3	4	5	6	entertaining

What other characteristics do you think the speaker has?_____
_____

Listening 4

a) Now let's listen to another speaker.

In your opinion, which country does the speaker come from? _____
In your opinion, what is the speaker's job? _____

b) Listen to him again. Try to indicate to what extent is the speaker

unfriendly	1	2	3	4	5	6	friendly
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
poor	1	2	3	4	5	6	rich
impolite	1	2	3	4	5	6	polite
boring	1	2	3	4	5	6	entertaining

What other characteristics do you think the speaker has?_____
_____

Appendix D

Pilot Study 2 (the original, Hungarian version)

1A) Az ELSŐ angol kiejtés: _____

Miből következtetsz erre? _____

_____

_____

1B) Azok az emberek, akik ilyen kiejtéssel beszélnek angolul, mennyire

barátságtalanok	1	2	3	4	5	6	barátságosak
unalmasak	1	2	3	4	5	6	szórakoztatóak
szegények	1	2	3	4	5	6	gazdagok
buták	1	2	3	4	5	6	okosak
becstelenek	1	2	3	4	5	6	becsületesek
nem segítőkészek	1	2	3	4	5	6	segítőkészek
beképzeltek	1	2	3	4	5	6	nem beképzeltek
veszélyesek	1	2	3	4	5	6	ártalmatlanok

1C) Milyen még az az ember, aki ilyen kiejtéssel beszél angolul?

→ haj:	ősz, szőke, sötét, rövid, hosszú
→ magasság:	alacsony, középmagas, magas
→ életkor:	fiatal, középkorú, öreg
→ visel	szemüveget? bajuszt? szakállt? kopott ruhát? öltönyt? fehér inget? mellényt? bőrkabátot? napszemüveget?
→ szereti	a csokit? a sört? a pizzát? a sushit? a sajtot?
→ családja	nincs, van felesége, elvált, árva, van gyereke, van unokája

1D) Egyéb megjegyzéseid: _____

_____

_____

2A) A MÁSODIK angol kiejtés: _____

Miből következtetsz erre? _____

_____

_____

2B) Azok az emberek, akik ilyen kiejtéssel beszélnek angolul, mennyire

barátságtalanok	1	2	3	4	5	6	barátságosak
unalmasak	1	2	3	4	5	6	szórakoztatóak
szegények	1	2	3	4	5	6	gazdagok
buták	1	2	3	4	5	6	okosak
becstelenek	1	2	3	4	5	6	becsületesek
nem segítőkészek	1	2	3	4	5	6	segítőkészek
beképzeltek	1	2	3	4	5	6	nem beképzeltek
veszélyesek	1	2	3	4	5	6	ártalmatlanok

2C) Milyen még az az ember, aki ilyen kiejtéssel beszél angolul?

→ haj:	ősz, szőke, sötét, rövid, hosszú
→ magasság:	alacsony, középmagas, magas
→ életkor:	fiatal, középkorú, öreg
→ visel	szemüveget? bajuszt? szakállt? kopott ruhát? öltönyt? fehér inget? mellényt? bőrkabátot? napszemüveget?
→ szereti	a csokit? a sört? a pizzát? a sushit? a sajtot?
→ családja	nincs, van felesége, elvált, árva, van gyereke, van unokája

2D) Egyéb megjegyzéseid: _____

_____

_____

3A) A HARMADIK angol kiejtés: _____

Miből következtetsz erre? _____

_____

_____

3B) Azok az emberek, akik ilyen kiejtéssel beszélnek angolul, mennyire

barátságtalanok	1	2	3	4	5	6	barátságosak
unalmasak	1	2	3	4	5	6	szórakoztatóak
szegények	1	2	3	4	5	6	gazdagok
buták	1	2	3	4	5	6	okosak
becstelenek	1	2	3	4	5	6	becsületesek
nem segítőkészek	1	2	3	4	5	6	segítőkészek
beképzeltek	1	2	3	4	5	6	nem beképzeltek
veszélyesek	1	2	3	4	5	6	ártalmatlanok

3C) Milyen még az az ember, aki ilyen kiejtéssel beszél angolul?

→ haj:	ősz, szőke, sötét, rövid, hosszú
→ magasság:	alacsony, középmagas, magas
→ életkor:	fiatal, középkorú, öreg
→ visel	szemüveget? bajuszt? szakállt? kopott ruhát? öltönyt? fehér inget? mellényt? bőrkabátot? napszemüveget?
→ szereti	a csokit? a sört? a pizzát? a sushit? a sajtot?
→ családja	nincs, van felesége, elvált, árva, van gyereke, van unokája

3D) Egyéb megjegyzéseid: _____

_____

_____

4A) A NEGYEDIK angol kiejtés: _____

Miből következtetsz erre? _____

_____

_____

4B) Azok az emberek, akik ilyen kiejtéssel beszélnek angolul, mennyire

barátságtalanok	1	2	3	4	5	6	barátságosak
unalmasak	1	2	3	4	5	6	szórakoztatóak
szegények	1	2	3	4	5	6	gazdagok
buták	1	2	3	4	5	6	okosak
becstelenek	1	2	3	4	5	6	becsületesek
nem segítőkészek	1	2	3	4	5	6	segítőkészek
beképzeltek	1	2	3	4	5	6	nem beképzeltek
veszélyesek	1	2	3	4	5	6	ártalmatlanok

4C) Milyen még az az ember, aki ilyen kiejtéssel beszél angolul?

→ haj:	ősz, szőke, sötét, rövid, hosszú
→ magasság:	alacsony, középmagas, magas
→ életkor:	fiatal, középkorú, öreg
→ visel	szemüveget? bajuszt? szakállt? kopott ruhát? öltönyt? fehér inget? mellényt? bőrkabátot? napszemüveget?
→ szereti	a csokit? a sört? a pizzát? a sushit? a sajtot?
→ családja	nincs, van felesége, elvált, árva, van gyereke, van unokája

4D) Egyéb megjegyzéseid: _____

_____

_____

5A) Az ÖTÖDIK angol kiejtés: _____

Miből következtetsz erre? _____

_____

_____

5B) Azok az emberek, akik ilyen kiejtéssel beszélnek angolul, mennyire

barátságtalanok	1	2	3	4	5	6	barátságosak
unalmasak	1	2	3	4	5	6	szórakoztatóak
szegények	1	2	3	4	5	6	gazdagok
buták	1	2	3	4	5	6	okosak
becstelenek	1	2	3	4	5	6	becsületesek
nem segítőkészek	1	2	3	4	5	6	segítőkészek
beképzeltek	1	2	3	4	5	6	nem beképzeltek
veszélyesek	1	2	3	4	5	6	ártalmatlanok

5C) Milyen még az az ember, aki ilyen kiejtéssel beszél angolul?

→ haj:	ősz, szőke, sötét, rövid, hosszú
→ magasság:	alacsony, középmagas, magas
→ életkor:	fiatal, középkorú, öreg
→ visel	szemüveget? bajuszt? szakállt? kopott ruhát? öltönyt? fehér inget? mellényt? bőrkabátot? napszemüveget?
→ szereti	a csokit? a sört? a pizzát? a sushit? a sajtot?
→ családja	nincs, van felesége, elvált, árva, van gyereke, van unokája

5D) Egyéb megjegyzéseid: _____

_____

_____

6A) Sok ember tanul meg különböző angol kiejtéseket, akár többet is egyszerre. Szerinted miért tanulnak meg több angol kiejtéssel is angolul beszélni?

_____

_____

_____

_____

6B) Neked mi a véleményed az ilyen emberekről?

_____

_____

_____

_____

6C) Te szeretnél-e többféle angol kiejtést megtanulni? Miért/miért nem?

_____

_____

_____

_____

6D) Milyen angol kiejtés(eke)t szeretnél megtanulni?

_____

_____

_____

_____

6E) Szerinted mennyire fontos az angol kiejtés az angoltanulás során?

_____

_____

_____

_____

Pilot Study 2 (English version)

1A) The FIRST English pronunciation is: _____

How do you come to that conclusion? _____

_____

_____

1B) People who speak with this pronunciation are, to what extent,

unfriendly	1	2	3	4	5	6	friendly
boring	1	2	3	4	5	6	entertaining
poor	1	2	3	4	5	6	rich
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
not helpful	1	2	3	4	5	6	helpful
not modest	1	2	3	4	5	6	modest
harmful	1	2	3	4	5	6	harmless

1C) What other characteristics do people have who speak with such pronunciation?

→ hair:	grey, blond, dark, short, long
→ height:	short, medium-height, tall
→ age:	young, middle-aged, old
→ wearing	glasses? moustache? beard? scruffy clothes? suit? white shirt? vest? leather jacket? sunglasses?
→ likes	chocolate? beer? pizza? sushi? cheese?
→ family	doesn't have any, has a wife, divorced, orphan, has a child, has a grandchild

1D) Your further comments: _____

_____

_____

2A) The SECOND English pronunciation is: _____

How do you come to that conclusion? _____

_____

_____

2B) People who speak with this pronunciation are, to what extent,

unfriendly	1	2	3	4	5	6	friendly
boring	1	2	3	4	5	6	entertaining
poor	1	2	3	4	5	6	rich
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
not helpful	1	2	3	4	5	6	helpful
not modest	1	2	3	4	5	6	modest
harmful	1	2	3	4	5	6	harmless

2C) What other characteristics do people have who speak with such pronunciation?

→ hair:	grey, blond, dark, short, long
→ height:	short, medium-height, tall
→ age:	young, middle-aged, old
→ wearing	glasses? moustache? beard? scruffy clothes? suit? white shirt? vest? leather jacket? sunglasses?
→ likes	chocolate? beer? pizza? sushi? cheese?
→ family	doesn't have any, has a wife, divorced, orphan, has a child, has a grandchild

2D) Your further comments: _____

_____

_____

3A) The THIRD English pronunciation is: _____

How do you come to that conclusion? _____

_____

_____

3B) People who speak with this pronunciation are, to what extent,

unfriendly	1	2	3	4	5	6	friendly
boring	1	2	3	4	5	6	entertaining
poor	1	2	3	4	5	6	rich
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
not helpful	1	2	3	4	5	6	helpful
not modest	1	2	3	4	5	6	modest
harmful	1	2	3	4	5	6	harmless

3C) What other characteristics do people have who speak with such pronunciation?

→ hair:	grey, blond, dark, short, long
→ height:	short, medium-height, tall
→ age:	young, middle-aged, old
→ wearing	glasses? moustache? beard? scruffy clothes? suit? white shirt? vest? leather jacket? sunglasses?
→ likes	chocolate? beer? pizza? sushi? cheese?
→ family	doesn't have any, has a wife, divorced, orphan, has a child, has a grandchild

3D) Your further comments: _____

_____

_____

4A) The FOURTH English pronunciation is: _____

How do you come to that conclusion? _____

_____

_____

4B) People who speak with this pronunciation are, to what extent,

unfriendly	1	2	3	4	5	6	friendly
boring	1	2	3	4	5	6	entertaining
poor	1	2	3	4	5	6	rich
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
not helpful	1	2	3	4	5	6	helpful
not modest	1	2	3	4	5	6	modest
harmful	1	2	3	4	5	6	harmless

4C) What other characteristics do people have who speak with such pronunciation?

→ hair:	grey, blond, dark, short, long
→ height:	short, medium-height, tall
→ age:	young, middle-aged, old
→ wearing	glasses? moustache? beard? scruffy clothes? suit? white shirt? vest? leather jacket? sunglasses?
→ likes	chocolate? beer? pizza? sushi? cheese?
→ family	doesn't have any, has a wife, divorced, orphan, has a child, has a grandchild

4D) Your further comments: _____

_____

_____

5A) The FIFTH English pronunciation is: _____

How do you come to that conclusion? _____

_____

_____

5B) People who speak with this pronunciation are, to what extent,

unfriendly	1	2	3	4	5	6	friendly
boring	1	2	3	4	5	6	entertaining
poor	1	2	3	4	5	6	rich
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
not helpful	1	2	3	4	5	6	helpful
not modest	1	2	3	4	5	6	modest
harmful	1	2	3	4	5	6	harmless

5C) What other characteristics do people have who speak with such pronunciation?

→ hair:	grey, blond, dark, short, long
→ height:	short, medium-height, tall
→ age:	young, middle-aged, old
→ wearing	glasses? moustache? beard? scruffy clothes? suit? white shirt? vest? leather jacket? sunglasses?
→ likes	chocolate? beer? pizza? sushi? cheese?
→ family	doesn't have any, has a wife, divorced, orphan, has a child, has a grandchild

5D) Your further comments: _____

_____

_____

6A) Many people learn different English pronunciations, sometimes more at the same time. Why do you think these people learn to speak with more English pronunciations?

_____

_____

_____

_____

6B) What is your opinion of such people?

_____

_____

_____

_____

6C) Would you like to learn more English pronunciations? Why/why not?

_____

_____

_____

_____

6D) What English pronunciation(s) would you like to learn?

_____

_____

_____

_____

6E) In your opinion, how important is English pronunciation in the process of learning English?

_____

_____

_____

_____

Appendix E

The final research instrument (the original, Hungarian version)

_ _

Köszönöm, hogy részt veszel a felmérésben!

_ _

Nemed: lány / fiú

Születési éved: _____

---

1. GYAKRAN hallgatsz olyan angol szövegeket a tévében, az interneten vagy élőben, amelyekben a beszélő(k) kiejtése _____

2. NÉHA hallgatsz olyan angol szövegeket a tévében, az interneten vagy élőben, amelyekben a beszélő(k) kiejtése _____

3. GYAKRAN beszélgetsz olyan emberekkel, akiknek az angol kiejtése

---

4. NÉHA beszélgetsz olyan emberekkel, akiknek az angol kiejtése

---

5. Mennyire érdeklődsz a különböző angol kiejtések iránt?

egyáltalán nem kicsit eléggé nagyon

1A) Az ELSŐ angol kiejtés: _____

1B) Azok az emberek, akik ilyen kiejtéssel beszélnek angolul, mennyire

barátságtalanok	1	2	3	4	5	6	barátságosak
unalmasak	1	2	3	4	5	6	szórakoztatóak
szegények	1	2	3	4	5	6	gazdagok
buták	1	2	3	4	5	6	okosak
becstelenek	1	2	3	4	5	6	becsületesek
nem segítőkészek	1	2	3	4	5	6	segítőkészek
beképzeltek	1	2	3	4	5	6	nem beképzeltek
veszélyesek	1	2	3	4	5	6	ártalmatlanok

1C) Milyennek képzeled el azt az embert, aki ilyen kiejtéssel beszél angolul?

→ haj:	ősz, szőke, sötét, rövid, hosszú
→ magasság:	alacsony, középmagas, magas
→ életkor:	fiatal, középkorú, öreg
→ visel	szemüveget? bajuszt? szakállt?kopott ruhát? elegáns ruhát?
→ szereti	a csokit? a sört? a pizzát? asushit? a sajtot?
→ családja	árva, nős, elvált, van gyereke

1D) Egyéb megjegyzéseid:_____

_____

2A) A MÁSODIK angol kiejtés: _____

2B) Azok az emberek, akik ilyen kiejtéssel beszélnek angolul, mennyire

barátságtalanok	1	2	3	4	5	6	barátságosak
unalmasak	1	2	3	4	5	6	szórakoztatóak
szegények	1	2	3	4	5	6	gazdagok
buták	1	2	3	4	5	6	okosak
becstelenek	1	2	3	4	5	6	becsületesek
nem segítőkészek	1	2	3	4	5	6	segítőkészek
beképzeltek	1	2	3	4	5	6	nem beképzeltek
veszélyesek	1	2	3	4	5	6	ártalmatlanok

2C) Milyennek képzeled el azt az embert, aki ilyen kiejtéssel beszél angolul?

→ haj:	ősz, szőke, sötét, rövid, hosszú
→ magasság:	alacsony, középmagas, magas
→ életkor:	fiatal, középkorú, öreg
→ visel	szemüveget? bajuszt? szakállt?kopott ruhát? elegáns ruhát?
→ szereti	a csokit? a sört? a pizzát? asushit? a sajtot?
→ családja	árva, nős, elvált, van gyereke

2D) Egyéb megjegyzéseid: _____

_____

3A) A HARMADIK angol kiejtés: _____

3B) Azok az emberek, akik ilyen kiejtéssel beszélnek angolul, mennyire

barátságtalanok	1	2	3	4	5	6	barátságosak
unalmasak	1	2	3	4	5	6	szórakoztatóak
szegények	1	2	3	4	5	6	gazdagok
buták	1	2	3	4	5	6	okosak
becstelenek	1	2	3	4	5	6	becsületesek
nem segítőkészek	1	2	3	4	5	6	segítőkészek
beképzeltek	1	2	3	4	5	6	nem beképzeltek
veszélyesek	1	2	3	4	5	6	ártalmatlanok

3C) Milyennek képzeled el azt az embert, aki ilyen kiejtéssel beszél angolul?

→ haj:	ősz, szőke, sötét, rövid, hosszú
→ magasság:	alacsony, középmagas, magas
→ életkor:	fiatal, középkorú, öreg
→ visel	szemüveget? bajuszt? szakállt?kopott ruhát? elegáns ruhát?
→ szereti	a csokit? a sört? a pizzát? asushit? a sajtot?
→ családja	árva, nős, elvált, van gyereke

3D) Egyéb megjegyzéseid: _____

_____

4A) A NEGYEDIK angol kiejtés: _____

4B) Azok az emberek, akik ilyen kiejtéssel beszélnek angolul, mennyire

barátságtalanok	1	2	3	4	5	6	barátságosak
unalmasak	1	2	3	4	5	6	szórakoztatóak
szegények	1	2	3	4	5	6	gazdagok
buták	1	2	3	4	5	6	okosak
becstelenek	1	2	3	4	5	6	becsületesek
nem segítőkészek	1	2	3	4	5	6	segítőkészek
beképzeltek	1	2	3	4	5	6	nem beképzeltek
veszélyesek	1	2	3	4	5	6	ártalmatlanok

4C) Milyennek képzeled el azt az embert, aki ilyen kiejtéssel beszél angolul?

→ haj:	ősz, szőke, sötét, rövid, hosszú
→ magasság:	alacsony, középmagas, magas
→ életkor:	fiatal, középkorú, öreg
→ visel	szemüveget? bajuszt? szakállt?kopott ruhát? elegáns ruhát?
→ szereti	a csokit? a sört? a pizzát? asushit? a sajtot?
→ családja	árva, nős, elvált, van gyereke

4D) Egyéb megjegyzéseid: _____

_____

5A) Az ÖTÖDIK angol kiejtés: _____

5B) Azok az emberek, akik ilyen kiejtéssel beszélnek angolul, mennyire

barátságtalanok	1	2	3	4	5	6	barátságosak
unalmasak	1	2	3	4	5	6	szórakoztatóak
szegények	1	2	3	4	5	6	gazdagok
buták	1	2	3	4	5	6	okosak
becstelenek	1	2	3	4	5	6	becsületesek
nem segítőkészek	1	2	3	4	5	6	segítőkészek
beképzeltek	1	2	3	4	5	6	nem beképzeltek
veszélyesek	1	2	3	4	5	6	ártalmatlanok

5C) Milyennek képzeled el azt az embert, aki ilyen kiejtéssel beszél angolul?

→ haj:	ősz, szőke, sötét, rövid, hosszú
→ magasság:	alacsony, középmagas, magas
→ életkor:	fiatal, középkorú, öreg
→ visel	szemüveget? bajuszt? szakállt?kopott ruhát? elegáns ruhát?
→ szereti	a csokit? a sört? a pizzát? asushit? a sajtot?
→ családja	árva, nős, elvált, van gyereke

5D) Egyéb megjegyzéseid: _____

_____

6A) Sok ember tanul meg különböző angol kiejtéseket, akár többet is egyszerre. Szerinted miért tanulnak meg egyesek több angol kiejtéssel is angolul beszélni?

_____

_____

_____

6B) Neked mi a véleményed az ilyen emberekről?

_____

_____

_____

6C) Te szeretnél-e többféle angol kiejtést megtanulni? Miért/miért nem?

_____

_____

_____

6D) Te milyen angol kiejtés(eke)t szeretnél megtanulni?

_____

_____

_____

6E) Szerinted hogyan lehetne vagy kellene ez(eke)t a kiejtés(eke)t megtanulni?

_____

_____

_____

6F) Szerinted mennyire fontos a kiejtés az angoltanulás során?

_____

_____

_____

The final research instrument (English version)

Thank you for participating in the survey.

Your sex: girl / boy

Your year of birth: ___________

---

1. You OFTEN listen to English texts on television, on the Internet or live in which the speaker's or speakers' pronunciation is ____

2. You SOMETIMES listen to English texts on television, on the Internet or live in which the speaker's or speakers' pronunciation is ____________________________________

3. You OFTEN speak to people whose English pronunciation is

____

4. You SOMETIMES speak to people whose English pronunciation is

____

5. To what extent are you interested in English pronunciations?

not at all a bit quite a lot very much

1A) The FIRST English pronunciation is: _____

1B) People who speak with such pronunciation are, to what extent,

unfriendly	1	2	3	4	5	6	friendly
boring	1	2	3	4	5	6	entertaining
poor	1	2	3	4	5	6	rich
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
not helpful	1	2	3	4	5	6	helpful
not modest	1	2	3	4	5	6	modest
harmful	1	2	3	4	5	6	harmless

1C) How do you imagine the person who speaks with such a pronunciation?

→ hair:	grey, blond, dark, short, long
→ height:	short, medium-height, tall
→ age:	young, middle-aged, old
→ wearing	glasses? moustache? beard? scruffy clothes? elegant clothes?
→ likes	chocolate? beer? pizza? sushi? cheese?
→family status	orphan, married, divorced, has a child

1D) Your further comments:_____

_____

2A) The SECOND English pronunciation is: _____

2B) People who speak with such pronunciation are, to what extent,

unfriendly	1	2	3	4	5	6	friendly
boring	1	2	3	4	5	6	entertaining
poor	1	2	3	4	5	6	rich
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
not helpful	1	2	3	4	5	6	helpful
not modest	1	2	3	4	5	6	modest
harmful	1	2	3	4	5	6	harmless

2C) How do you imagine the person who speaks with such a pronunciation?

→ hair:	grey, blond, dark, short, long
→ height:	short, medium-height, tall
→ age:	young, middle-aged, old
→ wearing	glasses? moustache? beard? scruffy clothes? elegant clothes?
→ likes	chocolate? beer? pizza? sushi? cheese?
→family status	orphan, married, divorced, has a child

2D) Your further comments:_____

_____

3A) The THIRD English pronunciation is: _____

3B) People who speak with such pronunciation are, to what extent,

unfriendly	1	2	3	4	5	6	friendly
boring	1	2	3	4	5	6	entertaining
poor	1	2	3	4	5	6	rich
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
not helpful	1	2	3	4	5	6	helpful
not modest	1	2	3	4	5	6	modest
harmful	1	2	3	4	5	6	harmless

3C) How do you imagine the person who speaks with such a pronunciation?

→ hair:	grey, blond, dark, short, long
→ height:	short, medium-height, tall
→ age:	young, middle-aged, old
→ wearing	glasses? moustache? beard? scruffy clothes? elegant clothes?
→ likes	chocolate? beer? pizza? sushi? cheese?
→family status	orphan, married, divorced, has a child

3D) Your further comments:_____

_____

4A) The FOURTH English pronunciation is: _____

4B) People who speak with such pronunciation are, to what extent,

unfriendly	1	2	3	4	5	6	friendly
boring	1	2	3	4	5	6	entertaining
poor	1	2	3	4	5	6	rich
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
not helpful	1	2	3	4	5	6	helpful
not modest	1	2	3	4	5	6	modest
harmful	1	2	3	4	5	6	harmless

4C) How do you imagine the person who speaks with such a pronunciation?

→ hair:	grey, blond, dark, short, long
→ height:	short, medium-height, tall
→ age:	young, middle-aged, old
→ wearing	glasses? moustache? beard? scruffy clothes? elegant clothes?
→ likes	chocolate? beer? pizza? sushi? cheese?
→family status	orphan, married, divorced, has a child

4D) Your further comments:_____

_____

5A) The FIFTH English pronunciation is: _____

5B) People who speak with such pronunciation are, to what extent,

unfriendly	1	2	3	4	5	6	friendly
boring	1	2	3	4	5	6	entertaining
poor	1	2	3	4	5	6	rich
stupid	1	2	3	4	5	6	clever
dishonest	1	2	3	4	5	6	honest
not helpful	1	2	3	4	5	6	helpful
not modest	1	2	3	4	5	6	modest
harmful	1	2	3	4	5	6	harmless

5C) How do you imagine the person who speaks with such a pronunciation?

→ hair:	grey, blond, dark, short, long
→ height:	short, medium-height, tall
→ age:	young, middle-aged, old
→ wearing	glasses? moustache? beard? scruffy clothes? elegant clothes?
→ likes	chocolate? beer? pizza? sushi? cheese?
→family status	orphan, married, divorced, has a child

5D) Your further comments:_____

_____

6A) Many people learn different English pronunciations, sometimes more at the same time. Why do you think these people learn to speak with more English pronunciations?

_____

_____

_____

6B) What is your opinion of such people?

_____

_____

_____

6C) Would you like to learn more English pronunciations? Why/why not?

_____

_____

_____

6D) What English pronunciation(s) would you like to learn?

_____

_____

_____

6E) How, in your opinion, could or should these pronunciations be learnt?

_____

_____

_____

6F) In your opinion, how important is pronunciation in the process of learning English?

_____

_____

_____

Appendix F

Labels by speech samples
(in alphabetical order)

	Speech Sample 1	Speech Sample 2	Speech Sample 3	Speech Sample 4	Speech Sample 5	**Total**
Albanian	1	1	-	-	-	**2**
American	158	10	2	13	5	**188**
Arabic	-	6	-	1	1	**8**
Argentinian	-	-	-	-	1	**1**
Austrian	-	-	1	-	2	**3**
Australian	6	4	1	13	1	**25**
Belgian	1	-	-	9	4	**14**
Belorusian	-	-	-	1	-	**1**
British	156	4	3	8	3	**174**
Bulgarian	-	3	-	-	-	**3**
Canadian	1	2	1	-	1	**5**
Chinese	-	25	12	2	109	**145**
Columbian	-	1	-	-	-	**1**
Cuban	-	-	-	1	1	**2**
Czech	-	-	-	1	-	**1**
Danish	-	-	-	2	-	**2**
Egyptian	-	-	-	-	1	**1**
Finnish	-	-	-	1	2	**3**
French	1	201	6	39	31	**278**
German	1	1	319	6	8	**335**
Greek	-	-	-	-	2	**2**
Holland	-	-	1	3	-	**4**
Hungarian	1	-	-	2	1	**4**
Indian	-	2	1	1	11	**15**
Irish	10	5	-	8	7	**30**
Italian	1	20	4	61	43	**129**
Jamaican	-	2	-	-	-	**2**

Japanese	-	15	15	-	93	**123**
Korean	-	2	-	-	8	**10**
Latin	-	1	-	-	-	**1**
Litvanian	-	1	-	-	1	**2**
Mexican	-	1	-	-	-	**1**
New Zealand	-	-	-	1	1	**2**
Norvegian	-	-	-	1	4	**5**
Pakistani	-	2	-	-	1	**3**
Polish	-	-	-	4	2	**6**
Portuguese	-	-	-	2	1	**3**
Romanian	-	-	-	11	1	**12**
Russian	-	43	2	142	8	**195**
Scottish	15	3	12	10	7	**47**
Serbian	-	1	-	7	1	**9**
Slovak	2	-	-	-	1	**3**
Spanish	-	6	4	16	6	**32**
Swedish	-	2	-	2	1	**5**
Swiss	-	-	2	1	3	**6**
Thai	-	-	-	-	1	**1**
Turkish	-	3	-	1	1	**5**
Ukranian	-	2	-	5	1	**8**
Welsh	-	1	2	2	-	**5**

Appendix G

Quasi-commenting task results based on gender

	American	
	Girls	Boys
hair	short (N=157)	short (N=112)
	dark (N=101), grey (N=74), long (N=7), blond (N=6)	dark (N=96), grey (N=66), long (N=14), blond (N=2)
height	medium (N=134)	medium (N=143)
	tall (N=64), short (N=10)	tall (N=39), short (N=11)
age	middle (N=150)	middle (N=125)
	old (N=51), young (N=6)	old (N=68), young (N=3)
wearing	elegant (N=98)	elegant (N=93)
	glasses (N=95), moustache (N=39), beard (N=37), scruffy (N=18)	glasses (N=75), moustache (N=62), beard (N=57), scruffy (N=24)
likes	beer (N=117)	beer (N=138)
	cheese (N=86), chocolate (N=53), pizza (N=30), sushi (N=15)	cheese (N=62), pizza (N=48), chocolate (N=36), sushi (N=13)
family	has children (N=135)	has children (N=127)
	married (N=133), divorced (N=33), orphan (N=3)	married (N=102), divorced (N=32), orphan (N=3)
other remarks	likes hot-dog, beef, tea tells stories well, strong and pleasant voice, lovely voice speech defect	likes hamburger good story-teller, reads well speaks a bit unintelligibly
	jobs: works in an office, manager, television announcer	bad habits: smokes, does not do sport (fat), drinks (alcoholic) pronunciation: „the" English pronunciation, American provincial pronunciation

	French	
	Girls	Boys
hair	short (N=110)	short (N=102)
	dark (N=104), grey (N=56), long (N=30), blond (N=26)	dark (N=83), grey (N=68), long (N=31), blond (N=12)
height	short (N=102)	short (N=107)
	medium (N=59), tall (N=45)	medium (N=54), tall (N=34)
age	middle (N=120)	middle (N=99)
	old (N=62), young (N=21)	old (N=79), young (N=21)
wearing	moustache (N=81)	moustache (N=95)
	elegant (N=77), glasses (N=57),	elegant (N=60), glasses (N=57),

	scruffy (N=54), beard (N=47)	beard (N=57), scruffy (N=57)
likes	cheese (N=96)	beer (N=92)
	beer (N=75), chocolate (N=39), sushi (N=39), pizza (N=33)	cheese (N=81), pizza (N=44), sushi (N=43) chocolate (N=42)
family	divorced (N=90)	divorced (N=85)
	married (N=62), has children (N=37), orphan (N=28)	married (N=49), orphan (N=42), has children (N=34)
other remarks	dangerous: society rejects him, mafia, Godfather, scary, strange, frightening	dangerous: pedophile, insane, killer, mafia, Godfather, gangster, action movie character, martial art, scary, evil, spy
		bad habits: alcoholic (vodka, wine, drunk)

	German	
	Girls	Boys
hair	blond (N=125)	blond (N=130)
	short (N=120), dark (N=56), long (N=16), grey (N=11)	short (N=111), dark (N=34), long (N=21), grey (N=11)
height	medium (N=77)	medium (N=78)
	tall (N=73), short (N=56)	tall (N=68), short (N=53)
age	young (N=128)	young (N=108)
	middle (N=65), old (N=17)	middle (N=70), old (N=18)
wearing	glasses (N=92)	elegant (N=70)
	elegant (N=76), moustache (N=43), scruffy (N=27), beard (N=19)	glasses (N=66), moustache (N=59), scruffy (N=27), beard (N=18)
likes	beer (N=130)	beer (N=141)
	chocolate (N=69), pizza (N=51), cheese (N=38), sushi (N=34)	chocolate (N=64), pizza (N=57), cheese (N=45), sushi (N=25)
family	married (N=86)	has children (N=55)
	has children (N=50), orphan (N=31), divorced (N=24)	married (N=43), orphan (N=39), divorced (N=28)
other remarks	family: single negative: pompous, nerve-racking, short-tempered	family: single, has a girlfriend, is on a date with a girl, gay negative: nervous, dandy, grumpy
	positive: energetic, cute, cheerful	job: bricklayer, soldier, sells postcards

	Russian	
	Girls	Boys
hair	dark (N=95)	dark (N=90)
	short (N=94), grey (N=73), blond (N=25), long (N=19)	short (N=86), grey (N=58), long (N=45), blond (N=22)
height	medium (N=96)	medium (N=106)

	tall (N=62), short (N=46)	short (N=43), tall (N=42)
age	middle (N=105)	middle (N=95)
	old (N=93), young (N=9)	old (N=89), young (N=12)
wearing	moustache (N=87)	moustache (N=78)
	beard (N=71), glasses (N=59), elegant (N=58), scruffy (N=37)	beard (N=77), elegant (N=74), glasses (N=54), scruffy (N=45)
likes	beer (N=86)	beer (N=100)
	cheese (N=60), chocolate (N=42), pizza (N=42), sushi (N=24)	cheese (N=64), pizza (N=52), chocolate (N=47), sushi (N=30)
family	married (N=98)	divorced (N=78)
	has children (N=68), divorced (N=66), orphan (N=14),	married (N=74), has children (N=72), orphan (N=20)
other remarks	dangerous: mafia, Godfather, weapon, has a dark side	dangerous: mafia, weapon
	family: single voice: pleasant, relaxed, sad	likes vodka, alcohol

	Indian	
	Girls	Boys
hair	dark (N=131)	short (N=111)
	short (N=126), grey (N=34), long (N=25), blond (N=18)	dark (N=92), grey (N=39), blond (N=28), long (N=23)
height	short (N=130)	short (N=122)
	medium (N=56), tall (N=19)	medium (N=54), tall (N=20)
age	middle (N=110)	middle (N=85)
	young (N=48), old (N=47)	young (N=67), old (N=43)
wearing	glasses (N=83)	glasses (N=88)
	moustache (N=66), elegant (N=46), scruffy (N=36), beard (N=33)	moustache (N=69), elegant (N=55), scruffy (N=44), beard (N=42)
likes	sushi (N=106)	sushi (N=105)
	chocolate (N=50), pizza (N=48), beer (N=46), cheese (N=38)	beer (N=70), cheese (N=59), pizza (N=55), chocolate (N=49)
family	married (N=90)	married (N=100)
	has children (N=85), divorced (N=42), orphan (N=18)	has children (N=82), orphan (N=23), divorced (N=22)
ther remarks	job: farmer, CEO speech: fast, funny, unintelligible	job: works in a Japanese/Chinese restaurant, mathematician speech: fast, lousy pronunciation, French accent

Appendix H

Quasi-commenting task results on the basis of age

	American				
	1994	1995	1996	1997	1998
hair	dark (26), short (25), grey (13), long (1)	short (73), dark (61), grey (32), long (3), blond (2)	short (74), dark (54), grey (40), long (10), blond (3)	short (74), grey (47), dark (45), long (7), blond (2)	short (21), grey (12), dark (11), blond (1)
height	medium (31), tall (11), short (2)	medium (72), tall (33), short (5)	medium (77), tall (30), short (2)	medium (78), tall (23), short (8)	medium (18), tall (6), short (4)
age	middle (32), old (8), young (2)	middle (79), old (32), young (2)	middle (73), old (34), young (2)	middle (73), old (34), young (3)	middle (18), old (10)
wearing	elegant (24), glasses (15), moustache (8), beard (8), cruffy (3)	elegant (53), glasses (50), beard (26), moustache (24), scruffy (5)	elegant (60), glasses (41), beard (26), moustache (24), scruffy (16)	glasses (51), elegant (47), moustache (33), beard (28), scruffy (15)	moustache (12), glasses (12), elegant (7), beard (5), scruffy (3)
likes	beer (24), cheese (17), chocolate (14), pizza (9), sushi (2)	beer (72), cheese (36), chocolate (21), pizza (21), sushi (9)	beer (67), cheese (42), chocolate (26), pizza (25), sushi (6)	beer (70), cheese (43), chocolate (21), pizza (20), sushi (8)	beer (21), cheese (10), chocolate (7), pizza (3), sushi (3)
family	has children (28), married (25), divorced (7), orphan (1)	has children (74), married (69), divorced (16), orphan (1)	has children (68), married (63), divorced (19)	has children (74), married (60), divorced (21), orphan (2)	has children (18), married (17), divorced (2), orphan (2)

	French				
	1994	1995	1996	1997	1998
hair	short (26), dark (20), grey (11), blond (4), long (3)	short (54), dark (46), grey (36), long (17), blond (14)	short (62), dark (50), grey (37), long (16), blond (12)	short (54), dark (52), grey (35), long (21), blond (5)	dark (19), short (15), grey (5), long (4), blond (3)
height	short (22), medium (13), tall (9)	short (55), tall (30), medium (24)	short (61), medium (32), tall (18)	short (56), medium (36), tall (16)	short (15), medium (8), tall (5)
age	middle (28), old (14), young (2)	middle (60), old (37), young (15)	middle (54), old (45), young (11)	middle (61), old (36), young (11)	middle (15), old (9), young (3)
wearing	moustache (20), elegant (15), scruffy (14), glasses (12), beard (10)	moustache (52), glasses (35), scruffy (31), elegant (27), beard (27)	moustache (53), elegant (44), beard (31), scruffy (27), glasses (25)	moustache (42), elegant (40), beard (32), glasses (32), scruffy (30)	elegant (11), moustache (9), glasses (9), scruffy (9), beard (4)
likes	cheese (23), beer (19), pizza (10),	cheese (49), beer (39), sushi (21),	beer (49), cheese (48), pizza (27),	beer (50), cheese (45), sushi (28),	chocolate (11), cheese (11), beer

	chocolate (7), sushi (4)	chocolate (20), pizza (18)	sushi (22), chocolate (17)	chocolate (26), pizza (18)	(10), sushi (7), pizza (4)
family	divorced (20), married (12), has children (8), orphan (1)	divorced (40), married (38), orphan (18), has children (15)	divorced (54), married (29), orphan (21), has children (17)	divorced (48), married (25), orphan (23), has children (23)	divorced (12), has children (8), married (7), orphan (5)

	German				
	1994	1995	1996	1997	1998
hair	blond (31), short (17), long (7), grey (5), dark (4)	blond (72), short (61), dark (25), long (9), grey (5)	blond (74), short (71), dark (23), long (10), grey (3)	short (67), blond (61), dark (31), long (7), grey (7)	blond (16), short (14), dark (7), long (4), grey (2)
height	tall (20), medium (18), short (7)	medium (58), tall (30), short (23)	tall (39), short (38), medium (34)	tall (39), medium (37), short (33)	tall (12), short (8), medium (8)
age	young (24), middle (14), old (5)	young (71), middle (34), old (7)	young (72), middle (33), old (7)	young (53), middle (44), old (12)	young (16), middle (9), old (4)
wearing	glasses (22), elegant (12), moustache (8), beard (7), scruffy (4)	glasses (50), elegant (38), moustache (26), scruffy (13), beard (11)	glasses (40), elegant (38), moustache (21), scruffy (16), beard (8)	elegant (48), glasses (38), moustache (37), scruffy (16), beard (7)	elegant (10), moustache (9), glasses (8), scruffy (5), beard (4)
likes	beer (32), chocolate (11), pizza (10), cheese (6), sushi (4)	beer (77), chocolate (26), pizza (24), cheese (21), sushi (18)	beer (74), chocolate (47), pizza (31), cheese (20), sushi (12)	beer (71), chocolate (40), pizza (33), cheese (28), sushi (21)	beer (17), pizza (10), chocolate (8), cheese (8), sushi (4)
family	married (19), has children (12), orphan (8), divorced (4)	married (46), has children (24), orphan (16), divorced (13)	married (41), has children (25), orphan (19), divorced (14)	married (47), has children (34), orphan (23), divorced (17)	married (15), has children (9), orphan (4), divorced (4)

	Russian				
	1994	1995	1996	1997	1998
hair	dark (26), short (17), grey (10), long (7), blond (4)	dark (45), grey (38), short (36), long (20), blond (11)	dark (57), short (57), grey (39), long (16), blond (10)	short (54), dark (44), grey (35), long (18), blond (18)	short (15), dark (12), grey (9), blond (4), long (3)
height	medium (28), tall (10), short (5)	medium (50), tall (31), short (23)	medium (54), short (29), tall (27)	medium (55), tall (29), short (25)	medium (15), short (7), tall (6)
age	old (20), middle (20), young (4)	middle (61), old (44), young (6)	old (58), middle (48), young (6)	middle (58), old (45), young (4)	old (14), middle (13), young (1)
wearing	moustache (19), beard (17), scruffy (10),	moustache (44), beard (39), glasses (32),	moustache (46), elegant (42), beard (38),	beard (47), moustache (45), elegant (37),	elegant (12), glasses (12), moustache (9),

	glasses (10), elegant (9)	elegant (31), scruffy (23)	glasses (28), scruffy (24)	glasses (31), scruffy (23)	beard (7), scruffy (2)
likes	beer (17), cheese (15), pizza (12), chocolate (7), sushi (5)	beer (43), cheese (30), pizza (22), chocolate (20), sushi (12)	beer (54), cheese (36), pizza (27), chocolate (25), sushi (18)	beer (55), cheese (32), chocolate (27), pizza (26), sushi (17)	beer (16), cheese (11), chocolate (10), pizza (7), sushi (2)
family	divorced (18), married (14), has children (11), orphan (3)	married (43), divorced (41), has children (40), orphan (9)	married (48), divorced (42), has children (35), orphan (11)	married (51), has children (42), divorced (34), orphan (8)	married (16), has children (13), divorced (8), orphan (3)

	Indian				
	1994	1995	1996	1997	1998
hair	short (32), dark (25), grey (5), blond (2), long (1)	dark (69), short (61), grey (21), long (11), blond (6)	short (70), dark (55), grey (20), blond (19), long (13)	dark (63), short (59), grey (19), long (16), blond (15)	short (14), dark (10), grey (8), long (7), blond (4)
height	short (28), medium (14), tall (1)	short (72), medium (23), tall (15)	short (82), medium (25), tall (3)	short (57), medium (39), tall (14)	short (12), medium (9), tall (6)
age	middle (21), young (13), old (9)	middle (50), young (32), old (27)	middle (48), young (36), old (25)	middle (62), young (26), old (21)	middle (12), young (8), old (8)
wearing	glasses (20), moustache (13), elegant (13), beard (7), scruffy (5)	glasses (44), moustache (36), beard (23), elegant (21), scruffy (21)	glasses (54), elegant (33), moustache (23), scruffy (22), beard (19)	moustache (53), glasses (40), scruffy (27), elegant (25), beard (21)	glasses (13), moustache (10), elegant (9), scruffy (5), beard (4)
likes	sushi (24), chocolate (10), pizza (9), cheese (8), beer (8),	sushi (54), beer (32), pizza (27), cheese (20), chocolate (15)	sushi (72), chocolate (36), pizza (31), cheese (27), beer (26)	sushi (51), beer (42), chocolate (30), cheese (29), pizza (28)	cheese (11), sushi (9), chocolate (8), pizza (8), beer (8)
family	has children (23), married (20), divorced (4), orphan (3)	married (49), has children (38), divorced (27), orphan (8)	married (58), has children (44), orphan (15), divorced (8)	has children (50), married (45), divorced (20), orphan (12)	married (17), has children (11), divorced (5), orphan (3)

Appendix I

Parental consent form (original, Hungarian version)

Szülői nyilatkozat felmérésben való részvételről

Szeretném felmérni iskolánk jelenleg angolt tanuló diákjainak az angol nyelv különböző változataival kapcsolatos ismereteit, attitűdjeit egy anonim vizsgálat keretében.

A vizsgálatra egy-egy angolórán kerül sor 2013. január 14-február 1. között. A vizsgálatban csak azok a tanulók vehetnek részt, akik a szülői nyilatkozatot aláíratva, a vizsgálat elkezdése előtt bemutatják. Azok a diákok, akik nem szeretnének részt venni, illetve akiknek a szülei nem járulnak hozzá a részvételhez, nem mentesülnek az angol órán való részvétel alól, ők az órán egy angol nyelvtani gyakorló feladatsort fognak megoldani. Azok a diákok, akik szeretnének részt venni, de a vizsgálat időpontjában nincs náluk a szülői hozzájárulást igazoló nyilatkozat, az órán a feladatsort fogják megoldani, a felmérésben pedig egy későbbi, pótidőpontban vehetnek majd részt.

A felmérés eredményéről 2013. május-júniusban tájékoztatni fogom a résztvevőket. Amennyiben addig bármilyen kérdés felmerül a vizsgálattal kapcsolatban, megkereshetnek lyukas órákban személyesen (az iskola Irinyi-épületszárnyának angol szertárában) vagy telefonon (3377-es mellék), illetve bármikor e-mailben (baloghzs@gyakg.u-szeged.hu).

Balogh Erzsébet

Hozzájárulok, hogy gyermekem részt vegyen a fent leírt felmérésben.

Szeged, 2013. január _____. _____ (aláírás)

Parental consent form (English version)

Parental consent form for survey participation

I would like to measure what knowledge and attitudes the students of this school have who are currently studying English towards different varieties of English, in an anonym survey.

The survey will take place in an English class between 14 January and 1 February 2013. Only those students can participate in the survey who can produce this parental consent form signed by the parents before the beginning of the investigation. Those students who would not like to participate or whose parents do not consent cannot be excused from participating in the English class, they will do grammar practice exercises in class. Students who are willing to participate but do not have the parental consent form at the time of the survey will do grammar practice exercises in class, but they can participate in the survey later, at another date.

I will inform the participants about the results of the survey in May or June 2013. If you have any questions concerning the survey, you can find me personally (in the English office in the Irinyi-building of the school), or on the phone (extention 3377), or in email any time (baloghzs@gyakg.u-szeged.hu).

Balogh, Erzsébet

I consent to my child participating in the above described survey.

Szeged, 2013. January _____ (date). _____ (signature)