

Trusting the Neighbours:
Attitudes towards British Accents of English in Dutch L2 Speakers of English

by

Yorick (Y. R. W.) Burgers

3797627

BA Engelse Taal en Cultuur,
Universiteit Utrecht 2015

Supervisors:

dr. Koen Sebregts (Universiteit Utrecht) & dr. Rias van den Doel (Universiteit Utrecht)

June 26, 2015

Abstract

English has a large number of varieties, each of them perceived differently. Since the United Kingdom is a major trade partner and a neighbour of the Netherlands, this study carried out an experiment to determine whether Dutch L2 speakers of English have an opinion on British accents of English, and if so, which one they prefer. This study also investigated whether age, gender, level of education and region of birth affect this opinion. The participants were asked to listen to sound files of speakers who read out a text. The participants were then asked to write down to what degree they agreed with statements about the trustworthiness of the speaker on a 5-point Likert scale. The results showed that the London accent was perceived as most trustworthy, while the Birmingham accent was perceived as least trustworthy. No effect was found for age, gender or education level. An effect has been found for region of birth, however: participants from a region with relatively weakly divergent speech from Standard Dutch were overall less trusting than participants from a region with strongly divergent speech.

Table of Contents

1. Theoretical Background	2
2. Research Question	5
3. Methodology	6
3.1 Participants	6
3.2 Procedure	6
3.3 Materials	7
4. Results	8
5. Discussion	12
6. Conclusion	16
7. Bibliography	17
8. Appendices	19

Acknowledgements

This thesis was written as finalisation for a bachelor's degree in English Language and Culture at Utrecht University. This would not have been possible without the assistance of family and friends. Thanks go to Rob Burgers for providing feedback and to Joan Winkelhof for providing support and guiding. Special thanks go to dr. Koen Sebregts, for providing continuous feedback and support, without which this study would not have been possible.

1. Theoretical Background

With international trade ever increasing and business relations between countries thriving, English is encountered more and more by tradespeople all over the world as the lingua franca in the business context. As such English is the main means of communication for the majority of countries involved in international trade.

The Netherlands is one of these countries, and the relevance of English in the Netherlands is growing. English has been a second language in the Netherlands for some time now: since 1968 English has been a mandatory subject in secondary schools in the Netherlands (Positie van de Moderne Vreemde Talen, Talenexpo), since 1993 elementary schools are obligated to include at least one hour of English lessons in the final two years, which further increases the exposure of Dutch citizens to English, and according to the European Commission, over 90% of the Dutch population is able to converse in English (“Europeans and their Languages”, 2012). Dutch citizens encounter English every day, hearing it on television or on the radio. Dutch cable television includes several British English channels and at least one American English channel. Furthermore, Dutch television broadcasts a large number of American programmes, ranging from soaps to Hollywood movies. As such the main variety of English influencing Dutch citizens is American English.

As English is the main means of communication a large number of accents exist, due to influences of the native language of non-native speakers of English. These accents are accompanied by attitudes toward that accent. According to Lev-Ari and Keysar (2010), information is perceived as less truthful when the speaker has a non-standard accent, even when this speaker is just conveying someone else’s information. This is due to a misattribution of the difficulty hearers have with understanding the speaker to the truthfulness of the information (Lev-Ari & Keysar, 2010). To arrive at this conclusion, Lev-Ari and Keysar conducted two experiments. In their first experiment, they had their participants listen to 45 pre-recorded statements. The participants were also asked to write down if and how they came to know that the statement they heard was true according to their own

opinion. It is important to note that even when participants noted that they knew that a statement was true or false, they still showed signs of misattribution. A second experiment was carried out to determine whether telling participants what the experiment was about would influence their judgment, as the experimenters hypothesised that participants would try to compensate in their judgment of the veracity of the statement. Results showed that they were only partially successful, further showcasing the point that accent bias is very persistent and hard to counteract.

Differing attitudes towards native accents of English exist among native speakers of English. The effect of accent on perceived credibility is investigated and proven in several studies. One such study was carried out by Lalwani et al. (2005) and focussed on investigating the effects of a spokesperson's accent on that spokesperson's perceived credibility. They investigated differences between Standard Southern British English and *Singlish*, a variety of English mixed with Malay influences and the Chinese dialects of Hokkien and Cantonese, spoken in Singapore. The results showed that accent, among other things such as country of origin of the product and appearance of the spokesperson, greatly affects the spokesperson's perceived credibility and attitude toward the advertisement, with Standard Southern British English greatly outperforming *Singlish* in terms of spokesperson credibility. The accent effect was even so strong that it could offset the effects of product involvement and country-of-origin.

Attitudes of native speakers of English towards non-native varieties of English have been investigated as well. Brennan and Brennan (1981) conducted a study on the opinion of Americans towards speakers with a Mexican English accent. This is the reverse of the focus of the current study, but it is interesting to note that stronger accents were associated with lower status. It is also important to underline that Brennan and Brennan found no differences between evaluative reactions of Anglo high school students and Mexican American speakers. Mexicans, too, associated heavy accents with lower status, even though they scored heavier accents higher on the solidarity scale. Kusters and Koet (1993) carried out a study on the opinion of English speakers on Dutch accents in

English, and found that Dutch people had a much more negative attitude towards their own English accent than English people, but their opinion on native English accents remains unknown.

Some research has been carried out about the opinions of non-native speakers of English on English accents. According to a different study in which the measured dimensions were focussed on effectiveness of the spokesperson, including credibility, competence, friendliness and, most importantly, intention to buy from the spokesperson, a sales-pitch in a native accent is favourable to a sales-pitch in Greek-accented English and outperformed Greek-accented English in all dimensions, at least for an American audience (Tsalikis et al., 1991). Chiba et al. (1995) found that L1 speakers of Japanese prefer American English accents. They discovered that students who learn English out of practical reasons have a more positive attitude towards non-native accents. This is relevant as tradespeople, too, have learned English out of practical reasons. Additionally, and perhaps most importantly, students were found to be more accepting of varieties of English when they were more familiar with accents in general.

The concepts of credibility, trustworthiness and truthfulness lie at the basis of these attitudes toward accents of English. In this study, these are used interchangeably, and are considered the same. Association of stronger English accents with lower status and reduced credibility could be a factor negatively influencing trade relations, as an international trade environment is no place for bias or distrust.

2. Research Question

This study investigates the opinion of Dutch L2 speakers of English on accents in English. There are presently many varieties of English. This research will focus solely on British accents for a number of reasons: As the United Kingdom and the Netherlands are neighbouring countries, they are involved in a large amount of trade. Moreover, attitudes towards native British accents are more likely to be found as the United Kingdom and the Netherlands are close to each other. The attitude of Dutch speakers towards English accents will be in trustworthiness, being one of the most important traits in trade. A number of factors influence perceived trustworthiness, such as gender (Buchan et al., 2008) and education level (Alesina & La Ferrara, 2002). In this study age and region of birth have also been taken into consideration, on the assumption that trust grows or diminishes with age, and that speaking a non-standard accent influences the opinion on other non-standard accents. As such the research question of this study is as follows:

What is the attitude of native speakers of Dutch towards regional accents of English in the United Kingdom with regard to trustworthiness, if any?

This research question contains four subquestions:

- Does the mean attitude of native speakers of Dutch towards regional accents of English in the United Kingdom with regard to trustworthiness differ per gender?
- Does the mean attitude of native speakers of Dutch towards regional accents of English in the United Kingdom with regard to trustworthiness differ per education level?
- Does the mean attitude of native speakers of Dutch towards regional accents of English in the United Kingdom with regard to trustworthiness differ for region of birth, differentiated by whether a standard or non-standard accent is spoken?
- Does the mean attitude of native speakers of Dutch towards regional accents of English in the United Kingdom with regard to trustworthiness differ by age?

3. Methodology

3.1 Participants

The participants are 23 adults aged between 43 and 62 years old ($M_{\text{age}} = 55.6$, $sd = 3.87$), and consist of 7 men and 16 women. 2 of the male participants had HBO (higher professional education) as their highest education level, while the other 5 had WO (academic education) as their highest education level. 5 of the female participants had MBO (lower professional education) as their highest education level, 6 of them had HBO as their highest education level and the other 5 had WO as their highest education level. They were selected on the basis of four criteria: Firstly, they had to be between 40 and 65 years old; additionally, they had to be native speakers of Dutch, they had to be able to understand English and lastly, they could not have been influenced by English beyond a liminal level. This means that people who are raised to be bilingual in English and Dutch, people who work with English speaking people on a daily basis or people who have lived in an English speaking country for more than a month did not qualify for this study. The idea is that the participants are familiar with the English language, but not with the different accents within the language. Familiarity with the accents could affect their opinion on trustworthiness (Luhmann, 2000). The participants were asked to provide basic information on education level and region of birth.

3.2 Procedure

The participants received one of the five versions of the survey. This survey consists of 5 sound recordings, each accompanied by eight statements. Four of these statements were filler statements, while the other four statements were test statements. These four test statements were “Ik zou aan deze persoon de weg vragen” [I would ask this person for directions], “Ik zou van deze persoon iets kopen” [I would buy something from this person], “Ik zou doen wat deze persoon van me vraagt in het fragment” [I would do what the person asks of me in the sound recording] and “Ik zou mijn kind bij deze persoon achterlaten” [I would leave my child with this person]. These statements were

designed to measure trustworthiness. The versions differed only in the order in which the sound recordings were presented, to filter out any bias as a result of previously heard sound recordings. After each sound recording the participants were asked to write down to what degree they agreed with the statements on a 5-point Likert scale ranging from 1 to 5, with 1 meaning “absolutely disagree” and 5 meaning “absolutely agree”. An example questionnaire is in the Appendix, on p. 19. The results of the Likert scale questionnaires were collected and means and standard deviations, as well as t-scores and F-values between these means were calculated per statement per accent, as well as per region of birth, age group, education level and gender.

3.3 Materials

The sound recordings were taken from the Speech Accent Archive, which is a database of sound files of people around the world reading a text in their variety of English, kept by George Mason University in Fairfax, Virginia (The Speech Accent Archive, George Mason University). This means that the sound recordings all consisted of the same text, but spoken by a speaker with a different accent. The sound recordings were 25 seconds long, on average. The accent represented in the sound recordings were a West Midlands accent from around Birmingham (Dudley, Male, 53), a Northern accent from York (Male, 19), a Scottish accent from Edinburgh (Male, 35), a standard British accent from around London (St. Albans, Male, 31), and a North-Irish accent from Londonderry (Male, 20).

4. Results

One of the independent variables in this study was the gender of the participant. At least one study has found that women are slower to trust than men (Buchan et al., 2008). In this study, however, no effect was found for gender ($M_{\text{male}} = 2.97$ (sd = 0.63), $M_{\text{female}} = 3.01$ (sd = 0.74), $t(21) = 0.13$, $p = .90$).

Another independent variable in this study was education level. It has been said that a lower education level could be the basis for a mistrusting demeanour. Indeed, Alesina and La Ferrara (2002) mention in their paper that one of the factors that decreases trust is “being economically unsuccessful in terms of [...] education”. However, no effect on mean scores of trust was found for education level in this study ($M_{\text{mbo}} = 2.93$ (sd = 0.54), $M_{\text{hbo}} = 2.96$ (sd = 0.38), $M_{\text{wo}} = 3.07$ (sd = 0.96), $F(2, 20) = 0.09$, $p = .92$)

The participants were divided into age groups. Group 1 ranged from 43 to 55 ($M = 52.1$ (sd = 3.52), $N = 9$). Group 2 ranged from 55 to 62 ($M = 57.9$ (sd = 1.96), $N = 14$). The mean scores of these groups were compared for each of the separate accents as well as the total mean. No differences were found between the two age groups (Birmingham: $p = .19$, Yorkshire: $p = .75$, Scotland: $p = .20$, London: $p = .61$, Northern Ireland: $p = .54$, Total: $p = .32$). This entails that, at least for this age range, age does not influence perception of trust.

The participants were also divided into groups based on place of birth, Group 1 being from the part of the Netherlands where Standard Dutch is spoken, also known as the Randstad, and Group 2 being the part of the Netherlands where a non-standard accent is spoken. In practice this meant Noord-Brabant, Friesland and Gelderland. The results are shown in Table 1.

Table 1: Comparison of scores for trustworthiness (all questions) for the five accents, according to Dutch region of birth: Means, (standard deviations), t-values and {p-values} per accent per Dutch region of birth.

Region	Birmingham	Yorkshire	Scotland	London	N. Ireland	Total
Region 1 – mean	2.12	2.60	2.69	3.46	2.67	2.71
st. dev.	(0.54)	(0.61)	(0.70)	(0.96)	(0.64)	(0.48)
Region 2 – mean	2.95	3.55	3.43	3.45	3.53	3.38
st. dev.	(1.08)	(0.66)	(0.88)	(0.90)	(0.66)	(0.76)
t-values	2.24**	3.58*	2.22*	.03*	3.12*	2.45***
p-values	{.04}	{< .005}	{.04}	{.98}	{.01}	{.03}

*df = 21 ** df = 12.4 *** df = 14.5

As shown in Table 1, participant region of birth greatly influenced mean scores. With the exception of the London accent, participants from the Randstad (Group 1) scored all of the speakers lower for trustworthiness. Participants from Group 2 were overall more trusting.

Five different versions were created in order to remove preference or bias for or against an earlier heard accent respectively. In these five versions the accents were all in a different order. Indeed, no effect was found for version on the mean total score ($F(4, 18) = 0.891, p = .49$), meaning that the different versions measure the same variable and their outcomes are comparable. Additionally, the version of the survey had no effect on the mean score of each of the separate accents (Birmingham: $p = .67$, Yorkshire: $p = .78$, Scotland: $p = .29$, London: $p = .68$, Northern Ireland: $p = .15$). As the versions all reacted in a similar manner to the questions and the results are comparable, the data shall henceforth be interpreted as being of one version.

The mean scores of the questions over all the accents were calculated (Table 2). These mean scores were then tested for reliability. The questions measured the same variable (Cronbach's Alpha total = .73, Cronbach's Alpha Birmingham = .75, Cronbach's Alpha York = .69, Cronbach's Alpha

Scotland = .73, Cronbach's Alpha London = .77, Cronbach's Alpha N. Ireland = .68). These numbers show that the questions were reliable, as well as the whole test. Removing one of the questions only lowered Cronbach's Alpha, so it was decided that none of the questions would be removed.

Table 2: Means and (standard deviations) per accent per question. (N = 23)

Question	Birmingham (Dudley)	Yorkshire (York)	Scotland (Edinburgh)	London (St. Albans)	N. Ireland (Londonderry)	Total
Q1: Ask for directions	3.22 (1.45)	3.83 (1.15)	3.96 (1.02)	4.57 (0.79)	4.00 (1.00)	3.91 (0.85)
Q2: Buy something	2.52 (1.04)	2.83 (0.94)	2.91 (1.13)	3.22 (1.13)	2.83 (0.98)	2.86 (0.84)
Q3: Do what person asks	2.57 (1.24)	3.30 (1.15)	3.17 (1.11)	3.57 (1.24)	3.30 (1.19)	3.18 (0.94)
R1: Leave child with person	1.61 (0.99)	2.09 (1.13)	2.00 (1.31)	2.48 (1.47)	2.04 (1.11)	2.04 (1.07)
Total	2.48 (0.90)	3.01 (0.79)	3.01 (0.85)	3.46 (0.91)	3.04 (0.77)	3.00 (0.69)

As shown in Table 2, the total mean score of all the participants together is 3.00 (0.69), corresponding with the middle between absolutely agree and absolutely disagree. This means that the participants formed a group without bias towards one end of the spectrum. A group that is very trustful could give positively skewed results, just like a group that is very wary as a whole would negatively influence the results.

The correlation scores between the questions were calculated according to Pearson's method, and are shown in Table 3. The questions did not significantly correlate with each other in most cases. The decision was made to interpret the results of these questions anyway.

The mean scores of the separate accents were compared to each other with an independent t-test. The results of these are in Table 4.

Table 3: Correlations and (p-values) between questions in total mean score (N = 23).

Question	Q1: Weg vragen	Q2: Iets kopen	Q3: Doen wat persoon vraagt
Q2: Iets kopen	.23 (.30)		
Q3: Doen wat persoon vraagt	.50 (.02)	.67 (< .001)	
R1: Kind achterlaten	.27 (.21)	.40 (.06)	.39 (.06)

Table 4: t-values and (p-values) for differences between mean scores of accents. (df = 22)

Accent	Birmingham	Yorkshire	Scotland	London
Yorkshire	3.30 (< .005)			
Scotland	4.01 (< .005)	0.00 (> .999)		
London	4.86 (< .001)	2.60 (.02)	2.55 (.02)	
N. Ireland	3.77 (< .005)	0.27 (.79)	0.20 (.85)	2.39 (.03)

As seen in Table 4, the mean scores of some accents did not differ significantly from each other. In fact, no difference was found between the mean scores of the Yorkshire, Scotland and Northern Ireland accents.

This is not the case for the mean scores of the London and Birmingham accents, though. In fact, the mean score of the London accent differed from the mean scores of every other accent. When looking at Table 2, it becomes clear that the mean score for the London accent is higher than the mean scores of the other accents. This entails that the speaker with the London accent was perceived as more trustworthy than all the other accents.

The mean score of the Birmingham accent differs from all the other accents as well. Table 2 shows that the mean score for the Birmingham accent is lower than the mean scores of all the other accents, entailing that the speaker with the Birmingham accent was perceived as less trustworthy.

5. Discussion

The results did not show any effects for gender, education level or age, contrary to expectations based on previous research. This could be attributed to the low number of participants. However, the very small differences in means suggest that even with more participants no effect would have been found in this study. Another possible explanation for the lack of effect for education level is that the education levels were not different enough. The lowest education level, mbo, is still relatively high when compared to non-educated people. All participants completed secondary school, and all of them completed at least one form of higher education. An interesting avenue for future research might therefore be to include participants without any form of higher education or without having completed secondary school, for a clearer effect of education level. An explanation for the lack of an effect for age might be that the age groups were very close to each other. The age range of the participants was 43 to 62, and in practice the participants belonged to the same generation. A cross-generational study could uncover an effect for age on mean scores.

The participants were separated into groups according to region of birth. This was done in order to be able to assign a standard or non-standard accent to the participants, after which the results were interpreted with this in regard. These interpretations were that participants from the Randstad were overall less trusting than participants who were born in a region with a non-standard accent, with the exception of the London accent. A cause for this exception could be the perception of heavily accented speech by speakers of relatively lightly accented speech. For people who speak a non-standard accent or encounter non-standard accents every day, no bias exists against non-standard accents. After all, they know people in their region are trustworthy. For people from the Randstad, however, relatively heavily accented speech could be regarded as inferior or associated with a lower education level, which can be a basis for mistrust (Alesina, 2002). The fact that the London accent was treated differently could be attributed to the fact that the London accent spoken in the sound file is close to Standard Southern British English. It is the variety spoken by British

people on television and radio, and while participants were selected on having little familiarity, any familiarity they did have with the British accents is likely to have been with Standard Southern British English. As familiarity and trust depend on each other (Luhmann, 2000), the negative bias against non-standard accents was negated. Standard Southern British English has also been connected with high status, as it is associated with high-placed officials and is the prestige norm in the United Kingdom (International Phonetic Association, 1999), resulting in a more positive attitude toward that variety. These explanations suggest that the London accent was perceived as more trustworthy overall as well, and indeed the mean score for the London accent was higher than all the other accents overall. This corresponds with a higher perceived trustworthiness. The fact that the London accent is perceived as most trustworthy out of these five accents has a number of implications. For instance, tradespeople who speak with a different accent would do well to learn how to speak the London accent, or at least the variety that sounds similar to Standard Southern British English, if they want to sell their goods to Dutch people. Businesspeople would be more easily trusted, which would improve trade relations. On the other hand, Birmingham businesspeople should at least try to speak without their native accent, as the Birmingham is perceived as the least trustworthy accent, not only in this study but in other research as well. Whether this holds true for other L2 speakers of English remains to be seen.

More research would possibly reveal a more solid effect for speaking a standard versus a non-standard accent on attitudes towards non-standard accents. These interpretations were made on the assumption that the region of birth is equal to region of upbringing, and that the accent of participants would correspond with region of upbringing. These assumptions are without a strong basis. The interpretations that were made on the basis of these assumptions are only valid if the assumptions hold true. An interesting question for future research arises from these results: do speakers of non-standard accents rate other people's non-standard accents more positively than speakers of standard accents, even in other languages than their own?

The mean total score of all accents combined was 3.00 (sd = 0.69). This was interpreted as proof for an unbiased test group, resulting in unskewed results. An alternative interpretation is that the test group had no strong opinion. This would mean that the effects that were found could be even stronger in a study with a test group with stronger opinions. In this study, however, individual standard deviations reached as high as 1.45 on a range of 1 to 5, meaning that the variety of answers given to certain questions was large and that participants did have a strong opinion. Yet another explanation for the neutral mean total score is that the questions were too hard to answer. Judging whether to buy something from someone only knowing their voice, for instance, is hard indeed, but participants were informed beforehand that the questions would be hard to answer. It would be interesting for future research to look into the use of Likert scales for questions concerning trustworthiness in order to disentangle the various factors at play here.

The fact that most of the questions turned out to not correlate significantly with each other, but did show a high correlation, suggests that a significant correlation might have been found if this study had employed more participants, as some of the p-values are close to the significance threshold (.05).

The results further show that there were no differences between the mean scores of the York, Scotland and Northern Irish accents, however, it is unlikely that these three accents are all perceived as equally trustworthy. Differences in mean total scores might be visible with more participants, but more research will have to be carried out to investigate whether this is the case.

As shown by Tables 2 and 4 in the previous section the mean score for the Birmingham accent is lower than that for all the other accents. When listening to the sound file, however, it is striking that the speaker in the sound file sounds sad and depressed. This could be a cause for the lower perceived trustworthiness. The cause for this sad tone is the intonation of the speaker. This intonation differs from other British varieties of English, and has been associated with lower perceived trustworthiness in other research (Malarski, 2012). Here it is said that “the Birmingham

accent [...] enjoys a very bad reputation in Great Britain. [...] [I]ts intonation is responsible for the stigma". This means that the speaker indeed sounded less trustworthy in the sound file, but that it is part of the Birmingham accent, not a fault of the speaker. The Birmingham accent is well-known to have a low status in the United Kingdom, but it is hard to separate the language-internal factors, like intonation, from language-external factors, such as the reputation of Birmingham being the gun crime capital of the United Kingdom or the city centre being grim and grey. The participants in this study are unlikely to know of these language-external factors, however, suggesting that the language-internal factors are indeed real. This means that opinions on accents are not solely based on social characteristics associated with that accent but that linguistic features of that accent play a role as well. It would be interesting for further research to investigate how large a role these linguistic features play in opinions on accents.

6. Conclusion

Out of the Birmingham, York, Scotland, London and Northern Ireland accents, the London accent is perceived as most trustworthy, while the Birmingham accent is perceived as least trustworthy. This means that British businesspeople and other people involved in trade with a Dutch speaking country should adopt the London accent variety similar to Standard Southern British English for optimal trade, and should avoid the Birmingham accent. The results varied by region of birth, suggesting that people who were born and raised in a region where a standard accent is spoken are more mistrusting of accented speech than people who were born in a region with relatively heavily accented speech. Familiarity with a variety removes negative bias towards that variety. Age, gender and level of education did not show any effect on perceived trustworthiness in this study, but a cross-generational study could uncover an effect for age on mean scores. While this study has shown that Dutch L2 speakers of English do prefer one variety of English with regard to trustworthiness, it has also shown a large number of interesting avenues for future research. The use of Likert scales for questions concerning trustworthiness has a number of factors influencing the result. These factors need to be looked into in order to be able to provide reliable scores. The Birmingham accent being perceived as least trustworthy by the participants in this study showed that language-internal factors such as linguistic features of an accent play a role in opinions on that accent, but it is as of yet unknown how big a role these linguistic features play in an opinion on an accent. Perhaps the most interesting question to arise from this study is whether speakers of non-standard accents rate other people's non-standard accents more positively than speakers of standard accents, even in other languages than their own. This is truly an interesting topic deserving of more research.

7. Bibliography

Alesina, A., & La Ferrara, E. (2002). Who trusts others? *Journal of Public Economics*, 85(2), 207-234.

Retrieved June 7, 2015, from ScienceDirect.

Brennan, E., & Brennan, J. (1981). Accent Scaling and Language Attitudes: Reactions to Mexican American English Speech. *Language and Speech*, 24(3), 207-221. Retrieved April 6, 2015, from Sage Journals.

Buchan, N., Croson, R., & Solnick, S. (2008). Trust and gender: An examination of behavior and beliefs in the Investment Game. *Journal of Economic Behavior & Organization*, 68(3-4), 466-476.

Retrieved June 7, 2015, from ScienceDirect.

Chiba, R., Matsuura, H., & Yamamoto, A. (1995). Japanese attitudes toward English accents. *World Englishes*, 77-86. Retrieved April 6, 2015, from Wiley Online Library.

Europeans and their Languages. (2012, June 1). Retrieved April 21, 2015, from

http://ec.europa.eu/public_opinion/archives/ebs/ebs_386_en.pdf

International Phonetic Association (1999), *Handbook of the International Phonetic Association: A guide to the use of the International Phonetic Alphabet*, Cambridge University Press.

Koster, C., & Koet, T. (1993). The Evaluation of Accent in the English of Dutchmen. *Language Learning*, 43(1), 69-92. Retrieved April 6, 2015, from Wiley Online Library.

Lalwani, A., Lwin, M., & Leng Li, K. (2005). Consumer Responses to English Accent Variations in Advertising. *Journal of Global Marketing*, 18(3-4), 143-165. Retrieved May 22, 2015, from Taylor & Francis Online.

Lev-Ari, S., & Keysar, B. (2010). Why don't we believe non-native speakers? The influence of accent on credibility. *Journal of Experimental Social Psychology*, 46(6), 1093-1096. Retrieved May 16, 2015, from ScienceDirect.

Luhmann, Niklas (2000) 'Familiarity, Confidence, Trust: Problems and Alternatives', in Gambetta, Diego (ed.) *Trust: Making and Breaking Cooperative Relations*, electronic edition,

Department of Sociology, University of Oxford, chapter 6, pp. 94-107.

Malarski, K. (2012). Intonation in the Perception of Brummie. *Teaching and Researching English Accents in Native and Non-native Speakers*, Second Language Learning and Teaching.

Retrieved June 17, 2015, from Springer.

Positie van de Moderne Vreemde Talen. (n.d.). Retrieved May 22, 2015, from

<http://talenexpo.nl/hoofdstuk.php?mnu=19>

The Speech Accent Archive. (n.d.). Retrieved April 6, 2015, from <http://accent.gmu.edu/about.php>

Tsalikis, J., DeShields, O., & LaTour, M. (1991). The Role of Accent on the Credibility and Effectiveness of the Salesperson. *Journal of Personal Selling & Sales Management*, 11(1), 31-41. Retrieved May 16, 2015, from Taylor & Francis Online.

8. Appendices

Appendix A: Questionnaire Version 1

The five different versions differed only in the order in which the sound files were presented.

Hartelijk dank voor uw deelname.

Dit onderzoek duurt ongeveer 25 minuten. Klik u alstublieft op ">>" om te beginnen.



Leest u dit alstublieft rustig en zorgvuldig door.

U wordt zo allereerst gevraagd om informatie over uzelf te verstrekken. Daarna begint het onderzoek. Het onderzoek bestaat uit het beluisteren van 5 fragmenten en het beantwoorden van een vragenlijst. Om dit fragment te beluisteren dient u de gegeven link te kopiëren en plakken in een nieuw venster (voor instructies, zie onderaan). Het is daarom handiger om deze enquête uit te voeren op een computer of laptop. De fragmenten duren ongeveer 25 seconden. Na elk fragment krijgt u één vragenlijst met daarop 8 stellingen, waarover u wordt gevraagd aan te geven in hoeverre u het eens bent met de stelling. In totaal beantwoordt u dus 40 stellingen. Doet u dit alstublieft waarheidsgetrouw en zo nauwkeurig mogelijk.

Indien u tijdens de enquête enige problemen ondervindt, zoals een fragment dat niet afspeelt, mailt u dan alstublieft naar y.r.w.burgers@students.uu.nl, dan kan ik persoonlijk langskomen om het onderzoek af te nemen. Bedankt!

Instructie: Selecteer de link door met de muis vanaf "http" t/m het eind van de link te slepen terwijl u de linkermuisknop ingedrukt houdt. Klik met uw rechtermuisknop op de geselecteerde tekst en klik vervolgens op "kopiëren" (copy). Open een nieuw tabblad, druk met uw rechtermuisknop op de lege adresbalk, en klik op "plakken" (paste).



Wat is uw leeftijd?

Wat is uw geslacht?

Man

Vrouw

Wat is uw geboorteplaats?

Wat is uw hoogstgenoten opleidingsniveau?

>>

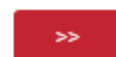
Luistert u alstublieft eerst naar het fragment via de volgende link alvorens de vragenlijst te beantwoorden: <http://tinyurl.com/ok9babp>

	Helemaal oneens				Helemaal eens
Ik zou aan deze persoon de weg vragen op straat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon saai	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou mijn kind bij deze persoon mijn kind achterlaten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou deze persoon geld geven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon geloofwaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou van deze persoon iets kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon aardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou doen wat deze persoon van me vraagt in het fragment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



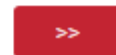
Luistert u alstublieft eerst naar het fragment via de volgende link alvorens de vragenlijst te beantwoorden: <http://tinyurl.com/onzll3w>

	Helemaal oneens				Helemaal eens
Ik zou aan deze persoon de weg vragen op straat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon saai	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou mijn kind bij deze persoon mijn kind achterlaten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou deze persoon geld geven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon geloofwaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou van deze persoon iets kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon aardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou doen wat deze persoon van me vraagt in het fragment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



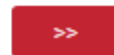
Luistert u alstublieft eerst naar het fragment via de volgende link alvorens de vragenlijst te beantwoorden: <http://tinyurl.com/ngkawfq>

	Helemaal oneens				Helemaal eens
Ik zou aan deze persoon de weg vragen op straat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon saai	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou mijn kind bij deze persoon mijn kind achterlaten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou deze persoon geld geven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon geloofwaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou van deze persoon iets kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon aardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou doen wat deze persoon van me vraagt in het fragment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Luistert u alstublieft eerst naar het fragment via de volgende link alvorens de vragenlijst te beantwoorden: <http://tinyurl.com/oxjtv7x>

	Helemaal oneens				Helemaal eens
Ik zou aan deze persoon de weg vragen op straat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon saai	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou mijn kind bij deze persoon mijn kind achterlaten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou deze persoon geld geven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon geloofwaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou van deze persoon iets kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon aardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou doen wat deze persoon van me vraagt in het fragment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Luistert u alstublieft eerst naar het fragment via de volgende link alvorens de vragenlijst te beantwoorden: <http://tinyurl.com/qaqhm36>

	Helemaal oneens				Helemaal eens
Ik zou aan deze persoon de weg vragen op straat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon saai	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou mijn kind bij deze persoon mijn kind achterlaten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou deze persoon geld geven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon geloofwaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou van deze persoon iets kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind deze persoon aardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou doen wat deze persoon van me vraagt in het fragment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Dit was het onderzoek.

Voor eigen interesse ben ik benieuwd waar u denkt dat het onderzoek over ging. U bent niet verplicht iets in te vullen.

Hartelijk dank voor uw deelname!

