

The Dutch Complaint Tradition: How do the Dutch React to Different
Manipulations of Dutch-English Text and Speech Samples.



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Abstract

The aim of this thesis was to research and explore the linguistic complaint tradition in the Netherlands. The complaint tradition concerning the fallen standards of English is described in Schneider's dynamic model, which illustrates the evolution of New Englishes (Schneider, 2003). In the Netherlands, complaints about the English language as used by the Dutch often target the Dutch accent and literally translated idioms.

According to Schneider's dynamic model, the presence of a complaint tradition signals that the Dutch might be moving towards the stage of endonormative stabilisation, in which local features of English become accepted and codified. By further researching the Dutch complaint tradition, predictions can be made with regard to these salient Dutch interferences and whether these might become accepted features of Dutch English.

To test this, an online survey was distributed which included five samples with varying manipulations (literally translated written idioms, literally translated spoken idioms, and regular speech samples, of which all spoken samples were spoken with either a Dutch or a near-native accent). The participants were asked to judge the samples on pleasantness and acceptability. Many participants indicated that the intention of the samples was important and the varying manipulations influenced the participants' interpretation of the samples. The overall responses indicated that a Dutch accent was often considered acceptable in informal contexts. However, literally translated idioms were only considered acceptable in informal situations with the intention of humour and thus unlikely to be codified in an acknowledged Dutch English variety.

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1. Introduction

“There is not a lot of sympathy for Dungleish in the Netherlands [...] therefore it is difficult to say if Dungleish truly exists, but there certainly are a lot of interesting things happening with English in the Netherlands” (Edwards as cited in Nesvarova, 2015, para. 9).

Kachru (1992) has argued that the English-speaking world can be divided into three concentric circles: the Inner Circle, the Outer Circle, and the Expanding Circle. The Inner Circle consists of native English-speaking countries which are norm-providing. The Outer Circle consists of countries where English is a second language variety (ESL) and is norm-developing. The Expanding Circle is norm-dependent and contains the countries where English is taught as a foreign language (EFL). The Netherlands is located in the Expanding Circle as English has no official status and is not an official second language. However, there are researchers (Edwards, 2014a; Berns et al., 2006) who believe that the Netherlands is moving towards the Outer Circle due to the increasing use of English in professional and personal contexts.

Edwards (2014a) studied the attitudes of the Dutch towards Dutch English, which showed that the Dutch were negative towards Dutch English. Social media responses of the Dutch about Dutch English illustrate these negative attitudes criticising the English as spoken by fellow countrymen (Edwards, 2014b). However, a critical attitude does not necessarily indicate that an ESL variety is not developing. In Schneider’s dynamic model (2007), it is shown that a complaint tradition emerges during the phase of nativisation, which indicates that people are responding to new changes in a language variety which deviate from the conservative exonormative norms. The process of nativisation shows the impact local languages have on English and manifests itself, for example, in the sound system, vocabulary, and syntax (Kachru & Nelson, 2006, p. 31). Bauer (2007) has argued that this is “evidence

that aspects of language change are reflected in the synchronic structure of any given language or variety” (p. 43). Acceptance of new forms in the English language could indicate that the Dutch English variety is moving towards the phase of endonormative stabilisation, which is characterised through the gradual acceptance of local norms (Schneider, 2003, p. 249).

The Dutch often criticise salient features of Dutch L1 interferences such as strong Dutch accents and literally translated idioms and expressions. This thesis focussed on these salient and often stigmatised Dutch features because if these features lose their stigma and are accepted, this could indicate that the next phase of codification begins (Groves, 2009, p. 65).

The objective of this thesis was to further explore the Dutch complaint tradition as it has not been done before and could give interesting insights into the evolution of Dutch English. This study could provide a better understanding of what is, according to the Dutch, considered acceptable English use and what is not, which may help predict which features will or will not be accepted and codified in the future.

2. Theoretical Framework

2.1. English in the Netherlands.

Kachru (1990) has divided the English-speaking world into three concentric circles: the Inner Circle, where English is the native tongue, the Outer Circle, where English is a second language, and the Expanding Circle, where English is taught as a foreign language to communicate with other native and non-native speakers of English (Mollin, 2006, p. 41). The Netherlands is positioned in the Expanding Circle, which implies that in the Netherlands, English is norm-dependant on Inner Circle varieties and that the English language does not have any official status. Some researchers, such as Edwards (2014a) and Berns et al. (2006), disagree and claim that the Netherlands is moving from the Expanding Circle to the Outer Circle as there is some proof that English in the Netherlands is taking on ESL characteristics as English is becoming more important in everyday life.

Bruthiaux (2003) has argued that Kachru's model "encourages broad-brush descriptions" and "ignores variation within locales" (p. 159). There are nations within the Expanding Circle, like the Netherlands and Scandinavia, that use English so widely in education and international trade that one could argue that there is "a necessary social platform for norms to develop" (Brutriaux, 2003, p. 168). This could result in possible new varieties of English, such as Dutch English, which implies a shift from the Expanding Circle to the Outer Circle.

English in the Netherlands is more than just a foreign language as the English language is important to Dutch society. Proficiency in English is necessary in the workplace and business environments and is often an assumed skill of employees. In many international companies situated in the Netherlands, English is the daily language. Furthermore, English in the Netherlands is very much present in the media (Berns et al., 2006, pp. 18-28). Gerritsen et al. (2007) claimed that English is becoming more prominent in the social domain, especially

in advertising (p. 1). The presence and importance of English can also be seen in the Dutch education system. English classes are mandatory from a young age, and bilingual education in English and Dutch is also common. Furthermore, in higher education the English language is often the medium of instruction (Berns et al., 2006, pp. 26-28). Although English is not an official second language in the Netherlands, it is a language spoken by the majority of the population. According to the Eurobarometer (2012), 90% of the Dutch population speak English as a foreign language. A majority of the Dutch respondents claimed that their English reading skills were good enough to read English newspapers and to use it for online communication. Almost all of the Dutch respondents believed that English was one of the two most useful languages for personal development (pp. 21-71).

English language skills in the Netherlands are increasingly necessary to be able to communicate with others as people's horizons are expanding globally but also nationally. There are intercultural implications due to increasing contact and interaction with other non-native speakers of English and even other Dutch people as Berns et al. (2006) have argued that in certain Dutch contexts, English is the mandatory language of communication (p. 20).

2.2. Attitudes Towards Non-Native English

The non-native speakers of English outnumber the native speakers of English three to one (Power, 2005, para. 4). As non-native Englishes in the Expanding Circle are considered norm-dependent, deviations from the norm (Inner Circle Englishes) are seen as errors by other English speakers in the Expanding Circle, in contrast to Outer Circle varieties where such errors are seen as creative innovations (Gilquin & Granger, 2011, p. 14). Jenkins' (2009) study showed that Expanding Circle English speakers still mostly prefer native-speaker norms with regard to accents and grammar (p. 204). This is despite the fact that the main objective for learning English in these countries is to be able to communicate internationally, with both

native and non-native speakers of English. In Jenkins' (2009) questionnaire study on Expanding Circle English speakers' attitudes towards English accents, the respondents were equally negative about Outer Circle varieties and rated non-native and Outer Circle varieties consistently more negative and unacceptable compared to British and American English accents in the context of international communication. The respondents were equally negative when accents were those of their own first language (Jenkins, 2009, pp. 200-205). However, participants also argued that "The freedom to express their own local and ELF identities in their English would give them greater confidence as [...] English speakers [...]" (Jenkins, 2009, p. 204).

Previous speaker evaluation studies on non-native English pronunciation also focussed on to what degree non-native English accents could affect the impression of the speaker by listeners who share the same first language. McKenzie (2008) studied attitudes of Japanese students towards six English speech varieties and, similarly to Jenkins' (2009) results, they held favourable attitudes towards UK and US Englishes. However, they expressed greater solidarity with Japanese-accented English (McKenzie, 2008, p. 75). Other studies on attitudes towards non-native English pronunciation by listeners of the same L1 indicated that listeners are often negative about non-native English accents when the speakers share the same L1 (Hendriks, Van Meurs & De Groot, 2015, p. 3).

With relevance to the Dutch, both Van den Doel and Quené (2013) and Edwards (2014a) have conducted research on attitudes towards non-native English varieties. Van den Doel and Quené (2013) conducted a large-scale internet survey in which different groups of English speakers (native and non-native, European and non-European) evaluated the pronunciation features of five European accents of English. Overall, the judges were very critical when rating the pronunciation, and of all judges, the Dutch speaking judges had the most critical attitude. The Dutch judged the Dutch accent more negatively than the other

judges (pp. 87-91). Similarly, for the utterances rated as having pronunciation errors, the Dutch rated the Dutch samples as having more errors compared to the other judges (Van den Doel & Quené, 2013, pp. 87-91). These attitudes show that the Dutch still have an exonormative orientation with regard to pronunciation when it comes to the English language.

Edwards (2014a) has studied the attitudes of the Dutch towards the English language and their own English language skills extensively. She studied the functions and forms of English in the Netherlands to further research whether Dutch English is developing into a new English variety as these criteria influence institutionalisation and codification (p. 6). Edwards (2014a) used a survey and asked participants what their preferred target model was when speaking English. The vast majority of the Dutch respondents answered with British English, followed by a neutral variety, and American English. The least chosen variety was a standard native model with some Dutch flavour. The reason for this is that the majority felt that Dutch English is bad English (pp. 109-113). The majority of the Dutch respondents also agreed with the following statement: “When I speak English to outsiders, they should not be able to recognise where I’m from” (Edwards, 2014a, p. 111). Interestingly, the majority also responded that they did not mind speaking English with some Dutch flavour if their overall English was good (Edwards, 2014a, p. 112). There was a large discrepancy between the different age groups, level of education, and the attitudes towards Dutch English. Furthermore, Edwards (2014a) argued that native-speaker norms are important to the Dutch population but also that the Dutch suffer from linguistic schizophrenia. This means that there is a mismatch between what the Dutch aim for with regard to target norms and what they actually speak when conversing in English, which is almost always influenced by the Dutch language (p. 133).

Dutch English, often condescendingly referred to as ‘Dunlish’ (a combination of the words Dutch and English), is often criticised by the Dutch. Salient Dutch features in English

are often commented on in social media. Edwards' (2014a) study points out that the Dutch dislike strong Dutch accents but literally translated idioms and expressions are also often criticised. She argued that such translations are often not taken seriously by the Dutch reader because expressions such as "I always get my sin" (from Dutch, "Ik krijg altijd mijn zin"), "are comical to the average Dutch reader precisely because they are clearly wrong" (Edwards, 2014a, p. 1).

2.3. Complaint Tradition

The Dutch have a critical attitude towards Dutch English. However, a critical attitude does not necessarily indicate that an ESL variety is not developing.

Schneider (2003) developed the dynamic model of postcolonial Englishes, which describes the phases and uniform evolutionary process of postcolonial Englishes. The model consists of five phases: foundation, exonormative stabilisation, nativisation, endonormative stabilisation, and differentiation. The emphasis in this model is on language ecologies and it elaborates on relevant socio-political backgrounds, identity constructions, sociolinguistic conditions, and linguistic effects characteristic of each phase. The model is also predictive because "The dynamic reinterpretation of the relationship between varieties of English predicts that a given variety can be observed to be in [for example] phase three" (Schneider, 2003, p. 272). It can then be predicted whether a variety is going to proceed to phase four and five and ultimately become an English speaking country. Although Schneider's model is aimed at postcolonial Englishes, Edwards (2014a) used this model in her study on Dutch English and argued that "despite the lack of a colonial legacy, English seemed to have become irreversibly entrenched" (p. 3). The Netherlands is showing phase three characteristics due to Dutch-English bilingualism, English-knowing identity, and bilingual creativity, but there also appears to be a complaint tradition (Edwards, 2014a, p. 219). In

Schneider's dynamic model (2007) complaint traditions emerge during the phase of nativisation, which indicates that people are responding to new changes in a language variety which deviates from the conservative exonormative norms. Consciousness of the standard can result in a complaint tradition (Giltrow, n.d.). This is often expressed through complaints about the decline and deterioration of a language as it deviates from the standard ("Standard and Center", para. 1). Giltrow (n.d.) has argued that the complaint tradition is an "early indication of positions and attitudes vis-à-vis system and self, the speech of others, and one's own speech" ("Standard and Center", para. 1). This is "evidence that aspects of language change are reflected in the synchronic structure of any given language or variety" (Bauer, 2007, p. 43). The linguistic levels that are most often targeted by purists are the lexical and semantic levels including loan-words, neologisms, and calques (Ioannidou, 1999, p. 8). Calques are loan-translations where, for example, idioms from one language are directly translated to another language ("Calque", 2016).

Acceptance of new forms in the English language could indicate that the Dutch English variety is moving towards the phase of endonormative stabilisation (Schneider, 2007). The complaint tradition is present in the Netherlands and is often aimed at strong Dutch accents and calqued idioms as these are salient and stigmatised features of Dutch interference in English and easily identifiable. Groves (2009) has argued that when local features lose their stigma and are accepted, this could indicate that the next stage of codification begins (p. 65). This is because discussion indicates that there is insecurity about whether the external norms remain the correct ones or whether local forms can be accepted simply because a significant part of the population speaks it (Groves, 2009, p. 65). When the majority uses the new norms and the minority complains, this signals the beginning of the phase of endonormative stabilisation. In this phase local features will be used more widely, especially in informal contexts (Schneider, 2003, pp. 248-250). Through nativisation, the English language is made

a country's 'own' and such non-native forms become expressions of identity and solidarity (Bangbose, 1998, p. 5).

It is often the older generation that complains about the falling standards of a language as used by the younger generation (Trudgill, 2002, p. 147). Clark and Ivanic (2013) have argued that negative commentary is often aimed at the written texts as written texts do not share the same exact functions as speech does. Written texts play an important part in standardisation, correctness, and teaching as many in the complaint tradition "treat the written form of the language as if it were the ideal form of spoken language" (p. 189).

Other instances of complaint traditions have been identified in, for example, Hong Kong. Bolton (2002) has argued that in Hong Kong the complaint tradition can be traced back to the 1970s and was concerned with the "poor standard of English spoken and written in Hong Kong by non-native speakers"(Hunter as cited in Bolton, 2002, p. 14). The complaint tradition is also still going strong in Ghana. There have been signs of acceptance of new forms of Ghanaian English, especially pronunciation is showing signs of the endonormative stabilisation phase (Huber, 2012, pp. 218-219). Nazeri (2014) researched the process of nativization of Malaysian English. Nazeri (2014) argued that many Malaysians are not aware that they use Malaysian English (p. 6), which correlates with what Edwards (2014a) mentioned about the Dutch in terms of linguistic schizophrenia. Malaysian English exists in three forms and the basilect is the stigmatised form used by those who acquire the language informally (Nazeri, 2014, p. 6). Because the main value of English is international communication, intelligibility at the acrolect level should be maintained in both spoken and written form (Nazeri, 2014, p. 8).

2.4. Current Study and Research Question

The current study aimed to expand the theory on the complaint tradition in the Netherlands by fleshing out the attitudes of the Dutch population towards Dutch English accents and literally translated Dutch idioms in English. Examining the attitudes makes it possible to better understand the existing complaint tradition in the Netherlands and make predictions about which tested features might be accepted or rejected during codification. The research question for this study is as follows:

Q: How do the Dutch judge the use of literally translated idioms and expressions and Dutch accents in spoken and written English, and to what extent is there conformity towards these iconic Dutch English features indicating either acceptance or rejection of the codification of these features?

The objective of the study was to explore the attitudes towards the stigmatised ‘Dunglish’ accent and calqued idioms. For this reason the respondents were asked to judge and comment on samples of written text or speech. There were three comparisons in total. The first comparison was between written and spoken calqued idioms as Clark and Ivanic (2013) argued that written texts are judged more critically (p. 189). The hypothesis thus is that:

H1: The written calqued idioms will be considered less pleasant and acceptable than the spoken calqued idioms.

The written samples are more neutral with respect to the intention of the sample as the respondents do not have to listen to a voice which, with intonation and other cues, can influence the way in which the listener conceives the sample.

The Dutch have negative attitudes towards Dutch English and prefer native-speaker accents (Van den Doel & Quené, 2013; Edwards, 2014a). The following hypotheses therefore were:

H2: The native-like spoken calqued idiom is considered more pleasant and acceptable than the spoken calqued idiom with a Dutch accent.

H3: The regular speech with a near-native accent is more pleasant and acceptable than the regular speech with a Dutch accent.

The samples were manipulated by using different effects. For the first hypothesis these are calqued idioms and either a Dutch accent or a near-native accent as these combinations might have different effects on how the participants interpret the samples. For the second hypothesis, as it concerns regular speech, the only added effects are a Dutch English accent or a near-native accent as these combinations might have an effect on the interpretation of the samples too, and consequently influence the acceptability and pleasantness of the samples.

The independent variables are related to age, sex, and self-assessed English language skills, because these variables give an indication of representativeness and can possibly influence the attitudes of the participants as motivated by Edwards' (2014a) results. In her study, the younger generation and the respondents who received English as the language of instruction during their higher education were more critical towards Dutch English (p. 136). Furthermore, the male respondents were more confident about their English skills and overestimated their own English skills more frequently than women (p. 109).

The hypotheses therefore are:

H4: *The younger the age group, the more critical the participants are towards Dutch English features.*

H5: *The higher the self-assessed English language skills, the more critical the participants are towards Dutch English.*

H6: *The men are more critical of Dutch English compared to the women.*

3. Methodology

The objective for the research of this study was to investigate the attitudes of the Dutch population towards Dutch English with regard to two characteristics of L1 influence: Dutch accents and Dutch idioms literally translated into English. The study was exploratory in nature with the ambition to discover what people's attitudes and opinions are on these specific and salient forms of L1 influence to find out if there is conformity regarding stigmatised Dutch English features. The method used was both qualitative and quantitative. This study aimed to gain insight into the current attitudes as researched by Edwards (2014a), Van den Doel and Quené (2013), and others. To research this, a survey was used, which consisted of some Likert scale and some open-ended questions for the participants to elaborate on their attitudes towards Dutch English and to evaluate written or spoken samples. Furthermore, the survey included closed questions with the objective to gain information on the participants.

3.1. Survey

The attitudes were tested on five different samples with the objective of finding out if there were different responses towards different samples of Dutch accents and idioms. There were text and speech samples to find out if there were differences in the perception of calqued idioms through different means of communication. The tweets were used because the questions were about informal daily contexts, of which tweets are an example. The texts used were the literally translated idioms: "Now the monkey comes out of the sleeve" from Dutch "Nu komt de aap uit de mouw", "This time I'll see it through the fingers" from Dutch "Voor deze keer zie ik het door de vingers", and "Make that the cat wise" translated from "Maak dat de kat wijs". These idioms were used because they are well-known, and the chance that the Dutch participants would not know that these idioms were incorrect in English was small.

The speech samples were divided into idioms and regular English conversation. This means that there was an audio sample of a calqued idiom spoken with a strong Dutch accent and a near-native accent to examine if this influenced the responses given by the participants, their interpretation of the sample, and if a near-native accent could influence respondents to be more positive. The stronger accented idiom was “I fell with the door in the house”, translated from “Ik viel met de deur in huis”, and the less accented sample was “That shall me be a sausage”, translated from “Het zal me een worst wezen”.

The use of calqued idioms in the speech samples most probably influenced the attitudes and how the samples were perceived and thus will not give a good view of the participants’ attitudes towards Dutch accents. There were also speech samples with regular conversational text in a strong Dutch accent and a near-native accent to have a clear distinction between the incorrectly translated idioms and the accents. These samples had less added effects than the other spoken samples which in turn might also influence how the participants perceived the samples.

The samples were taken from existing YouTube videos which were cut into short samples and uploaded into the survey in audio files and images. The YouTube videos were all acquired from Dutch native speakers who use English as the language of communication in their videos. The calqued Dutch idioms were cut so that only the idiom could be heard. The other samples were both conversations concerning movies and cut into smaller samples of eight seconds.

Every sample was followed by two Likert scale questions to rate acceptability and pleasantness on a scale from 1 to 7 with the reason that numerical data can give a clear overview of the answers and offer some data which can be compared objectively. The Likert scale ranged from ‘completely disagree’ to ‘completely agree’, of which 1 was ‘completely

disagree' and 7 'completely agree'. All samples were accompanied with the same Likert scale questions.

The Likert scale questions were asked in the form of statements and to what extent the participants agreed with the following statements:

1) *To what extent do you agree with the following statement?:*

“ The sample was pleasant to read/listen to ”

2) *To what extent do you agree with the following statement?:*

“I find this sample acceptable in everyday, informal context”

Furthermore, there were open-ended questions asking participants to write down their responses and give their opinions on the samples. All questions were in Dutch as the English language skills of the respondents varied, and for the open questions there should not be a language barrier. The survey included information about the objective of this study as the questions directly asked for the participants' judgements. This meant that the questions were formulated in a direct way. The survey did not refer to the term 'Dunglish' as this term has negative connotations, therefore only the term Dutch English was used (Edwards, 2014a, p. 113). The remaining qualitative data was related to participants' information regarding age, sex, and self-assessment of their English language skills. The next section will explain more about the participants used for this study. The survey was distributed through social media. The survey was published publically on Facebook with the request that friends participate and share the link to their friends and family to achieve a snowball effect (Dörnyei, 2007, p. 98). The survey was also distributed via email asking people to fill in the survey and, similar to the Facebook post, to forward the email, which included the link for the survey, to their friends

and family. The survey was also distributed on the online forum of www.ellegirl.nl, www.50plusplein.nl, and www.forum.fok.nl.

3.2. Participants

The target group of this study was the entire Dutch population; everyone with a Dutch nationality could participate. A restriction on the tool used with regard to the participants is that the tool was distributed online, some age groups were therefore more difficult to reach. This is also reflected in the number of participants per age group. In total, 76 people participated. 54% of the respondents were between the ages of 19-25, 17% of 26-35, 14% of 46-55, 8% of 56-65, 4% of 36-45, and 3% of 18 and younger. As shown, this means that there were no respondents over the age of 65. 75% of the respondents are female and 25% male. There was no set number of participants to be reached as the aim was to reach as many people as possible within the provided time. This group might not be entirely representative of the Dutch population. However, this group was able to provide enough interesting and relevant data for the purposes of this thesis.

39% of the respondents claimed their English is good, 30% reported their English skills to be very good, 22% claimed their English skills are average, and 8% claimed their English is limited. There were no respondents claiming their English to be very limited. The data obtained from the participants was used as a whole but for further analysis also assigned to age, sex, and self-assessed English skills to compare and analyse differences between the groups.

3.3. Analysis

To give structure to the data, the responses were divided into several categories and coded to make the data manageable. The categories were related to the samples used in the survey and thus consist of five categories: (1) Sample 1, calqued written idioms, (2) Sample 2, calqued spoken idiom with a strong Dutch accent, (3) Sample 3, calqued spoken idiom in near-native

accent, (4) Sample 4, regular speech in near-native accent, (5) Sample 5, regular speech in a strong Dutch accent. The responses were coded and themed during the analysis of the data as “subsequent analysis can define categories” (Dörnyei, 2007, p. 38). Recurring themes per sample were devised, after which the responses were divided into these themes and counted with Excel and divided into positive and negative responses. Some answers were not relevant or useful and not included in the analysis. Answers were considered useless if they were irrelevant to the question asked. These responses mainly fall into the category of participants writing down that they have no opinion or that they could not open the sample files. All answers can be found in the Appendix, the unused answers are marked with a red X.

It should be noted that, due to this study’s qualitative nature, the analyses were mainly interpretative and thus partly the product of the “researcher’s subjective interpretation of the data” (Dörnyei, 2007, p. 38). This is also something that should be kept in mind with regard to the survey as the questions and texts could have influenced the responses of the participants, especially because of the direct method of questioning (Ng & Wigglesworth, 2007, pp. 110-111). The quantitative results were processed and categorised by age, sex, and self-assessed English language skills (very limited, limited, average, good, or very good). The responses were analysed with the use of SPSS. The results were tested using a correlation analysis (Spearman) to determine if there were any associations between two continuous variables with regard to the Likert scale questions. The mean averages were compared with the use of independent sample t-tests. The same rule applied to both tests; when the p -value is >0.05 , there is a significant statistical difference or correlation between the variables tested.

4. Results

4.1. Grouping Variables

The results were analysed using an independent samples t-test to find out if there was a significant difference between the male and female respondents' results with respect to the assessment of their own English skills. The results of the t-test showed there was no significant statistical difference between the male ($M=3.84$, $SD=0.765$) and the female ($M=3.91$, $SD=0.969$) respondents: $t(74) = 0.287$, $p=0.775$. Both genders judged their own English skills with a mean average of almost four, which means that they judged their English to be good. The hypothesis (H6) was that men would be more critical towards Dutch English because they were assumed to be more confident about their English language skills. As both genders judged their own English skills equally high the hypothesis can be discarded.

The age group and the English language skill variable are linear, these were therefore compared using a Spearman correlation test. The correlation coefficient is $r = -.388$, which means there is a moderate correlation. This correlation is significant ($p = 0.001$). This indicates that the older the respondents, the lower they rated their own English skills. It should be noted that the age groups were not divided equally as there were significantly more respondents of the younger age categories compared to the older age categories, which suggests that the results are not completely reliable. If it can be assumed that the results regarding the age group variable are true, then this means that the younger audience assessed their own skills to be higher compared to the older generation.

Because there were no significant differences in means between male and female respondents regarding their own English skills, this variable is not used in the further analysis of the data. Similarly, there were no significant differences between the independent variables of the age groups or the self-assessed language skills relevant to the hypotheses (H4 & H5),

these can thus be rejected. Only the significant results regarding the independent variables will be discussed in the following sections.

4.2. Written Versus Spoken Calqued Idiom

To find out whether there were any differences in pleasantness and acceptability between the written and the spoken calqued idioms, a paired samples t-test was carried out to compare the mean averages of the samples.

The paired samples t-test was used to compare Sample 1 with Sample 2, and Sample 1 with Sample 3. The written sample ($M=3.32$, $SD=1.912$) and the spoken sample with a Dutch accent ($M=2.53$, $SD=1.583$) show a significant difference; $t(71) = 3.766$, $p=.000$. This indicates that the written sample is considered significantly more pleasant than the spoken calqued idiom with a Dutch accent.

When comparing Sample 1 with sample 3, the number of observations slightly changes. The written sample ($M=3.36$, $SD=1.919$) and the spoken sample with a more native accent ($M=2.29$, $SD=1.486$) also show a significant difference; $t(69) = 4.526$, $p=.000$. The written sample is thus considered significantly more pleasant than the spoken calqued idiom with a near-native accent.

The results for the t-test of Sample 1 ($M=3.83$, $SD=2.140$) and Sample 2 ($M=2.92$, $SD=1.814$) were significant; $t(74) = 4.412$, $p=.000$. Similarly, there was a significant difference in scores between Sample 1 ($M=3.81$, $SD=2.150$) and Sample 3 ($M=2.64$, $SD=1.601$); $t(73) = 5.790$, $p=.000$. The results for acceptability are similar to the results for pleasantness as, for both comparisons, the written sample was judged significantly better than both spoken samples and thus considered more acceptable than both the spoken calqued idioms.

As can be seen in Figure 1, the written calqued idioms score higher on the Likert scale questions regarding acceptability and pleasantness and are thus appreciated more than both

the spoken samples containing literally translated idioms. The scores for all three samples are still low on a scale of 1 to 7 varying from completely disagree (1) to completely agree (7).

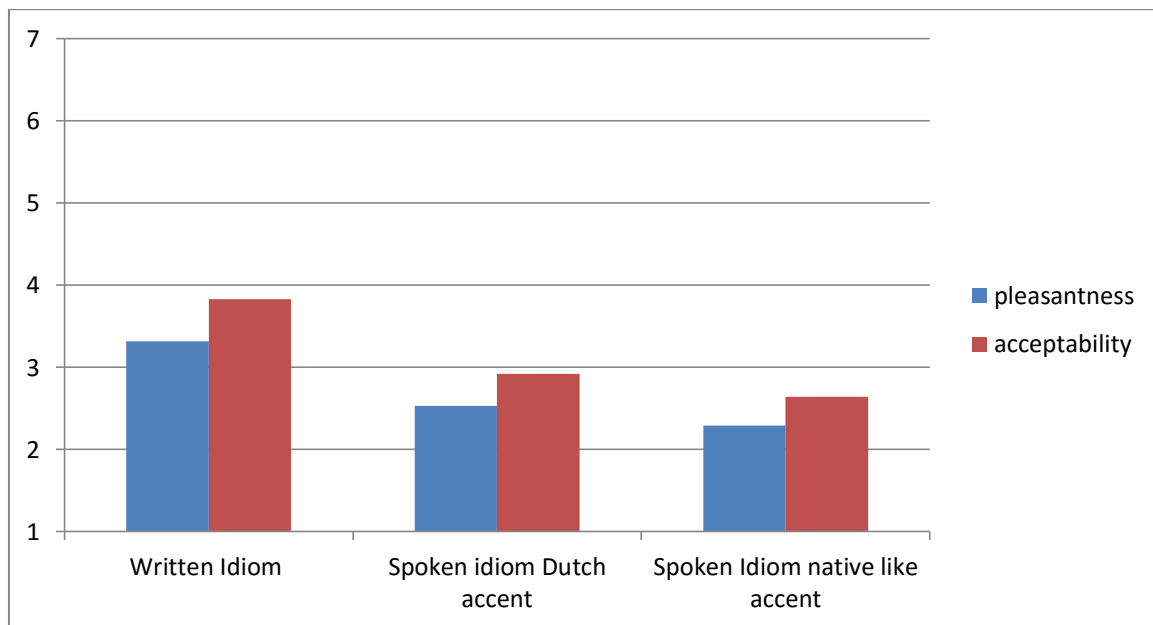


Figure 1 Results pleasantness and acceptability Sample 1, 2, and 3

4.2.1. Open question

The open questions regarding the spoken samples for this section have been combined as the comparison is mostly meant to find out if there are differences in the Dutch respondents' commentary on written and spoken calqued idioms. The responses were themed, counted, and divided into negative and positive responses. The combined open questions for the spoken samples received 119 responses (Figure 2).

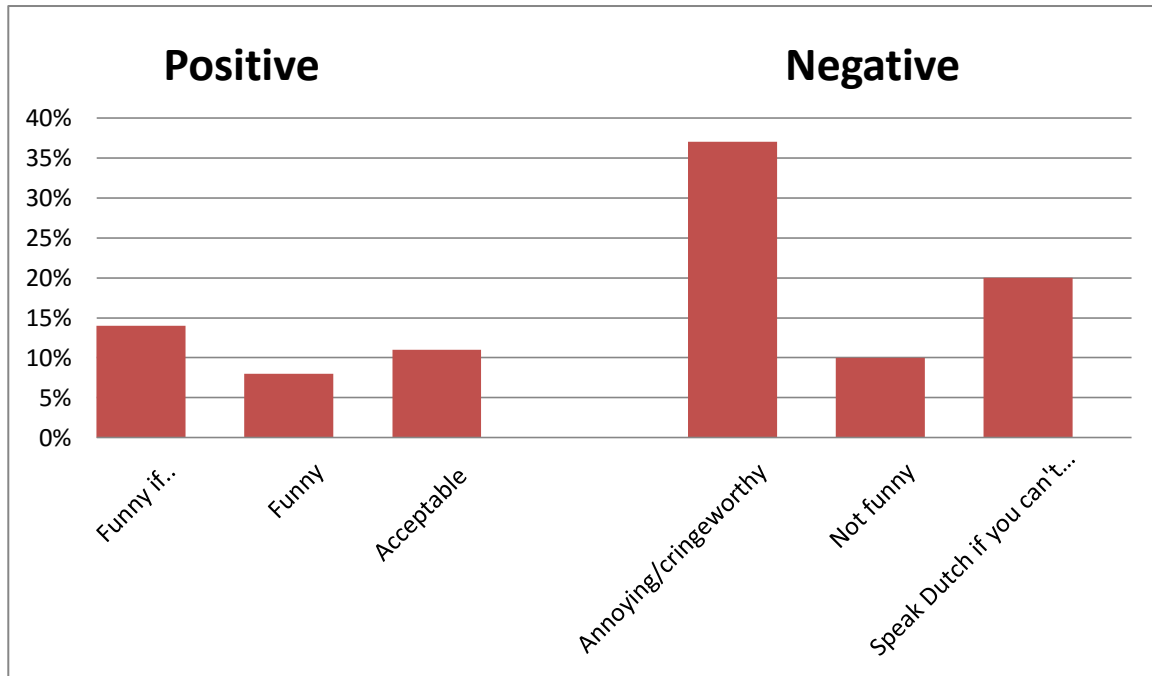


Figure 2 Responses open questions Samples 2 & 3

Most of the respondents were negative towards both spoken samples. The comments which are labelled as positive are not even that positive. A large number of responses were related to the pronunciation used in the samples, and the majority of the respondents mentioned that they believed that the samples were cringe-worthy and annoying. As the results from these samples will be further explored in the next section, the focus for now will be on the comments related to spoken or written literally translated idioms.

The responses to the spoken samples include comments regarding the accents: *“It is especially the pronunciation that annoys me”* (see Appendix C, #13). The responses also refer to the written samples as some respondents mention that in written form, it is more acceptable than in spoken form as can be deduced from comments such as *“Better pronunciation. However, reading it is less annoying than hearing it”* (see Appendix D, #44), *“I can sometimes appreciate such expressions when written down, but having to listen to it is a completely different story”* (see Appendix D, #40), and *“In speech it is deadly”* (see Appendix C, #56). The last quote implies that the respondent thinks the calqued idioms in spoken form are much worse than in written form.

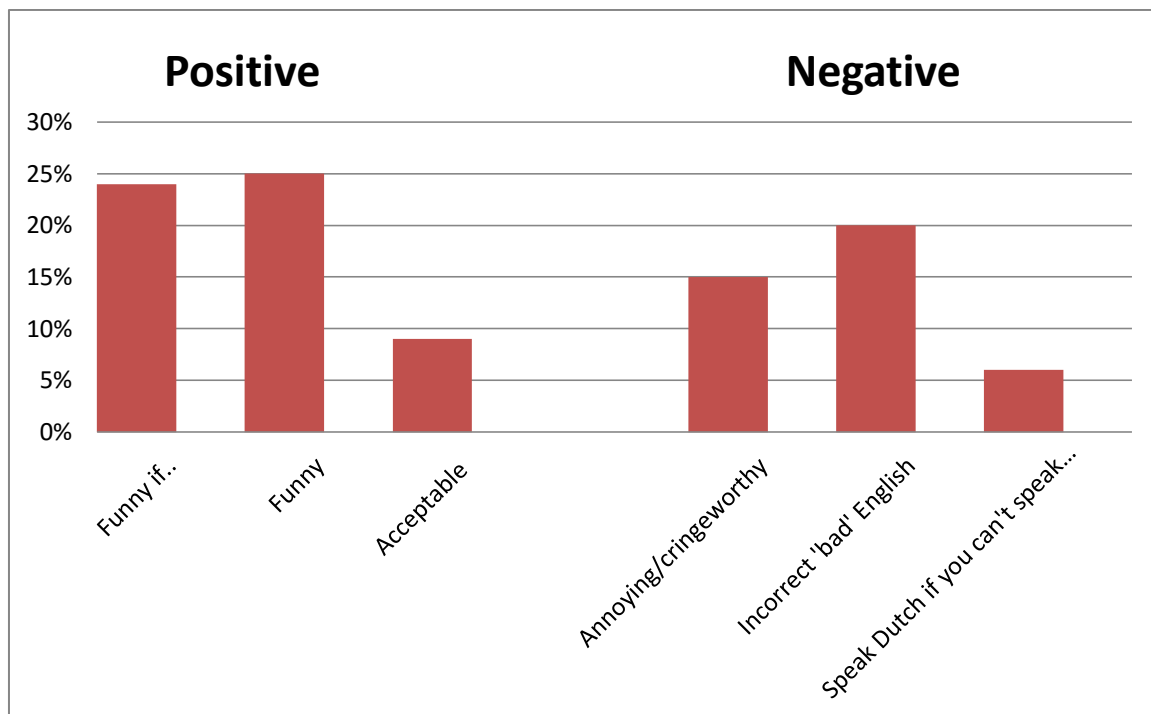


Figure 3 Responses open question Sample 1

The written sample received 68 responses. These responses were also themed and divided into positive and negative comments (Figure 3). Sample 1 received roughly the same number of negative and positive comments. However, there were slightly more positive comments. The main theme of the comments was related to the sample being interpreted as funny: *“I can appreciate the humour in such translations, it makes you think, the differences between the languages can result in language jokes”* (see Appendix B, #5), *“I find them rather funny”* (see Appendix B, #7), and *“It does not bother me, I can laugh about it. It becomes annoying when it is used in a formal context”* (see Appendix B, #23). A large number of comments emphasised that it is only funny in informal contexts or when used as a joke. The written samples were considered funny more often than the spoken samples and were much less often considered to be cringe-worthy or annoying. Interestingly, Sample 1 received fewer comments on the acceptability of the sample compared to the spoken samples. Overall, Sample 1 can be considered to have been judged more positively than the spoken samples but it still received many negative comments.

4.3. Calqued Idioms in a Dutch or Near-Native accent

The assumption was that near-native accents would be appreciated more than a Dutch accent and that this might also influence the pleasantness and acceptability of the calqued idioms.

A paired samples t-test was carried out to find out whether there were significant differences between the spoken calqued idioms with the Dutch or the near-native accent. With regard to pleasantness, Sample 2 (Dutch accent) had a mean average of 2.58 (SD=1.613), and Sample 3 (native-like accent) had a mean average of 2.31 (SD=1.470). The difference was not significant; $t(73) = 1.424, p=0.159$. Similarly, the differences between Sample 2 (M=2.93, SD=1.826) and Sample 3 (M=2.61, SD=1.601) with regard to acceptability were not statistically significant; $t(74) = 1.957, p=0.054$.

The samples were rated similarly. As can be seen in Figure 4, the overall scores are very close. Even if Sample 2 is considered slightly more pleasant and acceptable than Sample 3, both samples score very low and average between disagree and somewhat disagree with the statements “*I find this sample pleasant to listen to*”, and “*In every day and informal context I find this sample acceptable*”.

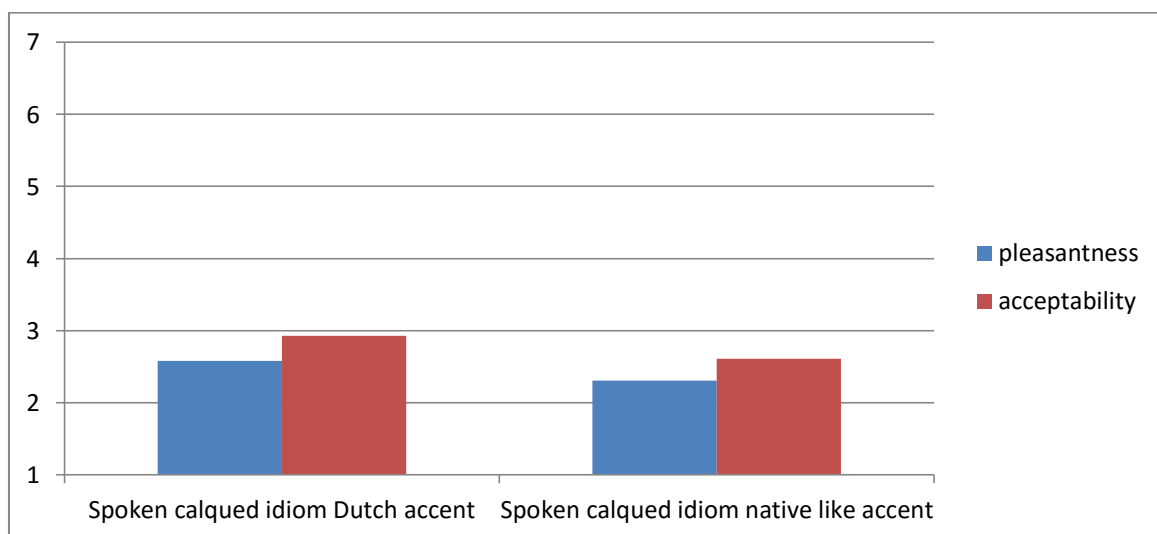


Figure 4 Results pleasantness and acceptability Sample 2 & 3.

4.3.1. Open question

For both Sample 2 and 3, the responses were themed and divided into positive and negative commentary. Sample 2 received 65 comments, of which five comments were left out. The themed responses can be seen in Figure 5.

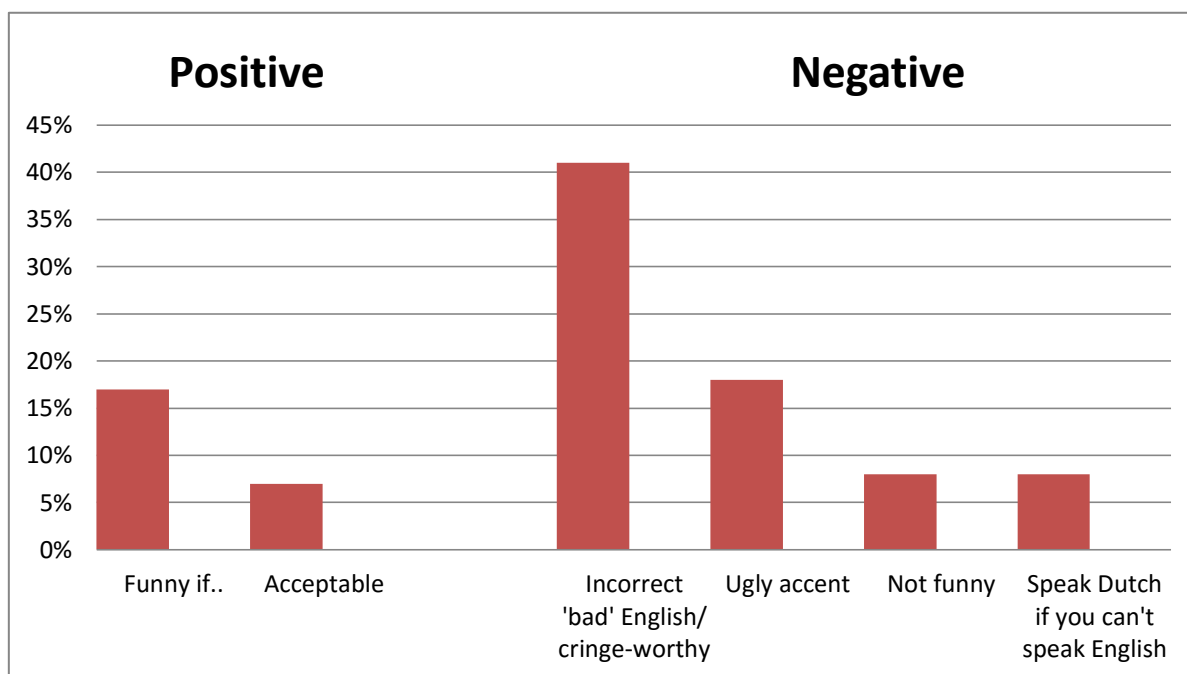


Figure 5 Responses open question Sample 2.

Sample 2, the spoken calqued idiom with a Dutch accent, received a large number of responses about the incorrectness of the sample. The sample was judged as annoying: *“It will always be annoying to listen to”* (see Appendix C, #35), *“Annoying Dutch accent”* (see Appendix C, #44), and *“It sounds ugly”* (see Appendix C, #12). The comments arguing the incorrectness of the English heard were prevalent as some respondents argued, for example, that *“If someone tries to express ‘that he fell with the door in house’ in English, that is embarrassing”* (see Appendix C, #1), and *“If someone continuously speaks like this I would not be able to take that person seriously”* (see Appendix C, #45). As expected, there were many respondents commenting on the accent of the speaker: *“He could work on his accent”* (see Appendix C, #37), and *“The pronunciation is horrible”* (see Appendix C, #40). Some of the respondents argued that the sample was acceptable but only in informal situations: *“If it is*

a one-time comment in an informal context with likeminded people it is acceptable” (see Appendix C, #53), and “I think it is fine, in informal context” (see Appendix C, #9). The respondents were also concerned with intelligibility as they argued that “It is not English, do not use this in a conversation with English people” (see Appendix C, #60), and “Dutch idiom literally translated in English, incomprehensible for English people” (see Appendix C, #66). The majority of the comments were negative.

The open question for Sample 3 received 67 comments. Eight comments were irrelevant for this study, therefore only 59 were used. The major themes can be seen in Figure 6.

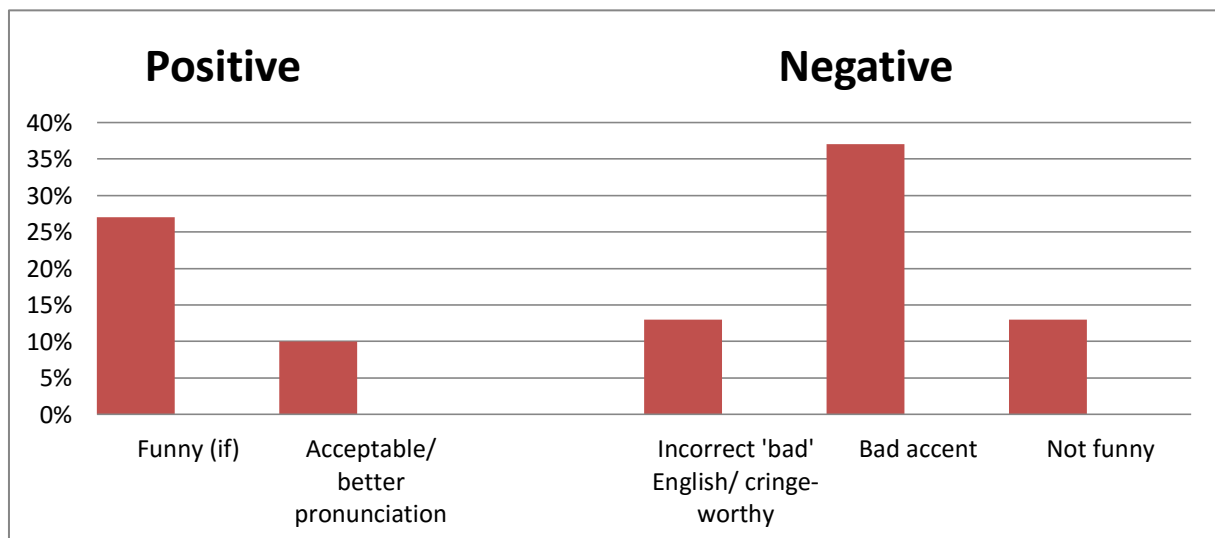


Figure 6 Responses open question Sample 3

Sample 3 received comments on the accent as some argued, for example, that the speaker had a “terrible accent, annoying”(see Appendix D, #39), “Sounds even worse than the previous sample”(see Appendix D, #69), and that they “could not even understand the pronunciation”(see Appendix D,#64). This is contrary to what was expected, since a more native-like accent was predicted to be appreciated more by the Dutch participants. Even though there were respondents that argued that the accent was bad, there were also respondents that argued that the Sample 3 was better than Sample 2, which was mainly due to the accent: “It sounds a lot better than the previous sample, much more English “(see

Appendix D, #3), “*Pronunciation is better*” (see Appendix D, #44), and “*It is not funny but the pronunciation is better*” (see Appendix D, #28). Other respondents were concerned with intelligibility: “*This is acceptable when, in the Netherlands, this is meant as a joke.*” (See Appendix D, #26), “*The other examples are understandable even if you do not get the broken English, but this is unintelligible for English people* (see Appendix D, #73). Similar to Sample 2, most comments for Sample 3 were negative.

4.4. Regular Speech Dutch Accent and Native-Like Accent

Samples 4 and 5 were samples of regular conversation in either a Dutch accent or a native-like accent and were analysed using a paired samples t-test on both pleasantness and acceptability.

With regard to pleasantness, the sample with a native-like accent ($M=4.53$, $SD=1.605$) and the sample with the Dutch accent ($M=3.47$, $SD=1.436$) show a significant difference; $t(74)=4.795$, $p=.000$. As expected, the sample with the native-like accent was considered more pleasant than the sample with the Dutch accent. Sample 4 ($M=5.08$, $SD=1.421$) and Sample 5 ($M=4.29$, $SD=1.592$) also show a significant difference regarding acceptability; $t(74)=3.893$, $p=.000$. Sample 4 was thus considered more pleasant and more acceptable in daily and informal context than Sample 5.

The results concerning the independent variable of the different age groups showed a significant difference regarding the pleasantness of Sample 4 ($r=-2.84$, $p=.014$). This indicates that the lower age groups give this sample higher ratings compared to the older age groups and thus judged the sample to be more pleasant than the older age groups. Similarly, the Pearson correlation test with regard to the self-assessed English language skills variable ($r=.366$, $p=.001$) showed a significant correlation with Sample 4 regarding pleasantness. This indicates that the participants who assessed their own English skills to be higher judged the sample to be more pleasant than the participants who assessed their own English skills to be

lower.

The overall results for these samples are shown in Figure 7. These samples have the best overall scores and were, with respect to acceptability, both considered acceptable to some degree. As for pleasantness, Sample 5 still scores fairly low as the majority ‘somewhat disagrees’ with the statement “*I find this sample pleasant to listen to*” whereas for Sample 4, this changes to ‘somewhat agree’.

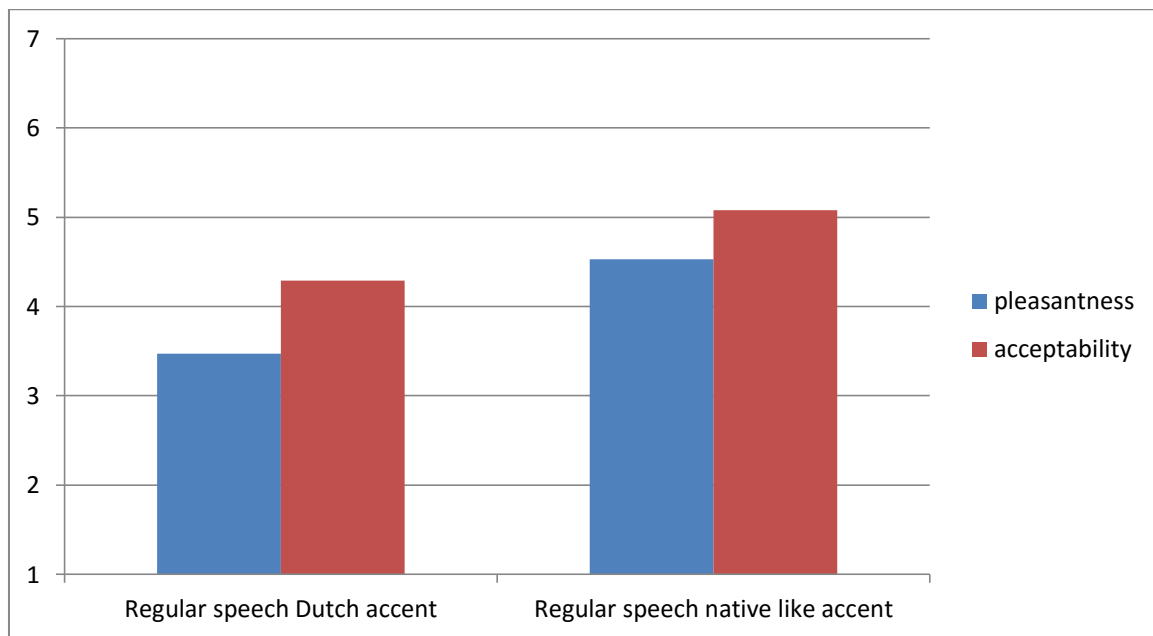


Figure 7 Results pleasantness and acceptability Sample 4 & 5.

4.4.1. Open question

The open question for Sample 4 received 61 comments, but five comments were irrelevant for the analysis and thus left out. The comments were themed and again divided into positive and negative comments as shown in Figure 8. Sample 4 (regular speech with a native-like accent) received a large number of positive comments. Most of the positive comments were related to acceptability and the pronunciation of the sample: “*Beautiful English accent*” (see Appendix E, #3), “*Correct English, no accent*”(see Appendix E, #46), “*It sounds fine to me, not native but that is not necessary*” (see Appendix E, #10), and “*Nothing wrong with this*” (see Appendix E, #31). Not all responses were positive as other recurring comments disapproved

of the speaker’s accent and thought it was too informal, ugly, and too difficult to understand: “Thick accent, difficult to understand, not very nice”(see Appendix E,#19), “Ugly American accent” (see Appendix E, #61), and “The articulation and accent are horrible to listen to” (see Appendix E, #63). There were some respondents who believed this sample was difficult to understand but it was not always clear whether this was because of the accent, the voice quality, or the quality of the sample. Some respondents indicated it was due to the pronunciation: “He mumbles and, with regard to pronunciation, it appears to be some kind of dialect. I have no problems with dialects but if you want to communicate internationally clear English is key” (see Appendix E, #73). However, other respondents indicated that this sample was easy to understand and had no difficulties with the speaker’s pronunciation.

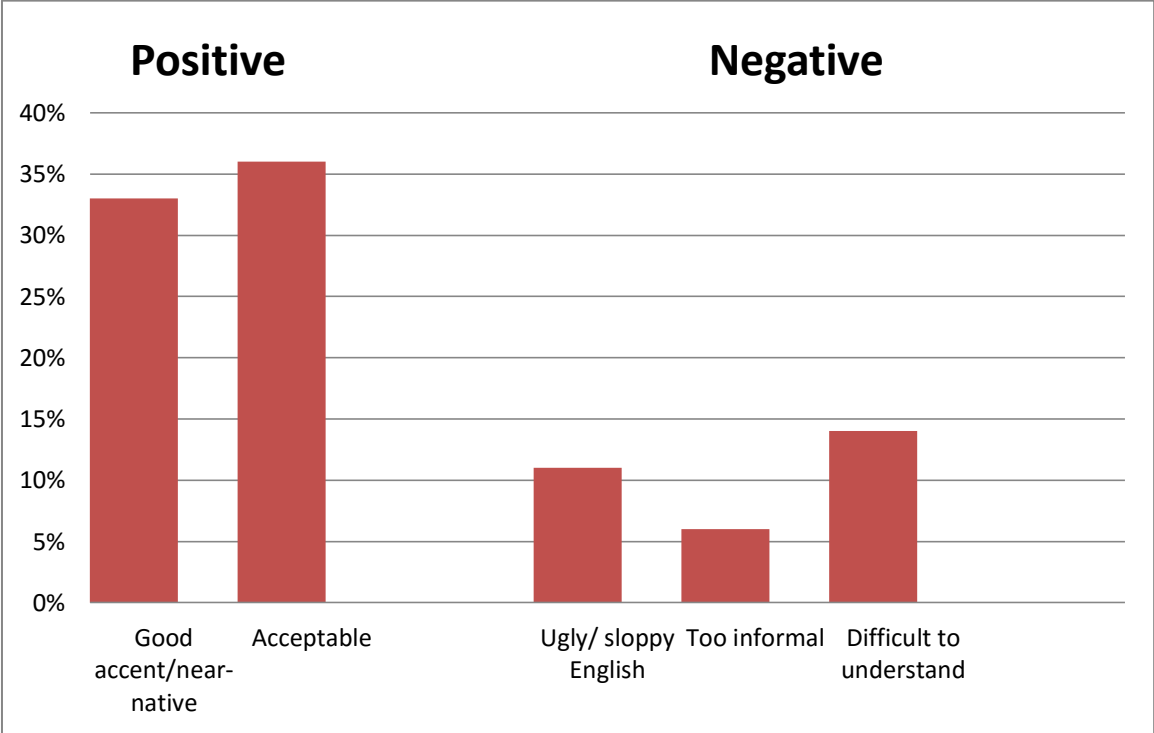


Figure 8 Responses open question Sample 4

The open question regarding Sample 5 received 65 responses. Six comments were not relevant for the analysis and thus 59 responses were used to look at major themes in the reactions to Sample 5 (Figure 9).

As expected, Sample 5 received a large number of comments on the Dutch accent of

the speaker: “Again that accent, very annoying” (see Appendix F, #44), “The Dutch accent is less pleasant to listen to” (see Appendix F, #11), and “The Dutch accent is cringe-worthy” (see Appendix F, #51). The responses indicated that, even if the accent was not considered good, it was often considered to be acceptable: “It is someone with an accent, but his English was okay” (see Appendix F, #27), and “You can clearly hear an accent but it does not bother me” (see Appendix F, #55). Interestingly, there were also respondents who agreed that the spoken sample was not great but they appreciated the efforts made by the speaker: “You can hear he is trying” (see Appendix F, #41), “At least he is trying to speak relatively good English” (see Appendix F, #58), and “This is fine. It is somewhat clear what the person is trying to say and that is what is most important in communication. The accent is not that fantastic but that does not make it any less believable.”(See Appendix F, #20).

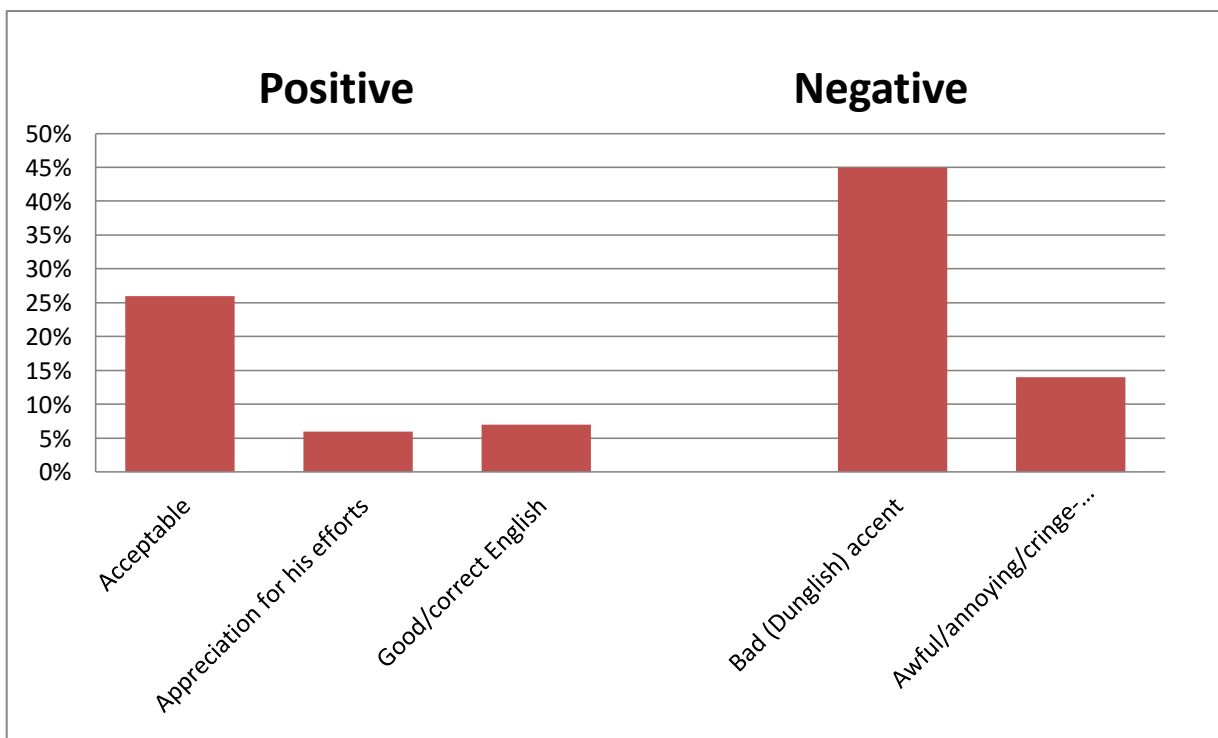


Figure 9 Responses open question Sample 5

In comparison to Sample 4, the overall responses for Sample 5 were more negative. Sample 5 received more complaints regarding the accent. However, both samples were often considered to be acceptable in informal contexts.

4.5. Overall Comparison

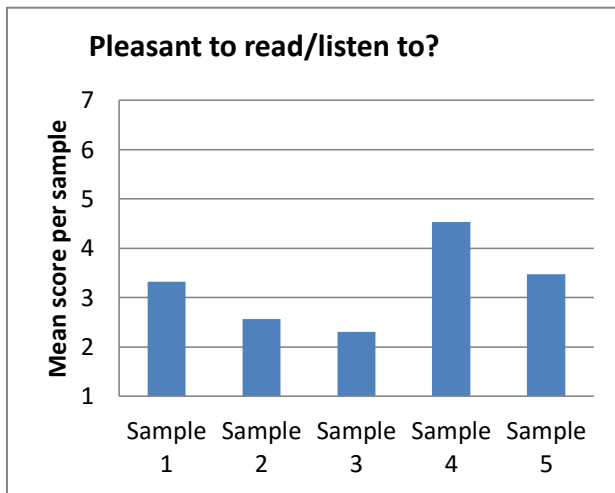


Figure 10 Overall results on pleasantness

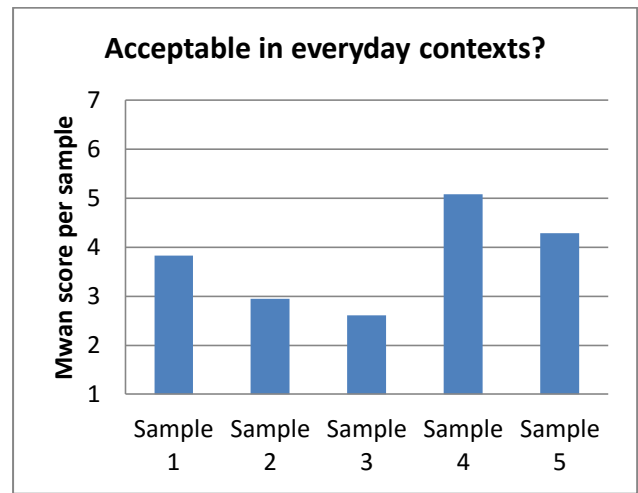


Figure 11 Overall results on acceptability

The mean averages per sample regarding the two different Likert scale questions are shown in Figures 10 and 11. The higher the score, the more the participants agreed with the statements “The sample was pleasant to listen/read (to), and “In everyday informal context I find this sample acceptable”. As can be seen in these graphs, the pleasantness and acceptability of the samples were judged similarly as these do not differ much from one another. The samples were slightly more acceptable than they were judged as pleasant to read or listen to. The best scoring sample is Sample 4, the regular speech in a native-like accent. This sample was judged as most pleasant and acceptable in daily, informal contexts. The worst scoring sample is Sample 3, the spoken calqued idiom in a native-like accent. This sample was judged as least pleasant and acceptable in daily, informal contexts. The written calqued idiom, Sample 1, generally scores higher than the literally translated idioms spoken in both a Dutch and more native-like accent and was therefore considered to be more pleasant and acceptable in daily, informal contexts than the spoken calqued idioms.

5. Discussion

The objective of this study was to explore the attitudes of the Dutch population concerning salient Dutch features in English and to expand on the complaint tradition regarding English in the Netherlands. The online survey yielded interesting results on all the samples regarding the Likert scale and open questions. The responses were useful for the analysis and offered insight into the attitudes of the respondents regarding the samples provided to them.

5.1. Written Versus Spoken Calqued Idioms

The results regarding the written and spoken calqued idioms did not match the hypothesis that the written forms of calqued idioms would be judged more critically than the spoken calqued idioms. Clark and Ivanic (2013) have argued that most of the complaints are often aimed at written forms of speech. This is because, as Clark and Ivanic (2013) suggested, written language plays a “particular part in [...] campaigns for standardisation, correctness, and grammar teaching” (p. 189). The complaints about the wrong use of a language often refer to spelling, punctuation, and other forms of written language as written language is seen as the “arbiter for correctness in spoken language” (Clark & Ivanic, 2013, p. 189). The results showed that the written calqued idioms were appreciated significantly more than the spoken calqued idioms. This could be due to the fact that the Dutch accent is considered to make the sample worse but the spoken calqued idiom with a more native-like accent is also appreciated less than the written texts. The comments also indicated that in speech these stigmatised forms of Dutch English are worse, less funny, less pleasant, and less acceptable in daily and informal context. It might be that the perceived intent of the samples influenced the results. Some respondents argued they were unable to tell whether the spoken calqued idioms were meant as a joke or meant as a serious comment, whereas in written, informal texts this is possibly more open to interpretation and therefore considered more acceptable because the respondents assumed it was not meant as a serious comment.

The results do not show any indication of conformity among the participants towards the acceptance or rejection of the written forms of these stigmatised features. The responses to the open question show a great variety of responses, both positive and negative. The positive responses indicated that these written samples can only be considered acceptable in informal situations. This is also mentioned by Schneider (2003), who argued that during the phase of endornomative stabilisation, such local forms of English will be more widely used in informal situations (p. 261). Yet, the fact that a large number of respondents considered the written sample to be funny indicates that these literally translated idioms are still heavily stigmatised, as Groves (2009) argued, when local features lose their stigma they might become codified (p. 65). Although the written samples score significantly better than the spoken forms, the respondents are still mostly negative towards the use of calqued idioms and the overall scores of the Likert scale questions confirm this.

5.2. Calqued Idioms Spoken With a Dutch Versus a Near-Native Accent

As both strong Dutch accents and calqued idioms in English are highly stigmatised in Dutch society, the hypothesis was that there would be a difference between the spoken calqued idioms in a Dutch accent and in a more native-like accent with regard to pleasantness and acceptability. The samples were manipulated by adding different effects: calqued idioms and, in Sample 2, a Dutch accent. The more Dutch interferences, the more likely the sample would receive more responses. However, the results show different. There is no significant statistical difference between the samples as both the calqued idiom with a Dutch accent and the calqued idiom with a native-like accent were heavily criticised. What is more striking is that, even though not significant, the calqued idiom with a more native-like accent is appreciated less than the sample with the Dutch accent. Both samples rated low on the Likert scale questions as the respondents judged both samples as neither pleasant nor acceptable. Both samples contained stigmatised calqued idioms in speech and this is reflected in the responses

arguing that the samples were funny, but Sample 2 was considered to be funny more often than Sample 3. Appreciation might therefore depend on the intention of the speaker. The Dutch-accented sample was considered to be funny more often, and the native-like sample was discounted on the fact that respondents could not always tell if the speaker was using the comment in a serious context. The intention of Sample 3 was less clear and thus considered less acceptable compared to the Dutch accented sample, which was often presumed by respondents to be meant as a joke.

Both samples were only considered to be acceptable when meant as a joke and in informal situations. Many respondents argued that if it was not used jokingly, they would not take the speaker seriously. This is likely similar to what Edwards (2014a) argued in her study. She argued that *Dunglish* is often comical and that these literal transfers are often very transparent and therefore “comical to the average Dutch reader” (p. 1).

Nazeri (2014) has argued that Malaysian English exists in the forms of an *acrolect*, *mesolect*, and *basilect*. The *basilect* is the form which is stigmatised for its poor English and will probably not be acceptable in the *acrolect* version as the means for the language is international communication (pp. 6-8). Similarly, the Dutch respondents often commented that such literally translated idioms might be funny to a certain extent and in a certain context, they also commented that it is unacceptable because a non-Dutch speaker will not be able to understand the idioms. Such uses of the English language thus interfere with international and intercultural communication and seemed to be of some concern to the respondents and might, like *basilectal* Malaysian English, be considered problematic and thus not acceptable in the English language in neither the Dutch nor the near-native accent because international intelligibility is more important.

5.3. Regular Speech With a Dutch Accent Versus a Near-Native Accent

The results regarding the regular speech samples in both Dutch and a near-native accent show that a near-native accent is appreciated more by the Dutch respondents. As these samples were only manipulated using a Dutch accent or hardly any Dutch accent and not of a calqued idiom, they were both appreciated more than Samples 2 and 3. It is possible that, because the intention of the samples was not to be funny and was, aside from the Dutch accent, considered to be correct English, the appreciation of these samples was higher.

Van den Doel and Quené's study (2013) showed that the Dutch were very critical towards the Dutch English audio samples. Edwards' (2014a) results showed that, when speaking English, the target norm for the majority of the respondents is a native-speaker norm (pp. 109-113). To a certain extent, the results from these previous studies are reflected in the current results regarding the Dutch and the near-native accents. The respondents favoured Sample 4 over Sample 5 and often commented that Sample 4 had a good English accent compared to Sample 5, which received copious responses on the 'Dunglish' pronunciation. As argued by Jenkins (2009), this is possibly due to the ongoing preference of Expanding Circle countries towards Inner Circle norms (p. 204). Sample 5 was more often considered annoying or cringe-worthy but Sample 4 received a plenty of negative comments as well, arguing that the accent was bad, difficult to understand, and too informal.

Interestingly, some respondents also appreciated Sample 5, arguing that a native accent is not necessary as the speaker was comprehensible and that they appreciated the speaker trying to speak correct English. McKenzie's (2008) study showed that the Japanese students also expressed greater solidarity with the Japanese accented English and argued that when solidarity (i.e. social attractiveness) becomes a determining factor in language learning, the non-native English variety might become a more appropriate model of English (p. 73). The Dutch respondents still preferred the near-native accent but the results regarding the

Dutch accent could indicate that the Dutch accent might become more appropriate in the future.

Edwards' (2014a) results showed a very critical younger audience (p. 133). This goes slightly against what other, mainly postcolonial, Englishes have experienced as the complaint tradition was often aimed at the younger audience for their new and innovative use of the language. These were instances where the younger population moved away from the conservative norms and started using localised forms of English, as this was also seen as an expression of their identity (Groves, 2009, p. 65; Trudgill, 2002, p. 147). The results point out that there are hardly any significant correlations between age and the appreciation of the samples. However, Sample 4, the regular speech sample with a near-native accent, was appreciated significantly more by the younger age group. The younger respondents appreciated the near-native sample significantly more than the older respondents, which reflects Edwards' (2014a) results regarding the preferred target norms of the younger and the older generations (p. 133). It should be noted that, although the results showed a significant difference, the older generation is highly underrepresented in this study and that therefore only assumptions can be made.

These results could indicate that it is unlikely that a salient Dutch accent would be appreciated or codified in the future because the younger generation might stick to native-speaker norms. These results might also be related to the results regarding the self-assessed English language skills in correlation to the age groups as these show that the older age groups assessed their own English skills to be lower compared to the younger age groups. This is in line with the hypothesis that the higher the self-assessed English skills, the more likely the respondents are to prefer native-speaker norms, as is also present in Edwards' (2014a) results (p. 136). Buschfeld (2014) argued that institutionalisation sets in when "speakers start accepting and recognising the local variety as the aimed at and actually

implemented performance” (Buschfeld as cited in Edwards, p. 7). Edwards (2014a) argued that “norm orientation is key” but she also argued, like Buschfeld (2014), that when the variety spoken does not match the variety aimed at, this could be interpreted as “indicative of a well advanced developmental stage of a variety” (Buschfeld as cited in Edwards, 2014a, p. 7). The sample with the Dutch accent may be less agreeable to the Dutch audience, there were also respondents who thought this sample was acceptable and appropriate. Even though the near-native accent gained more positive feedback, in line with Buschfeld’s theory, this does not necessarily indicate the Dutch accent will be rejected as part of a codified variety of Dutch English.

6. Conclusion

The objective of this study was to investigate the Dutch complaint tradition regarding the English language as spoken by the Dutch by exploring the attitudes of the Dutch towards two salient markers of Dutch interferences in English (strong Dutch accents and calqued idioms).

The participants were asked to fill out a survey and read or listen to five samples and judge and comment on each of the samples as to better understand what the attitudes of the Dutch population are regarding these specific Dutch interferences in English. The responses to the different samples were compared in sets of written versus spoken calqued idioms, calqued idioms in either a Dutch or near-native accent, and regular speech in a Dutch or a near-native accent to research the proposed research question established at the beginning of this study:

Q: How do the Dutch judge the use of literally translated idioms and expressions and Dutch accents in spoken and written English, and to what extent is there conformity towards these iconic Dutch English features indicating either acceptance or rejection of the codification of these features?

The results of this study show that there is some agreement among the respondents' attitudes towards the tested iconic Dutch features. There were very few statistical differences between the mean averages of the various independent variables, which indicates that there is some agreement among all the respondents about the acceptability and the pleasantness of all five samples. Only the sample of regular speech in a near-native accent showed significant results regarding correlation. The older age groups and the participants who assessed their own English skills to be higher appreciated this sample more than the younger participants and the participants who assessed their own English skills to be lower. However, the results for this sample show that it was considered to be more pleasant and acceptable compared to the other samples, which means that the majority of the participants were in agreement that this was the most acceptable and pleasant sample.

The open questions have resulted in a more detailed look at the attitudes of the Dutch participants towards the five samples. These results show that, to a certain extent, there is conformity among the respondents' attitudes. However, the reasons for liking or disliking a sample varied and depended on the context and perceived intent of the samples. Many respondents argued that samples were acceptable but only in informal contexts and only when meant as a joke. Many respondents also argued that the use of calqued idioms in formal situations is unacceptable.

It was evident that the samples with a more native-like accents were judged as more acceptable than the samples with a Dutch accent. Many respondents appreciated the near-native accents more than the Dutch accent, which was often considered to be annoying and bad English, whereas the more native-like accent was often considered to be good English. These results point towards the rejection of salient Dutch features as exonormative norms regarding accents are preferred. However, many respondents argued that the sample of regular speech in a Dutch accent was acceptable in informal contexts. The participants appreciated the speaker trying and argued that the Dutch accent did not affect the intelligibility of the speaker, which was considered to be more important than speaking with a near-native accent. Such responses and the linguistic schizophrenia present in the Netherlands, as described by Edwards (2014a), could be indicative of the developmental stage of a Dutch English variety and thus possibly the acceptance of these features announcing future codification (p. 7).

The use of different accents had hardly any influence on the attitudes of the participants towards the samples of spoken calqued idioms. Both spoken samples of calqued idioms received very negative responses, it is thus highly unlikely that these salient Dutch features will lose their stigma and become accepted in everyday use. The spoken calqued idioms only received positive comments if participants perceived the samples as humorous. The calqued idioms in written form and spoken form with a Dutch accent were often

perceived as jokes, whereas the spoken calqued idiom with a native-like accent was more often perceived as a serious comment and thus less funny or acceptable.

Groves (2009) argued that features that have lost their stigma might become accepted and codified (p. 65). The responses of this study show that these calqued idioms have not lost their stigma as they are largely considered to be unacceptable and unpleasant. Furthermore, as some respondents have commented, like the situation in Malaysia (Nazeri, 2014), such use of language is impractical in international and intercultural communication (p. 8), which is currently one of the main objectives for the use of the English language in the Netherlands. It is therefore unlikely that the use of calqued idioms will become acceptable in conversation in the near future

Similarly, although the responses regarding the written calqued idioms were slightly more positive and accepting in comparison to the spoken samples, the participants were still very negative. The responses also confirm that, in both written and spoken form, the stigma of these calqued idioms is too prevalent to be accepted in formal or even informal conversation.

There is conformity to some extent but, dependent on the context and the sample, not all features are likely to ever become accepted and codified. However, the Dutch accent might stand a chance as the overall opinions are critical but congruent in the sense that, although it deviates from the current exonormative standards, it is often considered acceptable in informal contexts. Acceptance of new forms could be an indication that a new English variety is moving towards the phase of endonormative stabilisation (Schneider, 2007). It might therefore be possible that the Dutch accent becomes accepted as a feature of Dutch English.

The results imply that a Dutch accent might become more accepted over time and become part of the Dutch English language variety and might in the future be considered acceptable in formal situations and thus possibly also in education. However, the current endonormative orientation will, for the time being, probably influence and dominate language

education and formal contexts. With regard to the Dutch calqued idioms, the results show that this will probably never be accepted and should not be used in the context of language education, international communication, or formal contexts if one wants to be taken seriously and to avoid confusion.

It should be taken into consideration that more extensive research is necessary to gain a more representative and reliable view of the attitudes of the Dutch population as the group of participant used was small. Furthermore, the participants were mostly from the younger generation and therefore not entirely representative for the entire Dutch population. This study used only five samples which were chosen based on the subjective opinion of the researcher on what a strong Dutch accent is and what is near-native English. Furthermore, some results may also be influenced by the participants' personal preferences regarding target accents in English.

Follow-up studies may improve in this field and may benefit from not relying purely on online surveys but to extend the study to interviews or focus groups. Future research could then, with the help of such adaptations, be able to further illuminate the development of Dutch English.

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Appendix A: The Survey



Welkom! Hartstikke bedankt dat u tijd wilt maken voor deze enquête. Voor mijn scriptie aan de Universiteit Utrecht onderzoek ik de meningen van het Nederlandse publiek ten aanzien van vernederlandst Engels. Hiervoor heb ik uw hulp nodig!

In deze enquête geef ik u een aantal voorbeelden van vernederlandst Engels waarover ik graag uw mening zou horen. Uw deelname wordt zeer op prijs gesteld. De enquête duurt ongeveer 5-7 minuten.

De enquête is volledig anoniem en er zal zorgvuldig met de antwoorden om worden gegaan. Als u verdere vragen of opmerkingen heeft kun u contact met mij opnemen via I.H.Bontius@hotmail.nl.

begin toets ENTER

1 → Informatie respondenten

a. Wat is uw leeftijd?*

A jonger dan 18

B 19-25

C 26-35

D 36-45

E 46-55

F 56-65

G 66+

b. Wat is uw geslacht?*

- A Man B Vrouw C Anders

c. Als u uw eigen Engelse taalvaardigheid zou beoordelen welke van de onderstaande opties sluiten dan het best hierop aan?*

- A zeer beperkt
 B beperkt
 C gemiddeld
 D goed
 E zeer goed

2 → Lees de volgende stukjes tekst en beantwoord vervolgens de vragen

In reply to Inez Taeymans

 **Nikki VH** @gingerdiaries · 15 Sep 2015
@Inezzed @NickHeyvaert **Now the monkey comes out of the sleeve he!**

 [View conversation](#)

hollandsnieuwe and 1 other follow

 **Vodafone Nederland** @vodafoneNL · 9 Oct 2015
@prepaidsimkaart For **this time I'll see it through the fingers** :)
Goed weekend!
^RC

 [View conversation](#)

In reply to Katrijn Van Bouwel

 **Peter De Smet** @dewlanna · Mar 2
@_katrijn @VevaDan **make that the cat wise!**

 [View conversation](#)

a. In hoeverre bent u het eens met de volgende uitspraak? :

De gelezen tekst vind ik aangenaam om te lezen

1	2	3	4	5	6	7
---	---	---	---	---	---	---

helemaal oneens helemaal eens

b. In hoeverre bent u het eens met de volgende uitspraak?:

In alledaagse en informele context vind ik deze tekstjes acceptabel.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Helemaal oneens Helemaal eens

c. Wat is uw mening of reactie op deze voorbeelden?

3 → Luister naar het volgende korte fragment en beantwoord vervolgens de vragen



a. In hoeverre bent u het eens met de volgende uitspraak?:

Het beluisterde fragment vind ik aangenaam om te beluisteren

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Helemaal oneens helemaal eens

b. In hoeverre bent u het eens met de volgende uitspraak? :

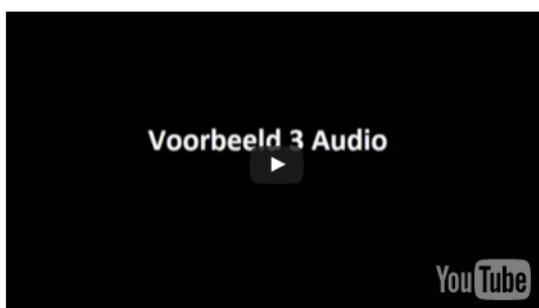
In alledaagse en informele context vind ik dit fragment acceptabel

1	2	3	4	5	6	7
---	---	---	---	---	---	---

helemaal oneens helemaal eens

c. Wat is uw mening of reactie op dit voorbeeld?

4 → Luister naar het volgende korte fragment en beantwoord vervolgens de vragen



a. In hoeverre bent u het eens met de volgende uitspraak?:

Het beluisterde fragment vind ik aangenaam om te beluisteren

1	2	3	4	5	6	7
---	---	---	---	---	---	---

helemaal oneens helemaal eens

b. In hoeverre bent u het eens met de volgende uitspraak?:

In alledaagse en informele context vind ik dit fragment acceptabel

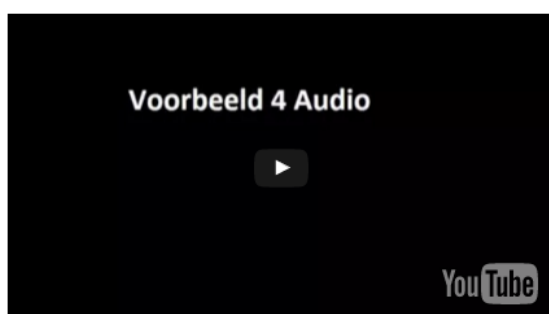
1	2	3	4	5	6	7
---	---	---	---	---	---	---

helemaal oneens helemaal eens

c. Wat is uw mening of reactie op dit voorbeeld?

|

5 → Luister naar het volgende korte fragment en beantwoord vervolgens de vragen



a. In hoeverre bent u het eens met de volgende uitspraak?:

Het beluisterde fragment vind ik aangenaam om te beluisteren

1	2	3	4	5	6	7
---	---	---	---	---	---	---

helemaal oneens helemaal eens

b. In hoeverre bent u het eens met de volgende uitspraak?:

In alledaagse en informele context vind ik dit fragment acceptabel

1	2	3	4	5	6	7
---	---	---	---	---	---	---

helemaal oneens helemaal eens

c. Wat is uw mening of reactie op dit voorbeeld?

|

6 → Luister naar het volgende korte fragment en beantwoord vervolgens de vragen



a. In hoeverre bent u het eens met de volgende uitspraak?:

Het beluisterde fragment vind ik aangenaam om te beluisteren

1	2	3	4	5	6	7
---	---	---	---	---	---	---

helemaal oneens helemaal eens

b. In hoeverre bent u het eens met de volgende uitspraak?:

In alledaagse en informele context vind ik dit fragment acceptabel

1	2	3	4	5	6	7
---	---	---	---	---	---	---

helemaal oneens helemaal eens

c. Wat is uw mening of reactie op dit voorbeeld?

|

B: Responses Sample 1.

1. Wanneer het als grap bedoeld is, kan het leuk zijn. Wanneer mensen serieus denken dat dergelijke spreekwoorden in het Engels bestaan, vind ik het belachelijk.
2. grappig
3. Het is incorrect, letterlijk uit het Nederlands vertaald Engels.
4. Grappig
5. Ik vind de humor in de vertalingen erg leuk. Het doet je even nadenken, en de verschillen in de talen leveren zulke taalgrappen op.
6. Ik vind ze grappig als ze ironisch gebruikt worden, als het gemeend is wordt het cringeworthy
7. ik vind ze wel grappig
8. Het is ontzettend gebrekkig Engels, de zinnen zijn letterlijk vertaald.
9. Grappig!
10. acceptabel als grap, zolang iedereen ook snapt dat het humoristisch bedoeld is
11. Grappig
12. Ik vind ze wel grappig.
13. Het is vooral grappig omdat ik het idee heb dat de schrijvers het expres "fout" doen
14. Het is grappig maar ik hoop dat ze ook als grapje bedoeld zijn
- 15.
16. Irritant
17. Slecht Engels
18. heel slecht Engels haha
19. Het is grappig om te lezen maar niet in een formele context.
20. Het zijn berichten die grappig bedoeld zijn, dus ik vind dit soort taalgebruik niet storend.
21. Grappig!
22. Kansloos engels
23. Ik vind het niet storend en kan er zeker om lachen. Storend wordt het wanneer het gaat om formele context
24. grappig
25. Grappig
26. Ik vind het wel grappig, maar ik zou ze in Engelssprekende landen uiteraard nooit gebruiken. In Nederland kan dat wel vind ik als je grappig wil zijn.
27. Het is grappig maar ik zou het niet oprecht gebruiken
28. Grappig
29. Nederlandse spreekwoorden of gezegden die letterlijk worden vertaald werken niet in het Engels
30. ik vind het grappig omdat het natuurlijk helemaal niet klopt
31. Je kunt dingen niet altijd letterlijk vertalen, zeker niet als het om uitdrukkingen gaat. Leer de desbetreffende uitdrukken in het Engels, of blijf bij het Nederlands. It's not cute.

32. Het is geen Engels, maar het is wel grappig
33. humor
34. Humoristisch, taal-technisch nogal irritant
35. Ik vind het als grapje wel leuk, maar als engelse tekst zou ik het heel irritant vinden om te lezen
36. Kan (enigszins) grappig zijn... maar niet altijd
37. Ik hoop dat mensen het alleen als grapjes gebruiken, en het niet serieus menen.
38. Ik vraag me altijd eerst af of mensen een grapje maken.
39. Of het is een grap, of het is verschrikkelijk slecht Engels waar ik me aan irriteer
40. Ik vind het wel grappig omdat deze mensen het expres vernederlandst schrijven, en volgens mij wel weten dat dit niet correct engels is.
41. Het is grappig, als het maar niet serieus bedoelt is.
42. prima, maar beetje dom. gebruik dan gewoon Nederlandse woorden
43. ellende
44. Grappig als het niet serieus bedoeld is.
45. Meer grappig dan inhoudelijk zinvol.
46. Deze letterlijke vertalingen van Nederlandse uitspraken en gezegden vind ik humoristisch, de woorden zijn letterlijk, doch correct vertaald, dit maakt dat ik het in deze context niet storend vind.
47. Niet passend
48. Het is grappig, maar een Engelstalige zou het niet begrijpen
49. De genoemde voorbeelden zijn bekende Nederlands-Engelse foutjes, waardoor ik mij niet anders kan voorstellen dat deze expres zijn gemaakt. Daar vanuit gaande kan ik in informele context goed met deze 'foutjes' omgaan.
50. alleen acceptabel omdat duidelijk is dat ze weten dat het eigenlijk fout is
51. Gevat, mits het de eerste keer zou zijn dat ik het lees... Onderhand zijn ze allemaal al eens "gemaakt"
- 52.
53. Tenenkrommend wanneer dit soort Engels als vaker terugkerende grap gebruikt wordt
- 54.
- 55.
56. Prachtige traditie, het Engels verNederlandsen.
57. ken je buitenlandse taal. zo niet spreek het niet.
58. mijn eerste reactie is die van in de lach schieten om het knullige en onwetende Engelse niveau van de schrijver/tweeter.
59. Niet echt grappig, niet echt storend
60. Geen goed Engels maar wel grappig. Engelstaligen zullen er niks van begrijpen, Nederlanders wel.
61. grappig
62. Op de mobiel kun je de tekst niet lezen en er een mening over geven helaas X
- 63.
64. Schiet er van in de lach en hoopt dat je zelf zulke missers niet maakt
65. Ik vind het grappig om te zo te lezen
66. Grappig, maar zeker niet bruikbaar in formele context

67. Of beter Engels of nederlands
68. erg simpel, beetje kinderachtig
69. grappig, maar alleen informeel
70. humor
71. Dit is geen Engels
72. Steenkolenengels
73. Het is leuk te lezen, maar het slaat qua Engels nergens op, en wat betreft de alledaagse
aanvaardbaarheid..... goed dat iemand het probeert, dat communiceren, maar hij/zij
moet nog veel leren
74. Humor
- 75.
- 76.

C: Responses Sample 2

1. Hetzelfde. Als het een grap is, is het leuk. Als iemand serieus probeert uit te drukken "dat hij met de deur in huis viel" in het Engels, is dit beschamend.
2. -
3. Niet erg mooi Engels, het klinkt heel Nederlands
4. grappig, maar kan echt niet
- 5.
6. Ouch
7. klinkt erg nederlands
8. Vreemde zin
9. Vind ik kunnen, in informele context
10. i fell with the door in house oke maar in the house...echt een kippenvel moment
11. Niet grappig.
12. Het klinkt lelijk.
13. Ik erger mij vooral aan de uitspraak
14. .
- 15.
16. Ik zou hem echt een mep verkopen
17. Slecht engels
18. slecht engels
19. zie hierboven, grappig maar alleen als het ook echt als grap bedoelt is
20. Dit lijkt een meer serieuze opmerking, wat dus minder acceptabel is dan de vorige voorbeelden
- 21.
22. Slecht
23. Ik vind het lastig om deze goed te interpreteren. Of het wel of niet kan is wat mij betreft afhankelijk van de situatie. Tijdens werk vind ik het storend maar als vrienden onderling zie ik er de humor van in.
24. grappig opzettelijk slecht engels
25. Iets minder grappig
- 26.
- 27.
28. Niet grappig en slecht engels
29. Nogmaals: Nederlandse preekwoorden of gezegden die letterlijk worden vertaald werken niet in het Engels
30. in social media vind ik het grappig maar deze kerel zegr het met zon serieuze stem dat ik het idee heb dat hij het meent
31. Dit is geen vernederlandste uitspraak. Dit neigt naar Jamaican accent, bovendien totaal acceptabel binnen reggae muziek. X
32. Zonder context is het niet grappig
33. irritatie

34. Letterlijke vertalingen van Nederlandse spreekwoorden blijven grappig
35. Ik blijf het irritant vinden om te horen
36. ...het is niet grappig
37. Mag nog wel even aan de uitspraak gewerkt worden.
38. Ik weet dat het niet terecht is maar ik vind het in eerste instantie niet heel intelligent overkomen.
39. Slecht Engels, irritant
40. De uitspraak is vreselijk
41. Het klinkt wel erg Nederlands gesproken Engels
42. naar
43. ellende
44. Irritant Nederlands accentje
45. Als iemand steeds zo praat neem ik die persoon niet echt serieus.
46. Het steenkolen Engels in dit fragment is tenenkrommend.
47. Kan wel
48. Weer is het lachwekkend, maar kan het niet serieus nemen
49. Zie argumentatie vorige vraag.
50. niet duidelijk of het sarcastisch is X
51. Mwah...
- 52.
53. Als eenmalige opmerking, informeel, tussen gelijkgestemden moet een dergelijke uitspraak kunnen.
- 54.
55. Ik weet niet of Engelse mensen de spreekwoorden begrijpen, qua accent is het prima te verstaan.
56. Gesproken is het dodelijk.
57. ken je talen, anders niet
58. Zelfde als bij de vorige vraag.
59. Geen context, geen oordeel X
60. Geen Engels. Niet gebruiken in gesprek met Engelsen.
61. Kunstzinnig gedaan. positief muziekje X
62. +
63. vreselijk
64. Tja, kan je niet serieus nemen
65. Niet heel goed verstaanbaar, maar wel te snappen op een grappige manier
66. Nederlandse uitdrukking letterlijk vertaald in het Engels. Voor Engelsen onbegrijpelijk.
67. Engelse cursus nodig
68. klinkt een beetje dom
69. klinkt niet. moest een paar keer luisteren om te horen wat ie zei
70. humor, niet serieus
71. Geen Engels
72. opnieuw steenkolenengels

73. Deze meneer heeft voldoende internationale ervaring om beter te weten en beter te kunnen, komt nog bij: conflicten genoeg, uitgevochten in de pers, dat hoort/voelt niet prettig. **X**
74. Humor maar een beetje over de top
- 75.

D: Responses Sample 3

1. Hetzelfde. Wanneer het een grap is en een uitleg volgt, kan het leuk zijn. Wanneer iemand probeert uit te drukken dat het hem/haar niet uitmaakt, heeft deze persoon dringend lessen Engels nodig.
2. Niet erg leuk
3. Klinkt een stuk beter dan het vorige audiofragment. Veel Engelser.
4. Grappig
5. Ik zie deze voorbeelden als grappig, het stoort mij niet. Wel als het gesprek formeel zou moeten zijn.
6. Hoe moeilijk is het om in ieder geval de woordvolgorde aan te passen
7. klopt gewoon niet
8. Ik kon het zo snel niet verstaan...X
9. Ik krijg de ene keer een filmpje over een hamster, de andere keer een zinnetje X
10. Annoying
11. Kon bijna niet verstaan wat er gezegd werd X
12. Ik versta het niet helemaal. X
13. Je hoort aan de voorlezer dat ze dit niet serieus neemt X
14. Heel irritant
- 15.
16. Eruit slaan
- 17.
18. slecht engels
19. zie hierboven
20. Ik kon niet verstaan wat er werd gezegd. X
- 21.
- 22.
- 23.
24. Geen
25. Leuk
26. Zij klinkt dan wel weer grappig, dat steekt aan. Maar zoals eerder aangegeven; dit is acceptabel als het in Nederland als grapje bedoelt is.
27. Het slaat nergens op in het Engels
28. Niet grappig wel betere uitspraak
29. Nogmaals: Nederlandse preekwoorden of gezegden die letterlijk worden vertaald werken niet in het Engels
30. wat zegt ze nou precies?! na even nadenken snapte ik m X
31. Weird.
32. niet grappig meer
33. humor
34. Grappig
35. Het klinkt heel vreemd

36. Leuk idee, slecht uitgevoerd
37. De uitspraak is in ieder geval beter dan de vorige, maar ik vind dat 'dunghish' sowieso niet om aan te horen.
38. Klinkt al beter dan de vorige.
39. Slecht accent, irritant
40. In getypte variant vind ik zulke uitspraken soms nog wel leuk, maar het moeten aanhoren is een ander verhaal
41. Klinkt raar
42. lichtelijk irritant
43. ellende
44. Uitspraak is beter. Toch vind ik lezen minder vervelend dan er naar luisteren.
45. Zulke uitspraken zullen me een worst wezen.
46. Dit fragment is fout in alle opzichten.
- 47.
48. Grappig
- 49.
50. niet duidelijk of het sarcastisch is X
51. Leuk!
- 52.
53. Als eenmalige opmerking, informeel, tussen gelijkgestemden moet een dergelijke uitspraak kunnen.
- 54.
55. Het is grappig om Nederlandse spreekwoorden zo letterlijk vertaald te horen
56. Wederom, dodelijk.
57. zie vorige
58. zelfde als vorige vraag
59. Geen.
60. Wel grappig maar alleen voor Nederlandstaligen die redelijk Engels kunnen, begrijpelijk.
61. Grappig
62. Hij is niet om op te eten
63. Vreselijk
64. verstond de uitspraak al niet
65. Grappig, ze moet er zelf ook om lachen
66. Zie vorige mening/ reactie
67. Engelse cursus
68. onnodig om iets zo uit te drukken
69. klinkt nog erger dan het andere voorbeeld
70. grappig, niet serieus te nemen.
71. Zucht
72. En opnieuw steenkolenengels
73. Andere voorbeelden zijn nog te volgen als je het beeld probeert te begrijpen, ook al snap je het gebroken Engels niet, maar dit is onbegrijpelijk voor Engelsen.
74. Onaangenaam en niet te verstaan

75.

76.

E: Responses Sample 4

1. In een informele sfeer zou ik me hier totaal niet aan ergeren, maar in een formeel gesprek zou ik me hier wel aan kunnen ergeren.
2. -
3. Mooi Engels accent
4. Amerikaans
- 5.
6. Prima
7. sterk Amerikaans accent
8. Het is een beetje knauwend, lijkt een beetje Engels van die Taxes movies
9. Prima
10. klonk my prima in de oren, niet native maar dat hoeft ook niet
11. Klinkt als een native speaker van het Engels
12. Gewoon wel prima. Klinkt al informeel.
13. Prima?
14. Ik heb hier niet zoveel problemen mee
- 15.
16. Beter
17. Gewoon netjes engels, wel een beetje informeel
18. alledaags Engels taalgebruik
19. zwaar accent, moeilijk te verstaan, niet echt mooi.
20. Het lijkt een Native American speaker.
- 21.
- 22.
- 23.
24. fragment speelt niet af **X**
25. "Oké". Geen specifieke mening, leuk voor de man dat hij dat keek
26. Het begin van het fragment kon ik niet volgen en dat frustriert mij, verder vond ik het wel acceptabel
- 27.
28. Goed
29. Werkt wat mij betreft
30. sorry ik zie een 12 min lang filmpje van de friends reunion. dat ga ik niet helemaal luistere. **X**
31. Niks mis mee.
32. Dit klinkt niet alsof het grappig bedoeld is. Je begrijpt wat hij probeert te zeggen
33. accent, moeilijk te verstaan
34. Accent is enigszins vervelend
35. Deze vond ik beter dan de vorige fragmenten
36. Onduidelijk uitgesproken, maar over het algemeen acceptabel/correct
37. Niks mis mee.
38. Prettig om naar te luisteren.

39. Goed accent
40. Moet me aardig concentreren om het te verstaan, maar de uitspraak is niet tenenkrommend
41. Goed te verstaan
42. erg Amerikaans accent X
- 43.
- 44.
45. Inhoudelijk en qua uitspraak een stuk beter dan vorige voorbeelden.
46. Correct Engels en accentloos.
47. Kan wel
48. Dit is goed verstaanbaar fragment
49. In vorige voorbeelden lag het expres fout doen en behoorlijk dik bovenop, dat kan ik niet van dit voorbeeld zeggen. Daarom vind ik het minder aangenaam om naar te luisteren.
- 50.
51. Accent moet je kunnen waarderen
- 52.
53. Een duidelijk voorbeeld van iemand met Amerikaans accent, maar wel duidelijk wat er gezegd en bedoeld wordt.
- 54.
- 55.
56. Klinkt normaal, wel vrij informeel.
57. de eerste woorden zijn niet te verstaan.
58. cowboy Engels, maar nog enigzins ok.
59. Geen. X
60. Is begrijpelijk, maar wel wat slordig Engels.
61. Ielijk Amerikaans accent
- 62.
63. de articulatie en het accent is niet om aan te horen
64. "ritme" klonk in ieder geval goed
65. Moet me goed concentreren om het te verstaan
66. Onduidelijk/ plat
67. Klinkt engels
68. door het accent klinkt het niet zo als nederlands engels
69. slecht te verstaan
70. klinkt serieus
71. Geen mening X
72. Tekst moeilijk te verstaan
73. Hier komt ook nog bij dat het binnensmonds is en qua uitspraak een vorm van dialect. Ik heb geen enkel probleem met dialecten, prachtig, maar als je internationaal wilt communiceren lijkt me verstaanbaar Engels een voorwaarde.
74. Prima te volgen Leuk accent
- 75.
- 76.

F: Responses Sample 5

1. Het is zeer duidelijk dat deze persoon geen "native speaker" is, maar als hij zich uit kan drukken, is dat het belangrijkste.
2. –
3. KLinkt relatief Engels, maar niet near-native
4. Goed Engels, maar slechte uitspraak
5. Geen ster, maar hij doet zijn best.
6. Het is meer het accent dat me stoort dan de taal zelf hier
7. Nederlands accent
8. Engels zonder accent
9. Duidelijk accent hoorbaar maar dit stoort de communicatie niet
10. zeer nederlandse uitspraak, maar verder oke
11. Nederlands accent is minder aangenaam om te horen
12. So Dungleish.
13. Slechte uitspraak
14. .
- 15.
16. Ugh
17. Erg Nederlands accent
18. Engels met een accent
19. prima, je hoort wel dat de persoon Nederlands is maar het is goed te verstaan en te begrijpen
20. Dit is prima. Het maakt enigszins wel duidelijk wat de persoon bedoelt en daar gaat het uiteindelijk in de communicatie om. Dat het accent minder is maakt het niet minder geloofwaardig.
- 21.
22. Slecht accent
23. Ik vind het Nederlandse accent erg storend.
24. fragment doet t niet X
25. Slecht Engels accent
26. Slechte uitspraak maar hij wordt wel begrepen (denk ik)
27. Het is iemand met een accent maar zij Engels was okey
28. Wel Nederlands engels maar niet storend
29. "throw away" is letterlijk vertaald, maar dat zal naar mijn mening wel worden begrepen
30. klinkt erg nederlands. maar buitenlanders begrijpen het wel
31. Hele Nederlandse uitspraak, geen twijfel over mogelijk.
32. Dit is Dungleish
33. normaal begrijpelijk
34. Typisch Nederlands engels
35. Het fragment haperde nogal dus ik kon hem niet goed horen X
36. Lecturers met zo'n uitspraak inspireren mij om thuis te blijven...

37. Het accent is om van te huilen.
38. Als ik dit in het dagelijks leven zou horen zou het me niet zo opvallen.
39. Irritant, slecht accent
40. Afschuwelijk slechte uitspraak
41. Het is te horen dat hij zijn best doet
42. erg Nederlands maar wel correct
- 43.
44. Weer dat accentje, heel vervelend.
45. Inhoudelijk en duidelijk. Beetje jammer van het accent.
46. Goed en correct Engels, alleen een licht accent waardoor het duidelijk is dat dit een Nederlander is.
47. Beter ondanks uitspraak
48. Het is goed verstaanbaar en ook wel te verstaan
49. Sterk Nederlands accent, niet express toegepast (in mijn optiek). Vervelender dan vorig voorbeeld.
50. sterk accent
51. Het Nederlandse accent is tenenkrommend
- 52.
53. Duidelijk een Nederlander die Engels spreekt. Het is niet storend om naar te luisteren, hetgeen wat gezegd wordt is duidelijk verstaan- en begrijpbaar.
- 54.
55. je hoort duidelijk accent, maar dit stoort mij absoluut niet.
56. Slecht accent, doet pijn aan de oren.
57. het is niet zijn taal
58. Hier doet in ieder geval iemand relatief zijn best om fatsoenlijk Engels te praten.
59. Geen. X
60. Lijkt wel goed Engels maar te snel en wat slordig
61. Prettige stem
- 62.
63. de articulatie is beter, nu de inhoud nog
64. begrijpelijk
65. Goed te verstaan en te begrijpen
66. Slecht uitgesproken, Engels.
67. Engelse uitspraak cursus nodig
68. nog een beetje blijven oefenen op de uitspraak
69. klinkt als iemand die zijn best doet maar de Engelse taal niet goed beheerst
70. slechte uitspraak, lijkt wel serieus bedoelde uitspraak
71. dit is nog acceptabel
72. Reactie? X
73. Wat bedoelt ie, stuff, verdovende middelen, of dingen? Roept snel verkeerde associaties op. X
74. Onzin prietpraat X
- 75.
- 76.

G: Results Likert scale questions

Wat is uw leeftijd?	Wat is uw geslacht?	Als u uw eigen Engelse taalvaardigheid zou beoordelen welke van de onderstaande opties sluiten dan het best hierop aan?	In hoeverre bent u het eens met de volgende uitspraak?: De gelezen tekst vind ik aangenaam om te lezen	In hoeverre bent u het eens met de volgende uitspraak?: In informele context vind ik deze tekstjes acceptabel.	In hoeverre bent u het eens met de volgende uitspraak?: Het beluisterde fragment vind ik aangenaam om te beluisteren	In hoeverre bent u het eens met de volgende uitspraak?: In de alledaagse en informele context vind ik dit fragment acceptabel	In hoeverre bent u het eens met de volgende uitspraak?: In de alledaagse en informele context vind ik dit fragment acceptabel	In hoeverre bent u het eens met de volgende uitspraak?: In de alledaagse en informele context vind ik dit fragment acceptabel
19-25	Vrouw	goed	1	1	2	3	3	4
19-25 jonger dan 18	Vrouw	zeer goed	1	2	1	1	1	1
	Man	goed	5	5	5	2	4	4
26-35	Vrouw	goed	4	5	1	1	2	2
19-25	Vrouw	gemiddeld	5	7	5	5	5	3
26-35	Man	zeer goed	2	4	3	2	1	2
19-25	Vrouw	goed	4	3	2	3	2	3
26-35	Man	zeer goed	6	7	3	3	1	3
19-25	Vrouw	zeer goed	3	7	1	3		3
19-25	Vrouw	beperkt	1	3	1	2	4	4
19-25	Vrouw	beperkt	7	7	5	7	1	3
56-65	Man	gemiddeld	5	1	5	2	2	2
26-35	Vrouw	goed	3	4	1	4	1	3
19-25	Vrouw	zeer goed	3	4	1	1	1	3
26-35	Vrouw	zeer goed	3	1	1	1	1	1
19-25	Vrouw	gemiddeld	4	5	3	4	3	4

26-35	Man	goed		6	6	6	4	5
19-25	Vrouw	zeer goed	5	7	2	7	1	5
19-25	Vrouw	zeer goed	6	6	3	5	5	5
19-25	Vrouw	goed	2	2	2	2	1	1
19-25	Vrouw	gemiddeld	3	1	1	1	1	1
19-25	Vrouw	zeer goed	1	2	1	1	1	1
46-55	Man	goed	3	4	3	3	3	2
19-25	Vrouw	zeer goed	2	2	1	1	1	1
19-25	Vrouw	goed	1	1	1	1	1	1
19-25	Vrouw	goed	2	1	1	1	1	1
19-25	Vrouw	zeer goed	4	6	4	4	3	3
26-35	Vrouw	goed	6	7	2	2	2	2
19-25	Vrouw	goed	6	6	4	5	4	4
19-25	Man	goed	1	1	2	3	2	1
19-25	Vrouw	gemiddeld	2	2	4	6	2	6
19-25	Vrouw	gemiddeld	4	7	7	7	4	4
26-35	Man	goed	6	6	4	3	6	6
19-25	Vrouw	zeer goed	6	7	3	6	3	5
19-25	Vrouw	goed	5	5	3	3	6	5
19-25	Vrouw	zeer goed	5	3	1	2	2	1
19-25	Man	goed		6	3	2	3	3
19-25	Vrouw	zeer goed	1	1	1	1	1	1
19-25	Vrouw	goed	6	7	1	2	1	1
26-35	Vrouw	goed	2	3	2	2	1	1
19-25	Vrouw	zeer goed	1	2	7	5	1	1

46-55	Vrouw	goed	6	6	6	6	4	6
56-65	Man	gemiddeld	3	3	2	2	2	2
36-45	Man	goed	3	2	2	2	2	2
46-55	Vrouw	gemiddeld	3	3	3	3	3	3
56-65	Man	gemiddeld	7	4	5	4	1	2
19-25	Vrouw	goed	5	5	4	4	3	
19-25	Man	goed	5	3	2	2	5	1
46-55	Vrouw	beperkt	1	1	1	1	1	1
46-55	Man	gemiddeld	2	2	2	2	1	1
19-25	Vrouw	zeer goed	5	3	5	3	6	3
19-25	Vrouw	goed	1	2	2	2	2	2
26-35	Man	goed	3	3	3	3	3	3
46-55	Vrouw	beperkt	5	7	4	4	5	4
19-25	Man	zeer goed	4	5	1	1	2	3
56-65	Man	beperkt	7		5	5	1	1
56-65	Vrouw	gemiddeld	1	1	1	1	1	1
19-25	Vrouw	goed	1	4	1	3	5	4
46-55	Vrouw	gemiddeld	1	7	3	7		3
19-25	Vrouw	zeer goed	3	3	2	2	3	3
46-55	Vrouw	gemiddeld	1	1	1	2	2	1
26-35	Vrouw	zeer goed	1	1	1	1	1	1
46-55	Vrouw	beperkt		1	1	1	1	1
46-55	Vrouw	gemiddeld	2	3	2	2	1	1
19-25	Vrouw	zeer goed	1	1	1	1	1	1
19-25	Vrouw	goed	4	5	2	2	2	3
46-55	Vrouw	gemiddeld	2	7	2	7	2	7

36-45 jonger dan 18	Vrouw	zeer goed	1	1	1	1	1	1
	Vrouw	goed		2	3	4	3	4
36-45	Man	goed	3	5	2	4	3	5
19-25	Vrouw	zeer goed	4	5	4	3	3	3
19-25	Vrouw	gemiddeld	1	6	1	3	2	5
19-25	Man	goed	1	3	3	3	1	1
26-35	Vrouw	gemiddeld	4	5	4	6	4	3
26-35	Vrouw	zeer goed	6	6	1	1	1	1
56-65	Vrouw	goed	5	4	3	1	1	1