Attitudes towards Native and Foreign Accented Englishes among (University) Students in the Netherlands

by

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Abstract

This study investigated the attitudes of students in the Netherlands at Utrecht University towards foreign and native accents of English. 85 Dutch native speakers and 27 international students were asked to rate six recordings from second language speakers of English with Dutch or Arabic as their L1 and three recordings of native British speakers of English in terms of AUTHORITY and FRIENDLINESS. Results revealed that the participants are mostly neutral or positive in their attitudes towards both the foreign and native accents of English. Specifically, British English was rated the friendliest and most authoritative of the three, followed by Dutch-accented English and Arabic-accented English. Despite the ranking of accents, statistical analyses revealed no significant differences between Dutch and international students' attitudes towards the accents. These findings suggest a lack of linguistic bias among the student community in the Netherlands.

Keywords: Arabic accented English, Dutch accented English, English language teaching, Native accents, Non-native accents, Student attitudes.

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1. Introduction

When people that speak different languages need to find a way to communicate with each other, they often do so by using English (Wardhaugh & Fuller, 2015). In addition to English as a lingua franca (ELF), New Englishes are also emerging all over the world for different reasons and functions such as the nativization and recognition of English (as a second language) by former British colonies in establishing their presence in the world market (Mollin, 2007; Schneider, 2011). Additionally, the increased use of English around the world lead to an increased number of non-native English speakers, thereby allowing speakers to be exposed to and possibly more accepting of different kinds of non-native accents. Nevertheless, the extent of this acceptance may vary since in some countries there is still a tendency towards exonormativity (i.e., privileging non-local standard varieties over local ones) when it comes to English in certain contexts, e.g. at school or work. Due to the spread of English, language attitudes towards native and non-native accents have been extensively studied. Language ideologies, the source of such attitudes, are "ideas about language structure and use relative social contexts" (Wardhaugh & Fuller, 2015, p. 75); people have ideas about language, speakers and social categorizations based on languages and what they see around them.

The focus of the present research is on the attitudes of students in the Netherlands towards native and foreign accented Englishes. This thesis employs a similar research question to a pilot study (Geerman & Saem Aldaher, 2018) which was concerned with Dutch students' attitude towards native and foreign accented Englishes in the English Language and Culture programme at Utrecht University. The pilot study's research question has been worked out into three specific research questions and hypotheses in this thesis. Additionally, this study has a larger participant pool which excludes English majors and Linguistics students, and it is statistically more accurate. Furthermore, this thesis employs a definition of 'foreign accent' as it is defined in the fields of sociolinguistics and second language acquisition (SLA) because

the interest is on different social groups with the same second language (L2). Motivations for attitudinal research towards native and non-native varieties come from the impact of language attitudes and ideologies on interaction and communication which is the ultimate goal behind using a language. It is often the case that certain groups are socially stigmatised or discriminated against because of what is called a 'foreign' accent which is often tied to immigrant status and low socioeconomic background (Wardhaugh & Fuller, 2015). However, due to globalisation, it could be the case that increased contact between groups and/or countries might lead to more lenient attitudes towards people with 'foreign' accents. For instance, in the Netherlands, the Dutch community has gone through demographic changes in the past decade (CBS, 2021) leading to an increased amount of people with diverse backgrounds. These people have their heritage languages and accents with them in Dutch, and most likely in English, which leads to indirect increased exposure to 'foreign' accents in the wider community.

In the following section, the theories on language attitudes will be discussed followed by the position of English in the world and English in educational settings specific to the Netherlands and some Arabic countries.

2.Theoretical Background

This chapter presents a summary of theoretical concepts underlying the main research aim of the present paper: the attitudes of students in the Netherlands towards native and foreign accented Englishes. Additionally, this section will look at related research in the field with a focus on the Netherlands and the Arab world.

2.1. Theory on Language Attitudes

Accents have long been a topic of debate and inquiry in the field of linguistics, including phonetics, sociolinguistics, second language acquisition, and language education. As a result, each sub-field has defined 'foreign accent' in a different way to correspond to its unique theoretical framework and research focus. In the field of linguistics, accent is generally defined as "a variety of speech differing phonetically from other varieties" (Matthew,2014). More specifically, in the sub-field of phonetics, foreign/non-native accent is defined as a specific pronunciation that is determined by the phonetic habits of the speaker's native language transferred over to their other languages (O'Grady, Archibald, Aronoff & Rees-Miller, 2005, as cited in Said, 2006). Moreover, the field of SLA has offered an additional characterization of accented speech, specifically 'foreign accents'. In SLA, pronunciation is deemed the most difficult aspect of L2 development to master by many learners and considered the clearest indicator of non-native command of another language contributing to what is referred to as a 'foreign accent' (Hummel, 2014, p.145). The field of sociolinguistics examines (native) accents from yet another perspective, namely that of variations on all levels of language (e.g., phonetic, lexical and grammatical) in the context of diverse social settings. In effect, sociolinguistics perceives accents as a badge of social identity (Wardhaugh & Fuller 2015).

Tied to accents are language ideologies and attitudes towards both native and non-native accented speech. Language ideologies are the ideas people have about languages and

speakers around them which they use to categorise their immediate surroundings (Wardhaugh & Fuller, 2015, p. 75. Fuelled by language ideologies are language attitudes, defined as "the feelings people have about their own language or the language(s) of others" (Crystal, 2009). Essentially, language attitudes can be positive or negative expressions towards a language that may reflect, among other things, *i*) impressions of linguistic difficulty or simplicity, *ii*) ease or difficulty of learning, and *iii*) degree of importance, elegance, social status (Richards, Platt & Platt, 1992, p. 198).

In terms of sociolinguistic research, the implications of language attitudes are operationalized to depict what people feel about distinct speakers. This study seeks to achieve a better understanding of attitudes to native and non-native accents of English in a non-native environment with an exonormative English as a foreign language (EFL) model. The definition of 'accent' employed in this study is a combination of that from SLA (i.e. the non-native accent influenced by the L1) and that from sociolinguistics (i.e. the phonetic features that characterise groups of speakers).

2.2. English in the World

2.2.1. The global development of English and implications for communities

English has become one of the most important languages worldwide, especially as a lingua franca. Lingua franca is defined as "a language that is used predominantly for communication purposes" where speakers maintain their allegiance to their L1 (Spencer-Oatley & Franklin, 2009, p. 148). In other words, it is a manner of communication between speakers of different ethnic and cultural backgrounds for the main purpose of being intelligible to others for any purpose. In addition to English as a lingua franca (ELF), New Englishes have also emerged all over the world (Mollin, 2007). The term 'New Englishes' goes back to Kachru (1985) and it denotes "all or any of the varieties spoken around the world, including British

English, and of course, varieties such as Nigerian, Malaysian, or New Zealand English" (Schneider, 2011, p.29). Due to historical reasons, New Englishes are most often identified as co-official languages in some countries. For instance, countries where English has become a second language due to British imperialism, currently allowing English to assume an important internal function in politics and education, e.g. Singapore. Conversely, there are countries where English is a co-official language due to extralinguistic conditions, such as demographic relations and changes, (world) power, and solidarity in a community, such as the internationalisation of European countries.

Kachru (1985, as cited in Crystal, 2003, p.61) presented the 'types' of Englishes around the world in three concentric circles. This Three Circle Model (Kachru, 1985) depicts the global spread of English stratified by the forms of acquisition and domains in which English is utilized. The Inner Circle includes countries where the majority of inhabitants have English as a native language (ENS) e.g., the United States. The Outer Circle includes countries that use English as a second language (ESL) or have English as one of their official languages e.g., Malaysia or Nigeria. The third circle is for countries with English as a foreign language (EFL) or lingua franca (ELF) in distinct contexts, namely the Expanding Circle. While the Three Circle Model gives a clear categorisation of English, in practice these borders are not as clear-cut as the majority of the world's English users are found in the outskirts of this model (i.e., the Outer and Expanding circles), namely the non-native speaking (NNS) countries (Graddol, 1997). Nevertheless, Kachru (1985) argues that English belongs to those who use it, thereby challenging the notion of a 'perfect' English speaker and emphasizing the independence of countries in the Outer and Expanding Circles.

Altogether, it is clear that English has spread around the globe and taken different shapes across countries. This leads to an increased amount of multilingual communities, e.g. foreign languages are a staple in education systems worldwide.

2.2.2. Attitudinal research on native varieties

For countries within the Inner Circle (i.e., where English is the native language of the majority of speakers) studies on language attitudes are plenty, especially for communities in close contact with different well-established minority groups. For example, Alford & Strother (1990) examined attitudes towards American regional varieties by native and non-native subjects to selected American English accents, namely Southern (South Carolina), Northern (New York) and Midwestern (Illinois). The results revealed that while native speakers rated the Midwestern accent as the highest on status-related traits and the Southern accent as the highest on the solidarity scale, the non-native speakers rated both of these accents equally showing no overall preference in their judgement between these two accents. Interestingly, both native and non-native respondents rated the New York accent as very low on both status and solidarity related traits. As emphasized by the authors, this study points to the issue that perceptions of native and non-native speakers and their accents respectively may differ significantly and that comparing the attitudes of these two groups may reveal interesting findings for future research. Likewise, Manzano (1997) examined the effects of native and non-native varieties of English on listening comprehension and language attitudes of Puerto Ricans. The accents included in this research were Standard American English, US Southern, Puerto Rican and Greek. The results revealed that all accents were equally rated with regards to comprehensibility, however Standard American (GA) was rated as the most prestigious, followed by Greek-accented English, Puerto Rican-accented English and Southern U.S.-accented English. Manzano (1997) argues that the clear preference for a GA-pronunciation is due to the variety's influence (prestige) on Puerto Rican youth and simultaneously the stigmatization of Puerto Rican-accented English. Similarly, Basu-Jenckes (1997) investigated high school students' attitudes towards bilingual speakers in Micronesia. This investigation

specifically aimed at students' evaluations of English and Chamorro performance by bilingual speakers, thus involving attitudes towards not only native Chamorro speakers of English but also native English speakers of Chamorro. The results revealed participants judged speakers of Chamorro more positively when the speech sample exhibited features of the speaker being educated in the United States, followed by accents of Chamorro speakers educated in Micronesia. It was concluded that both gender and ethnicity affect language attitudes toward accented speech.

In addition to studies on linguistic attitudes in nations inside the Inner Circle, studies have also been conducted on countries in the Outer Circle as well. These will be discussed in the following section.

2.2.3. Attitudinal research on non-native varieties

In addition to attitudinal studies on native speakers, attitudes towards the accented speech of non-native speakers of English have also been examined. Studies that have investigated attitudes to accented Englishes have mainly focused on the effects of gender and status (mostly related to education, work and socioeconomic level) or solidarity (conveyed by traits such as friendliness, social attractiveness or sense of humour), on the perceptions of accented speech by native and non-native speakers of English. For instance, Said (2001) conducted an extensive comparative study on attitudes towards accented speech. Most relevant to this thesis is Said's (2001) third research question, namely which foreign accents of English do native speakers of English like the most and which do they like the least. The results show that participants liked Eastern European-accented English the most and Arabic-accented English the least, followed by South-East Asian-accented English. These results were similar to that of Johnson & Jenks (1994), whose participants rated Spanish-accented English and German-accented English higher than Arabic-accented English. These findings were reported

to be due to factors such as *i*) the linguistic distance between Arabic and English, *ii*) insufficient cultural contact, or *iii*) as reflections of recent socio-political tensions. Another example is Dalton-Puffer, Kaltenboeck & Smit (1997), who analysed Austrian's attitudes to varieties of English. They primarily examined whether the variety of English spoken influenced subjects' judgements of accented speech, and if exposure to English in its native environment may affect participants' judgements of different English accents, e.g. General American English, British English, Austrian accented British and American English. They found that native speaker (NS) accents were scored higher than non-native speaker (NNS) accents; standard accents were given the highest scores whereas non-standard accents, particularly Austrian-accented British English, were given the lowest scores. Furthermore, in a quantitative study Mugler (2002) examined non-native speakers 'attitudes towards four different accents of English from Fiji and other Pacific nations. The central questions posed were whether the type of accented English significantly affected NNS's perceptions and if variables such as age, status, power solidarity and competence could influence NNS's judgements of these accents. The findings of this study revealed that on status, respondents rated British English the highest and American English as the most easily recognizable accent. According to the writers, British English was seen to have a high social position since it was considered a prestigious accent. There was also a suggestion that attitudes, cultural influence and exposure to the media could be gradually changing this tendency since American and Australian accents received somewhat positive attitudinal scores by Pacific listeners.

2.3. English in the Netherlands and the Arab World

English has become one of the most important languages worldwide with many different forms and it is not exclusive to native speaker countries anymore. Even native-speaker countries have different inhabitants that do not only speak English. Moreover, English is often

taught in schools, and it is considered a mandatory subject in many countries all over the world. In this section, a closer look will be taken at English in the context of education as taught in the Netherlands and the Arab world.

2.3.1. The Netherlands

2.3.1.1. English in Dutch Education

Limiting the scope to English in Europe, it has become the norm in most European countries (European Commission, 2020) to teach English as a subject in school. Specifically in the Netherlands, English is a mandatory subject in secondary schools but not in primary schools. However, it has been common practice to introduce pupils to English in the last two years of primary school before they move on to secondary school. According to Nuffic (2020), at least 130 secondary schools in the Netherlands currently provide some type of bilingual instruction. Additionally, Verspoor, De Bot & Xu (2015) point out that many individuals have significant interaction with English outside instructional settings. According to several definitions of bilingualism (Baki & Kifi, 2016), many Dutch people can be called bilingual since data from the Eurobarometer 2012 reveals that 90% of Dutch people can have a basic conversation in English (Zenner & De Mieroop, 2017). English plays an important part in Dutch culture and education, which means that many people use English in their daily lives (Baki & Kifi, 2016). For some, English serves as a functional communicative language designated for certain tasks (Nagel, Temnikova, Wylie, & Koksharova, 2015).

Turning back to English as a school subject, the Netherlands is one of few countries with the highest percentage (100%) of secondary school students learning English as a foreign language. Simultaneously, the Netherlands has one of the lowest scores (42%) when it comes to English teaching in primary schools out of all European countries (European Commission, 2020). A reason for this is that most children will not receive English education until they are

at the end of primary school, often around age 10-12. On the other hand, the number of higher education programs in English is growing in the Netherlands. In 2017, 12% of bachelor programs were offered in both Dutch and English, and 23% of bachelor programs were offered fully in English. When it comes to master programs, 74% of them were fully in English in that same year (VSNU, 2017). The amount of BA/MA programmes in English depict a particular level of proficiency among the Dutch community. Although this may not factually serve as a component in language acquisition, it may contribute to student's (viz. the country's) overall fluency because students will inevitably practice (academic) English during their degree.

2.3.1.2. Attitudinal studies to native and foreign accented English in the Netherlands

According to Edwards (2016), the Netherlands has long been classified as an Expanding Circle country because of the status of English as a foreign language in the country (Kachru, 1985). Edwards (2016), however, argues that English may be categorized as a second language based on specific elements of Dutch speakers' English usage. Specifically, Dutch individuals may now utilize English in more creative and complicated ways, such as code-switching. The (inter- or intra-sentential) switching of (linguistic) codes during conversation is seen as a resourceful process possessed by competent bilinguals (varying per individual) (Kharkhurin & Wei, 2015). In addition to code-switching, Zenner & De Mieroop (2017) discovered that Dutch individuals utilize a considerable number of English insertions in their speech, even in poor contact circumstances, such as daily contact conversations and advertisements. English insertions being widespread across contexts and carrying social denotations (e.g. cosmopolitanism, professionalism and/or modernity) is seen as an indication that English is more of a second language in the Netherlands than a foreign one (Furiassi, Pulcini, & González, 2012; Edwards, 2016; Zenner & De Mieroop, 2017).

Koster & Koet (1993) and Nejjari, Gerritsen, Van der Haagen, & Korzilius (2012) looked at attitudinal responses of English native speakers and Dutch native speakers towards Dutch-accented English. Koster & Koet (1993) had four groups of participants: teachers that were Dutch native speakers and English native speakers (experts) and non-experts respectively. The English native speakers in both of these groups were found to be more tolerant towards Dutch-accented English compared to the Dutch native speakers. These findings suggest that experts understand that foreign accentedness is not a vital social and linguistic cue for the dialectal or social variance of the accent. In other words, they are aware that foreign accents are not invariably correlated to social status and/or education or intelligence; they are more tolerant towards a foreign accent, while the non-experts are not as tolerant because they might be more driven by social biases. Nejjari et al. (2012) looked at attitudinal responses of their participants to British English, moderate Dutch-accented English, and slight Dutch-accented English. Similar to Koster and Koet's (1993) participants, Nejjari et al. (2012) found that their participants (British English native speakers) had more lenient attitudinal responses towards slight Dutch-accented English and native English accent. According to Dewaele's (2005) study on attitudes of Flemish students towards English and French, Dutch speakers are more cautious to speak English when they are less convinced of their own competency. This study demonstrates a three-way interaction between language competency, attitude, and frequency of usage. Specifically, Dewaele (2005) found that pupils who considered themselves to be highly fluent in English and used it frequently had more favourable views towards the language and would use it more frequently as a result. He describes this as a feedback loop, in which someone who speaks English consistently improves their oral abilities, which in turn boosts their self-confidence and encourages them to speak English more frequently. Similar results were found by De Saint Léger & Storch (2011), who discovered this loop in English L2 classes as well and backed up Dewaele's (2005) conclusion. These findings indicate that the increased

exposure to English by Dutch native-speakers in the Netherlands may favourably influence their attitudes (Nejjari et al. 2012; Dewaele, 2005) making them more tolerable to foreign accented Englishes.

2.3.2. The Arab World

2.3.2.1. English in Arabic Education Systems

Arabic was originally a language of the Semitic group within the Hamito-Semitic family and is now spoken by over 190 million people as a mother tongue in a variety of dialects. The teaching of distinct European languages as foreign or second languages in the Arab world can be traced back to the 1920s, when different parts of the region came under British and French rule (Al-khatib, 2000). More recently, with the increase in the use of English as a lingua franca, most Arab governments began to recognize its importance and therefore implemented English language teaching into the school curricula. For example, in the Kingdom of Saudi Arabia, where English is the only foreign language taught in schools (Alrashidi & Phan, 2015), students start receiving two 45-minute English classes per week in the 4th grade of elementary school. In secondary school, the number of contact hours is doubled to four classes a week. Additionally, most Saudi universities have English as the language of instruction in courses, such as medicine, while Arabic is used in so-called non-scientific courses e.g. faculties of the humanities (p.38). However, most programs require students to complete an EFL course in order to graduate. Moreover, in Egypt English is seen as an extremely important subject as it is seen as a means of guaranteeing better job opportunities. Specifically, effective English language (i.e., communicative) skills are seen as vital for Egyptians who seek to actively participate in the global economy and want to further develop themselves socially, educationally, and economically (Burns & Richards, 2009). For instance, Egyptian scholars often seek employment in the Gulf countries (Weber, 2011; Al Othman, & Shuqair, 2013;

Norton & Syed, 2003) where English has become the language to communicate in both the private and the public sectors (Ibrahim & Ibrahim, 2017). Despite the importance of communicative competence, Egyptian public schools teach English mostly explicitly, i.e. focus on grammar, vocabulary, and translation, without much attention paid to communication (Ibrahim & Ibrahim, 2017). While as mentioned previously, some universities have courses or degrees that are taught in English but also offer English language courses to their students (Alrashidi & Phan 2015). A study on students' views and reasons for learning English in Kuwait (university level) found that undergraduate Kuwaiti students have a positive outlook towards English (Malallah, 2010). Specifically, students' success seems to be positively associated with *i*) their motivation and attitudes towards English, *ii*) their English exposure, and *iii*) their future goals. Altogether, it is clear that in most Arab nations all students who complete their (public or private) secondary level of education have had more or less eight years of English instruction (Malallah, 2010; Alrashidi & Phan 2015; Ibrahim & Ibrahim, 2017).

As a result of the increasingly extensive use of English as a second language, Arab scholars have turned their attention to the issue of (English) language instruction, attitudes and teaching. Araj (1993) studied the impact of western languages, specifically English, on Arabic in order to look at the development of westernisation in Arab countries. Araj (1993) concluded that the majority of the English loanwords are used in the technology sector as well as in that of (international) business. Interestingly her research revealed a tendency among the Arab countries to replace loanwords with loan translations and newly coined terms based on Arabic morphology. Araj's (1993) study depicts a reason behind growing concerns among the Arabic public concerning EFL-teaching, which in turn fuels research on the topic (e.g. for advice on government policies or teaching reform). These concerns can be summarized as follows, *i*) the (possible) effects of English language learning on the development of Arabic, and *ii*) the ultimate attainment level Arab speakers are expected to reach in English. For example,

Khuwaileh & Shoumali (2000) investigated the writing skills of university students in English and Arabic. Their results showed that poor writing in English was correlated with similar deficiencies in Arabs (participants' L1). Khuwaileh & Shoumali (2000) argue that their study disconfirms the widespread assumption in ELT that all learners are fully competent in their first language skills before acquiring their L2. This leads us to another factor of concern among the Arab world concerning EFL, namely the didactic strategies and proficiency levels of teachers. For example, in Egypt, the degree to which the communicative English teaching approach (CELT) was implemented appeared to fall short of the goal of the Ministry of Education (Ibrahim & Ibrahim, 2017). This was attributed to teachers being unprepared for CELT application, the classroom atmosphere, and limited available resources. In other words, the traditional grammar-based approach lacks space/time for communicative resources, and the communicative technique necessitates teachers who are fluent in English. The former point has also been found in the Netherlands (see Piggott, 2019), while the latter point seems to be a recurrent theme across Arabic countries (Ibrahim & Ibrahim, 2017; Malalla, 2010; Alrashidi & Phan 2015). Specifically, it is difficult for teachers to attain high levels of fluency in English because *i*) their studies are not instructed in the target language, therefore, limiting the opportunity for practice (Alrashidi & Phan, 2015), and *ii*) the requirement for a person to become an instructor are lower than what is expected in other countries (i.e., BA vs. MA degrees) (Alrashidi & Phan, 2015). This gap at the upper level of ELT feeds into the competence levels of learners as well, as learners do not practice as much in the target language (due to the instructors' approach). Additionally, although not studied yet, the use of loan translations instead of code-switching might influence this stagnation incompetence levels during English language learning. As code-switching requires a certain level of competence in two languages to use them creatively (see section 2.3.1.2 from this thesis), however, loan translations keep language use more or less monolingual.

2.3.2.2. Attitudinal studies to native and foreign accented English in Arabic countries

As briefly mentioned in the previous section, the attitude of university students in Kuwait towards both their L1 and English are positive, especially when it comes to their future goals. These findings are more or less the trend among Arabic students in other countries as well (Malallah, 2010). However, as mentioned in the previous section, there are didactic (e.g., focus on grammar instead of communicative fluency) and social (e.g., implications of foreign language teaching in traditional countries) drawbacks which may influence attitudinal responses in the Arab world towards English. For instance, Zoghbor (2014) examined how Arab post-secondary students feel about native and non-native English variants. Respondents listened to distinct accented-Englishes, namely Indian-, Arabic-, Thai-, British-, American-, and Canadian-accented English. The British and Canadian speakers were rated higher and more intelligible than the other varieties, with the GA as the most difficult to understand. The latter finding is surprising as most attitudinal studies often show higher ratings for native (and local) varieties of English. In this case, it may be that the lack of exposure to GA, similar to how a lack of exposure to non-native varieties leads to stronger (often more negative) attitudes towards these varieties, that may have had a similar effect on speaker attitudes. Importantly, Zoghbor (2014) makes suggestions for enhancing Arab learners' tolerance of their own (and other non-native) English variants. Exploring the causes that contribute to the existing attitudes towards NS and NNS variants of English as well as fostering a more tolerant attitude toward NNS variants is critical because of the following three reasons. Firstly, exposing learners to different varieties of English (both native and non-native) may promote tolerance, intelligibility and comprehensibility of the speakers to the students and students themselves. Secondly, similar to Kachru's (1985) line of reasoning, Zoghbor (2014) argues for a change of instructional focus from replicating native-like pronunciation to strengthening learners'

accommodation abilities by rethinking goals and objectives. Thirdly, concentrating on the strong positive characteristics of the Expanding Circle may help build tolerance toward NNS. For example, the Netherlands belonging to the expanding circle still manages to foster a relatively high level of proficiency in English within its population. Using such examples and explanations in English classrooms will help with the building of tolerance among learners and teachers. These points are supported by Kayalp's (2016) findings when investigating students' and instructors' views about (English) native and non-native speaker English language instructors. From the students' perspective, English native-speaker instructors' greatest strength is their pronunciation, while their greatest shortcoming is their ability to teach English grammar. Contrastingly, students found English non-native speaker instructors' greatest strength to be their ability to teach English grammar and having experienced learning a second language themselves. However, the non-native instructors were thought to have insufficient vocabulary and cultural knowledge of English-speaking countries. Students' perceptions about native speaker English language teachers were more favourable overall, although instructors thought the native speaker status of the teacher made no difference as long as they could teach well. These findings echo those of Buckingham (2013), pointing towards a strong link between native status of teachers and their suitability for teaching pronunciation as perceived by students.

2.4. Summary of the Argumentation

In the previous sections of this thesis, different attitudinal studies concerning native and non-native accents of English were discussed. Studies show a preference for native varieties (Alford & Strother, 1990; Manzano, 1997; Basu-Jenckes, 1997; Dalton-Puffer, Kaltenboeck & Smit, 1997), although attitudes towards non-native varieties are not, contrary to what is often expected, too negative (Said, 2001; Johnson & Jenks, 1994). This may be due to the emergence of New Englishes, and awareness thereof due to increased contact between nations as a result

of globalisation. Constrained to the Netherlands and the Arab world, the previous sections have sketched the context of English language learning in these countries respectively; in the Netherlands, English is very integrated into the society (Edwards 2016) while in the Arab world its purpose is recognized but still in the process of optimal implementation (Al-khatib, 2000; Alrashidi & Phan, 2015). In essence, English education experiences differ across the world. The motivation to compare the attitudes towards accents of English between countries such as the Netherland and the Arab world is the influence of linguistic attitudes and ideologies on interaction and communication. A hindrance is often the connotations tied to certain foreign accents, e.g. a French accent is seen as different from a Vietnamese one. However, because individuals are in greater touch with each other and migrate more frequently as a result of globalisation, it is possible that exposure to foreign accents have increased and could lead towards more tolerant attitudes among the wider society, especially in the host countries.

3. Research Question and Hypothesis

Following the discussion in the previous sections, this section will present the research questions and hypotheses. The present paper examines the attitudinal responses of students in the Netherlands towards native and non-native accents of English, by answering the following questions:

1. Do students in the Netherlands rate Dutch-accented English lower than British English?
2. Do students in the Netherlands judge Arabic-accented English more negatively than Dutch-accented English?
3. Is there a difference between how Dutch students and international students perceive these three accents (Arabic, Dutch and British accents of English)?

These questions were formulated keeping in mind the fact that British English is often the native speaker model in the Netherlands (Edwards, 2016). Moreover, the Arabic accented English was chosen due to the demographic constellation of the Netherland which has gone through and increase in migrants from Arabic countries (CBS, 2021). Moreover, in universities, there are more students from different countries following a programme alongside Dutch students. Lastly, the native accent of the Dutch is added due to the increased presence of English among all levels of the society (Edwards, 2016)

Do students in the Netherlands judge Dutch English lower than British English?

Based on the findings of Nejjari et al. (2012) and that of Koster & Koet (1993), it is expected that participants will rate British English the most favourable of the three accents. This is because in both studies the findings indicate that both native and non-native (viz. Dutch-

native speakers) English speakers rated the native speaker stimulus (British English) the highest.

Do students in the Netherlands judge Arabic English lower than Dutch English?

Following the results of Said (2001) and Johnson & Jenks (1994), participants are expected to rate Arabic-accented English the lowest of the three accents due to cultural and linguistic distance. These rankings are expected as the native speaker model may impose and denote more prestige and has more power and authority when it comes to pronunciation.

Is there a difference between how Dutch students and international students rate these three accents?

There could possibly be a difference between Dutch students and international students due to their different backgrounds, especially concerning participants' individual experiences with living in a foreign country, learning a foreign language and/or exposure to foreign accents.

4. Method

4.1. Materials

Speech samples

The means by which the data was collected for this research is via an online questionnaire (see Appendix A). In order to obtain data on language attitudes for the accents examined in this study speech samples of the respective accents were obtained from the Speech Accent Archive (Weinberger, 2015). To minimize the effect of gender, age and perceived proficiency, speakers with similar gender and age were chosen. For the two non-native accents, speakers also had a comparable age at which they started learning English. Therefore, all accents were represented by three male speakers in their twenties at the time of recording to counteract language biases in participant responses.

Questionnaire

The questionnaire consisted of a biographical form and the attitudinal section. The former consisted of questions about the languages they speak, their age range, gender, and education level. After they filled in this biographical form participants proceeded to the section for attitudinal responses towards the three different accents of English studied in this thesis. For attitudinal section, the variables were measured by four scales measuring different components of the constructs AUTHORITY and FRIENDLINESS. For example, AUTHORITY was measured by a scale for *competence* whose values ranged from (1) to (5): (1) as strongly disagree, (2) as somewhat disagree, (3) as neither agree nor disagree, (4) as somewhat agree, and (5) as strongly agree. Each speech sample was displayed on top of the page and was followed by eight questions. Each question had the same form ("I think this person is …"), differing only by the last adjective, e.g. *attractive* or *intelligent* (see Appendix A).

Procedure

Respondents first heard the audio fragments and then filled in 5-point Likert scales measuring different variables. The variables chosen in this study were similar to those as

mentioned in Nejjari et al.'s (2012) study, for example *competent*, *cultured* and *friendly*. Additionally, a number of other variables were added to create two constructs, namely FRIENDLINESS and AUTHORITY. FRIENDLINESS includes the variables *friendly*, *social*, *pleasant* and *attractive,* while AUTHORITY includes the variables *confident*, *intelligent*, *competent*, and *cultured*. To make sure that the sequence of the audio fragments did not have an effect on the responses of the participants, the samples were randomized in Qualtrics (https://www.qualtrics.com/) to counterbalance the order in which each participant (N = 112) viewed the questions.

4.2. Participants

The participants in the current study are all enrolled in a higher education program, majoring in different areas at Utrecht University. Students of English/Linguistics have been excluded from the present research because of their familiarity with the subject so as to not influence results. Due to the circumstances of the Covid-19 pandemic during the time of writing, the research had to be conducted online. Respondents were chosen at random from the student email directory and received an email inviting them to participate voluntarily in the questionnaire. The email was sent to 600 students, 187 of which responded. From these submissions, there were 112 complete responses (85 from Dutch native speakers and 27 from international students). The majority of respondents are within the age range of 19 to 29, and 12 of the respondents were not within this age range. Moreover, there were 36 males, 74 females and 2 nonbinary/ third gender participants. The data collection time took about two weeks.

4.3. Analysis

To test the reliability of FRIENDLINESS and AUTHORITY in the questionnaire, Cronbach's alpha was calculated to test the validity of the constructs making it possible to use the mean

over the various items making up each construct for the purposes of the statistical analyses. In order to compare the mean scores for FRIENDLINESS and AUTHORITY for the British, Dutch, and Arabic accents a one-way ANOVA was conducted. All variable recoding and data analysis were done in SPSS (Version 26).

5. Results

A reliability test was conducted to make sure that the scales used in this study were measuring the right construct. Additionally, the results of the reliability test will allow us to use the mean scores per construct when interpreting the results. For this to be the case the alpha needs to be ≥ 0.70, which is the case for both constructs per accent. The results of the reliability analysis are depicted in Table 1.

Table 1. The reliability analysis per construct per accent

***Cronbach's alpha* (α)**	***FRIENDLINESS***	***AUTHORITY***
British English	*0.76*	*0.79*
Dutch-accented English	*0.79*	*0.78*
Arabic-accented English	*0.83*	*0.89*

Table 2 shows the descriptive statistics of the data, namely the mean scores, the standard deviations and the ranges per construct for each accent. Since this study employed 5-point Likert scales, a score of (3) is considered neutral and any score below (3) (e.g., a mean score of 2.9) is deemed negative and scores above (3) (e.g., mean scores ≥ 3.1) are deemed positive.

Table 2 shows that British English is rated higher than the Dutch and the Arabic accented Englishes based on the means. However, when comparing Arabic with Dutch-accented English, both accents have similar scores with similar standard deviations. Interestingly the standard deviations for all three accents in both constructs are very low which is positive as it reflects a coherence among the data (See Appendix B for a detailed overview of the responses on the 5-point Likert scales).

Table 2. Comparison Mean Scores and Standard Deviation

Mean (μ) ***Standard Deviation (σ)***	***British English***	***Dutch-accented English***	***Arabic-accented English***
FRIENDLINESS	*3.5* *.47*	*3,1* *.53*	*3.2* *.46*
AUTHORITY	*3.6* *.40*	*3.5* *.42*	*3.2* *.57*

Figures 1 and 2 depict the distribution of all the responses of all participants over the three accents (for all distributions see Appendix B). These figures provide a clear insight into the internal distribution of the responses of participants beyond the mean scores. For instance, the mean scores for AUTHORITY for the Dutch and British accents are very similar (see table 2); Dutch-accented English has a slightly less positive score than British English. However, Figure 1 and Figure 2 show that AUTHORITY in British English has more positive responses than AUTHORITY in Dutch-accented English. Overall, these figures show that despite similar means there seems to be more variation in the responses for the British accent while the Dutch one has more neutral responses. This can also be observed in the other distributions, although the differences are not massive (see appendix B).

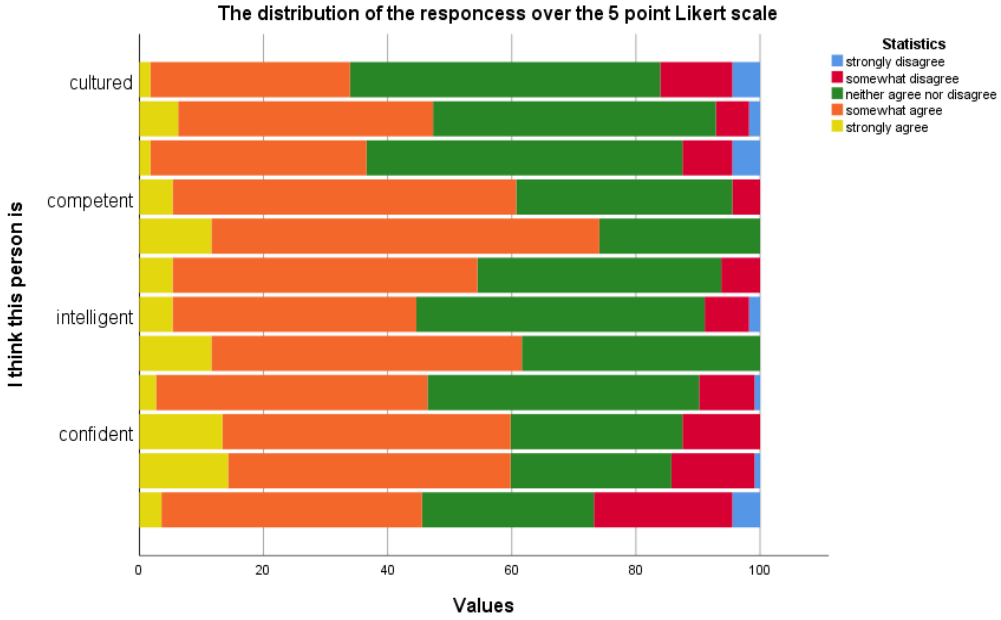

Figure 1. ***AUTHORITY*** ***for Dutch-accented English***

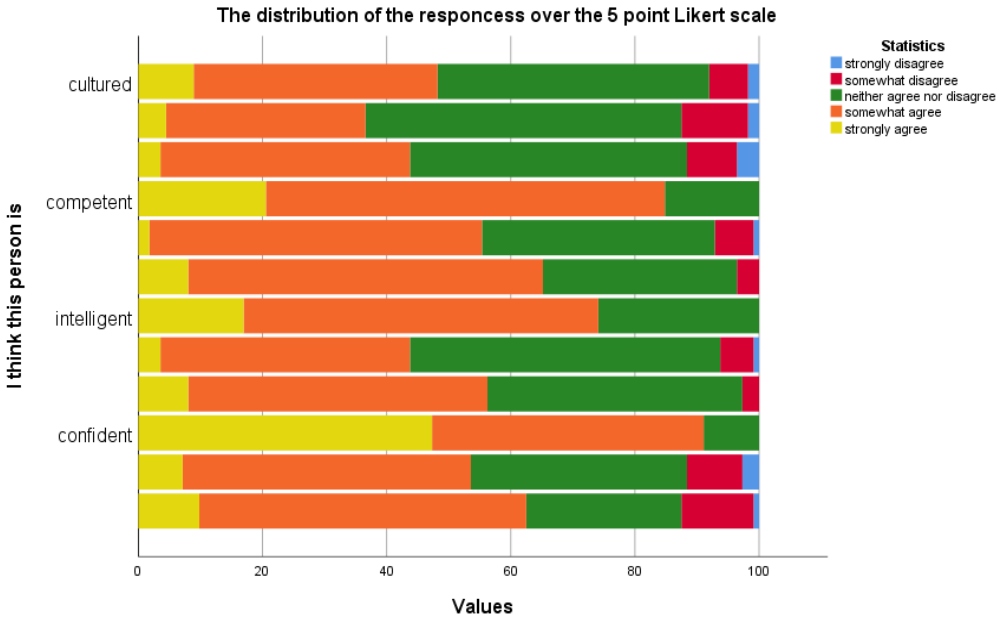

Figure 2. ***AUTHORITY*** ***for British English***

Furthermore, a one-way ANOVA was conducted comparing the mean scores for FRIENDLINESS and AUTHORITY for the British, Dutch, and Arabic accents of English (see Figure 3).

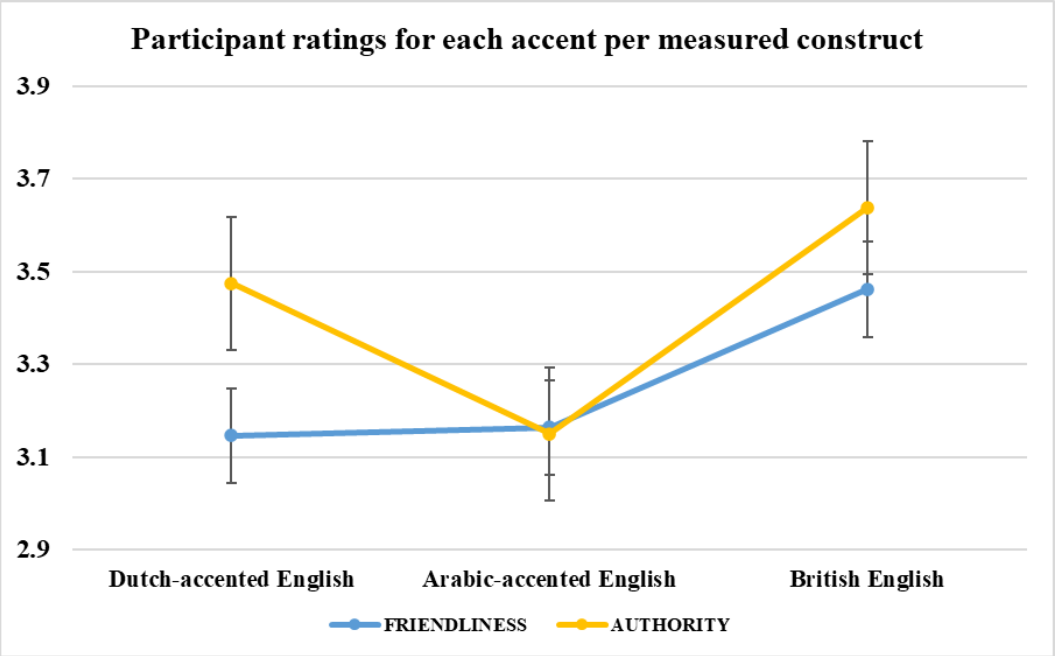

Figure 3. Comparison of mean scores for FRIENDLINESS and AUTHORITY

There was a significant effect of accent on the FRIENDLINESS score ($F(2,333) = 15.49$, $p<.001$). Tukey post-hoc tests revealed that the British English accent ($M=3.46$) differed significantly from both the Dutch ($M=3.15$, $p<.001$) and Arabic ($M=3.16$, $p<.001$) accents; there was no difference between the Dutch and Arabic accents in terms of FRIENDLINESS ($p=.956$). On the other hand, there was a significant effect of accent on AUTHORITY ($F(2,333) = 30.69$, $p<.001$). Tukey post-hoc tests revealed that the British English accent ($M=3.15$) differed significantly from the Arabic accent ($M=3.64$, $p<.001$). Moreover, the Dutch accent ($M=3.64$) differed significantly from the Arabic accent. There was no difference between the Dutch and British English accents in terms of AUTHORITY ($p=.027$).

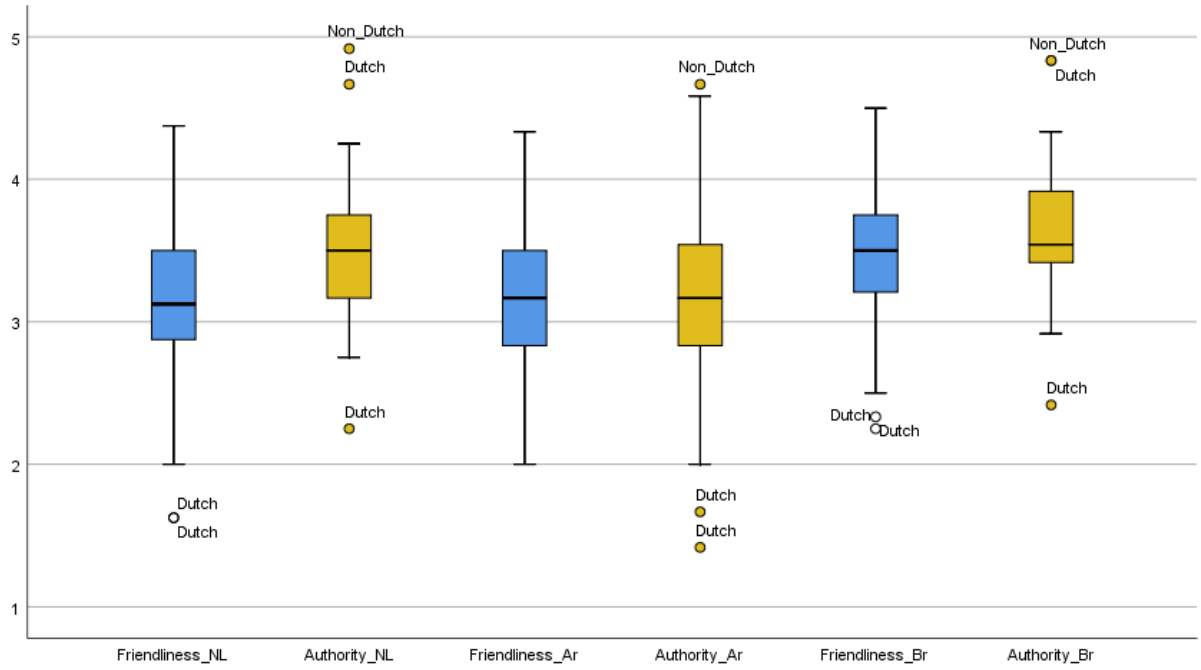

Figure 4. The distribution of the data per construct per accent

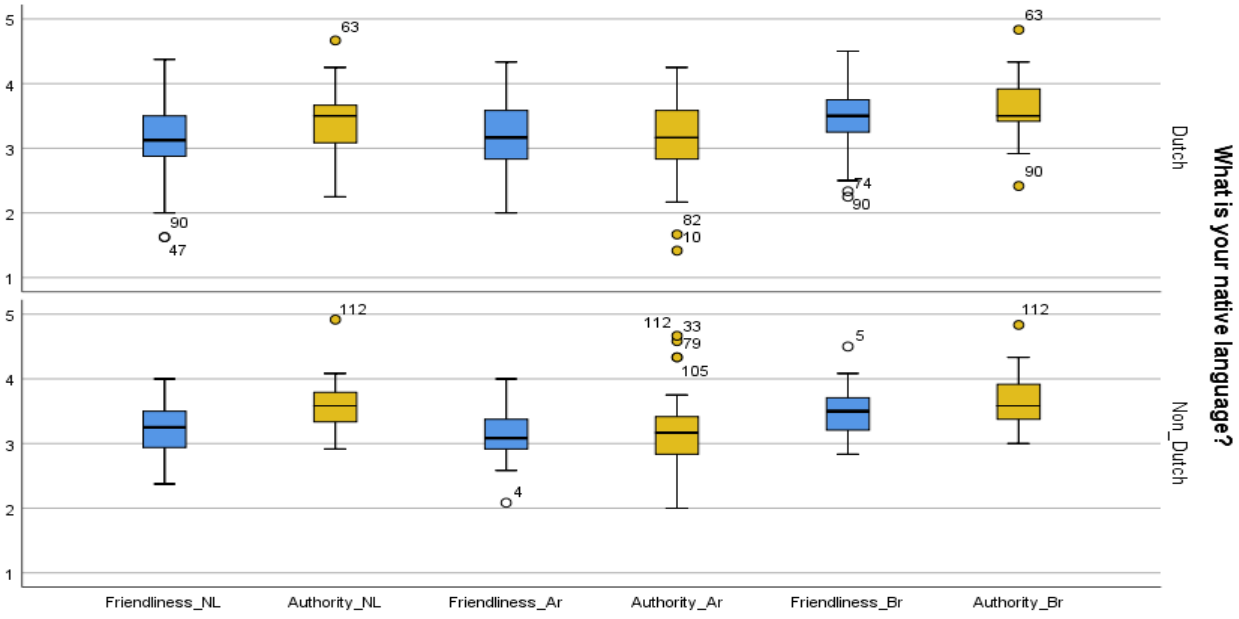

Figure 5: The distribution of the data per construct per accent per background

Figures 4 and 5 show the distribution of the responses per construct per accent as reported in Table 2 and Fig x. Figure 5 shows, the responses of participants differentiated by participant background. Responses are equally distributed with some minor differences in

variance. Interestingly, Figure 5 shows a large variance when it comes to FRIENDLINESS in the foreign accented Englishes compared to British English. However, for AUTHORITY the distribution of the responses varies the most for Arabic accented English.

6. Discussion

6.1 Revisiting research aims

This study explored the attitudinal responses of Dutch and non-Dutch students in the Netherlands towards native and non-native accents of English; it is centred around the following research questions:

1. Do students in the Netherlands rate Dutch-accented English lower than British English?
2. Do students in the Netherlands judge Arabic-accented English more negatively than Dutch-accented English?
3. Is there a difference between how Dutch students and international students perceive these three accents (Arabic, Dutch and British accents of English)?

Based on the findings of Nejjari et al. (2012) and that of Koster & Koet (1993), it was predicted that responses would be higher (viz. more positive) for British English, followed by Dutch-accented English and Arabic-accented English (Said, 2001; Johnson & Jenks, 1994). Differences among participants (Dutch vs. International students) were expected due to the differences in a foreign country and/or language experiences in either group; international students are living abroad and therefore have experience in being the ones perceived as 'foreign accented'. However, both Dutch and international students are students and therefore have access to objective discussions of language attitudes or experiences/exposure with foreign accentedness and could therefore be less biased than the wider population. These expectations and results of the present study are discussed in the following section.

6.2 General discussion

Overall, the results confirmed the first expectation. British English had the most positive scores, followed by Dutch-accented English and finally Arabic-accented English with the least positive scores. This is in line with Koster and Koet's (1993) results, where non-experts (students) are less tolerant to foreign accents because they are more influenced by social prejudices, and with Nejjari et al.'s (2012) study where the results show a more lenient attitude towards native English accents and slight Dutch accented English than the moderate Dutch English accent. That could be due to the speaker internal attitudes towards non-native accented English because the native speaker model in the Netherlands is exonormative, but this study cannot account for this because it did not differentiate between the moderate and slight Dutch accented English. Moreover, Nejjari et al's (2012) findings reveal that native speakers are more tolerant to the Dutch accented English than the Dutch native speakers as for them the British English evokes more status than the Dutch accented English as also revealed by the results of this thesis. These findings are similar to Walpot (2018), who found Dutch speakers are more optimistic about English native speaker varieties because they are more intelligible and in accordance with participants' personal aspirations. Additionally, it is possible that British English is rated the highest due to prescriptivism expected in university settings, leading participants to be biased towards the native speaker model. However, since the mean score of all constructs was mostly above 3 for the three accents in this study, this suggests that hearer-attitudes were neutral to positive.

Interestingly, the second hypothesis stating that the Arabic-accented English would be rated lower than the Dutch accented English was confirmed because for AUTHORITY the Dutch-accented English received a higher mean score ($\bar{x}$ = 3.5, SD =.42) than the Arabic accented English ($\bar{x}$ = 3.2, SD=.57), and this difference was significant. However, for FRIENDLINESS the Arabic accented English had a slightly higher mean score ($\bar{x}$ = 3.2, SD=46) compared to the Dutch accented English ($\bar{x}$=3.1, SD=53), however, this was not significant. These results are

in line with previous studies where results showed that participants liked Eastern European-accented English the most and Arabic-accented English the least (Said, 2011). Similarly, Johnson and Jenks (1994) found that participants preferred Spanish and German-accented English to Arabic-accented English. Compared to the pilot study mentioned in the introduction this study shows similar results for the first research question of the pilot study. As it turns out Arabic-accented English in this study shows a similar score to Dutch-accented English in FRIENDLINESS (although not statistically significant), but it also has a larger amount of variance in scores. The difference between the results of this study and the previous studies might be due to the affective nature of the constructs used, and/or the fact that other studies have different participant samples and therefore perspectives. Comparing Dutch and non-Dutch students' responses in this study, it becomes clear that the smaller variance in responses for the non-Dutch speakers might reflect that international students are aware that foreign accentedness is not an index for attractiveness of intelligence for instance. Moreover, it reflects the prescriptivism expected in university settings.

6.3 Limitations

One limitation of this study is that it does not have the same number of participants for each category since it was not possible to control the number of participants based on backgrounds due to online sampling. However, the reliability tests and the descriptive statistics showed that this was not an issue, but it would be beneficial for future research to take the number of participants in each group into account. Additionally, using (solely) the mean to generalize about the performance by respondents is difficult with Likert scale questions because the distance between the values is not clear, as is often the case with ordinal variables. That is why it is very important to report the distribution (i.e. standard deviation) of the responses as it shows how many respondents choose a particular score.

This study employed a one-way analysis of variance, however, future studies should take this into account and test the randomisation of the speakers by using a generalised model analysis. This would help to test the random effect of the speakers of each accent. Furthermore, future research would also benefit from a different pool of participants since the present study consisted of mostly students. This could affect the results because students may be more tolerant towards NS and NNS accents due to their experiences and exposure to different types of varieties. Additionally, there could be differences among the types of students (Dutch vs. international), although these differences were not found in the present research.

7. Conclusion

In short, the study examined attitudes of students in the Netherlands towards British English, Dutch and Arabic accented English. This study set out to examine these attitudes due to the increasing number of people with a diverse background in the Netherlands, and the effect of language on social interaction. This study tested three hypotheses, *i*) that British English would be rated highest, *ii*) Dutch would be rated higher than Arabic accented English and *iii*) there may be a difference between the responses of Dutch and international students. In line with the hypotheses, the participants rated British English more positively than Dutch accented English, followed by Arabic-accented English (similar to previous studies by Nejjari et al. (2012), Koster & Koet (1993), Said (2001) and Johnson & Jenks (1994)). Specifically, participants' opinions of the English accents ranged from neutral to positive and there was no discernible difference between Dutch and international students. The results were evaluated in terms of FRIENDLINESS and AUTHORITY, demonstrating a relatively impartial student community. However, due to the small sample of international students, it is not possible to make any broad assumptions. Future research will benefit from *i*) more statistical tests for the randomisation of the speakers, *ii*) an equal number of Dutch and non-Dutch participants in each group, and *iii*) a different group of participants or random sampling from the larger population.

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9. Appendices

Appendix A:_ The survey

Hello & welcome!

I am Diana Saem Aldaher from Utrecht University, and this is my survey for my thesis research. I am investigating Dutch students' attitudes towards different accents of English. In this survey you will be asked to listen to recordings of several speakers of English, during which you will be presented with questions about their personality. The text you will hear is the same for all speakers and the purpose of the study will be revealed at the end of the survey.

If you are to be so kind and participate in my investigation, you should know that:1. The survey will take about 10 minutes of your time.2. There is no monetary compensation for your participation. 3. Your response is, and will remain, completely anonymous. 4. Your participation is fully voluntary.

If you have any questions or concerns pertaining to the survey, feel free to send an email to d.saemaldaher@students.uu.nl (attn. Diana Saem Aldaher).

Q1, I have read the information stated above carefully and understand the purpose of this study. I have been given the opportunity to ask questions I may have.

- ○ I agree to participate in this survey voluntarily.
- ○ I do not wish to participate in this survey voluntarily.

Q2, Are you within the age range of 19-29?

- ○ Yes
- ○ No

Q3, What is your gender identity?

- Male
- Female
- Non-binary / third gender
- Prefer not to say

Q4, What is your native language?

_____

Q,5 What other languages are fluent in?

_____

Q,6 What is your current educational level?

_____

Q7, Are you currently enrolled in a study program?

- Yes
- No

End of Block: Biographical form

Start of Block: The first Dutch speaker

Q8, Please listen to the sound file and answer the subsequent questions:

Q9, I think this person is friendly:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q10, I think this person social:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q11, I think this person is pleasant:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q12, I think this person attractive:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q13, I think this person is confident:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q14, I think this person is intelligent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q15, I think this person is competent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q16, I think this person is cultured:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

End of Block: The first Dutch speaker

Start of Block: The second Dutch speaker:

Q17, please listen to the sound file and answer the subsequent questions:

Q18, I think this person is friendly:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q19, I think this person is social:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q20, I think this person is pleasant:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q21, I think this person is attractive:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q22, I think this person is confident:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q23, I think this person is intelligent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q24, I think this person is competent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q25, I think this person is cultured:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

End of Block: The second Dutch speaker:

Start of Block: The third Dutch speaker:

Q26. Please listen to the sound file and answer the subsequent questions:

Q27, I think this person is friendly:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q28, I think this person is social

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q29, I think this person is pleasant:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q30, I think this person is attractive:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q31, I think this person is confident:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q32, I think this person is intelligent

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q33, I think this person is competent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q34, I think this person is cultured:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

End of Block: The third Dutch speaker:

Start of Block: The first Arabic speaker:

Q35, Please listen to the sound file and answer the subsequent questions:

Q36, I think this person is friendly

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q37, I think this person is social:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q38, I think this person is pleasant:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q39, I think this person is attractive:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q40, I think this person is confident:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q41, I think this person is intelligent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q42, I think this person is competent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q43, I think this person is cultured:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

End of Block: The first Arabic speaker:

Start of Block: The second Arabic speaker

Q44, Please listen to the sound file and answer the subsequent questions:

Q45, I think this person is friendly:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q46, I think this person is social:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q47, I think this person is pleasant:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q48, I think this person is attractive:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q49, I think this person is confident:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q50, I think this person is intelligent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q51, I think this person is competent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q52, I think this person is cultured:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

End of Block: The second Arabic speaker

Start of Block: The third Arabic speaker:

Q53, Please listen to the sound file and answer the subsequent questions:

Q54, I think this person is friendly:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q55, I think this person is social:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q56, I think this person is pleasant:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q57, I think this person is attractive:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q58, I think this person is confident:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q59, I think this person is intelligent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q60, I think this person is competent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q61, I think this person is cultured:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

End of Block: The third Arabic speaker:

Start of Block: The first RP speaker:

Q62, Please listen to the sound file and answer the subsequent questions:

Q63, I think this person is friendly:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q64, I think this person is social:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q65, I think this person is pleasant:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q66, I think this person is attractive:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q67, I think this person is confident:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q68, I think this person is intelligent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q69, I think this person is competent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q70, I think this person is cultured:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

End of Block: The first RP speaker:

Start of Block: The second RP speaker:

Q71, Please listen to the sound file and answer the subsequent questions:

Q72, I think this person is friendly:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q73, I think this person is social:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q74, I think this person is pleasant:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q75, I think this person is attractive:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q76, I think this person is confident:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q77, I think this person is intelligent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q78, I think this person is competent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q79, I think this person is cultured:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

End of Block: The second RP speaker:

Start of Block: The third RP speaker:

Q80, Please listen to the sound file and answer the subsequent questions:

Q81, I think this person is friendly:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q82, I think this person is social:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q83, I think this person is pleasant:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q84, I think this person is attractive:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q85, I think this person is confident:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q86, I think this person is intelligent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q87, I think this person is competent:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q88, I think this person is cultured:

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Appendix B: The distribution of the responses over the 5-point Likert scales

Chart 1: FRIENDLINESS for Dutch accented English

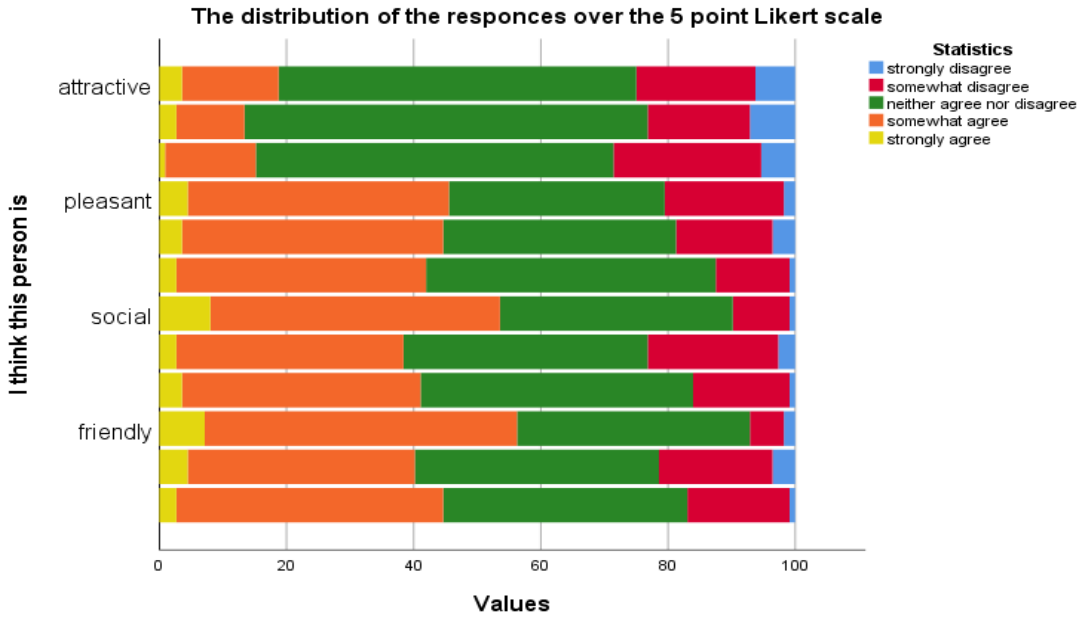

Chart 2: AUTHORITY for Dutch accented English:

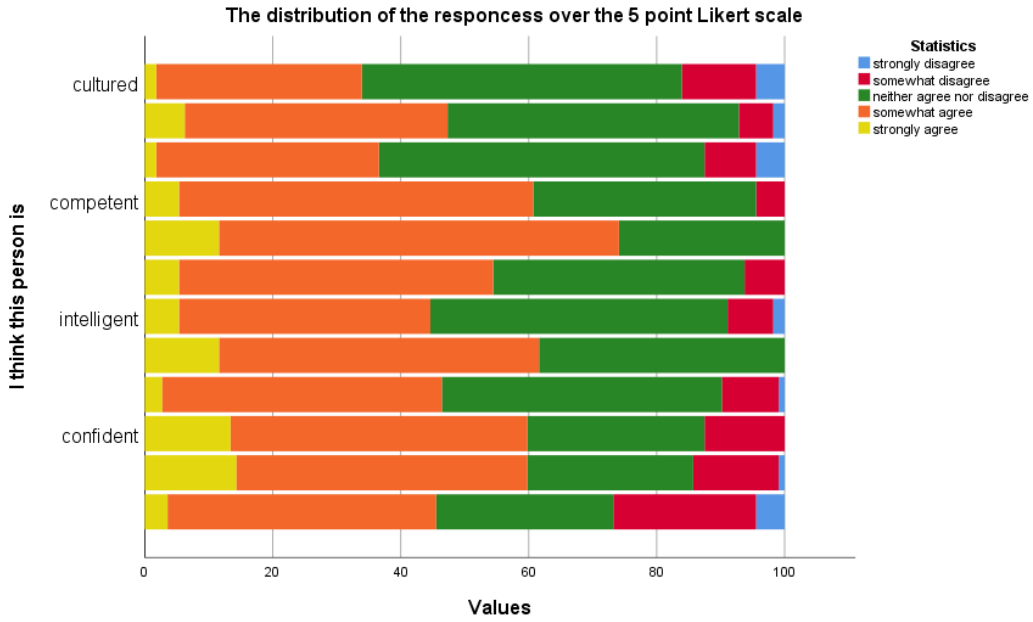

Chart 3: FRIENDLINESS for Arabic accented English:

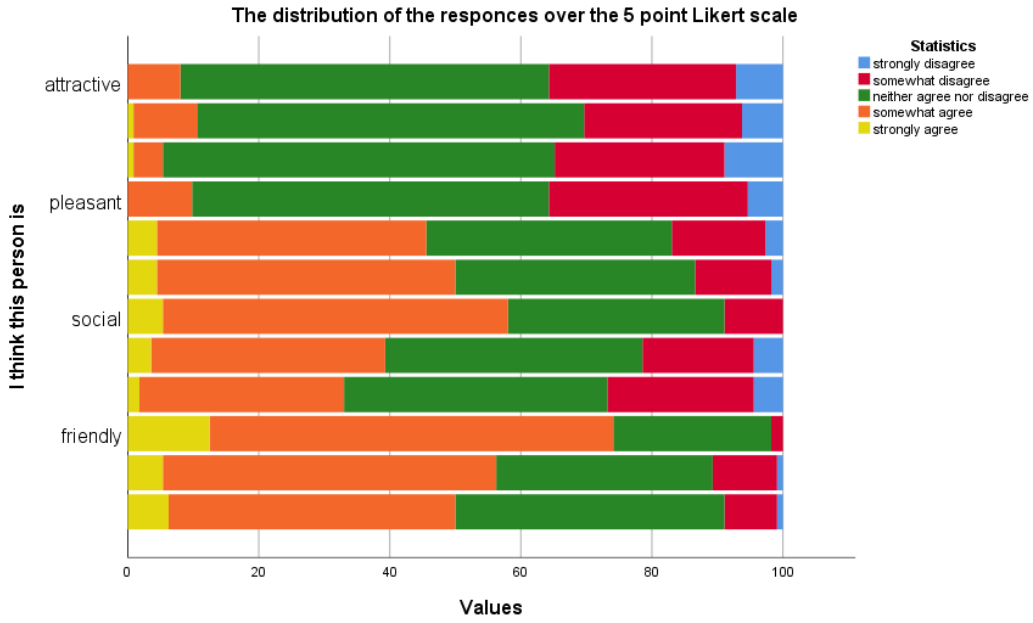

Chart 4: AUTHORITY for Arabic accented English:

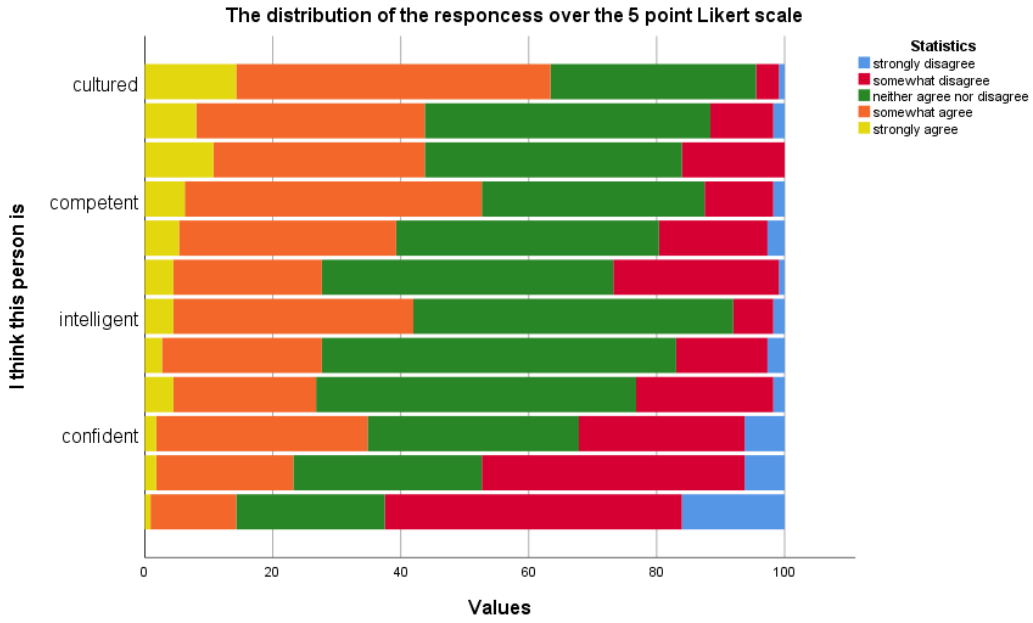

Chart 5: FRIENDLINESS for British English:

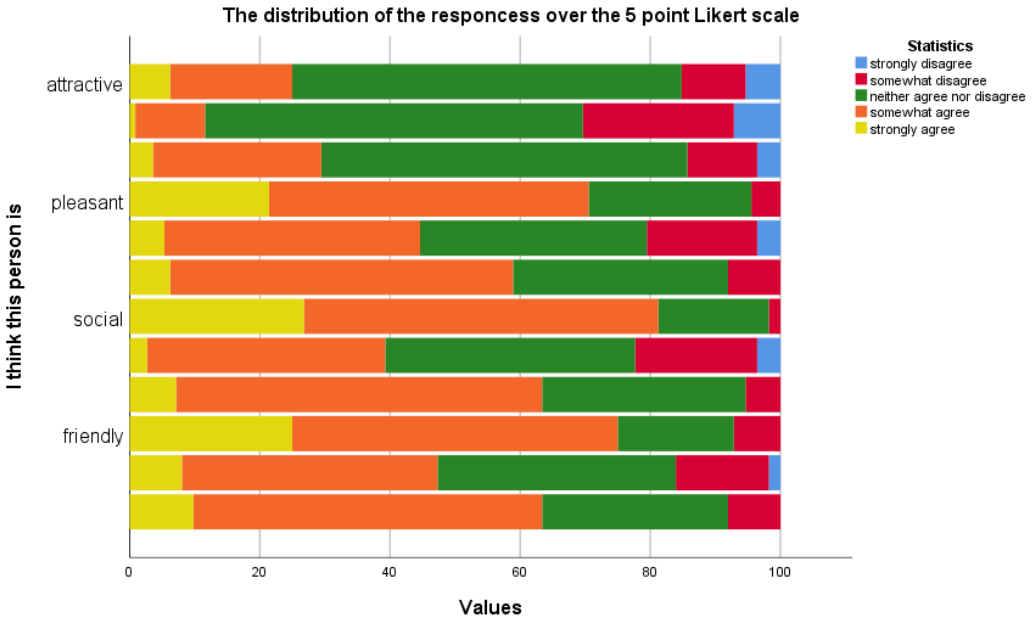

Chart 6: AUTHORITY for British English: