Argentinean People's Attitudes towards Different Varieties of English

María Milagros Castro[15]

Universidad Complutense de Madrid

✉   **castromilagros97@gmail.com**

Abstract

In Argentina, English has played a major role in education and the job market for years, thus making Argentinean people's language attitudes towards English relevant. Yet, this area remains under-researched. Therefore, this paper examined Argentinean people's language attitudes towards different varieties of English in terms of two evaluative dimensions: solidarity and status. To do so, 50 Argentinean people participated in a verbal-guise study in which they rated five English varieties, out of which one was from a native US speaker and the remaining four were from non-native speakers from four different Spanish-speaking countries: Chile, Spain, Argentina and Mexico. As regards status, results support prior research since the varieties considered as native by the participants received the most

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[15] **María Milagros Castro** is a Sworn Translator graduated from Universidad Católica Argentina and an English Professor graduated from Universidad del Salvador. She also holds a Master's Degree in English Applied Linguistics issued by Universidad Complutense de Madrid. She has worked as a translator, a secondary school English teacher, and an assistant professor at Universidad Católica Argentina

favorable evaluations, while the non-native varieties received less favorable evaluations. In terms of solidarity, however, results partially contradict previous findings, given that the native speaker received the highest rating and one of the non-native speakers received the lowest rating. Nevertheless, the only speaker deemed non-native by all participants was the second-highest rated.

Key words: language attitudes, varieties, native accent, non-native accent, verbal-guise study, solidarity, status

Resumen

En la Argentina, el inglés ha sido importante para la educación y el mercado laboral durante años, lo cual confirma que las actitudes lingüísticas de los argentinos hacia el inglés son relevantes. Sin embargo, esta área no se ha investigado en profundidad. Por lo tanto, este trabajo estudió las actitudes lingüísticas de los argentinos hacia distintas variedades del inglés en cuanto a dos dimensiones de evaluación: solidaridad y estatus. Para ello, 50 argentinos completaron una encuesta que incluía la técnica del *verbal-guise*, mediante la cual evaluaron cinco variedades del inglés, una perteneciente a un hablante nativo de los Estados Unidos, y las otras cuatro pertenecientes a hablantes no nativos de cuatro países de habla hispana: Chile, España, Argentina y México. En cuanto a estatus, los resultados concuerdan con aquellos de estudios anteriores, dado que las variedades consideradas como nativas por los participantes recibieron las evaluaciones más positivas, mientras que las variedades no nativas fueron evaluadas de forma menos favorable. No obstante, en términos de solidaridad,

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

los resultados contradicen estudios anteriores en parte, ya que el hablante nativo recibió la calificación más alta y uno de los hablantes no nativos recibió la calificación más baja. De todas formas, el único hablante considerado no nativo por todos los participantes obtuvo la segunda más alta calificación.

Palabras clave: actitudes lingüísticas, variedades, acento nativo, acento no nativo, técnica del *verbal-guise*, solidaridad, estatus

Introduction

Taking into account the current context of globalization, technological innovation and migration, and the fact that people nowadays are in contact with many different languages, research in the field of language attitudes has gained importance. This field is especially concerned with studies towards English, as it is considered to be a world language. In Argentina, English has played a major role in education and the job market for years (Friedrich, 2003), which is why examining Argentinean people's language attitudes towards English is relevant.

While it is true that language attitudes research towards English varieties has been carried out in other countries (see Ryan et al., 1977; Dalton-Puffer et al., 1997; El-Dash & Busnardo, 2001; Carrie, 2017; Dragojevic & Goatley-Soan, 2020), this has not been the case in Argentina, where the few studies that have been undertaken in the field concern attitudes towards the English language in general (e.g. Friedrich, 2003), gender-neutral language in

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

Spanish (e.g. Bonnin & Coronel, 2021) or specific features of the Spanish language (e.g. Lang-Rigal, 2020).

Therefore, this project aims to explore Argentinean people's attitudes towards different varieties of English, an area which has not been analyzed in past studies. To do this, a group of Argentinean subjects (n = 50) took part in a verbal-guise study comprising five audio recordings, out of which one is from a native US speaker and the remaining four are from non-native speakers from four different Spanish-speaking countries: Chile, Spain, Argentina and Mexico.

This study answers the following research question: What are Argentinean people's attitudes towards different varieties of English in terms of status and solidarity? In line with previous research, it was hypothesized that non-native accents would be rated higher in terms of solidarity and lower in terms of status, and vice versa in the case of native accents (see Giles & Coupland, 1991; Garrett et al., 2003; Kircher & Zipp, 2022).

This paper is divided into five sections. After this introduction, section 2 presents the theoretical background, which includes relevant definitions about language attitudes and a short literature review on previous studies that have been carried out in the field. Next, section 3 outlines the methodology implemented, including the participants, the survey administered, the verbal-guise study, and the procedure. Then, section 4 presents the analysis and discussion of results. Finally, section 5 offers a conclusion, states the contribution of this

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

study to the field, identifies its limitations, and suggests future lines of research on language attitudes.

Theoretical background

Defining 'attitude' and 'language attitudes'

To begin with, given that attitudes are subjective in nature and definitions are widely varied across disciplines, for the avoidance of doubt, it is important to define them and mention explicitly what language attitudes encompass within this research project.

According to Oppenheim (1982), an attitude is "an inner component of mental life which expresses itself, directly or indirectly, through (…) stereotypes, beliefs, verbal statements or reactions, ideas and opinions (…)" (p. 39). It is worth highlighting from this definition that attitudes are not directly observable because they are psychological constructs, meaning that they have to be inferred from people's actions and statements.

Another common definition is that by Eagly and Chaiken (1993), which states that an attitude is "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p. 1), emphasizing the fact that attitudes are internal and are revealed by people's agreement or disagreement towards an object, for example, by means of attitude rating scales.

Taking into account the above definitions of the term 'attitude', 'language attitudes' are generally defined as "the attitudes which people have towards different languages, dialects, accents and their speakers" (Trudgill, 2003, p. 73). In addition, language attitudes

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

are highly complex, since they are made up by a wide variety of factors and previous studies have shown that they are affected by certain demographic characteristics such as gender, location, educational level and contact with the relevant language (Kircher & Zipp, 2022), which is why Edwards (1982) suggests that they should be considered as "expressions of social convention and preference which, in turn, reflect an awareness of the status and prestige accorded to the [users] of these varieties" (p. 21).

Building on the abovementioned idea of prestige, language attitudes are deemed to have two evaluative dimensions: solidarity and status. According to Woolard (1989), status is "the desire to get ahead in some way", while solidarity is "the desire to be accepted by [a social] group" (p. 90). Thus, when a language variety is evaluated as high status, it is associated with power, success and ambition. By contrast, when a language variety is rated positively in terms of solidarity, it implies belonging, attachment and in-group loyalty.

Previous research on language attitudes

Prior research in the field of language attitudes has found that, in general, native accents tend to be rated higher in terms of status, while non-native accents are rated higher in terms of solidarity (Giles & Coupland, 1991; Garrett et al., 2003; Kircher & Zipp, 2022). However, foreign-accented varieties sometimes receive more negative evaluations in terms of both status and solidarity (Giles & Watson, 2013). It has also been uncovered by previous studies that people usually rate their own variety — be it standard or non-standard — more positively in terms of solidarity than any out-group variety (Kircher & Zipp, 2022).

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

For instance, Ryan et al. (1977) examined the language attitudes towards Spanish-English bilinguals with varying degrees of accentedness and they found that the status attributed to the speakers diminished as their accentedness increased.

Additionally, a study carried out by Dalton-Puffer et al. (1997) investigated the language attitudes of Austrian university students of English towards native and non-native varieties of English and confirmed that non-native accents were rated as having a lower status than native accents, since participants exhibited preference for the native varieties, especially the variety they were most familiar with.

What is more, El-Dash and Busnardo (2001) analyzed the language attitudes of Brazilian people towards native and non-native English and Portuguese varieties and found that half of the participants attributed higher status to the English guises, but the other half evaluated these guises more favorably in terms of solidarity, which contradicted expectations.

Furthermore, when only native varieties are examined, differences in terms of status and solidarity also emerge between them. Carrie (2017) studied the language attitudes of Spanish university students towards native varieties of English, namely Received Pronunciation (RP) and General American (GenAm), and found that the former was associated with higher status while the latter was awarded higher solidarity.

Last but not least, in the study conducted by Dragojevic and Goatley-Soan (2020) into Americans' language attitudes towards standard American English (SAE) and nine foreign accents, all foreign accents were rated lower in terms of both status and solidarity in

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

comparison with the SAE accent, although some foreign varieties were better rated than others.

Methodology

Participants

Fifty-one Argentinean people participated in this empirical study by responding an open online survey (see Appendix for the complete survey). One subject was excluded from the analysis for not having been born in Argentina. The final sample consisted of 50 Argentinean-born people (64% from Buenos Aires, 28% from Tucumán, 4% from Salta, 2% from Neuquén, and 2% from Tierra del Fuego), ranging in age from 18 to 65 years, out of which 31 (62%) were female and 19 (38%) were male. Participants reported their own level of English as basic (A1-A2) (8%), intermediate (B1-B2) (32%), advanced (C1-C2) (56%), and native (4%).

Verbal-guise technique

This project used the verbal-guise technique, which employs language varieties recorded by different speakers (Garrett, 2010). In this case, it is essential to have different speakers in order to ensure that all non-native accents are as natural as possible. While it is true that hearing different speakers may affect people's attitudes towards the different varieties of English, the speakers selected share similar demographic characteristics, and

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

features such as speech rate and pauses were kept as constant as possible so that the only relevant difference among speakers is their accent.

For the purpose of this project, five audio recordings were selected from the Speech Accent Archive (http://accent.gmu.edu/), a webpage which stores the same written text recorded in English by people all over the world. The speakers chosen are from five different countries — one representing a native variety and the remaining four representing non-native varieties from different Spanish-speaking countries — and were presented in the verbal-guise study in the following order: Chile, USA, Spain, Argentina and Mexico, as Speaker 1, 2, 3, 4 and 5, respectively. Participants were not given any information about the speakers' nationalities either before or during the project.

The verbal-guise study included first a question with ten 4-point Likert scales for each speaker, which asked participants to rate them according to ten adjectives appearing in random order and belonging to two dimensions: solidarity (*friendly, generous, funny, polite, honest*) and status (*intelligent, well educated, successful, hard-working, ambitious*). Then, participants were asked to indicate where they thought each speaker was from. The approach followed in this verbal-guise study in which participants rated the five varieties according to adjectives was indirect, so as to keep the real purpose of the research hidden from participants and avoid biasing them.

Finally, Likert scales were used because they allow for rapid completion and therefore elicit participants' first impressions. It should be mentioned that a 4-point scale (1 = strongly

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

disagree; 4 = strongly agree) was used so that participants were not offered a 'neutral' mid-point and they were made to lean either way.

Procedure

The data for this research was gathered from an online survey administered via Google Forms to the 50 participants. The questionnaire was divided into three parts: the first part included demographic questions about the participants, the second part included the verbal-guise study, and the third part included questions about participants' level of English.

This methodology was implemented since it allows for rapid collection of data from all over the world, which is of particular interest considering the project was conducted in Spain with participants from Argentina. However, disadvantages of this method include the fact that honesty in participants' answers cannot be guaranteed and the conditions under which each participant responds cannot be controlled.

Once all the data had been collected, it was analyzed quantitatively. Mean ratings were calculated and one-way repeated measures ANOVAs of speakers' solidarity, status and overall attitudes were conducted. The results of this statistical analysis are presented in the following section.

Analysis and discussion of results

Solidarity

Attitudes towards solidarity were calculated with the mean ratings obtained from the five adjectives included in this dimension, namely: *friendly, generous, funny, polite* and

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

honest. Below, Table 1 presents, from highest to lowest, the mean ratings (and standard deviations) of the solidarity dimension of all speakers.
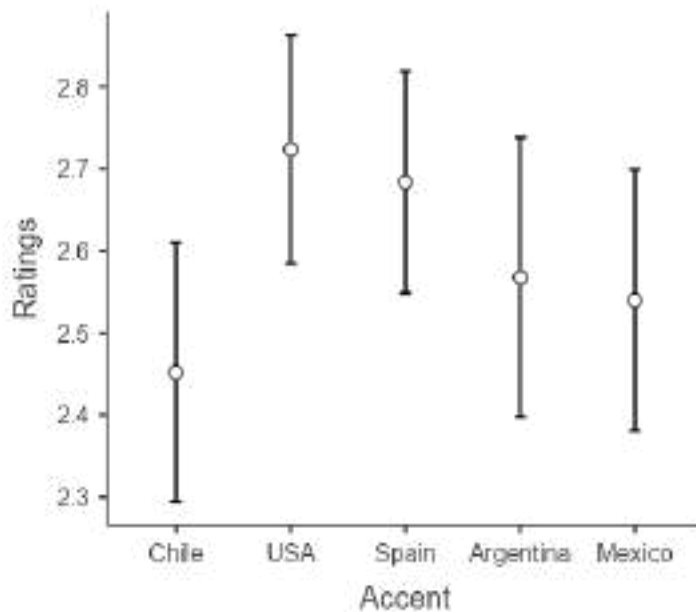
Table 1.

Mean ratings (and standard deviations) of the solidarity dimension

USA	2.72	(0.94)
Spain	2.68	(0.82)
Argentina	2.57	(0.93)
Mexico	2.54	(0.90)
Chile	2.45	(1.03)

In this dimension, the speaker from the USA received the highest rating ($M = 2.72$, $SD = 0.94$), followed by the speaker from Spain ($M = 2.68$, $SD = 0.82$), then Argentina ($M = 2.57$, $SD = 0.93$) and Mexico ($M = 2.54$, $SD = 0.90$), and lastly, Chile ($M = 2.45$, $SD = 1.03$), the speaker with the lowest rating (see Figure 1 for estimated marginal means).

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

Figure 1.

Estimated marginal means of the solidarity dimension

A one-way repeated measures ANOVA was used to compare the mean ratings of the solidarity dimension of each speaker. Prior to the analysis, Mauchly's test of sphericity was conducted in order to examine the equality of the variances between all combinations of related groups, and results indicate that the assumption of sphericity was not violated, $W = 0.826$, $p = 0.429$. Results of the ANOVA show that the variation across speakers is statistically significant, $F (4, 196) = 3.78$, $p = 0.006$, $\eta^2_p = 0.072$.

Post-hoc pairwise comparisons using the Bonferroni correction reveal that there are statistically significant differences only between the speakers from Chile and the USA, $t = $ -

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

3.385, $p = 0.014$, and Chile and Spain, $t = -3.101$, $p = 0.032$. No other significant differences were found across speakers.

On the one hand, the fact that the speaker from the USA was the most positively rated in this dimension partially rejects the proposed hypothesis and contradicts prior research, since it was expected that, in line with Giles and Coupland (1991) and Garrett et al. (2003), the native guise would receive a lower solidarity rating in comparison with the non-native guises. In addition, unlike in Kircher and Zipp (2022), the participants in this survey did not evaluate the purported members of their in-group — in this case, the non-native speakers — more favorably in terms of solidarity than the member of the out-group — the native speaker. However, these results support prior research in which standard American English speakers received more positive solidarity ratings than speakers of other varieties (see Carrie, 2017; Dragojevic & Goatley-Soan, 2020). Besides, as native accents are sometimes evaluated more positively in both dimensions (Giles & Watson, 2013), it is not surprising that the US speaker, who was identified as native by 44 participants, was the highest rated in terms of solidarity in comparison with the four non-native accents.

On the other hand, the hypothesis set forth in the introduction is partially confirmed by the findings, since the speaker from Spain, arguably the one with the highest degree of accentedness, received the second most favorable evaluation in terms of solidarity. When asked to state where they thought this speaker was from, all 50 participants indicated countries or regions where English is not spoken as a first language, such as Spain, Argentina, Mexico, Latin America, India or Saudi Arabia, among others. This implies that

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

none of the participants considered him to be a native speaker, and if they felt that they belonged to the same in-group, then his being the second-highest rated in the dimension of solidarity is not surprising, in accordance with Kircher and Zipp (2022).

Finally, the results obtained for the speaker from Chile are unexpected and also contradict the proposed hypothesis. In the survey, no participants correctly identified him as being Chilean, although 28 participants identified him as a non-native speaker, mainly from Spanish-speaking countries, while 20 identified him as native. Yet, this does not explain why he received the most negative solidarity evaluation out of all speakers, causing statistically significant differences with respect to both the speaker from the USA and the speaker from Spain. This could mean that participants probably based their answers on other factors instead of focusing solely on his accent. Another factor that should be taken into account is that the recording by this speaker was the first one heard by all participants, since software restrictions did not allow for the order of the audios to be randomized.

Status

Attitudes towards status were calculated with the mean ratings obtained from the five adjectives included in this dimension, namely: *intelligent, well educated, successful, hard-working* and *ambitious*. Table 2 below presents, from highest to lowest, the mean ratings (and standard deviations) of the status dimension of all speakers.
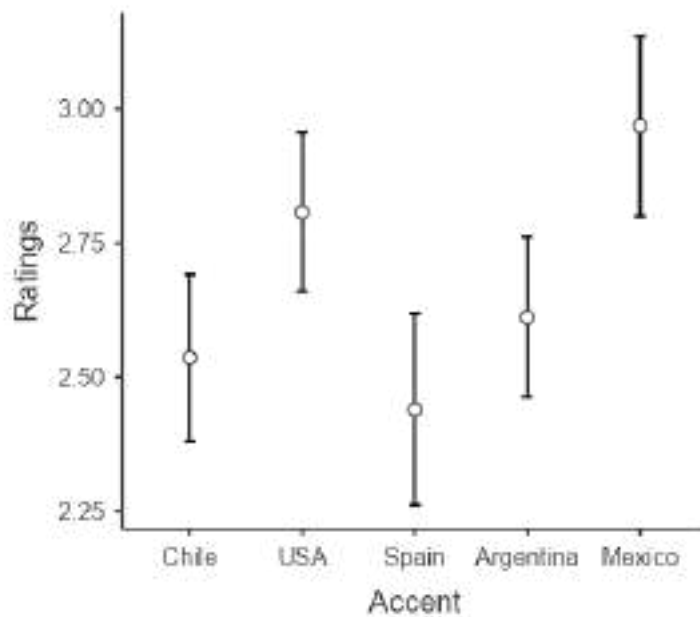
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Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

Table 2.

Mean ratings (and standard deviations) of the status dimension

Mexico	2.97	(0.80)
USA	2.81	(0.86)
Argentina	2.61	(0.78)
Chile	2.54	(0.88)
Spain	2.44	(0.83)

In this dimension, the most positively rated speaker is the one from Mexico ($M = 2.97$, $SD = 0.80$), followed by the speaker from the USA ($M = 2.81$, $SD = 0.86$), then Argentina ($M = 2.61$, $SD = 0.78$), Chile ($M = 2.54$, $SD = 0.88$), and lastly, Spain ($M = 2.44$, $SD = 0.83$), the least positively rated speaker (see Figure 2 for estimated marginal means).

Figure 2.

Estimated marginal means of the status dimension

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

A one-way repeated measures ANOVA was used to compare the mean ratings of the status dimension of each speaker. Prior to the analysis, Mauchly's test of sphericity was conducted and results indicate that the assumption of sphericity was violated, $W = 0.413$, $p = <.001$, $GGe = 0.738$. Therefore, the Greenhouse-Geisser correction was applied. Results of the ANOVA show that the variation across speakers is statistically significant, F (2.95, 144.55) = 14.2, $p < .001$, $\eta^2_p = 0.225$.

Post-hoc pairwise comparisons using the Bonferroni correction reveal that there are statistically significant differences between five pairs of speakers: Chile and USA, $t = -3.916$, $p = 0.003$, Chile and Mexico, $t = -5.250$, $p <.001$, USA and Spain, $t = 4.007$, $p = 0.002$, Spain and Mexico, $t = -5.112$, $p <.001$, and Argentina and Mexico, $t = -5.458$, $p <.001$. No other significant differences were found.

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

Unexpectedly, the speaker from Mexico surpassed the speaker from the USA in the status dimension, even though the mean difference between them was not significant. Nevertheless, there were statistically significant differences between the speaker from Mexico and the speakers from Argentina, Chile and Spain, i.e. the three remaining non-native varieties, since according to Ryan et al. (1977), status diminishes as accentedness increases. At first sight, these results could be considered to contradict the abovementioned hypothesis, as one of the non-native guises received the highest status rating. However, upon closer inspection, it was uncovered that these results could have been obtained because he was deemed to be a native speaker by 43 of the participants, who indicated he was from the USA, Canada, the UK or Australia, among other English-speaking regions. Thus, even if he was not meant to represent a native variety, the fact that most participants identified him as native and accordingly gave him a more positive evaluation in terms of status with respect to the other foreign-accented varieties supports the hypothesis, in consonance with Giles and Watson (2013).

As regards the speaker from the USA, given that he represents a native variety, it was expected that he would be rated high in terms of status, also confirming the hypothesis and in line with previous findings (see Giles & Coupland, 1991; Garrett et al., 2003; Kircher & Zipp, 2022). While it is true that this speaker was the second-highest rated in this dimension ($M = 2.81$, $SD = 0.86$), this rating is higher than his solidarity rating ($M = 2.72$, $SD = 0.94$), which supports prior research regarding native varieties and high status (see Dalton-Puffer et al., 1997). In this case, statistically significant differences were found with respect to the

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

speakers from Chile and Spain, which once again confirms the hypothesis, as two of the non-native accents received the least favorable status evaluations.

Overall attitudes

Overall attitudes were calculated by merging both dimensions under study, with the mean ratings obtained from the ten adjectives included in the survey for each speaker. Below, Table 3 presents, from highest to lowest, the mean ratings (and standard deviations) of the overall attitudes of all speakers.

Table 3.

*Mean ratings (and standard deviations) of overall attitudes*

USA	2.77	(0.90)
Mexico	2.75	(0.88)
Argentina	2.59	(0.86)
Spain	2.56	(0.84)
Chile	2.49	(0.96)

All in all, the speaker from the USA received the highest mean rating ($M = 2.77$, $SD = 0.90$), closely followed by the speaker from Mexico ($M = 2.75$, $SD = 0.88$), then

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

Argentina ($M = 2.59$, $SD = 0.86$) and Spain ($M = 2.56$, $SD = 0.84$), and lastly, Chile ($M = 2.49$, $SD = 0.96$), once again, the speaker who received the lowest rating (see Figure 3 for estimated marginal means).

Figure 3.

Estimated marginal means of overall attitudes
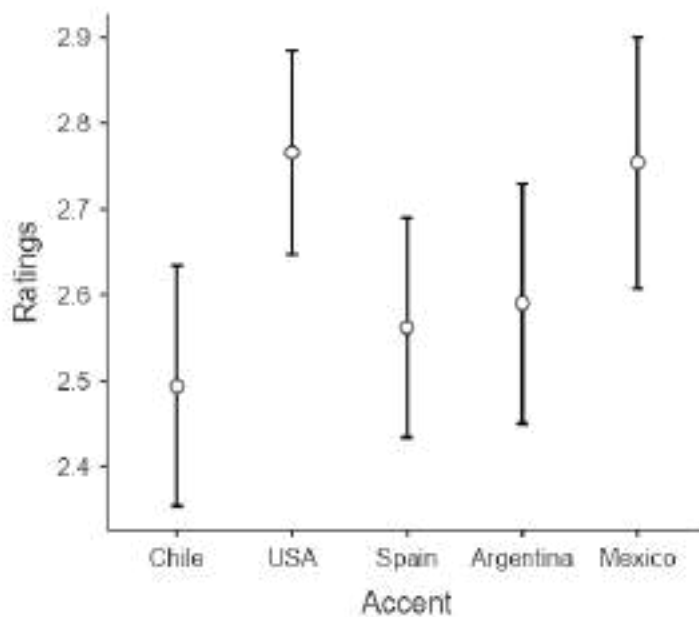
A one-way repeated measures ANOVA was used to compare the mean ratings of the overall attitudes of each speaker. Prior to the analysis, Mauchly's test of sphericity was conducted and results indicate that the assumption of sphericity was violated, $W = 0.698$, $p = 0.048$, $HFe = 0.941$. Therefore, the Huynh-Feldt correction was applied. Results of the

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

ANOVA show that the variation across speakers is statistically significant, F (3.77, 184.52) = 7.42, $p < .001$, $\eta^2_p = 0.132$.

Post-hoc pairwise comparisons using the Bonferroni correction reveal that there are statistically significant differences between four pairs of speakers: Chile and USA, $t = -4.802$, $p < .001$, Chile and Mexico, $t = -3.815$, $p = 0.004$, USA and Spain, $t = 3.028$, $p = 0.039$, and Argentina and Mexico, $t = -3.171$, $p = 0.026$. No other significant differences were found.

Taking both dimensions into account, the variety with the highest rating is the one of the US speaker. This supports Giles and Watson's (2013) findings that foreign-accented varieties sometimes receive more negative evaluations in terms of both status and solidarity. Nevertheless, as mentioned above, the native speaker's status rating was higher than his solidarity rating. Once again, and as expected, this speaker presents statistically significant differences in comparison with the speakers from Spain and Chile, the two varieties with the lowest overall ratings.

In addition, as stated above, the speaker from Mexico was deemed to be a native speaker by the vast majority of participants, which explains why his overall evaluation is very similar to that of the US speaker. Thus, if the Mexican speaker were taken to represent a native variety, his status rating ($M = 2.97$, $SD = 0.80$) and his solidarity rating ($M = 2.54$, $SD = 0.90$), which were unexpected and initially thought to contradict the hypothesis, would in fact support the hypothesis and previous research. Finally, statistically significant differences were found between this speaker and the speakers from Argentina and Chile, two

of the non-native varieties. Yet, surprisingly, this was not the case with the speaker from Spain.

Conclusion

This paper has examined Argentinean people's attitudes towards different varieties of English. To do this, Argentinean people took part in a verbal-guise study comprising five audio recordings, out of which one was from a native US speaker and the remaining four were from non-native speakers from four different Spanish-speaking countries: Chile, Spain, Argentina and Mexico.

The analysis herein answered the research question posed in the introduction: What are Argentinean people's attitudes towards different varieties of English in terms of status and solidarity? Moreover, the hypothesis set forth in the introduction that non-native accents would be rated higher in terms of solidarity and lower in terms of status, and vice versa in the case of native accents, was partially confirmed by the results obtained in the study.

On the one hand, results show that, in terms of solidarity, the hypothesis was partially refuted by the fact that the native variety (USA) received the highest rating and one of the non-native varieties (Chile) received the lowest rating. Nevertheless, the second-highest rated variety in the dimension of solidarity was the speaker from Spain, the only one deemed to be non-native by all participants, which partially confirms the hypothesis. Statistically

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

significant differences were found only between the speakers from Chile and the USA and Chile and Spain.

On the other hand, in terms of status, the hypothesis was confirmed since the speakers largely considered by most participants to be native, i.e. those from Mexico and the USA, were the most positively evaluated, while the speakers from Argentina, Chile and Spain received less favorable evaluations. Statistically significant differences were found between five pairs of speakers: Chile and USA, Chile and Mexico, USA and Spain, Spain and Mexico, and Argentina and Mexico.

Overall, the speaker from the USA was the most positively evaluated, closely followed by the speaker from Mexico. Statistically significant differences were found between four pairs of speakers: Chile and USA, Chile and Mexico, USA and Spain, and Argentina and Mexico.

This project has delved into the under-researched field of language attitudes towards different varieties of English in Argentina, and in doing so, has provided insights into Argentinean people's opinions about native and non-native English accents.

The main limitation of this study was the size of the sample. Given that data was gathered only from 50 participants, the results obtained are not representative of the entire population and can therefore not be generalized. Besides, the small number of participants did not allow for variables such as age, gender and level of English to be studied in the

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

project. Finally, due to time and scope constraints, only significant results were presented and discussed in this paper.

In light of the above, it is clear that more studies need to be conducted in the field. Of particular interest would be larger projects designed to gauge Argentinean people's attitudes towards different varieties of English taking into account demographic variables.

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Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

Teléfono: (011) 4349-0200 c. e.: depto_lenguas@uca.edu.ar

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Appendix

A. Elicitation paragraph

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

B. Survey

Personal data

1) What is your gender?

a) Male   b) Female   c) Prefer not to say

2) State your age **in numbers**.

_____

3) Were you born in Argentina?

a) Yes   b) No

4) Which province are you from?

_____

5) Have you ever lived abroad?

a) Yes   b) No

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

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6) If your previous answer was yes, please write the name of the country and state the length of your stay.

_____

7) What is your level of studies?

a) I'm still in school

b) I have a high school diploma

c) I'm a university student

d) I have a university degree

e) I'm a master's student

f) I have a master's degree

g) I'm a PhD student

h) I have a PhD

Speaker evaluation

Please read the following instructions carefully.

In this part of the survey, you will hear 5 very short recordings in English. After listening to each recording, answer the questions included below. The text and the questions are the same for all the speakers. **This is NOT a test.** Please respond with honesty. It's important that you don't stop to think too much about your answers.

Av. Alicia Moreau de Justo 1300. Puerto Madero. Ciudad Autónoma de Buenos Aires. C1107AAZ.

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Speaker 1

Listen to speaker 1 and then answer the questions below.

1) On a scale from 1 to 4 (where 1 = **strongly disagree**; 2 = **somewhat disagree**; 3 = **somewhat agree**; 4 = **strongly agree**), I think speaker 1 is:

	1	2	3	4
Friendly	○	○	○	○
Intelligent	○	○	○	○
Well educated	○	○	○	○
Generous	○	○	○	○
Successful	○	○	○	○
Funny	○	○	○	○
Polite	○	○	○	○
Hard-working	○	○	○	○
Honest	○	○	○	○
Ambitious	○	○	○	○

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2) Where do you think speaker 1 is from?

[The questions in this section were repeated for speakers 2, 3, 4 and 5]

Level of English

1) What is your level of English?

a) Basic (A1-A2)   b) Intermediate (B1-B2)   c) Advanced (C1-C2)   d) Native

2) How long have you been learning or studying English for?

3) If you ever sat for any English exams or you have any English certificates, please write them below.

4) Please feel free to leave a comment below if there is anything else you would like to say about your level of English or your contact with the language.

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